

David K. Dickinson, Curriculum Vita

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EDUCATION

Harvard University, School of Education, 1976-1982
Ed.D.; Laboratory of Human Development
Concentration: cognitive development, language development
Temple University, 1972-1976; Philadelphia, PA
Ed.M.; Elementary Education Teacher Certification
Oberlin College, 1967-1971; Oberlin, OH
B.A.; major in comparative religion

EMPLOYMENT

2005 - Peabody School of Education, Vanderbilt University, Professor
Kennedy Center Fellow, 2007
2004 - 2005 Boston College, Lynch School of Education, Professor
2002 - Boston College, Lynch School of Education, Associate Professor
1999 - 2002 Education Development Center, Managing Project Director
Responsible for direction of multiple projects with annual budgets of approximately \$2,500,000.
1995 - 1999 Education Development Center, Senior Research Scientist
Responsibilities: Directed funded projects, worked as member of team on projects led by others;
served on company-wide project on leadership characteristics, management team member for the
Center for Children & Families.
1994 Education Development Center, Senior Research Associate
1992 - Associate Professor with tenure; Director, Elementary Teacher Education
Department of Education, Clark University
Responsibilities: Guided department through state review, led review and revision of certification
program, taught Reading and Language Arts methods, and graduate and undergraduate courses on
Literacy and Schooling; supervised Masters and Doctoral students; participated in university
committees and led and wrote report of special task force on student retention.
1988-1992 Assistant Professor; Director of Teacher Education, Education Department, Clark University
1983-1988 Assistant Professor in Reading and Language Arts, Eliot-Pearson Department of Child Study,
Tufts University
Responsibilities: Acting Director of Teacher Education for two years; taught Reading and
Language Arts Methods, undergraduate and graduate level courses on cognitive development,
Models of Early Childhood Education; supervised student teachers and led seminar accompanying
student teaching.
1982-1983 Visiting Assistant Professor in Reading and Language, School of Education, Boston University
Responsibilities: Taught Reading Methods course, graduate and undergraduate classes on
Psycholinguistic Approaches to Reading and Child Development.

1981-1982 Visiting Instructor in Child Development, Connecticut College
Responsibilities: Taught courses on Child Development, Language Development.
1974-1976 Classroom teacher, grade 5; Philadelphia Public Schools
1973-1974 Classroom teacher, grade 6; Miquon School, Miquon PA
1971-1973 Assistant teacher (grades 1- 6) , Durham Child Development Center Philadelphia Public Schools.

EXTERNALLY FUNDED GRANTS

- Dickinson, D.K. & Wilson, S. J. (2007). Examining the Effectiveness of OWL as Used in ERF Projects. Pearson Learning Group. \$136,661 over 12 months.
- Dickinson, D.K. & Kaiser, A. (2006). Improving Language and Literacy Outcomes for Preschool Children at Highest Risk for Reading Problems Funded by the Institute for Educational Sciences, \$2,990,500. over four years.
- Dickinson, D.K. (2002). Examining Enduring Effects of High Quality Curriculum. Funded by the National Institute for Child Health and Development, \$125,000.
- Dickinson, D.K. (2001). Head Start Quality Research Center: The Next Generation. Funded by Health and Human Services for 5 years: \$1.25 million.
- Dickinson, D.K. (1999). Using Technology to Support Preschool Teachers' Professional Development. Funded by the Interagency Educational Research Initiative for 3 years for \$3,616.00.
- Dickinson, D.K. (1999). LEEP: Creating Literacy Environments in Preschool Programs. Funded by the Office of Educational Research and Improvement for three years for \$965,605.
- Dickinson, D.K. (1999). An Examination of Factors that Affect the Capacity of Preschool Programs to Support Children's Early Literacy Development. Funded by the Spencer Foundation for 3 years for \$484,000.
- Dickinson, D.K. (1998). Evaluation of Wolf Trap Literacy Project. Funded for 9 months for \$23,000.
- Dickinson, D.K. (1996). From Preschool to Middle School: Home and School Factors Supporting Motivational and Academic Development in Low-Income Children. Subcontract to EDC, Inc., for a projected funded by the W.T. Grant Foundation, with Harvard Graduate School of Education being the prime grantee (Catherine Snow, Patton Tabors). 48 months for \$128, 647.
- Dickinson, D.K. (1995). Examining and Changing Discourse Environments in Preschool Classrooms. Funded by the Spencer Foundation; 30 month award for \$299,700.
- Dickinson, D.K. (1995). Study of the Effects of Specific Features of Head Start Programs on Families and on Children's Schooling Success. Funded by Health and Human Services for 5 years: \$2.4 million.
- EDC, (1995). Evaluation of a Head Start Arts Partnership. Funded by National Endowment for the Humanities; 4 month budget: \$8,000.
- Dickinson, D.K. (1991). Home-school study of language and literacy development. Spencer Foundation. Subcontract for \$70,000 over two years to cover school portion of data collection of larger project awarded to Harvard University. Total award: \$250,000.
- Dickinson, D.K. (1991). Long-term effects of preschool language experiences. Agency for Children and Families. \$499,000 for three years.
- Snow, C.E. & Dickinson, D. K. (1987). Environmental and linguistic precursors to early reading: Home-school continuities and discontinuities. Ford Foundation grant for first three years of study: \$300,000. Clark Subcontract for two years: \$43,258.
- Dickinson D. K. (1987). Feasibility Study for Longitudinal Proposal to Study Language and Literacy. Ford Foundation, \$11,000.

Dickinson, D. K. (1986-1987). Encouraging Parental Support for Children's Literacy Development. W. T. Grant Foundation, \$8,500.

Grant Submitted and Under Review:

Dickinson, D. K., Submitted to IES July 2007: Materials and Support Systems to Foster High-Quality Support for Language, Conceptual, and Literacy Development in Preschool Classrooms. Goal 2, 3 year proposal, \$1.5 million.

BOOKS, ASSESSMENT TOOLS and CURRICULUM

- Dickinson, D.K. & Neuman, S. (Eds.), (2006). *Handbook of early literacy research: Vol II*. New York: Guilford Press.
- Schickedanz, J. A. & Dickinson, D.K. & Charlotte-Mecklenburg Schools (2005), *Opening the world of learning: A comprehensive early literacy program*. Parsippany, NJ: Pearson Early Learning.
- Smith, M.W., Dickinson, D.K. with Sangeorge, A. & Anasatopoulos, A. (2002). *Toolkit for assessing early literacy in classrooms*. Baltimore, MD: Brookes Publishing.
- Dickinson, D.K. & Tabors, P.O. (Eds.) (2001). *Beginning literacy with language: Young children learning at home and school*. Baltimore, MD: Brookes Publishing.
- Neuman, S. B. & Dickinson, D. K. (Eds.), (2001). *Handbook of early literacy research*. New York: Guilford Publications.
- Dickinson, D.K. (1994). *Bridges to literacy: Children, families and schools*. Cambridge, MA: Basil Blackwell.

ARTICLES IN REFEREED JOURNALS

- Dickinson, D.K. (2007). *Breakthrough is A Path Best Not Taken*. [Review of the book *Breakthrough* by M. Fullan]. *Journal of Educational Change*, 8: 279-282.
- Dickinson, D.K., & Caswell, LC. (2007). Building Support for Language and Early Literacy in Preschool Classrooms Through In-Service Professional Development: Effects of the Literacy Environment Enrichment Program (LEEP). *Early Childhood Research Quarterly*, 22, 243 – 260.
- Dickinson, D.K. (2006). Toward a toolkit approach to describing classroom quality. *Early Education and Development*, 17(1), 177-202.
- Adger, C.T., Hoyle, S.M. & Dickinson, D.K. (2004). Locating learning in in-service education for preschool teachers. *American Education Research Journal*, 41(4), 867-900.
- Dickinson, D.K., McCabe, A., Clark-Chiarelli, N., & Wolf, A. (2004). Cross-language transfer of phonological awareness in low-income Spanish and English bilingual preschool children. *Applied Psycholinguistics*, 25, pp. 323-347.
- Dickinson, D.K., McCabe, A., Anastopoulos, L., Peisner-Feinberg, E., Poe, M. (2003). The comprehensive language approach to early literacy: The interrelationships among vocabulary, phonological sensitivity, and print knowledge among preschool-aged children. *The Journal of Educational Psychology*, 95, 465-481.
- Dickinson, D.K. (2003). Are measures of “global quality” sufficient? *Educational Researcher*, 32, 27-28.
- Dickinson, D.K. & McCabe, A. & Sprague, K. (2003). Teacher rating of oral language and literacy development (TROLL): Individualizing early literacy instruction with a standards-based rating tool. *The Reading Teacher*, 56, April, 554-569.

- Reprinted in S.J. Barrantine, & S.M. Stokes (Eds.), (2005). *Reading assessment: Principles and practices for elementary teachers (2nd ed.)*. Newark, DE: International Reading Association.
- Dickinson, D.K. (2002). Shifting images of developmentally appropriate practice as seen through different lenses. *Educational Researcher*, 31(1), 26-32.
- Dickinson, D.K. & Tabors, P.O. (2002). Fostering language and literacy in classrooms and homes. *Young Children*, March, 10-18.
- Howard, C., Lewkowicz, C., & Dickinson, D.K. (2002). Both sides now: An examination of the relationship between researchers and Head Start practitioners. *NHSA Dialog*, 5, 240-255.
- Abbott-Shim, M., Dickinson, D., Peisner-Feinberg, E., Schweinhart, L. (2001). How to conduct a local Head Start evaluation: Advice from the 1995-2000 Head Start Quality Improvement Centers. In Proceedings from the 7th Research Track, 28th Annual NHSA Training Conference. *NHSA Dialog*, 5, pp. 38-55.
- Dickinson, D.K. & Sprague, K. (2001). The nature and impact of early childhood care environments on the language and early literacy development of children from low-income families. In S. Neuman, & D.K. Dickinson (Eds.), *Handbook of early literacy* (pp. 263-292). New York, NY: Guilford.
- Tabors, P.O, Snow, C.E., & Dickinson, D.K. (2001). Homes and schools together: Supporting language and literacy development. In D.K. Dickinson & P.O. Tabors (Eds.), *Beginning Literacy with Language: Young children learning at home and school* (pp. 313-338). Baltimore, MD: Brookes Publishing.
- Dickinson, D.K. (2000). Current research on bilingual program models and/or best practices. *NHSA Dialogue*, 3(3), 345-351.
- Dickinson, D.K., DeTemple, J. (1998). Putting parents in the picture: Maternal reports of preschooler's literacy as a predictor of early reading. *Early Childhood Research Quarterly*, 13(2), 241-263.
- Dickinson, D.K. & Digisi, L. (March, 1998). The many rewards of a literacy-rich classroom. *Educational Leadership*, 55(6) 23-26.
Reprinted and distributed by the *American Federation of Teachers*.
- Dickinson, D.K., Hao, W., & He, Z. (1995). Pedagogical and classroom factors related to how teachers read to three- and four-year old children. In D. J. Leu (Ed.), *NRC Yearbook*.
- Dickinson, D.K., & Smith, M.W. (1994). Long-term effects of preschool teachers' book readings on low-income children's vocabulary and story comprehension. *Reading Research Quarterly*, 29(2), 104-122.
- Smith, M.W. & Dickinson, D.K. (1994). Describing oral language opportunities and environments in Head Start and other preschool classrooms. *Early Childhood Research Quarterly*, 9, 345-366.
- Dickinson, D.K. & McCabe, A. (1993). Beyond two-handed reasoning: Commentary on the work of Kieran Egan. *Linguistics and Education*, 5, 187-194.
- Dickinson, D.K., DeTemple, J.M., Hirschler, J. & Smith, M.W. (1992). Book reading with preschoolers: Co-construction of text at home and at school. *Early Childhood Research Quarterly*, 7, 323-346.
- Dickinson, D.K. (1991). Teacher stance and setting: Constraints on conversation in preschools. In A. McCabe, & C. Peterson (Eds.), *Developing narrative structure* (pp. 255-302). Hillsdale, NJ: Lawrence Erlbaum.
- Dickinson, D.K. & Smith, M. W. (1991). Preschool talk: Patterns of teacher-child interaction in early childhood classrooms. *Journal of Research in Childhood Education*, 6, 20-29.
- Dickinson, D.K. & Tabors, P. (1991). Early literacy: Linkages between home, school, and literacy achievement at age five. *Journal of Research in Childhood Education*, 6, 30-46.
- Dickinson, D.K. (1990). An environmental approach to informal evaluation in preschool. *Linguistics and Education*, 2, 147-164.

- Snow, C.E. & Dickinson, D.K. (1990). Social sources of narrative skills at home and at school. *First Language, 10*, 87-103.
- Dickinson, D.K. (1989). Implications for organizing an appropriate language program. In M. Frank (Ed.), *Facilitating children's language: Handbook for child-related professionals. Journal of Children in Contemporary Society, 21*, 59-66.
- Dickinson, D. K. (1989). Review of relevant research: Long-term effects of facilitating oral language development. In M. Frank (Ed.), *Facilitating children's language: Handbook for child-related professionals. Journal of Children in Contemporary Society, 21*, 35-54.
- Dickinson, D.K. (1989). Development of preschool children's ability to identify common materials. *Merrill-Palmer Quarterly, 35*, 165-180.
- Dickinson, D. K., & Keebler, R. (1989). Variation in preschool teachers' book reading styles. *Discourse Processes, 12*, 353-376.
- Dickinson, D. K. (1988). Learning names for materials: Factors constraining and limiting hypotheses about word meanings. *Cognitive Development, 3*, 15-35.
- Dickinson, D. K. (1987). The development of a concept of material kind. *Science Education, 71*, 615-628.
- Dickinson, D. K., & Snow, C. E. (1987). Interrelationships among prereading and oral language skills in kindergartners from two social classes. *Early Childhood Research Quarterly, 2*, 1-25.
- Dickinson, D. K. (1986). Cooperation, collaboration and a computer: Integrating a computer into a first-second grade writing program. *Research in the Teaching of English, 20*, 357-378.
- Dickinson, D. K. (1985). Creating and using formal occasions in the classroom. *Anthropology and Education Quarterly, 16*, 47-62.
- Dickinson, D. K. (1984). First impressions: Children's knowledge of words after a single exposure. *Journal of Applied Psycholinguistics, 5*, 359-373.
- Weaver, P. W., & Dickinson, D. K. (1982). Scratching below the surface structure: Exploring the usefulness of story grammars. *Discourse Processes, 5*, 225-243.
- Weaver, P. W., & Dickinson, D. K. (1979). Story comprehension and recall in dyslexic students. *Bulletin of the Orton Society, 29*, 157-171.

CHAPTERS AND REPORTS

- Dickinson, D.K., Watson, Betsy G., & Farran, D. C. (2007). It's in the details: Approaches to describing and improving preschool classrooms. In C. Vulkevich, & C. Justice, (Eds.), *Creating preschool centers of excellent in language and literacy* (pp. 136 – 162). Guilford, NY, NY.
- Dickinson, D.K., McCabe, A. & Essex, M. (2006). A window of opportunity we must open to all: The case for high quality center-based preschool. In Dickinson, D.K. & Neuman, S.B. *Handbook of early literacy research: Vol. II* (pp. 11-28). New York: Guilford Press.
- Dickinson, D.K. & Brady, J. (2005). Toward effective support for language and literacy through professional development: A decade of experiences and data. In M. Zaslow, & I. Martinez-Beck (Eds.), *Critical issues in early childhood professional development* (pp. 141-170). Baltimore, MD: Brookes Publishing.
- Dickinson, D.K., McCabe, A. & Clark-Chiarelli, N. (2004). Preschool-based prevention of reading disability: Realities vs. possibilities. In C.A. Stone, E. R. Silliman, B.J. Ehren, & K. Apel (Eds.), *Handbook of language and literacy: Development and disorders* (pp.209-227). New York: Guilford Press.
- Dickinson, D. K., St. Pierre, R. B., & Pettengill, J. (2004). High-quality classrooms: A key ingredient to family literacy programs' support for children's literacy. In B. Wasik (Ed.), *Handbook of family literacy* (pp. 137-154). Mahwah, NJ: Lawrence Erlbaum Associates.

- Dickinson, D.K. (2003). Why we must improve teacher-child conversations in preschools and the promise of professional development. In L. Girolametto & E. Weitzman (Eds.), *Enhancing caregiver language facilitation in childcare settings* (pp. 41-48). Toronto, Canada: The Hanen Institute.
- Dickinson, D.K., & McCabe, A. (2003). A framework for examining book reading in early childhood classrooms. In A. van Kleeck, , & S. Stahl, & E.B Bauer (Eds.), *On reading books to children: Parents and teachers* (pp. 95-113). Hillsdale, NJ: Lawrence Erlbaum.
- Dickinson, D.K., McCabe, A. & Anastasopoulos, L. (2002). *A framework for examining book reading in early childhood classrooms*. CIERA Report #1-014.
- Dickinson, D.K. (2001). Book reading in preschool classrooms: Is recommended practice common? In D.K. Dickinson & P.O. Tabors (Eds.), *Beginning literacy with language: Young children learning at home and school* (pp. 175-203). Baltimore, MD: Brookes Publishing.
- Dickinson, D.K. (2001). Large-group and free-play times: Conversational settings supporting language and literacy development. In D.K. Dickinson & P.O. Tabors (Eds.), *Beginning literacy with language: Young children learning at home and school* (pp. 223-255). Baltimore, MD: Brookes Publishing.
- Dickinson, D.K. (2001). Putting the pieces together: The impact of preschool on children's language and literacy development in kindergarten. In D.K. Dickinson & P.O. Tabors (Eds.), *Beginning literacy with language: Young children learning at home and school* (pp. 257-287). Baltimore, MD: Brookes Publishing.
- Dickinson, D.K. & McCabe, A.. (2001). Bringing it all together: The multiple origins, skills and environmental supports of early literacy. *Learning Disabilities Research and Practice*, 16(4), 186-202.
- McCabe, A., & Dickinson, D.K. (2001, Summer). Good talk, close listening: Laying solid foundations for literacy. *Children and families* (pp. 21-22). National Head Start Association.
- Dickinson, D.K. & McCabe, A. & Sprague, K. (September, 2001). Teacher rating of oral language and literacy development (TROLL): A research-based tool. CIERA Report #3-016.
- Beals, D.B., deTemple, J., & Dickinson, D.K. (1994). Talking and listening that support early literacy development of children from low-income families. In D.K. Dickinson (Ed.), *Bridges to literacy: Approaches to supporting child and family literacy*. Cambridge, MA: Basil Blackwell.
- Dickinson, D.K. (1994). Features of early childhood classrooms that support development of language and literacy. In J. Duchan, L. Hewitt, & R. Sonnenmeier (Eds.). *Pragmatics: From theory to practice* (pp.185-201). Englewood Cliffs, NJ: Prentice Hall.
- Dickinson, D.K. & Beals, D.B. (1994). Not by print alone: Oral language supports for early literacy development. In D. Lancy (Ed.), *Children's emergent literacy: From research to practice* (pp. 29-40). Westport, CT: Praeger.
- McCabe, A., & Dickinson, D.K. (1994). Language acquisition. In A. C. Purves (Ed.), *Encyclopedia of English studies and language arts* (pp. 179 – 191). National Council of Teachers of English.
- Dickinson, D.K., Cote, L., & Smith, M.W. (1993). Learning vocabulary in preschool: Social and discourse contexts affecting vocabulary growth. In C. Daiute (Ed.), *The development of literacy through social interaction* (pp. 67 - 78). In *New Directions in Child Development*. San Francisco, CA: Jossey-Bass.
- Dickinson, D. K., Wolf, M. A., & Stotsky, S. (1992). "Words move": The interwoven development of oral and written language in the school years. In J. Berko-Gleason (Ed.), *Language development* (3rd ed.). Columbus, OH: Merrill.

- Snow, C.E. & Dickinson, D.K. (1991). Skills that aren't basic in a new conception of literacy. In A. Purves, & E. Jennings (Eds.), *Literate systems and individual lives: Perspectives on literacy and schooling*. Albany, NY: SUNY Press.
- Dickinson, D.K. & McCabe, A. (1991). A social interactionist account of language and literacy development. In J. Kavanaugh (Ed.), *The language continuum* (pp. 1 – 40). Parkton, MD: The York Press.
- Dickinson, D. K. (1989). Effects of a shared reading program on One Head start Classroom. In J. Allen, & J. Mason (Eds.), *Risk makers, risk takers, risk breakers: Reducing the risks for young learners* (pp. 125-153). Portsmouth, NH: Heinemann.
- Dickinson, D.K. (1988, August). An examination of programs that involve parents in efforts to support children's acquisition of literacy. Final Report to the W.T. Grant Foundation. Worcester, MA: Clark University.
- Dickinson, D. K., Wolf, M. A., & Stotsky, S. (1988). "Words move": The interwoven development of oral and written language in the school years. In J. Berko-Gleason (Ed.), *Language Development* (2nd ed.). Columbus, OH: Merrill.
- Dickinson, D.K. (1987). Oral language, literacy skills and response to literature. In J. Squire (Ed.), *The dynamics of language learning: Research in the language arts* (pp. 147-183). Urbana, IL: National Council of Teachers of English.
- Wolf, M., & Dickinson, D. K. (1985). From Oral to written language: Transitions in the school years. In J. Berko-Gleason (Ed.), *Language Development* (pp. 227-276). Columbus, OH: Charles Merrill & Co.
- Cazden, C. B., & Dickinson, D. K. (1981). Language in education: Standardization vs. cultural pluralism. In C. A. Ferguson, S. B. Heath, & J. Tollefson (Eds.), *Language in the U.S.A.* (pp. 446-468). New York: Cambridge University Press.
- Cazden, C. B., Cox, M., Dickinson, D. K., Steinberg, Z., & Stone, C. (1979). "You'all gonna hafta listen:" Peer teaching in a primary classroom. In W. A. Collins (Ed.), *Children's Language and Communication. Twelfth Annual Minnesota Symposium on Child Language* (pp. 183-231). Hillsdale, NJ: Lawrence Erlbaum.

NATIONAL AND INTERNATIONAL RESEARCH CONFERENCES

- Dickinson, D.K. (Oct. 23, 2007). Approaches to Supporting Families and Children from Birth to Age Three: Research and Recommendations. Invited presentation to the Chamber of Deputies, Brasilia, Brazil.
- Dickinson, D.K. (March 19, 2007). The Potential of Preschools as Settings to Support Development. Invited presentation to the Carolina Consortium on Human Development, Chapel Hill, NC.
- Collins, M., Dickinson, D.K, & Schickedanz, J. (May 13, 2007). We're all in this together: A Guiding Principle for a Comprehensive PD Plan. Presented at the Pre-Convention Institute of the Annual Meeting of the International Reading Association, Toronto, Canada.
- Dickinson, D.K., Darrow, C. L., Tinubu, T., Aronson, B., Shalev, S., (April 8, 2007). Examining Changes in the Structure and Content of Children's Patterns of Language Use. Poster presented at the biannual conference of the Society for Research in Child Development, Boston, MA.
- Dickinson, D.K. (Sept. 23, 2006), Taking Vocabulary Seriously from the Start: Implications for Theory and Practice, Invited keynote address, ESRC Seminar, University of Reading, England.
- Dickinson, D.K. (June 4, 2006), Early literacy support: One piece of the full EC curriculum. NAEYC Professional Development Conference, San Antonio, TX.
- Dickinson, D.K. & Edmonds, E. (June 8, 2005). A Curriculum-based Approach to Enhancing Language of

- At-Risk Preschool Children Through Book Reading and Phonemic Awareness and Alphabet Games: What? How? and Effectiveness. Annual NAEYC Professional Development Conference, Miami, FL
- Dickinson, D.K. (May 8, 2005). Supporting Oral Language in Early Childhood Classrooms. Annual Conference of the International Reading Association.
- Dickinson, D.K. (May 6, 2005). Delivering High Quality Professional Development in a Video Conference Format. Invited address at the annual convention of the International Reading Association.
- Dickinson, D.K. & Porche, M. (April 8, 2005) Long Term Effects of Preschool Classroom Interactions on the Language and Literacy Skills of Low-Income Children, In D.K. Dickinson (Chair) *The Impact of Global and Specific Aspects of Input on Language Learning*. Biannual conference of the Society for Research in Child Development, Atlanta, GA.
- Clark-Chiarelli, N., Dickinson, D.K., Evaluation of the effects of a program-delivered professional development intervention. (2005, April). . In R.G. Lambert & J.L. Mendez (Chairs), *Head Start Quality Research Centers: Randomized Trials of School Readiness Enhancements in Head Start Programs*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA
- Dickinson, D.K. (November 29, 2004). Teacher-child Interaction is Where the Action Is So How Do We Measure It? *School Readiness*, Invited conference at the University of North Carolina.
- Dickinson, D.K. (Sept. 29 – 30, 2004). Booktime and beyond: Effective practices for supporting comprehension in preschool. Focus on Comprehension. Invitation Conference Sponsored by the Regional Laboratories and Comprehensive Centers of the U.S. Department of Education.
- Clark-Chiarelli, N., Dickinson, D.K., Bolte, G., & Buteau, E. (2004, June). The impact of program-delivered literacy inservice training (PD-LIT) on teacher practice and present children's functioning. Head Start Research Conference, Washington, DC.
- Dickinson, D.K. (June 28, 2004). The Central Importance of Oral Language . Invited presentation to symposium, "Key components of School Success." Biannual Head Start Research Conference, Washington, DC.
- Dickinson, D.K. (May 2, 2004). Does the Matthew Effect Begin in Preschool? Invited presentation at the annual convention of the International Reading Association.
- Dickinson, D.K. (May, 2004). Book Reading in Early Childhood Settings. Annual Conference of the International Reading Association.
- Dickinson, D.K. (March 6, 2004). The Central Role of Language in Early Literacy Development: Directions for Improving Early Childhood Programs. Invited speaker to the 2nd Annual Butler Symposium, Specialty Board on Child Language.
- Dickinson, D.K. (May, 2003). The Policy Environment: Past, Present, and Future Possibilities, Annual Conference of the International Reading Association, Orlando, FL.
- Dickinson, D.K. (November, 2003). The Place of Language in Early Literacy Development, Annual Conference of the American Society of Speech and Hearing, Chicago, IL.
- Dickinson, D.K. (May, 2003), Reading and Discussing Books with Children. Annual Conference of the International Reading Association. Orlando, FL.
- Dickinson, D.K., Caswell, L., Chalufour, I. (June, 2003). Creating Classrooms That Foster Literacy in Preschool Classrooms Through an In-Service Intervention. Annual Conference of the Piaget Society, Chicago, IL.
- Dickinson, D.K. (April 26, 2003). Discussant for the Symposium "Where are we now and what

do we know about the effectiveness of early literacy intervention programs” (Britto, Chair).
Biannual convention of the Society for Research in Child Development, Tampa, FL.

- Dickinson, D.K., & McCabe, A. (July, 2002), Too Many Missed Opportunities: Teacher-Child Verbal Interaction in U.S. Head Start Classrooms. Presented at the annual conference of the International Association Society of Child Language, Madison, WI.
- Dickinson, D.K., Howard, C., Caswell, L., Sprague, K. (June, 2002). Supporting literacy development through a systemic program-delivered intervention. In L. B. Tarullo, The Head Start Quality Research Centers. Symposium presented at the National Head Start Research Conference, Washington, DC.
- Dickinson, D.K. (May, 2002). Assessing children and classroom quality in early childhood programs. Paper presented in pre-conference CIERA session at the annual conference of the International Reading Association.
- Dickinson, D.K., Anastasopoulos, L., Miller, C. , Caswell, L. Peisner-Feinber, E. (2002, April.) Enhancing Preschool Children’s Language, Literacy and Social Development through an In-Service Professional Development Approach. Paper presented at the annual conference of the American Educational Research Association, New Orleans.
- Dickinson, D.K. (2002, April). Overall Design of Language Environment Enrichment Program (LEEP) and Quantitative Research Methods. In Anastasopoulos, A., The Effectiveness of an In-Service Teacher Education for Preschool Teachers as Seen Through Quantitative and Qualitative Lenses, Symposium presented at the annual convention of the American Education Research Association. New Orleans, LA.
- Anastasopoulos, L, Dickinson, D.K, & Peisner-Feinberg, E. (2002, April), Changes in Classroom Practices and Associated Impacts on Children. In Anastasopoulos, A., The Effectiveness of an In-Service Teacher Education for Preschool Teachers as Seen Through Quantitative and Qualitative Lenses, Symposium presented at the annual convention of the American Education Research Association. New Orleans, LA.
- Clark-Chiarelli, N., Dickinson, D. , Peisner-Feinberg, E. Anastasopoulos, L., Caswell, L. & Sprague, K.. The impact of the Technology Enhanced Language Environment Enrichment Program (T-LEEP). Poster presentation at the IERI Principal Investigator Conference, November 18, 2002.
- Dickinson, D.K. & McCabe, A. (2001, December). A Framework for Examining Book Reading in Early Childhood Classrooms. Poster presented at the annual National Reading Conference, San Antonio, TX.
- Dickinson, D.K. (2001, November). Supporting Oral Language in Preschool Settings. Part of a full-day pre-conference workshop organized by Naomi Karp and presented at the annual conference of the National Association of Educators of Young Children, Anaheim, CA.
- Daniel, J. & Dickinson, D.K. (2001, June). Standards-based Language and Literacy Practices for Young Children. Presentation at the Annual Professional Development Conference of the National Association of the Education of Young Children, Washington DC.
- Dickinson, D.K., Anastasopoulos, L., Miller, C., & VanAsselt, G. (2001, June). The Impact of a Professional Development Intervention on Preschool Teachers. Poster presented at the Annual Professional Development Conference of the National Association of the Education of Young Children, Washington DC.
- Dickinson, D.K. (2001, May). The Impact of Home and Classroom Experiences on Early Literacy Development. CIERA Symposium presented at the Annual Conference of the International Reading Association, New Orleans, LA.

- Dickinson, D.K. (2001, May). Paving the Way to Early Literacy Success. Keynote address to the Annual Conference of the Parent Child Home Program, Garden City, New York.
- Dickinson, D.K. (2001, May). Keeping Track of Children's Language and Literacy Growth. Presentation at the Annual Convention of the National Head Start Association, Orlando, FL.
- Dickinson, D.K., Miller, C.M., & Anastasopoulos, L. (2001, April). The impact of LEEP on teachers' classroom practices and beliefs about literacy. Presentation at the Annual Conference of the American Educational Research Association, Seattle, WA.
- Dickinson, D.K., Miller, C.M., & Anastasopoulos, L. (2001, April). The impact of an in-service intervention with Head Start teachers and supervisors on children's language, literacy and social development. Presentation at the Annual Conference of the Society for Research in Child Development, Minneapolis, MN.
- Dickinson, D.K., Sprague, K., Sayer, A., Miller, C., & Clark, N. (2001, April). A multilevel analysis of the effects of early home and preschool environments on children's language and early literacy development. Presentation at the Annual Conference of the American Educational Research Association, Seattle, WA.
- Miller, C.M., Sprague, K., Sayer, A., & Dickinson, D.K. (2001, April). Using HLM to examine the effects of early environments and language background on children's social development. Poster presentation at the Annual Conference for the Society for Research in Child Development, Minneapolis, MN.
- Anastasopoulos, L., Dickinson, D.K., & Van Asselt, G. (2001, April). Can a professional development course on language and literacy influence supervisors? Presentation at the Annual Conference of the American Educational Research Association, Seattle, WA.
- Kloosterman, V., & Dickinson, D.K. (2001, April). A qualitative study of enduring effects on teachers and supervisors. Presentation at the Annual Conference of the American Educational Research Association, Seattle, WA.
- Dickinson, D.K. (2001, March). The place of language in early literacy and how to support it. Presentation at the Annual Conference of the Core Knowledge Foundation, Boston, MA
- Dickinson, D.K., Kloosterman, V., & Chalufour, I. (November 10, 2000). Language Environment Enrichment Project: Promoting Children's Literacy Development. Workshop presented at the Annual Conference of the National Association for the Education of Young Children (NAEYC), Atlanta, GA.
- Dickinson, D.K. (2000, September). Cognitive, Linguistic and Social Precursors to Early Literacy: Long-term Consequences and Policy Implications. Keynote address to the Early Literacy Seminar convened by ASHA and NICHD, Bethesda, MD.
- Dickinson, D.K. (2000, September). How states can support development in the preschool years: A language and literacy perspective. Address delivered to an early childhood subcommittee of the Montana Legislature, Boise, Idaho.
- Dickinson, D.K., Sayer, A., Sprague, K., Miller, C., Clark, N., & Wolf, A. (2000, June). Classroom factors that foster literacy and social development of children from different language backgrounds. In M. Hopmann (Chair), Dimensions of program quality that foster child development: Reports from 5 years of the Head Start Quality Research Centers. Poster symposium presented at the biannual National Head Start Research Conference, Washington, D.C.
- Dickinson, D. (2000, June). Challenges and approaches to assessing young children's early literacy skills in two languages. In M.L. Lopez (Chair), Continuities and discontinuities in the assessment of young bilingual children: Lessons learned and future directions for research. Symposium conducted at the biannual National Head Start Research Conference, Washington, D.C.

- Anastasopoulos, L, Dickinson, D.K., & Fahey, P. (2000, June), Factors that influence job satisfaction among Head Start staff. Poster presented at the biannual National Head Start Research Conference, Washington, D.C.
- Dickinson, D.K., Miller, C.M., & Anastasopoulos, L.P. (2000, June). The impact of the Literacy Enrichment Environment Program on teachers, supervisors, and children. Poster session presented at the annual conference of NAEYC's National Institute for Early Childhood Professional Development, San Francisco, CA.
- Dickinson, D.K. (2000, April). Contributions of preschool classrooms to the language and literacy development of children from low-income families. In P. Tabors (Chair), Predicting 4th-grade reading comprehension in a low-income population. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Dickinson, D.K. & Miller C. (2000, April). Developmental history and psychometric properties of the Early Language and Literacy Classroom Observation Tool (ELLCO). Poster session presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Robinson, D.R., Sayer, A., Sprague, K., & Dickinson D.K. (2000, April). Parental reports of family routines as predictive of language and literacy development of Head Start children. Poster session presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Dickinson, D.K. (2000, March). Effective literacy practices in preschools. Putting research to work: Building literacy skills in children. Invitational Conference Sponsored by the Harvard Children's Initiative, Cambridge, MA.
- Dickinson, D.K. (1999, December). Dimensions of reading style and patterns of book use in preschool. In B. Wasik (Chair), Multiple perspectives on book reading in early childhood classrooms. Symposium conducted at the annual meeting of the National Reading Conference, Orlando, FL.
- Dickinson, D.K. (1999, April). Shifting images of DAP as seen through different lenses. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Dickinson, D.K. & Smith, M.W. (1999, April). Supporting professional growth among Head Start teachers by fostering construction of applied knowledge. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Brady, J., Hirschler, J. Dickinson, D.K., & Cross, T. (1999, April). Evaluating the Step-By-Step Early Childhood Program in four countries. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Dickinson, D.K. & Wolf, A. (1999, April). Phonemic awareness development in Spanish-English bilingual preschool children. Poster session presented at the annual meeting of the Society for the Scientific Study of Reading, Montreal, Canada.
- Dickinson, D.K., Bryant, D., Peisner-Feinberg, E., Lambert, R. & Wolf, A. (1999, April). Phonemic awareness in Head Start children: Relationship to language and literacy and parenting variables. Paper presented at the annual meeting of the Society for Research in Child Development, Albuquerque, NM.
- Dickinson, D.K. (1999, March). Language and phonemic awareness development in Spanish and English. Paper presented at the National Association of Bilingual Educators, San Antonio, TX.
- Dickinson, D.K. (1999, January & February). Teacher-child conversations that foster literacy development. Forums on the IRA/NAEYC Position Statement on Early Literacy. Forums held in Mesa Arizona, Danvers, Massachusetts, College Park, Maryland.

- Dickinson, D.K. (1998, December). Supporting emergent literacy: Recent research findings. Paper presented at the New England Head Start Association conference on "Lighting the Way to the New Millennium," Springfield, MA.
- Dickinson, D.K., Smith, M.W., & Tabors, P. (1998, November). Home and preschool factors affecting language and literacy development in kindergarten. Paper presented at the annual meeting of the American for Speech and Hearing Association, San Antonio, TX.
- Snow, C.E., Dickinson, D.K., Tabors, P.O., Smith M.W., Porche, M.V., & Jordan, G.E. (1998, November). How parents and teachers can support children's emergent literacy development. Paper presented at the annual meeting of the National Association for Educators of Young Children, Toronto, Ontario.
- Dickinson, D.K., Rafal, C. T., & Merianos, L. (1998, April). The structure of Teacher-Child Verbal Interaction in preschool classrooms: Results from the Teacher-Child Verbal Interaction Profile. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Dickinson, D.K., Snow, C.E., Roach, K., Smith, M. & Tabors, P.O. (1998, April). Home and preschool factors affecting language and literacy development in kindergarten. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, San Diego, California.
- Dickinson, D.K., Howard, C. & Rafal, C.T. (1997, November). Describing teacher support for language in preschools. Paper presented at the annual conference of the Division for Early Childhood of the Center for Exceptional Children, New Orleans, LA.
- Dickinson, D.K., & Smith, M.W. (1997, November). Describing language and literacy environments: Research tools for practitioners. Paper presented at the annual conference of the National Association for the Education of Young Children, Anaheim, California.
- Dickinson, D.K. & Smith, M. W. (1997, May). Communities of teachers examining analyzing language and curriculum. Paper presented at the annual meeting of the National Head Start Training Conference, Boston, MA.
- Dickinson, D.K. (1997, May). The New England Quality Research Center. Paper presented at the annual meeting of the National Head Start Training Conference, Boston, MA.
- Smith, M.W., Haine, R., & Dickinson, D.K. (1997, April). Teacher's assessments of children's language and literacy skills: Predictive power and consistency. Paper presented at the Biannual Meeting of the Society for Research in Child Development, Washington, D.C.
- Dickinson, D.K., & Smith, M.W. (March, 1997). A contextualized analysis of teacher-child discourse in Head Start classrooms. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Chicago, IL.
- Dickinson, D.K., & Smith, M.W., & Haine, R. (August, 1996). Predicting kindergarten literacy from preschool discourse. Poster session presented at the XIVth Biennial Meetings of ISSBD, Quebec City, Quebec.
- Dickinson, D.K., Tabors, P.O., & Roach, K. (August, 1996). Contributions of early oral language skills to later reading comprehension. In A. Spinollo & J. Oakhill (Chairs), Thinking about texts: Comprehension and metalinguistic awareness. Symposium conducted at the XIVth Biennial Meetings of ISSBD, Quebec City, Quebec.
- Dickinson, D.K., Cote, L.R., & Smith, M.W. (1996, June). Preschool classrooms as lexical environments: Long-term effects of patterns of vocabulary use on low-income children's language development. Symposium conducted at the Third National Head Start Research Conference, Washington, D.C.

- Dickinson, D.K., & Smith, M.W. (June, 1996). The impact of variation in preschool experience on children's language and literacy development. Poster session presented at Head Start's Third National Research Conference, Washington, DC.
- Dickinson, D.K., & Smith, M.W. (April, 1996). Contributions of preschool and grade one classroom experiences to grade two reading and vocabulary. Paper presented at the Third Annual Meeting of the Society for the Scientific Study of Reading, New York, NY.
- Dickinson, D.K. (May, 1995). A framework for viewing family support for early literacy development. Conference on "Vital Families" presented by the Center for Applied Child Development, Tufts University.
- Dickinson, D.K., & Dolane-Rourke, H. (April, 1995). Current patterns of literacy instruction in primary grade classrooms. Paper presented at the annual conference of the Society for the Scientific Study of Reading, San Francisco, CA.
- Dickinson, D.K. (April, 1995). Meeting the standard: The Early Childhood Generalist Standards. Paper presented at the annual meeting of the American Educational Research Association.
- Dickinson, D.K., Hirschler, J., Chalufour, I., Brady, J., & Gordon, B. (April, 1995). Confronting issues of diversity in National Performance-Based Examination: EDC's approach to the Early Childhood Generalist Certificate. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Densmore, A., Dickinson, D.K., & Smith, M.W. (April, 1995). The socio-emotional content of teacher-child interaction in preschool settings serving low-income children. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Dickinson, D.K. (March, 1995). Readiness: Bringing low-income parents into the conversation. Paper presented at the annual meeting of the Society for Research in Child Development, Indianapolis, IN.
- Dickinson, D.K., Smith, M.W., & Cote, L. (March, 1995). Effects of preschool lexical environments on low-income children's language skill at the end of kindergarten. Paper presented at the annual meeting of the Society for Research in Child Development, Indianapolis, IN.
- Dickinson, D.K. (September, 1994). What is Family Literacy? Theoretical and practice-based frameworks. Invited paper given at an annual conference sponsored by the Averroes Foundation, The Haag, The Netherlands.
- Dickinson, D.K. (December, 1994). Teacher performance and child engagement: Reading books in preschool and kindergarten. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA.
- Dickinson, D.K. & Smith, M.W. (April, 1994). Teacher and child conversations in preschools: Constraints and supports. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Dickinson, D.K. & Cote, L.R. (1994, April). Predicting literacy outcomes for low-income children: A worldwide perspective. Symposium conducted at the annual meeting of the Educational Research Association, New Orleans, LA.
- Dickinson, D.K., Beals, D.E., & Tabors, P.O. (1993, November). Long-term effects of preschool discourse experiences on language and literacy development. Paper presented at the 2nd National Head Start Conference, Washington, D.C.
- Dickinson, D.K., Hao, Z., & He, W. (Nov., 1993). Patterns of reading and long-term consequences of diverse book reading approaches. Paper presented at the annual meeting of the National Council of Teachers of English, Pittsburgh, PA.

- Dickinson, D.K., Cote, L., & Smith, M.W. (1993, April). Preschools as lexical environments. In C. Genishi (Chair), Word learning research for literacy theory and early childhood practice. Symposium conducted at the annual meeting of the American Educational Research Association, Austin, TX.
- Dickinson, D.K. & Nicholson, P. (1993, April). Parents' and teachers' perceptions of home and school contributions to literacy development: A four-year perspective. Paper presented at the annual meeting of the American Educational Research Association.
- Dickinson, D.K. & Smith, M.W. (1993, March). Contributions of specific preschool experiences to emerging literacy skills. In G. Williamson (Chair), Ready to learn: Sources of influence on growth of early literacy. Symposium conducted at the annual conference for the Society for Research in Child Development, New Orleans, LA.
- Dickinson, D.K. & Cote, L. (1993, March). Peer and teacher-child relationships in preschool classrooms: Contexts for language learning. In C. Daiute (Chair), Relationships as contexts for language and literacy development. Symposium conducted at the annual meeting for the Society for Research in Child Development, New Orleans, LA.
- Dickinson, D.K., & Smith, M.W. (1992, December). Preschool contributions to early language and literacy development. In E. Sulzby (Chair), From three to six: Home and preschool supports for literacy development among low-income children. Symposium conducted at the annual conference of the National Reading Conference, San Antonio, TX.
- Tabors, P. & Dickinson, D.K. (1992, December). Looking Through Both Lenses: Home and School Contributions. In E. Sulzby (Chair), From three to six: Home and preschool supports for literacy development among low-income children. Symposium conducted at the annual conference of the National Reading Conference, San Antonio, TX.
- Dickinson, D.K. & Tabors, P. (1992, April). Continuity and change in oral language and print skills between kindergarten and first grade. In R. Gallimore (Chair), Pathways to literacy: Home and school factors affecting kindergarten and first grade achievement. Symposium conducted at the annual conference of the American Educational Research Association, San Francisco, CA.
- Dickinson, D.K. (1992, April). Long-term effects of teacher-child discussions of books on low-income children's vocabulary and story understanding. In B. deBaryshe (Chair), Emergent reading and Book reading. Symposium conducted at the Human Development Conference, Atlanta, GA.
- Dickinson, D.K. (1992, March). Contexts supporting oral language development in preschool classrooms. Invited presentation at Pragmatics: From Theory to Therapy, Buffalo, New York.
- Dickinson, D.K. & Nicholson, P. (1991, June). Home and preschool correlates of kindergarten literacy: A longitudinal analysis. Paper presented at New Directions in Child and Family Research: Shaping Head Start in the Nineties, Arlington, VA.
- Dickinson, D.K. (1991, May). Not by print alone: Nourishing the oral language root of emergent literacy. Invited presentation at working conference on Emergent Literacy, University of Toledo.
- Dickinson, D.K. & Moreton, J. (1991, April). Predicting specific kindergarten literacy skills from three-year-olds' preschool experiences. In G. Whitehurst (Chair), Constructivist Accounts of Literacy Acquisition: Contributions from Participation in Discourse. Symposium conducted at the bi-annual meeting of the Society for Research on Child Development, Seattle, WA.
- Dickinson, D.K. & Smith, M. (1991, April). Styles of reading books in preschool. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Dickinson, D.K. & Smith, M. (1991, April). Preschool talk: Patterns of teacher-child interaction in early childhood classrooms. In S. Barnett (Chair), The social prerequisites of literacy development.

Paper presented at the annual meeting of American Educational Research Association, Chicago, IL.

- Dickinson, D.K. & Tabors, P. (1991, April). Early literacy: Linkages between home, school, and literacy achievement at age five. In S. Barnett (Chair), The social prerequisites of literacy development. Paper presented at the annual meeting American Educational Research Association, Chicago, IL.
- Dickinson, D.K. & McCabe, A. (1991, March). Acquiring oral language and becoming literate: Parallels, props and possible pitfalls. In J. Kavanaugh (Chair), The language continuum. Invited presentation at the annual conference of the New York Branch of the Orton Dyslexia Society, NY, NY.
- Dickinson, D.K. (1990, April). Preschools: Environments that support decontextualized language skills of low-income children? In C. Snow (Chair), Preschools as environments for supporting emergent literacy and decontextualized language development. Symposium conducted at the annual meeting of the American Educational Research Association, Boston, MA.
- Dickinson, D.K. (1990, April). Book reading as a context for use of decontextualized language with low-income preschoolers. In R. Buhle (Chair), Practices which facilitate the development of skills with decontextualized or representational uses of language: Studies in home and classroom contexts. Symposium conducted at the annual meeting of the American Educational Research Association, Boston, MA.
- Snow, C.E. & Dickinson, D.K. (1989, September). Home and school language and literacy acquisition environments. In D. Dickinson (Chair), Supporting early language and literacy development. Symposium conducted at the Third Annual Conference of the European Association for Research in Learning and Instruction, Madrid, Spain.
- Dickinson, D.K. (1989, April). Combining observational techniques in the study of children's early language. In C. Emihovich (Chair), Nonformal assessment of children's language and literacy skills. Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Dickinson, D.K. (1988, November). The semantics of preschool scientists: Learning to name materials. Invited address to the New England Child Language Association. Boston University, Boston, MA.
- Dickinson, D.K. (1988, April). Facilitating parental involvement in young children's acquisition of literacy: A survey of effective programs. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Dickinson, D. K., & Snow, C. (1987, April). Interrelationships among language and literacy skills. In J. Allen (Chair), Effective literacy experiences for young children: Reducing the risk factors. Symposium conducted at International Reading Association, Anaheim, CA.
- Dickinson, D. K. (1986, October). Learning names for materials: Linguistic and conceptual constraints. Paper presented at the Boston University Conference on Child Language, Boston, MA.
- Dickinson, D. K., & Snow, C. E. (1986, October). Language-literacy relationships in kindergarten. Paper presented at the Boston University Conference on Child Language, Boston, MA.
- Dickinson, D. K. (1986, May). Learning about materials: A study of conceptual development. Paper presented at the Jean Piaget Society, Philadelphia, PA.
- Dickinson, D. K., & Keebler, R. (1986, April). Style differences in day care teachers' book reading. Paper presented at the Seventh Annual University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, PA.
- Dickinson, D. K. (1985, April). Collaborative writing at the computer. In B. Bruce (Chair), The impact of social processes on computer writing activities. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago, IL.

- Dickinson, D. K. (1985, March). Relationships between oral language, reading and writing. Invited participant in Mid-Decade Seminar in Research on the Teaching of English. Sponsored by the National Conference on Research in English, Chicago, IL.
- Dickinson, D. K. (1984, April). Becoming a natural kind term. Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA.
- Dickinson, D. K. (1984, April). The construction of a material level classification system. Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA.
- Dickinson, D. K. (1983, April). First impressions: Knowledge of words from single exposures. Paper presented at the annual meeting of the American Education Research Association, Montreal, Canada.
- Dickinson, D. K. (1980, May). Story recall and reading disorders. Symposium conducted on language and reading at the annual meeting of the International Reading Association, St. Louis, MO.
- Weaver, P. W., & Dickinson, D. K. (1979, November). Story comprehension and recall of students with specific language disability. Paper presented at the 30th National Conference of the Orton Society, Indianapolis, IN.
- Dickinson, D. K., & Weaver, P. W. (1979, April). A schema theoretic approach to the story understanding of severely disabled readers. Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.

INVITED KEYNOTE ADDRESSES AND PRESENTATIONS (Since 2000)

2007

- Dec. 12th – 13th Participation in *Application of Qualitative Methods to Classroom Research on Visual Learning* at Gaulladet Univeristy. Delivered, *The Road Rarely Taken: Examining Language in Early Childhood Classrooms*
- Nov. 12th Keynote presentation to the Tennessee Reading Association, Cool Springs, TN.
- Nov. 1st Session presentation to the annual conference of the Connecticut Reading Association, Cromwell, CT
- May 22nd Keynote address for Illinois Family Literacy Conference, Decatur, IL
- May 3, Tennessee State Early Childhood Conference

2006

- October 20 Address to Conference of Tennessee State Early K-12 Leadership
- October 13 Address to South Carolina AEYC Statewide Conference
- June 19 Keynote for Tennessee Pre-K Institute, Vanderbilt U.
- May 25 Keynote address, First 5 California Annual Statewide Conference, San Diego, CA
- May 9 Keynote address, Even Start Western Regional Conference, Scottsdale, AZ
- May 5 California Preschool Instructional Network workshop, Merced, CA
- May 4 Invited address to Tennessee Early Childhood Education Collaboration and Curriculum Conference, Nashville, TN
- February 3rd & 4th One day presentation to California Preschool Instructional Network, half day presentation to parents and teachers, San Francisco, CA
- February 23rd, Webcast presentation to national Even Start audience
- January 11th, Keynote address, Even Start Southeast Regional Conference, Nashville, TN

2005

- October 28th Keynote address to California State University Reading Conference: "Closing the Literacy Achievement Gap: Preschool through Grade 12"
- October 27th Full-day workshop for California Preschool Instructional Network
- June 21st Keynote address and workshop for First Annual Arizona Statewide Early Childhood Meeting
- May 10th Presentation for annual Massachusetts Department of Education Kindergarten Conference
- March 14th Keynote address/workshop at West Virginia statewide professional development day

2004

- October 6th Professional development day address to preschool & kindergarten teachers in the Cambridge Public schools
- September 9th Professional development day address to all kindergarten teachers of the Boston Public Schools
- August 9th, 10th Keynote address to all preschool teachers in the Charlotte-Mecklenburg system
- July 14, 15 Keynote address to Pearson Early Learning Summer Institute, Orlando, FL
- June 28 – 30th Professional Development Workshop on Early Literacy, Washington DC. (kick-off of 9 month project with Child Care providers in the Washington DC area)
- May 14, Keynote address at, *Strengthening the Fabric of Our Kindergarten Programs*, Annual kindergarten conference of the Massachusetts Department of Education.
- April 24. Keynote address, annual convention of the New York State Association of Educators of Young Children, New York, New York.
- April 8. Guest Scholar, Heads Up! Nationally broadcast satellite program on early literacy.

2003

- November 14, 15. Keynote speaker for Ohio state meeting of early childhood teachers, administrators and policy makers.
- October 17, Early Childhood Institute, Omaha, NE, Keynote and workshop for regional meeting
- October 25, Palm Beach Florida Literacy Council, Keynote presentation.
- October 17, Early Childhood Institute, Omaha, NE, Keynote and workshop for regional meeting
- September 25, Florida State Even Start annual professional development meeting
- August 5, 6. Even Start Statewide meeting, Tacoma Washington. Two-day workshop on supporting literacy in preschool classrooms.
- June 19, Living Learning and the Brain, Keynote speaker to K-12 Flint Michigan teachers and administrators
- June 1. Reach Out and Read Keynote speaker at the annual conference of the Reach Out and Read organization. Spoke to over 200 pediatricians and others involved in the program.
- May 24, Encuentro Internacional de Educaion Inicial y Prescholar, Keynote speaker to 1,000 early childhood teachers and administrators from Mexico and policy makers from seven countries.
- April 8, 2003, Heads Up! Reading, Guest appearance
- March 11, 2003, Even Start Regional Conference, Saratoga Springs, NY
- March 4, 2003, Children: Our Commonwealth, Keynote address, Cincinnati, OH
- February 24 – 25, The Challenge of Professional Development in Early Childhood Settings, Child Trends, Washington DC.

2002

- December 6. Keynote address, University of Northern Texas.
- Nov. 3. Even Start New Grantees Training, Washington, DC.

October 26. *Great Beginnings Conference*, Annual conference of the Center for the Development of Human Services and the University of Massachusetts, Marlborough, MA
October 18, Invited presentation at *Enhancing Caregiver Language Facilitation in the Childcare Settings*, the Hanen Institute, Toronto, Ontario.
October 4, *Midwest Faculty Institute*, Kansas City, MO.
September 19, 2002, *School Readiness Indicators Initiative: Making Progress for Young Children*, Boston, MA.
July, 22. Even Start State Coordinators Meeting, Washington DC
June, 4. Head Start Higher Education consortium, Washington DC
May, 23. Keynote address, Hartford School Readiness Council, Hartford, CT
National Center for Family Literacy Research Forum, Washington DC
April, 8. Workshop for the West Virginia Speech-Language-Hearing Convention, George Marshall University
January: 14. Keynote address to Kamehameha Annual Professional Development Conference. Honolulu, Hawaii.
January 24. Keynote address to New Directors' Training, National Head Start Association, Washington, DC.

2001

February 24 – 25, The Challenge of Professional Development in Early Childhood Settings, Child Trends, Washington DC.
December 6. Keynote address, University of Northern Texas.
Nov. 3. Even Start New Grantees Training, Washington, DC.
October 26. *Great Beginnings Conference*, Annual conference of the Center for the Development of Human Services and the University of Massachusetts, Marlborough, MA
October 18. Invited presentation at *Enhancing Caregiver Language Facilitation in the Childcare Settings*, the Hanen Institute, Toronto, Ontario.
October 4. *Midwest Faculty Institute*, Kansas City, MO.
September 19. *School Readiness Indicators Initiative: Making Progress for Young Children*, Boston, MA.
July, 22. Even Start State Coordinators Meeting, Washington DC
June, 4. Head Start Higher Education consortium, Washington DC
May, 23. Keynote address, Hartford School Readiness Council, Hartford, CT
National Center for Family Literacy Research Forum, Washington DC
January 24. Keynote address to New Directors' Training, National Head Start Association, Washington, DC.

2000

December. Presentations on the place of oral language in early literacy. Georgia State's Reading Excellence Act initiative. Atlanta and Savannah Georgia.
November. Invited presentation at the annual conference of the Ohio School Speech and Audiology specialists.
September. How states can support development in the preschool years: A language and literacy perspective. Address delivered to an early childhood subcommittee of the Montana Legislature, Boise, Idaho.
Heads Up! Reading guest appearances,. (fall, spring, 2001, fall, 2000).
July: Participation in the White House Summit on Early Childhood Cognitive Development. Washington, DC.

June-July: CIERA Summer Institute, Ann Arbor, Michigan.
Summer Institute, Rutgers University, Brunswick, NJ.
Workshop delivered at the Early Childhood Institute, University of District of
Columbia, Washington DC.

INVITED WORKSHOP PRESENTATIONS (Since 2006)

2007

August 8th Workshop on implementation of the OWL curriculum, ERF Project, Knoxville, TN
June 22nd Workshop on supporting oral language, School Department, Franklin, TN
May 24th – 25th Workshop and address for parents and teachers on fostering language, School
Department, Grass Valley, CA
May 21, Workshop on providing support for language development, School Department, Jackson TN

2006

July 17, 18 Workshop for “Childhood Matters: The Culture of Childhood Summer Symposium”,
Breckenridge, CO

UNPUBLISHED ASSESSMENT TOOLS AND CURRICULUM

Dickinson, D.K. & Chaney, C. (1998). Profile of Early Literacy Development.
Dickinson, D.K., Clark-Chiarelli, N. & Chaney, C. (2001). Assessment of Early Literacy Development.
Dickinson, D.K., Howard, C., & Haine, R. (1998). Teacher-Child Verbal Interaction Profile.

Contributor to Major EDC Projects

1998 - 1999 *Step-by-Step Evaluation*. Participated in team carrying out evaluation of innovative early
childhood programs in Bulgaria, Romania, Ukraine and Krygystan. Helped develop assessment
materials, trained data collectors in Ukraine, assisted in analysis and dissemination of results.
1998 - 1999 *INTASC Performance Assessment*. Worked as part of a team developing assessment
materials for INTASC, Interstate New Teachers Assessment and Support Consortium, which is
supported by Council of Chief State School Officers (CCSSO).
1994 - 1996 *National Board for Professional Teaching Standards*. Participated in development, pilot
and field testing of the Early Childhood Generalist certificate, one of the two first assessment
packages successfully developed for NBPTS. Also assisted in initial development phase for
Middle Childhood and Early Adolescent Generalists packages. These performance-based
assessments are used to identify highly accomplished teachers worthy of national certification.

ADVISORY PANELS AND GRANT REVIEWS (selected list)

Reach Out and Read Advisory Board Member (2007 -)
Language Needs of African-American and Latino Children, Tempe, AZ, Panel Member (May 18th – 19th)
Books from Birth of Middle Tennessee Evaluation Advisory Board (2006 -)
Martha Speaks Advisory Board for WGBH TV (2006 -)
University of Denver Early Childhood Leadership Masters Program Advisory Board (2006 -)
Ready To Learn Content Development and Research Coalition (2006)
External Reviewer for International Grant Competitions

Israel (2006, 2007)
The Netherlands (2006)
Canadian Language and Literacy Research Network reviewer (2002, 2004, 2006)
Institute for Educational Sciences, Reviewer
Standing Panel on Reading and Writing, 2005 - 2008
Teacher Quality, 2004, 2005
Pew Charitable Trust, Accountability Initiative, September 2005
IRA/NICHD Literacy Research Workshop: Early Childhood Focus, Feb. 2005
Early Literacy Development Commission, International Reading Association (2003 - present)
Advisory Panel for Regional Center funded by the Department of Education, National Leadership in Reading and Language Mastery (2002 - 2005)
Even Start Expert Advisor for Development of a national training program (2004 – 2005)
Commissioner, National Association of Education of Young Children Program Accreditation revision,
Chair of curriculum standard working group (2002 – 2005)
Even Start Expert Work Group: Featured Sites Project (2003 – 2004)
Advisor to Abt Associates on measures for CLIO study of Even Start (2002 – 2005)
Even Start Featured Sites Advisory Panel, (2002 – 2004)
NICHD Adolescent Literacy Grants Review, July, 2003.
Advisor to Westat on development National Household Education Survey for 2006 (2002 – 2003)
Advisory Panel to Scholastic Magazine's Awareness Campaign for Latino Parents (2002 – 2003)
Interviewed for Reading Is Fundamental, Production on Early Literacy for National Distribution
Reach Out and Read Advisory Board Member (2001 - 2004)
CIERA Research Affiliate (2000 - 2002)
OERI Reviewer for Reading Excellence Act and Field-Initiated Studies (1999, 2000, 2001)
New Standards Committee on Oral Language Development, Preschool – Grade 3, (1999 - 2000)
Language Advisor to WESTAT, Birth Cohort National Longitudinal Study (1999 - 2003)
Advisor on Measures for the Head Start Impact Study (2001 – 2002)
Site Reviewer, OERI Center for Research on the Education of Students Placed at Risk (1997)
Panel Member, Early Childhood Education and Cultural Diversity, National Academy of Sciences (1994)

CURRENT PROFESSIONAL ASSOCIATIONS

American Education Research Association
Special Interest Group in Language Development (Chair, 1987 - 1989)
Special Interest Group in Early Childhood Education
International Reading Association
National Association of Educators of Young Children
Society for Research in Child Development
Society for the Scientific Study of Reading (Secretary, 1993-1995)

JOURNAL REVIEWING AND ADVISORY BOARDS

Editorial Board Member
Early Childhood Research Quarterly (Consulting Editor) (2007 -)
NRC Yearbook (2006 – 2008) (5 articles)
American Educational Research Journal (2001 - 2004)

Applied Psycholinguistics (1990 - 1995)

Reviewer

American Educational Research Journal

Applied Psycholinguistics (2 reviews)

Child Development

Cognitive Development

Cognition and Instruction (1 review)

Developmental Psychology (1 review)

Early Childhood Research Quarterly (8 reviews)

Early Education and Development (2 reviews)

First Language (1 review)

Journal of Educational Psychology (3 reviews)

Journal of Narrative and Life History

Journal of Research in Childhood Education

Language Arts

Linguistics and Education

Reading Research Quarterly (1 review)

The Reading Teacher

International Reviews

Israel – 1 grant application

Canada – 1 grant application

VANDERBILT UNIVERSITY ACTIVITY

Department of Teaching and Learning

Interim Chair, Department of Teaching and Learning (July 2006 -)

Led formulation of policy for use space allocation; led shift to pooled support staff; led review of program needs resulting in search committees for 7 faculty positions and Director for Early Childhood Leadership program; review of Masters programs with intention of eliminating small programs and creating stronger and more coherent set of programs

Primary architect of Early Childhood Leadership EdD Program (2006 -)

Development, Learning and Diversity: Group Convener (2005 – spring 2007).

Member, Search Committee, Reading (2005 – 2007)

Graduate Review Committee (2005 – 2007)

Chair, Search Committee for Director Early Childhood Leadership Development EdD program
Research Committee

Advising

PhD Committees (2006 - 2007)

Canan Aydogan, PhD committee

Kerry Hofer: MAP, PhD committee

Mary Elizabeth Watson, MAP, PhD committee

PhD Students

2006 – 2007: 4

Masters Students

Early Childhood/Reading: 1

Undergraduate Students

Elementary Education Majors: 8

Teaching

Fall 2007

Research Group: Supporting Effective Language Instruction

Supporting Jeanne Peter with guest lectures and material: Educ 2115

Spring 2007

Reading Development

4 students; averages not reported

Fall-Spring 2007

Research Group: (with Dale Farran)

#4	#7	#9	#21 (think critically)
4.25	3.5	3.9	4.5

Fall 2006

Educ 2115: Language and Literacy Learning in Young Children

#4	#7	#9	#21 (think critically)
3.86	3.57	3.57	3.9

Educ 3412: Language and Literacy Learning in Young Children

#4	#7	#9	#21 (think critically)
4.02	3.74	3.77	4.11

Fall 2005

Educ 2115: Language and Literacy Learning in Young Children

Fall-Spring 2005 - 2006

Educ 3700: Research Group (with Dale Farran)