

Curriculum Vitae

Kathy A. Ganske

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CURRENT APPOINTMENT

Research Professor

AREAS OF SPECIALIZATION (including Research Interests)

Emphases are on the K-8 grade range

Word Study: Practices that promote cognitive engagement and active learning through differentiation, while developing orthographic and vocabulary understandings, as well as discussion abilities

Writing: Developing knowledgeable and confident teachers of writing who understand the importance of engagement and of integrating writing across disciplines

Literacy Reform: Improving the practices and approaches of inservice/preservice teachers to increase the learning of all students

EDUCATION

1994 Ph.D. University of Virginia
Reading Education

1988 M.Ed. University of Virginia
Reading Education

1973 B.A. University of Iowa
Major: Elementary Education
Concentration, with Endorsement: Early Childhood Education

PROFESSIONAL EXPERIENCE

University Experience

2016-Present	Research Professor, Department of Teaching and Learning, Peabody College of Education, Vanderbilt University
2010-2016	Professor of the Practice of Literacy, Department of Teaching and Learning, Peabody College of Education, Vanderbilt University Director Elementary Education, Department of Teaching and Learning, Peabody College (Graduate Program 2010-2015; Undergraduate Program 2010-2012)
2008-2010	Associate Professor, Graduate Teacher Education Program, Oberlin College
2005-2007	Professor, Department of Reading, Rowan University (tenured)
2002-2005	Associate Professor, Department of Reading, Rowan University (tenured)
1997-2002	Assistant Professor, Department of Reading, Rowan University
1990, 1994-1997	Adjunct Instructor, Department of Curriculum, Instruction, & Special Education, University of Virginia

Classroom Teaching

1986-1997	Teacher, Grades 2-5, Albemarle County Schools, VA
1980-1986	Teacher, Grades 3-4, Poudre R-1 Schools, Fort Collins, CO
1979-1980	Teacher, Grade 6, Lincoln County Schools, Afton, Wyoming
1976-1979	Teacher, Grades 3 & 5, Thompson R2-J Schools, Loveland, CO
1973-1976	Teacher, Grade 3, Mid-Prairie Schools, Wellman, IA
1973 Spring	Teacher Intern, Grades 1-2, Iowa City Public Schools, Iowa City, Iowa

(Classroom teaching experiences include self-contained and open classrooms, non-graded classrooms, collaborative teaching and full inclusion)

PROFESSIONAL HONORS AND AWARDS

2009	Phi Delta Kappa, Oberlin College
2005	Wall of Tolerance Award, Southern Poverty Law Center
2004	Rowan University Wall of Fame: Recipient of Two Awards

- 2001 Nominated to Serve on the Children's Book Award Committee of the International Reading Association
- 2000 Rowan University Professional Development Travel Award
- 1993 National Collegiate Education Award, University of Virginia
- 1987 Kappa Delta Pi, University of Virginia
- 1973 Pi Lambda Theta, University of Virginia
- 1973 Phi Beta Kappa, University of Iowa

PROFESSIONAL AFFILIATIONS

International Literacy (Reading) Association
 National Council of Teachers of English
 National Reading Conference/Literacy Research Association
 Phi Delta Kappa
 Association for Supervision and Curriculum Development
 American Association of Educational Research
 Society for the Scientific Study of Reading

PUBLICATIONS

Books

- Hiebert, E.H., & Ganske, K. (2015). *Toolkit for tutoring: Using Beginning Reads with young readers*. TextProject.org. <http://textproject.org/topics/beginning-reading-reading-automaticityfluency-and-core-vocabulary/beginning-reading/>
- Ganske, K. (Ed.). (2014). *Write Now! Empowering Writers in Today's K-6 Classrooms*. Newark, DE: International Reading Association.
- Ganske, K. (2014). *Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction* (2nd edition). New York: The Guilford Press.
- Ganske, K., & Fisher, D. (Eds.). (2010). *Comprehension Across the Curriculum: Perspectives and Practices K-12*. New York: The Guilford Press.
- Ganske, K. (2008). *Mindful of words: Spelling and vocabulary explorations 4-8*. New York: The Guilford Press.
- Ganske, K. (2006). *Word sorts and more: Sound, pattern, and meaning explorations K-3*. New York: The Guilford Press.
- Strickland, D. S., Ganske, K., & Monroe, J. K. (2002). *Supporting struggling readers and writers: Strategies for classroom intervention 3-6*. Portland, ME: Stenhouse (Co-published with the International Reading Association).
- Ganske, K. (2000). *Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction*. New York: The Guilford Press.

Translated Book

Duguay, C. (2009). *Les difficultés en lecture et en écriture*. (Strickland, D. S., Ganske, K., & Monroe, J. K., Trans.). Montréal, Québec, Canada: Chenelière Éducation. (Original work published 2002).

Book Chapters

Ganske, K. (2014). Multigenre projects: Building knowledge, motivation, collaboration, and writing expertise in Grades 4-6. In K. Ganske (Ed.), *Write Now! Empowering Writers in Today's K-6 Classroom*. (pp. 156-176). Newark, DE: International Reading Association.

Ganske, K. (2014). Connecting theory to practice: Taking stock of who sits on your shoulder. In D. G. Litt, S. D. Martin, & N. A. Place (Eds.), *Literacy teacher education: Principles and effective practices* (pp. 22-25). New York: Guilford Press.

Ganske, K. (2014). Foreword. In L. Robb's *Vocabulary is comprehension: Getting to the root of text complexity*. (pp. xiv-xv). Thousand Oaks, CA: Corwin.

Ganske, K. (2012). If you want students to learn vocabulary—Move beyond copying words. D. Lapp and B. Moss (Eds.), *Exemplary instruction in the middle grades* (pp. 205-224). New York: The Guilford Press.

Ganske, K. (2010). Active thinking and engagement: Comprehension in the intermediate grades. In K. Ganske & D. Fisher, (Eds.) *Comprehension across the curriculum: perspectives and practices K-12*. New York: Guilford.

Ganske, K., & Monroe, J. (2004). Fostering literacy at the later elementary grades: What teachers need to know and be able to do. In M. L. Kamil and D. S. Strickland (Eds.) *Improving reading achievement through professional development* (pp. 75-84). Needham Heights, MA: Christopher-Gordon.

Ganske, K. (2004). Block scheduling: A means for providing planning and professional development time in elementary schools. In M. L. Kamil and D. S. Strickland (Eds.) *Improving reading achievement through professional development* (pp. 244-245). Needham Heights, MA: Christopher-Gordon.

Abouzeid, M., Invernizzi, M., Bear, D., & Ganske, K. (2001). Word sort: approaching phonics through spelling. In D. Fisher, D. Lapp, & J. Flood (Eds.) *Sound practices in teaching reading: The National Reading Panel recommendations come alive in the classroom* (pp. 5-13). Costa Mesa, CA: California Reading Association.

Kuder, S. J., Ashton, D., Davis-Bianco, S., Faison, C., Fopeano, R., Ganske, K., Hasit,

C., McBee, R., Moss, J., Shuff, M., & Tannenbaum, M. (2001). Co-Teach: The collaborative teacher certification program at Rowan University. In L. Sherry and F. Spooner (Eds.) *Unified teacher preparation programs for general and special educators*. (pp. 13-19). St. Petersburg, Fl: Florida Comprehensive System of Professional Development.

Articles: Peer-Reviewed and Invited (invited are noted)

Ganske, K. (in press). *SAIL: A Framework for Promoting Next Generation Word Study*. *The Reading Teacher*.

Ganske K. & Miller, M.E. (in press). Book Review. *Teachers College Record*. (invited)

Myers, J. Dismuke, S., Grisham, D. Wolsey, T.D. Cikpeze, Martin, S., Scales, R., Ganske, K., Ganske, K., K. Smetana, K., Yoder, K. (accepted with minor revisions). A National Exploratory Study of Writing Instruction in Teacher Preparation Programs

Lenski, S.D., Scales, R.Q., Yoder, K.K., Wolsey, T.D., Young, J., Grisham, D., Chambers, K., Ganske, K., Dobler, E. & Smetana, L. (under review). Using knowledge of student learning as evidence of novice teachers' effective teaching practices. (Submitted to *Journal of Literacy Research*)

Young, J.R., Scales, R.Q., Grisham, D.L., Dobler, E., Wolsey, T.D., Smetana, L., Chambers, S., Ganske, K., Lenski, S.J., & Yoder, K.K. (under review). Teacher preparation in literacy: Cooking in someone else's kitchen. (Submitted to *Journal of Teacher Education*).

Scales, R.Q., Ganske, K., Grisham, D.L., Yoder, K.K., Lenski, S., Wolsey, T.D., Chambers, S., Young, J.R., Dobler, E., & Smetana, L. (2014). Exploring the impact of literacy teacher education programs on student teachers' instructional practices. *Journal of Reading Education, 39*(3), 3-13. [peer reviewed]

Grisham, D. L., Yoder, K. K., Smetana, L., Dobler, E., Wolsey, T.D., Lenski, S. J., Young, J., Chambers, S., Scales, R.Q., Wold, L.S., Ganske, K., and Scales, W. D. (2014). Are teacher candidates learning what they are taught? Declarative literacy learning in 10 teacher preparation programs. *Teacher Education and Practice, 27*, 1, 168-189.

Ganske, K., & Jocius, R. (2013). Small-group word study: Instructional conversations or mini-interrogations? *Language Arts, 91*(1), 23-40.

Wolsey, T. D., Young, J., Scales, R.Q., Scales, W. D., Lenski, S. D., Yoder, K. K., Wold, L., Smetana, L., Grisham, D. L., Ganske, K., Dobler, E., & Chambers, S. (2013). An examination of teacher education in literacy instruction and candidate perceptions of their learned literacy practices. *Action in Teacher Education, 35*:1-18. DOI: 10.1080/01626620.2013.806230

Lenski, S., Ganske, K., Chambers, S., Wold, L, and others (2013). Literacy course priorities and signature aspects of nine elementary initial licensure programs. *Literacy*

Research and Instruction, 52(1), 1-27. doi:10.1080/19388071.2012.738778.

Ganske, K., Monroe, J., & Strickland, D. S. (2003). Questions teachers ask about struggling readers and writers. *The Reading Teacher*, 57 (2), 118-128.

Ganske, K., & Monroe, J. K. (2003). What expert teachers in the intermediate grades need to know and be able to do in the teaching of literacy. *The LSS Review*, 2 (4), 9-10. The Mid-Atlantic Regional Educational Laboratory, the Laboratory for Student Success (LSS). (invited)

Ganske, K. (2002). Questions teachers are asking about word study. *California Reader*, 36 (1), 26-30. (invited)

Ganske, K. (2001). Understanding and encouraging children's spelling development: Tips for parents. The Garden State Press Clipping Bureau. (invited)

Abouzeid, M., Invernizzi, M., Bear, D., & Ganske, K. (2000). Word sort: approaching phonics through spelling. *California Reader*, 33 (4), 21-28.

Ganske, K. (1999). The Developmental Spelling Analysis: A measure of orthographic knowledge. *Educational Assessment*, 6 (1), 41-70.

Blog Post

Ganske, K. (June 7, 2015) Vocabulary Knowledge: What Does It Mean to *Know* a Word? <http://literacyworldwide.org/blog/literacy-daily/2015/07/07/building-vocabulary-knowledge-what-does-it-mean-to-em-know-em-a-word>

Videos

Ganske, K. (2005). Understanding and developing young children's phonic knowledge. Part of the New Jersey Department of Education and New Jersey Public Television's *Phonics*, one in a series of professional development videos being developed for New Jersey's low-achieving schools.

Ganske, K. (2004). Understanding and developing phonemic awareness in young children. Part of the New Jersey Department of Education and New Jersey Public Television's *Phonemic Awareness*, one in a series of professional development videos developed for New Jersey's low-achieving schools.

Webinars

Ganske, K. (2015, Oct.) *Advancing Students' Vocabulary Knowledge in Upper-Grade Classrooms*. 30th SPELT International Conference 2015, Karachi, Pakistan. (Invited webinar)

Ganske, K. (2014, Oct.) *Developing Vocabulary Knowledge in Upper-Grade Classrooms*. 30th SPELT International Conference 2014, Karachi, Pakistan. (Invited webinar)

Ganske, K. (2013, Oct.). *Maximizing Children's Word Learning Through Hands-on Word Study*. 29th SPELT 29th International Conference 2013, Karachi, Pakistan. (Invited featured speaker: Webinar)

Other

TextProject collaboration with Elfrieda Hiebert. Developed web/i-Pad materials for Beginning Reads Project.

PRESENTATIONS OF RESEARCH

National and International Conference Meetings

Ganske, K. (2016, July). *SAIL: Building Vocabulary and Spelling Knowledge through Engaging Small-Group Word Introductions in K-2 Classrooms*. 61st Annual Convention of the International Literacy Association, Boston, MA.

Ganske, K. (2015, December). *Zebra on a Motorcycle, Parking Lot, and Wemberly Worried: Graduate Students Develop Chinese English Teachers' Language and Strategy Knowledge through Planning and Improvising* LRA 65th Annual Meeting, Carlsbad, CA. (peer-reviewed).

Meyers, J.K., Grisham, D., Scales, R.Q., Wolsey, T.D., Dismuke, S., Smetana, L., Ganske, K., Yoder, K.K., Ikpeze, C., Martin, C. (2015, December). *What About Writing: A National Study of Writing Teacher Preparation*. LRA 65th Annual Meeting, Carlsbad, CA. (peer-reviewed).

Ganske, K. (2015, December). *Word Study PD: How Do We Maximize the How and Why to Maximize Follow-Up Implementation?* LRA 65th Annual Meeting, Vocabulary, Phonics, and Spelling SIG, Carlsbad, CA. (peer-reviewed).

Grisham, D., Young, J., Smetana, L.D., Yoder, K.K., Ganske, K., Dobler, E., Chambers, S., and Others. (2015, December). *Teacher Adaptability, Learning, and Change*. LRA 65th Annual Meeting, Carlsbad, CA. (peer-reviewed).

Ganske, K., Wears, K., & Gillette, C. (2015, November). *Word Study and Vocabulary Development*. NCTE Annual Conference, Minneapolis, MN. (peer-reviewed)

Ganske, K., Chair, with Shanahan, T., Shanahan, C., Graves, M., Fisher, D., Frey, N., August,

- D., Wolsey, D., Grisham, D., Ogle, D., Lang, L., Salinger, M., Holbrook, S., Terban, M. (2015, July). *Vocabulary Collaborations: Pathways to Vocabulary Learning for All Students, Grades 2-12*. International Literacy Association (formerly International Reading Association), 60th Annual Convention, St. Louis, MO. Day-long institute. (peer-reviewed)
Ganske presentation: *Expanding the Potential of Vocabulary Instruction in the Language Arts*.
- Ganske, K., Pendergrass, E., Smith, B. (2015, April). *Global literacy: Integrating social studies and literacy in an urban STEM middle school*. AERA Annual Convention, Chicago, IL. (One paper in a session I organized: *Exploring Interdisciplinary Possibilities with Literacy Linkages in Urban STEM Schools* with two other papers; one by Roskos, K., Rosemary, C., and the other by Mawyer, K.N; discussant Nell Duke.
- Ganske, K. (2014, Dec.). *Perceptions of Literacy Practices: Views from Students, Teachers and Administrators*. LRA 64th Annual Meeting, Dallas, TX. Discussant for three papers.
- Ganske, K., Chair, with Shanahan, T., Jago, C., Heard, G., Simon, S., Wolsey, T.D., Burke, J., Dorfman, L., Cappelli, R., Robb, L., Jocius, R., Pelekis, K., Phillips, C. (2014, May). *Writing Moments: Tapping Opportunities to Develop Writers of Argument, Information, and Other Texts*. International Reading Association, 59th Annual Convention, New Orleans, LA. Day-long institute. (peer-reviewed)
Ganske presentation: *Responses and Persuasions: Linking Writing and Reading throughout the Day*
- Ganske, K. (2014, May). *Mining the Moments: Making Use of General Academic Vocabulary a Habit of Mind in the Classroom*. International Reading Association, 59th Annual Convention, New Orleans, LA. (peer-reviewed)
- Ganske, K., Panel Discussion Moderator for Wood, S., Jocius, R., Ehret, C., Rackley, L., David, S., Pacheco, M. (2014, May). *The Power of Perspective: Designing and Enacting Critical Response to Literature Activities*. International Reading Association, 59th Annual Convention, New Orleans, LA. (peer-reviewed)
- Ganske, K., & Jocius, R. (2013, Dec.). *Small-Group Word Study Instruction: Missed Opportunities for Promoting Discussion and Academic Vocabulary*. LRA 63rd Annual Meeting, Dallas, TX. (peer-reviewed)
- Grisham, D., Wolsey, T.D., Smetana, L., Young, J., Scales, R. Lenski, S., Dobler, E. Yoder, K., Ganske, K., & Chambers, S. (2013, Dec.). *From Teacher Preparation through First-Year Teaching: A Longitudinal Study through the Lens of Professional Standards for Literacy Professionals*. LRA 63rd Annual Meeting, Dallas, TX. (peer-reviewed)
- Ganske, K. (2013, Dec.). *Reading Interventions in Primary Grades*. LRA 63rd Annual Meeting, Dallas, TX. Discussant for three papers.

- Ganske, K. (2013, Dec.). *Literacy Interventions*. LRA 63rd Annual Meeting, Dallas, TX. Discussant for three papers.
- Ganske, K. (2013, Oct.). *Maximizing Children's Word Learning Through Hands-on Word Study*. 29th SPELT 29th International Conference 2013, Karachi, Pakistan. (Invited featured speaker: Webinar)
- Ganske, K., Chair, with Graham, S., Shanahan, T., Fletcher, R., Heard, G., Harris, K., Wolsey, T.D., Cappelli, R., Dorfman, L., Glover, M., & Miller, L. (2013, April). *Making a Difference Through Writing: The Other "R" in Literacy*. International Reading Association, 58th Annual Convention, San Antonio, TX. Day-long institute. (peer-reviewed).
Ganske presentation: *Building Knowledge, Motivation, Collaboration, and Writing Expertise through Multi-Genre Projects*.
- Ganske, K., & Jocius, R. (2013, 2013). *Breathing Fresh Life into Word studies in Elementary Classrooms through Talk and Thought*. International Reading Association, 58th Annual Convention, San Antonio, TX. (peer reviewed)
- Wolsey, T.D., Grisham, D.L., Smetana, L., Ganske, K., Scales, W.D., Lenski, S. (2013, April). *A Longitudinal Investigation of Teacher Education Programs Across the United States*. American Educational Research Association. Annual Convention, San Francisco, CA. (peer reviewed)
- Ganske, K., with Others (2012, December). *Promising Practices in Literacy Teacher Education: Researchers of Literacy Teacher Education Share Best Practices*. Literacy Research Association—LRA, 62nd Annual Meeting, San Diego, CA. (peer reviewed)
- Ganske, K., with Others (2011, December) *Teacher Education Programs' Effects on the Pedagogical Practices of Teacher Candidates*. Literacy Research Association—LRA, 62nd Annual Meeting, San Diego, CA. (peer reviewed)
- Ganske, K., Chair, with Dickinson, D., Hiebert, E.H., Grifenhagen, J.F., Ogle, D., Snow, C., Biemiller, A., Graves, M., Frey, N., Fisher, D., Scott, J. (2012, May). *Promoting Vocabulary Development from Pre-K to Grade 12: Intersections of Research and Practice*. International Reading Association, 57th Annual Convention, Chicago, IL. Day-long institute. (peer reviewed)
Ganske presentation: *Building Motivation for Word Learning and Strategies for Success*.
- Ganske, K. (2012, May). *For the Love of Words: Engaging Elementary Students in Active Word Study*. International Reading Association, 57th Annual Convention, Chicago, IL. (peer-reviewed)
- Wold, L.S., Ganske, K., & Smith, K. (2011, December). *What Distinctions Among International Teacher Education/Professional Development Programs Inform Literacy Teacher Education?* Literacy Research Association (formerly NRC), 61st Annual Meeting, Jacksonville, FL. (peer-reviewed)

- Ganske, K., with Others (2011, December) *Expanding the Investigation: Exploring the Impact of Teacher Preparation Programs on the Instructional Practices of Teacher Candidates*. Literacy Research Association (formerly NRC), 61st Annual Meeting, Jacksonville, FL. (peer-reviewed)
- Ganske, K., with Others (2011, December). *Promising Practices in Literacy Teacher Education: Researchers of Literacy Teacher Education Share Best Practices*. Literacy Research Association (formerly NRC), 61st Annual Meeting, Jacksonville, FL. (peer-reviewed)
- Ganske, K. with Others. (2011, November). *Signature Aspects of Literacy Teacher Education Programs: A National Study*. Association of Literacy Educators and Researchers (ALER), 55th Annual Conference, Richmond, VA. (peer-reviewed)
- Ganske, K. (2011, July). *Developing Vocabulary Knowledge in Adolescent Learners*. American Federation of Teachers' TEACH (Together Educating America's Children) 2011 Conference, Washington, D.C. (invited paper)
- Ganske, K. (2011, May). *Words Are Empowering!: Developing Older Students' Vocabulary Knowledge through Word Consciousness, Word Selection, and Word-Learning Strategies*. International Reading Association, 56th Annual Convention, Orlando, FL. (peer reviewed)
- Ganske, K., Chair, with Cowhey, M., Kindig, J., Perkins, M., Woodson, J. Lehman, B., Ogle, D., Wilkinson, I., Yokota, J. (2011, May). *Discussions That Matter: Fostering Critical Reading, Critical Thinking, and Critical Literacy Across the Grades*. International Reading Association, 56th Annual Convention, Orlando, FL. Day-long institute. (peer-reviewed)
Presentation: *Lessons Learned: Initiating Critical Literacy Discussions*.
- Ganske, K., with Others. (2010, December). *Literature-Group Discussion, with Video-Tape Critique*. Paper presented as part of *Promising practices in literacy teacher education: Researchers of literacy teacher education bridge theory to practice*. Literacy Research Association (formerly NRC), 60th Annual Meeting, Fort Worth, TX. (peer-reviewed)
- Ganske, K., with Others. (2010, December). *The Impact of Teacher Education Programs on the Instructional Practices of Novice Teachers*. Literacy Research Association (formerly NRC), 60th Annual Meeting, Fort Worth, TX. (peer-reviewed)
- Ganske, K. (2010, December). *Using Imagination, Materials, and Engagement to Support Literacy Learners* (Discussant). Literacy Research Association (formerly NRC), 60th Annual Meeting, Fort Worth, TX. (peer-reviewed)
- Ganske, K., Chair, with Others. (2010, May). *Wonder, Mystery, and Imagination: Fostering Engagement through New and Traditional Literacies*. Presentation with T. Powell: *Labors of Love: Exploring Nonfiction Topics and Multi-Genre Writing Through*

- Zines International Reading Association, 55th Annual Convention, Chicago, IL. Day-long institute. (peer-reviewed)
- Ganske, K. (2009, December). *Becoming Teachers of Writing: Journeys of Opportunity, Discovery, Hurdles, and Celebration*. National Reading Conference, 59 Annual Meeting, Albuquerque, NM. (peer-reviewed)
- Ganske, K., & Duke, N., Chairs, with Others. (2009, May) *Literacy as a Tool for Learning in the Content Areas*. Presentation with G. Corvez: *Guiding Science Inquiry with Picture Books*. International Reading Association, 54th Convention, Minneapolis, MN. Day-long institute. (peer-reviewed)
- Ganske, K., & Corvez, G., & Hurvitz, D. (2009, February). *Words Alive: Developing Older Students' Vocabulary Knowledge and Word Appreciation*. International Reading Association, 54th Convention, Phoenix, AZ. (peer reviewed)
- Ganske, K. (2008, October). *Meeting Big Challenges: Implications for Word Study Research*. Public Employees and Business Coalition Fall Research and Practice Symposium. Denver, CO. (featured speaker)
- Ganske, K. & Fisher, D., Chairs, with Others. (2008, May). *Promoting Vocabulary Development in Grades 4-12: A Comprehensive Approach*. Presentation: *Promoting Ownership of Words through Multiple Means*. International Reading Association 53rd Annual Convention, Atlanta, GA. Day-long institute. (peer-reviewed).
- Ganske, K. (2008, May). *Word Study for Early Literacy: Active Learning for Active Learners (PreK-3)*. International Reading Association 53rd Annual Convention, Atlanta, GA. (peer reviewed).
- Ganske, K. & Seeker, R. (2007, December). *Toward the Development of Two Word Recognition Measures with Comparisons of Encoding and Decoding*. National Reading Conference 56th Annual Meeting, Austin, TX. (peer-reviewed).
- Ganske, K. & Fisher, D., Chairs, with Others. (2007, May). *A Comprehensive Look at Reading Comprehension, K-12*. Presentation: *Active Teaching and Learning: Promoting Comprehension in the Elementary Grades*. International Reading Association 52nd Annual Convention, Toronto, Ontario, Canada. Day-long institute. (peer-reviewed)
- Ganske, K. (2007, May). *Teaching to Their Needs: Maximizing Phonics Instruction in the Primary Grades*. International Reading Association 52nd Annual Convention, Toronto, Ontario, Canada. (peer-reviewed)
- Ganske, K. & Fisher, D., Chairs, with Others. (2006, May). *Reading for Information: Using Non-Fiction in the K-12 Classroom*. Presentation with Chase, P.: *No Slumping Allowed: Teaching Informational Texts in the Intermediate and Upper Elementary Classroom, Grades 3-5.*, International Reading Association 51st Annual Convention, Chicago, Illinois. Day-long institute. (peer-reviewed)

- Invernizzi, M.A., & Ganske, K. (2005, December). *A Comparison of Three Different Approaches to Spelling Instruction: Rule-Driven, Basal-Like, and Word Sorting*. National Reading Conference 55th Annual Meeting, Miami, Florida. (peer-reviewed)
- Ganske, K., Chair with Others. (2005, May). *Professional Development Collaborations: Transforming Teaching Practices and Improving Literacy Achievement in Challenging Schools*. International Reading Association's 50th Annual Convention, San Antonio, Texas. Day-long institute. (peer-reviewed)
- Ganske, K. (2004, December). *Moving Beyond the Literal Level: Facilitating Preservice Teachers' Ability to Reflect Critically on Their Tutoring of Struggling Readers*. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX. (peer-reviewed).
- Invernizzi, M., Templeton, S., Ganske, K., & Hayes, T. (2004, May). *Research-based Perspectives on Spelling Instruction*. International Reading Association's 49th Annual Convention, Reno, Nevada. (*Reading Research Quarterly* Conference Session, invited participant).
- Ganske, K., Chair, with Others. (2004, May). *Transforming Teaching Practice Through Diverse Approaches to Professional Development in Systematic Word Study*. International Reading Association's 49th Annual Convention, Reno, Nevada. Day-long institute. (peer-reviewed)
- Ganske, K., Asbury, E., & Chase, P. (2002, December). *Challenges and Successes in Implementing Guided Reading Instruction*. Paper presented at the annual meeting of the National Reading Conference, Miami, FL. (peer reviewed)
- Ganske, K. (2002, November). *Context and Content: What Teachers in the Later Elementary Grades Need to Know*. Paper presented at the national invitational conference on Improving Reading Achievement through Professional Development, Washington, D.C. (invited)
- Strickland, D. S., Ganske, K., & Monroe, J. K. (2002, May). *Classroom Intervention Strategies for Struggling Readers and Writers, Grades 3-6*. Paper presented at the annual convention of the International Reading Association, San Francisco, CA. (peer reviewed)
- Ganske, K. (2001, December) "*Just can't wait till next year!*": *The Evolution of Three First-year Literacy Teachers*. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX. (peer-reviewed)
- Strickland, D. S., Ganske, K., & Monroe, J. K. (2001, November). *Intervention Strategies for Struggling Readers and Writers, 3—6*. Paper presented at the annual convention of the National Council of Teachers of English. (peer-reviewed)
- Ganske, K. (2001, October). *What Do We Know about Improving Reading Achievement for*

Middle and High School Students? Invited to present paper at the American Federation of Teachers' sponsored Redesigning Low-Performing Schools Network Meeting, Hartford, CT.

Ganske, K. (2001, July). *Addressing Adolescent Literacy Difficulties*. Invited to present a paper at the American Federation of Teachers' QuEST2001 Conference, Washington, D.C.

Ganske, K. (2001, May). *Effective and Engaging Strategies for Thinking and Learning about Words*. Invited to present a paper at the Reading: Orthography and Word Perception SIG, annual convention of the International Reading Conference, New Orleans, LA.

Ganske, K. (2000, December). *Exploring the Relationship Between Orthographic Knowledge and the Writing of At-risk Students*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ. (peer reviewed)

Ganske, K. (2000, May). *Spelling/Meaning Connections: Alternative Word-learning Strategies for Older Students*. Paper presented at the annual convention, International Reading Association, Indianapolis, IN. (peer-reviewed)

Ganske, K., Mershon, C., Coulter, P., & Scott, S. (1999, December). *Implementing Child-centered Word Study: Voices of Teacher Change*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL. (peer reviewed)

Ganske, K. (1998, December). *Knowing What to Teach, and When: Assessment-based Word Study Instruction*. Paper presented at the Southeast Regional Conference of the International Reading Association, New Orleans, LA. (peer-reviewed)

Hammond, D., Ganske, K., Abouzeid, M., & Templeton, S. (1995, December). *From Homophones to Roots: Word Study that Emphasizes the Spelling-meaning Connection*. Paper presented at the annual meeting of the National Reading Conference, New Orleans, LA. (peer-reviewed)

Ganske, K. (1994, December). *Stage Assessment*. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA. (peer reviewed)

State and Regional Conference Meetings

Ganske, K. (2016, March). *Small-Group Word Study Instruction in K-2: What's Possible?* Virginia State Reading Association Conference. Virginia Beach, VA. (featured speaker)

Ganske, K. (2016, March). *Multigenre Projects: Leveraging Writing and Social Studies in Grades 3-6*. Virginia State Reading Association Conference. Virginia Beach, VA. (featured speaker)

Ganske, K. (2015, December). *Set SAIL to Maximize Your Word Study Instruction*. Tennessee Reading Association Conference, Murfreesboro, TN. (Invited featured speaker)

- Ganske, K. (2015, April). *Advancing Children's Word Knowledge*. 2nd Southern Regional Conference of the International Dyslexia Society: TN IDA's Annual Rise Conference. Brentwood, TN. (invited)
- Ganske, K. (2015, March). *Making the Most of Small-Group Word Study Introductions with Thought and Talk: K-2*. Virginia State Reading Association Annual Conference. Richmond, VA. (invited featured speaker)
- Ganske, K. (2015, March). *Making the Most of Small-Group Word Study Introductions with Thought and Talk: 3-5*. Virginia State Reading Association Annual Conference. Richmond, VA. (invited featured speaker)
- Ganske, K. (2015, March). *Vocabulary Instruction in Grades 6-8: What's Needed?* Virginia State Reading Association Annual Conference. Richmond, VA. (invited featured speaker)
- Ganske, K. (2014, December). *Rethinking Small-Group Word Study: Ensuring Talk, Thought, and Vocabulary Development*. Tennessee Reading Association's Annual Conference. Murfreesboro, TN. (peer-reviewed).
- Ganske, K. (2014, September). *Tapping the Potential of Small-Group Word Study Instruction*. 2014 Tennessee Council of Teachers of English Professional Development Institute. Memphis, TN. (peer-reviewed)
- Ganske, K. (2014, September). *Multigenre Projects in Grades 4-6: Win-Win Learning Situations*. 2014 Tennessee Council of Teachers of English Professional Development Institute. Memphis, TN. (peer-reviewed)
- Ganske, K. (2013, November). *THAT'S Word Study: Maximizing Children's Word-Learning and Motivation*. Literacy for All, 24th Annual Northeast PreK-8 Literacy Conference & Reading Recovery Institute, Providence, RI (Featured Speaker)
- Ganske, K. (2013, November). *Word Study: Active Learning for Active Learners in the Middle Grades*. Literacy for All 24th Annual Northeast PreK-8 Literacy Conference & Reading Recovery Institute, Providence, RI (invited featured speaker)
- Ganske, K. (2013, November). *Word Study: Active Learning for Active Learners in the Primary Grades*. Literacy for All 24th Annual Northeast PreK-8 Literacy Conference & Reading Recovery Institute, Providence, RI (invited featured speaker)
- Ganske, K. (2012, April). *Let's Not Forget the Obvious When Working with Struggling Readers and Writers*. RISE Conference, TN Branch of the International Dyslexia Association Nashville, TN. (invited keynote)
- Ganske, K. (2012, April). *Word Journeys: Using the Developmental Spelling Analysis to Plan Effective Word Study*. RISE Conference, TN Branch of the International Dyslexia Association, Nashville, TN. (invited)

- Ganske, K. (2012, April). *Making the Most of Word Sorting to Maximize Student Learning*. RISE Conference, TN Branch of the International Dyslexia Association, Nashville, TN. (invited)
- Ganske, K. (2007, August). *Word Study for Grades 5-8: Knowing What to Teach, and When*. 2007 5th Annual KIPP School Summit. Scottsdale, AZ. (invited featured speaker).
- Ganske, K. (2007, March). *Supporting Struggling Readers and Writers: It's All about Active Involvement*. Michigan State Reading Association's Annual Conference. Grand Rapids, MI. (invited featured speaker.)
- Ganske, K. (2007, March). *Hands on Word Study for Early Literacy*. Michigan State Reading Association's Annual Conference. Grand Rapids, MI. (invited featured speaker.)
- Ganske, K. (2006, August). *THAT'S Word Study: Meeting the Word Learning Needs of All Students*. The Fourth Annual NJDOE Literacy Conference and Standards Institute. Atlantic city, NJ. (featured speaker)
- Ganske, K. (2005, August). *Making a Difference in Literacy Learning: Teachers as Reflective Decision Makers*. The Third Annual NJDOE Literacy Conference and Standards Institute. Atlantic City, NJ. (keynote speaker)
- Ganske, K. (2006, March). *Making a Difference Means Making It Different to Reach and Teach Diverse Learners*. New Jersey Juvenile Justice Commission's Spring Conference Day. (invited keynote)
- Ganske, K. (2005, March). *Research-based Practices for Fostering Children's Word Knowledge*. Michigan State Reading Association's Annual Conference. Grand Rapids, MI. (invited, featured speaker)
- Ganske, K. (2004, November). *Research and Assessment: Five Essential Elements of Reading*. Arkansas Reading Association's Annual Fall Conference, Little Rock Arkansas. (invited featured speaker)
- Ganske, K. (2004, August). *Developing Children's Vocabulary Knowledge: Why and How*. New Jersey Department of Education's Second Annual Literacy Conference. Atlantic City, NJ. (invited, featured speaker)
- Ganske, K. (2003, October). *Assessment: Informing Practice and Improving Reading Achievement*. Testing, Assessment and Evaluation in Early Literacy Conference, sponsored by the New Jersey Department of Education, East Windsor, NJ. (keynote address)
- Ganske, K. (2003, August). *Closing the Achievement Gap: What We Can Do to Help ALL Students Acquire Literacy*. Keeping the Promise: Literacy for ALL Children: The First Annual New Jersey Department of Education Literacy Conference, Somerset, New Jersey. (invited presentation)

- Ganske, K. (2003, March). *Common Sense Strategies for Fostering Students' Comprehension*. 36th annual conference of the Virginia State Reading Association, Roanoke, VA. (invited, featured speaker)
- Ganske, K. (2003, March). *Journeys to Understanding: Focus on Vocabulary Development*. 36th annual conference of the Virginia State Reading Association, Roanoke, VA. (invited, featured speaker)
- Ganske, K. (2003, March). *Meaningful Connections: Fostering Vocabulary & Spelling Development in Older Students*. Rutgers' sponsored 35th Conference on Reading and Writing Program: Reading First, Rutgers the State University of New Jersey: Somerset, NJ. (invited speaker)
- Ganske, K. (2002, November). *Alternative Word Learning Strategies for Older Students: Spelling/Meaning Connections*. Paper presented at the New York State Reading Association's Annual Conference, New York City. (peer-reviewed)
- Ganske, K. (2002, November). *Best Practices for Early Literacy*. Early Reading Success: November Convocation 2002, sponsored by Haskins Laboratory, the University of Connecticut, and the University of Rhode Island, The Bishop Center, University of Connecticut, Storrs, CT. (invited speaker)
- Ganske, K. (2002, September). *Assessment-guided Instruction for Word Learning*. Presentation to the reading coaches of Arkansas's statewide Reading Excellence initiative. (invited speaker)
- Ganske, K. (2001, March). *Word Study in the Primary Grades: Teaching Children to Walk Through Words*. Paper presented at the New Jersey Reading Association Spring Conference, Cherry Hill, New Jersey. (peer-reviewed)
- Ganske, K. (2000, January). *Beyond Rote Memorization: Meaningful Word Study for the Older Student*. Rutgers Literacy Curriculum Network, New Brunswick, NJ. (keynote speaker)
- Ganske, K. (1999, October). *Teaching Children to Walk Through Words: Informed Word Study Instruction*. Paper presented at the 26th Plains Regional Conference of the International Reading Association, Minneapolis, MN. (peer-reviewed)
- Ganske, K. (1999, October). *Seeing a World in a Grain of Sand: Teaching Children to Write Poetry*. Paper presented at the 10th Eastern Regional Conference of the International Reading Association, Dover, DE. (peer-reviewed)
- Ganske, K., & Gillet, J. W. (1999, October). *Maximizing the Possibilities of Journal Writing*. Paper presented at the 10th Eastern Regional Conference of the International Reading Association, Dover, DE. (peer-reviewed)
- Ganske, K. (1999, March). *Supporting the beginning reader/writer: Strategies for instruction*.

Paper presented at the spring conference of the New Jersey Reading Association, Long Branch, New Jersey. (peer-reviewed)

Ganske, K. (1999, February). *Helping beginning readers and writers become fluent*. Paper presented at the annual Children's Literature Conference, Salisbury, Maryland. (invited)

Ganske, K. (1999, January). *Word study: An alternative approach to phonics, spelling, and vocabulary instruction*. Rutgers Literacy Curriculum Network, New Brunswick, NJ. (keynote speaker)

Ganske, K. (1998, February). *Poetry Connections in Reading/Writing Classrooms*. Paper presented at the annual Children's Literature Conference, Salisbury, MD. (invited)

Invernizzi, M., Ganske, K., Johnston, F., & Bloodgood, J. (1995, March). *Words Their Way: Word Study for the Primary Grades*. Paper presented at the annual conference of the Virginia State Reading Association, Richmond, VA. (peer-reviewed)

Invited Presentations at Universities and Other Professional Gatherings

Ganske, K. (2015, Fall). Set SAIL During Small-Group Word Study Instruction. Ohio State University Literacy Collaborative. Columbus, OH. (Invited keynote address)

Ganske, K. (2015, Fall). Lifting the Anchor: Getting Started with SAIL. Ohio State University Literacy Collaborative. Columbus, OH (invited breakout sessions)

Ganske, K. (2014, Fall). Word Study (all-day speaking engagements in VA) for Staff Development Resources. (Richmond and Roanoke)

Ganske, K. (2013, Fall). Word Study (all-day speaking engagements in DC, VA and PA areas) for Staff Development Resources.

Ganske, K. (2013, Spring). Word Study (all-day speaking engagements in VA and MD) for Staff Development Resources.

Ganske, K. (2011, June). *Assessing and Developing Word Knowledge in the Elementary Grades*. A 2-day literacy seminar for teachers, sponsored by Eastern Mennonite University, Lancaster, PA. (Guest Lecturer.)

Ganske, K. (2011, February). *Understanding and Developing Children's Word Knowledge: A Tale of Three Studies*. Center for Dyslexia, Middle Tennessee State University, Murfreesboro, TN.

Ganske, K. (2010, July). *Upper-Level Word Study: What, How, and Why?* Seminar for BOCES, Rochester, NY.

Ganske, K. (2010, July). *Effective Word Study in the Primary Grades: What Does It Look Like?* Seminar for BOCES, Rochester, NY.

- Ganske, K. (2010, July). *Assessing and Developing Word Knowledge in the Elementary Grades*. A 2-day literacy seminar for teachers, sponsored by Eastern Mennonite University, Lancaster, PA. (Guest Lecturer.)
- Ganske, K. (2009, Oct) Using Word Study in Grades 2-6. SDR Seminars in Washington, D.C. and Virginia.
- Ganske, K. (2008, Dec.) Using Word Study in Grades 2-6. SDR Seminars in North Carolina and Virginia.
- Ganske, K. (2004-2008, July). *Assessing and Developing Word Knowledge in the Elementary Grades*. A 2-day literacy seminar for teachers, sponsored by Eastern Mennonite University, Lancaster, PA. (Guest Lecturer.)
- Ganske, K. (2007, March). *If You Want Them to Achieve, You Have to Involve Them: Supporting Struggling Readers and Writers Across the Grades*. Monmouth Spring Symposium. Monmouth University, NJ. (keynote address.)
- Ganske, K. (2007, March). *If You Want Them to Achieve, You Have to Involve Them: Supporting Struggling Readers and Writers Across the Grades*. Monmouth University Literacy Institute, West Long Branch, NJ. (invited keynote)
- Ganske, K. (2006, November). *Using Word Study in Grades 2-5*. Piedmont Triad Consortium, University of North Carolina at Greensboro.
- Ganske, K. (2004-2006, July). *Word Study for Students in the Upper Elementary Grades*. Guest Lecturer for Rutgers University's Summer Literacy Institute.
- Ganske, K. (2003, July). *Word Study for Students in the Intermediate and Upper Elementary Grades*. Guest Lecturer for Rutgers University's Summer Literacy Institute.
- Ganske, K. (2003, June). *Once Upon a World: Exploring Multicultural Literature in the Classroom*. Guest Lecturer at the Rutgers Summer Children's Literature Institute, New Brunswick, NJ.
- Ganske, K. (2002, July). *Assessing and Developing Word Knowledge in the Elementary Grades*. A 2-day literacy seminar for teachers, sponsored by Eastern Mennonite University, Lancaster, PA. Guest lecturer.
- Ganske, K. (2002, July). *Word Study in the Primary Grades*. Guest Lecturer for teachers enrolled in Best Practices in Literacy course, Rutgers University, New Brunswick, NJ.
- Ganske, K. (2002, July). *Word Study in the Intermediate Grades and Beyond*. Guest Lecturer for teachers enrolled in Best Practices in Literacy course, Rutgers

Ganske, K. (2001, November). *Journeys to Understanding: Word Study Practices for the Classroom*. Invited to present a paper at the 32nd Annual Umberto Price Reading and Language Arts Symposium, Appalachian State University, Boone, NC.

Ganske, K. (2001, August). *Assessing and Developing Word Knowledge in the Elementary Grades*. Invited two-day guest lecturer for a seminar series on assessment offered by Eastern Mennonite University, Harrisonburg, VA.

Invited Presentations at Local Reading Conferences and Other State Functions

Ganske, K. (2013, February). *Ensuring Talk and Thought During Small-Group Word Study Instruction*. Hunters Lane Cluster Conference, Metro Nashville Public Schools.

Ganske, K. (2012, February). *If You Want Adolescents to Learn Vocabulary, Move Beyond Copying Words*. Hunters Lane Cluster Conference, Metro Nashville Public Schools.

Ganske, K. (2009, June). *Word Journeys for Early Literacy: Active Learning for Active Learners Pre to K*. Reading First Conference, Lorain, Ohio.

Ganske, K. (2007, March). *Phonological Awareness: From Research to Practice*. Spring Symposium for Learning Consultants, sponsored by the graduate program in learning disabilities and the Education Institute of Rowan University, Cherry Hill, NJ.

Ganske, K. (2006, October). *Developing Vocabulary Knowledge: A Key Literacy Component*. Symposium for Learning Consultants, sponsored by the graduate program in learning disabilities and the Education Institute of Rowan University, Bridgeport, NJ.

Ganske, K. (2006, October). *Phonemic Awareness: What It Is and What It Isn't*. Symposium for Learning Consultants, sponsored by the graduate program in learning disabilities and the Education Institute of Rowan University, Bridgeport, NJ.

Ganske, K. (2006, May). *If You Want Students to Read for Information... You Have to Teach Them How!* Guest Speaker, Reading Council of Southern New Jersey, Spring Banquet, Beesely's Point, NJ.

Ganske, K. (2006, April). *Fostering Word Knowledge Across the Grades*. Guest Speaker, Central New Jersey Reading Council's Spring Conference, Bridgeton, NJ.

Ganske, K. (2003, October). *New Books by New Authors (Grades K-2)*. Guest Speaker, West Jersey Reading Council's Fall Conference, Pennsauken, NJ.

Ganske, K. (2003, October). *New Books by New Authors (Grades 3-6)*. Guest Speaker, West Jersey Reading Council's Fall Conference, Pennsauken, NJ.

Ganske, K. (2003, June). *Guided Reading Can Work in Your PDS*. Presentation for Education Institute's Professional Development Schools Institute, Bridgeport, NJ.

- Ganske, K. (2003, June). *Maximizing the Possibilities of Journal Writing*. Keynote speaker for the Southern Council of New Jersey's Spring Conference.
- Ganske, K. (2003, May). *Closing the Reading Achievement Gap: What We Have Learned from Early Literacy Studies*. Presentation for Education Institute's Conference on Curriculum Development: A Time for Reflection, Bridgeport, NJ.
- Ganske, K. (2003, April). *Balanced Literacy*. Presentation for Education Institute's conference on Facing the Challenges of Providing Excellent Early Childhood Programs, Bridgeport, NJ.
- Ganske, K. (2003, February). *Focus on Comprehension: Strategies that Work*. Keynote speaker for Tri-County Reading Council's Winter Dinner, Flemington, NJ.
- Ganske, K. (2002, October). *Strategies for Supporting Struggling Readers and Writers*. Invited speaker, West Jersey Reading Council's Fall Conference, Pennsauken, NJ.
- Ganske, K. (2001, October). *Effective Strategies for Teaching Spelling*. Guest Speaker, West Jersey Reading Council's Fall Conference, Pennsauken, NJ.
- Ganske, K. (2000, October). *Spelling: Strategies that Work*. Guest Speaker, West Jersey Reading Council's Fall Conference, Medford, NJ.
- Ganske, K. (1999, November) *Why Teach Spelling?* Keynote Speaker. Gloucester County Elementary Professional Development Conference, Monroe Township, NJ.
- Ganske, K. (1999, November) *Fostering Student Writers Through a Workshop Approach*. Guest Speaker. Gloucester County Elementary Professional Development Conference, Monroe Township, NJ.

Vanderbilt University Presentations

- Ganske, K. (2013, Dec.). *Developing Content-Specific Pedagogical Skill in English Language Arts Reading*, for Vanderbilt University's Tennessee/Shanghai Leadership Collaborative.
- Ganske, K. (2011, March). *Active Learning with Active Literacy in the Primary Grades*. Presentation provided for student group tutoring on an Indian Reservation in South Dakota over spring break.

Oberlin College Presentations

- Ganske, K. (November 2009). *Fostering Comprehension in the Primary Grades*. Presentation provided for Oberlin College America Reads tutors.
- Ganske, K. (2009, November). *If You Want Upper-Grade Students to Comprehend the Text You*

Have to Engage Them. Presentation provided for Oberlin College America Reads tutors.

Ganske, K. (2009, February). *Developing Strategic Readers and Writers in the Primary Grades: Focus on Comprehension.* Presentation provided for Oberlin College America Reads tutors.

Ganske, K. (2009, February). *Developing Strategic Readers and Writers in the Intermediate Grades and Beyond: Focus on Comprehension.* Presentation provided for Oberlin College America Reads tutors.

Ganske, K., & Corvez, G., & Hurvitz, D. (2009, February). *Words Alive: Developing Older Students' Vocabulary Knowledge and Word Appreciation.* Presentation provided for Oberlin College America Reads tutors.

Ganske, K. (2008, November). *Making a Difference Means Making It Different.* Presentations provided for Oberlin College America Reads tutors.

Rowan University/College of Education Presentations

Ganske, K. (2005, February). *Moving Beyond the Literal Level: Facilitating Preservice Teachers' Ability to Reflect Critically on Their Tutoring of Struggling Readers.* Scholar's Night Out, sponsored by the Faculty Center for Excellence in Teaching and Learning, Rowan University.

Ganske, K. (2002, March). *Exploring the Relationship Between Orthographic Knowledge and the Writing of At-risk Students.* Paper presented for Scholar's Night Out, sponsored by the Faculty Center for Excellence in Teaching and Learning.

Ganske, K. (2000, November). *A One-size-fits-all Approach or Tailored-to-fit: Implications for Our Programs.* Invited to present a paper for Best Practices in Education, a scholarly series sponsored by the College of Education.

Ganske, K. (2000, May). *Effecting Teacher Change: Child-centered, Hands-on Word Study Instruction in an Elementary School.* Paper presented at the Rowan Professional Development Conference.

RESEARCH GRANTS

Spencer

Ganske, K., & Sawyer, C. (2014) *Using Data-Based Organizational Learning to Shape Literacy Instruction in an Urban Middle School.* (\$50,000; Spencer Small Grant, PI. (unfunded)

Vanderbilt

Ganske, K. (2015). *SAIL: A Framework for Advancing Vocabulary, Orthographic Knowledge and Discussion Abilities during Small-Group Word Study Instruction* (\$6000 Peabody

College; PI)

Ganske, K., Shields, S., Smith, H., Nixon, C., Harrell, K., Sussman, C., Killebrew, D. (2013). *A Proposal to Enhance the Health and Physical Education Certification Training of Preservice Teachers at Peabody College* (\$8500; Program Enhancement Grant; PI). [Year 2 implementation of the grant]

Stengel, B., Ganske, K., Palmeri, A. (2011). Using iPads to improve and enhance the mentoring of teacher candidates. (\$8983.00; Peabody College Instructional Improvement Grant. Co-PI).

Rowan University

Expense-related research grants attained from Rowan University from 1999-2004

TEACHING

Courses Taught

Peabody College, Vanderbilt University

Graduate:

- Literacy for Diverse and Special Needs Learners
- Literacy Development and Coaching
- Reading and Learning with Print and New Media
- Teaching Literacy for Diverse Learners
- Theory and Practice of Writing in Elementary School
- Perspectives on the English Language

Undergraduate:

- Language Arts in Elementary Schools
- Language Study in Secondary Classrooms

Independent Studies

- Word Study Exploration, Spring 2016
- A Literature Investigation of Vocabulary and English Language Development, Summer 2014
- Investigating Word Study Instruction and Talk in the Language Arts Classroom, Spring 2012
- Investigating Word Study in the Language Arts Classroom, Fall 2012

Oberlin College

Graduate:

- Language and Word Study in a Diverse Society
- Understanding Complexities: Developing and Supporting Literacy
- Multiple Ways of Knowing: Reading Assessment and Next Steps
- Reading the World: Literature for Children and Adolescents

Taking the Lead in Inquiry and Reflection: Capstone Experience

Rowan University

Graduate Courses Taught:

Clinical Experiences in Reading
 Integrating Writing and Reading in the Elementary Classroom
 Teaching Reading in Elementary Schools
 Teaching Reading to Exceptional Children
 Word Study: Phonics, Spelling, and Vocabulary Instruction

Undergraduate Courses Taught

Differentiated Literacy Instruction
 Foundations of Reading/Teaching Literacy
 Literacy, Curriculum, and Learning (collaboratively taught)
 Phonics and Spelling Instruction in the Reading/Writing Classroom
 Practicum in Mathematics and Literacy
 School Reading Problems
 Supervised Clinical Practice in Reading
 Teaching Reading in the Content Areas

Instructor, University of Virginia, Charlottesville, Virginia, 1990, 1994-1997

Graduate Courses Taught:

Foundations of Reading
 Reading Diagnosis
 Teaching Reading through Literature
 Word Study

Advising

Peabody College

2015-2016	Masters—11 students
2014-2015	Masters—26 students
2013-2014	Masters—30 students
2012-2013	Masters—24 students Undergraduates—5 students
2011-2012	Masters—10 students Undergraduates—5 students Additional advising of all Elementary Education majors during the semester leading up to their student teaching experience, related to completion of the Core Competency Assessment
2011-Present	Mentoring an Educator in Residence from MNPS.

2011-Present Humphrey Fellow Advisor
 2016-2017 Fellow from Lesotho
 2015-2016 Fellow from Iran
 2014-2015 Fellow from Mauritania
 2013-2014 Fellow from Mauritania
 2012-2013 Fellow from Niger
 2011-2012 Fellow from Ecuador

2012-2013: Dissertation Advisor for a Hubert Humphrey Fellow Alumni from Kenya, pursuing his PhD at Moi University

Spring 2011 Masters-5 students

2013-Present Working with visiting Chinese wife of Vanderbilt law student, who is a TESOL instructor in China and has an interest in learning more about literacy education.

PROFESSIONAL SERVICE

International/National/State/Local

Consultant

International

- Shenyang and Benxi, China: English Language Learning: (October, 2014)

National and State and Local

- School consultations, modeling and workshops as requested

Reviewer

Outside Reviewer

- Chair, 2015 external review of Dartmouth College
- Promotion File University of Virginia
- Tenure and Promotion file for University of Arkansas

Proposals for

- American Education Research Association
- National Reading Conference
- International Reading Association Research Poster Proposals

Journal manuscripts for

- *Reading Research Quarterly* (regular reviewer)
- *The Reading Teacher* (ad hoc reviewer)
- *Elementary School Journal*
- *Journal of Curriculum and Instruction (JoCI)*
- *Journal of Reading and Writing*

Book manuscripts for

- Solution Tree Press
- Sage Publishers
- Teachers College Press

- The Guilford Press
- The language arts series for English Language Learners, *On Our Way to English* by Rigby/Harcourt Achieve Publishers.

Boards, Committees, and Special Interest Groups

2016-present	Board Member: Ride for Reading (national organization)
2015-2017	Chair of the AERA Vocabulary SIG.
2012-2013	Albert J. Harris Research Award Committee (Co-Chair), International Reading Association—IRA. (Invited)
2009-Present	Teacher Education Research Special Interest Group: Literacy Research Association (Nationwide research project to study literacy preparation)
2011-2012	Teacher Education Research Special Interest Group: Explored International Literacy Preparation Programs
2007-2009	National Reading Conference's Oscar Causey Award Committee. (Invited member)
2007-2008	Nominating Committee: International Reading Association. (Invited member)
2003, 2004	International Reading Association: Served on the Children's Book Award Committee (Invited member)

State

2007	Rutgers Center for Literacy Development Advisory Board, Member
2006	Advisory Board Member for the Middle Grades Literacy Initiative
2004-2005	Advisory Board Member for the State's Praxis Exam
2003-2005	Governor's Task Force on Literacy in the Middle Grades.
2002	Planning Committee for 1 st Statewide Literacy Conference.
2002-2005	Harvard Statewide Literacy Initiatives Institute

University

2014-Present	Vanderbilt Council on Teacher Education
2013-Present	Vanderbilt Phi Beta Kappa

2011-2013 Vanderbilt Council on Teacher Education, *ex-officio* member

College

2012-Present Professional Program Directors
2010 to Present NCATE/CAEP Committee.

2010-2011 Abu Dhabi Planning and Curriculum Development.

2010 to 2011 Dual Major Committee

Department

2014 to 2015 Reappointment Committees, Chair of 2 Committees

2010 to Present Program Director, Graduate Elementary Education; Committee Chair

2012 to Present Undergraduate Elementary Education Committee

2010 to Present Teaching and Learning in Urban Schools (TLUS) Committee

2010 to Present Reading Specialist Program Committee

2011 to 2012 Elementary Social Studies & Diversity and Urban Studies Search Committee

2010 to 2011 Diversity and Urban Studies Search Committee

2010 to 2012 Program Director, Undergraduate Elementary Education Program; Committee Chair

2010 to Present Program Directors Committee.

2010 to Present NCATE/CAEP Committee

Other

2015-present Dissertation committee member, Peabody College, Vanderbilt University

2015-present Dissertation committee member, The Ohio State University