

VITA

DEBORAH WELLS ROWE

PERSONAL INFORMATION

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

Office Phone: (615) 322-8100
deborah.rowe@vanderbilt.edu

CURRENT APPOINTMENT

Professor, Early Childhood Education, with tenure.

AREAS OF SPECIALIZATION

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

EDUCATION

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

PROFESSIONAL EXPERIENCE

Professor of Early Childhood Education, Language, Literacy, & Culture Program, Peabody College, Vanderbilt University with tenure (2015 to present).
Associate Professor of Early Childhood Education, Language, Literacy, & Culture Program, Peabody College, Vanderbilt University with tenure (2002-2014).
Associate Professor of Early Childhood Education, Language, Literacy, & Culture Program, Peabody College, Vanderbilt University with tenure; .50 FTE partial load appointment (1993-2002).
Assistant Professor of Early Childhood Education, Peabody College, Vanderbilt University, Department of Teaching and Learning, Nashville, Tennessee (1986-1993).
Associate Instructor, Indiana University, Bloomington, Indiana (1982-1983; 1985).
Research Assistant, Indiana University, Bloomington, Indiana (1983-1985).
Teacher, Kindergarten, Jefferson County Public Schools, Louisville, Kentucky (1977-1981).

TEACHER CERTIFICATION

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

PROFESSIONAL AWARDS AND HONORS

Dina Feitelson Research Award, recognizing the outstanding empirical study published in a refereed journal on literacy acquisition, International Reading Association, 2010.
Fellow, National Conference on Research in Language and Literacy, 1998.
Finalist, Outstanding Dissertation of the Year Award, International Reading Association, 1988.

January, 2016

Outstanding Student Research Award, National Reading Conference, 1986

PUBLICATIONS

Books: Monographs

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

Books: Edited

Jiménez, R. T., Risko, Victoria, J., Hundley, M. K., & Rowe, D. W. (2010). *59th Yearbook of the National Reading Conference*. Oak Creek, WI: National Reading Conference.

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

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

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

Book Chapters

Rowe, D. W., & Miller, M. E. (in press). The affordances of touchscreen tablets and digital cameras as tools for young children's multimodal, multilingual composing. In C. Burnett, G. Merchant, A. Simpson, & M. Walsh (Eds.), *Mobile literacies: The case of the iPad in education*. London: Springer.

Rowe, D. W. (in press). The value of writing in early childhood. In N, Kucirkova, C. Snow, V. Grover, & C. McBride (Eds.), *The Routledge International Handbook of Literacy Education*. London: Routledge.

Rowe, D. W. (2017). Learning to teach for equity, access, and inclusion: Directions for program design and research in early childhood teacher education. In A. C. D. Iddings (Ed.), *Re-designing teacher education for culturally and linguistically diverse children: A critical-ecological approach*. London: Routledge.

Rowe, D. W., Miller, M. E., & Pacheco, M. B. (2014). Preschoolers as digital designers: Composing dual language eBooks using touchscreen computer tablets. In R. S. Anderson & C. Mims (Eds.), *Handbook of digital tools for writing instruction in K-12 settings* (pp. 279-306). Hershey, PA: Information Science Reference.

Rowe, D. W., & Flushman, T. R. (2013). Best practices in early writing instruction. In D. Barone & M. Mallette (Eds.), *Best practices in early literacy instruction* (pp. 224-250). New York: Guilford Press.

Rowe, D. W. (2013). Recent trends in research on young children's authoring. In J. Larson & J. Marsh (Eds.), *The Sage handbook of early childhood literacy* (2nd ed., pp. 423-447). London: Sage.

Siegel, M., & Rowe, D. W. (2011). Webs of significance. Semiotic perspectives on text. In D. Lapp & D. Fisher (Eds.), *Handbook of research on teaching the English language arts* (3rd ed., pp. 202-207). New York: Routledge.

- Rowe, D. W. (2009). Early written communication. In R. Beard, D. Myhill, J. Riley, M. Nystrand (Eds.), *SAGE Handbook of Writing Development* (pp. 213-231). London: Sage.
- Rowe, D. W. (2008). Development of writing abilities in childhood. In C. Bazerman (Ed.), *Handbook of research on writing* (pp. 401-419). New York: Lawrence Erlbaum Associates.
- Rowe, D. W. (2007). Bringing books to life: The role of book-related dramatic play in young children's literacy learning. In K. A. Roskos & J. Christie (Eds.), *Play and literacy in early childhood: Research from multiple perspectives* (2nd ed.) (pp. 37-63). New York: Lawrence Erlbaum Associates.
- Rowe, D. W. (2003). The nature of young children's authoring. In N. Hall, J. Larson, & J. Marsh (Eds.), *Handbook of Early Childhood Literacy* (pp. 258-270). Thousand Oaks, CA: Sage.
- Rowe, D. W. (2000). Bringing books to life: The role of book-related dramatic play in young children's literacy learning. In K. Roskos & J. Christie (Eds.), *Play and literacy in early childhood: Research from multiple perspectives* (pp. 3-25). Mahwah, NJ: Lawrence Erlbaum.
- Yaden, D. B. Jr., Rowe, D. W., & MacGillivray, L. (2000). Emergent literacy: A matter (polyphony) of perspectives. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, and R. Barr (Eds.), *Handbook of Reading Research, Volume III* (pp. 425-454). Mahwah, NJ: Erlbaum.
- Rowe, D. (1995). Whole language instruction. In C. Myers & L. Myers, *The professional educator. A new introduction to teaching and schools*. Belmont, CA: Wadsworth.
- Rowe, D. (1995). Thematic Units. In A. Purves (Ed.), *Encyclopedia of English Studies and Language Arts*. New York: Scholastic.
- Rowe, D. W., Harste, J. C., & Short, K.G. (1988). The authoring cycle: A theoretical and practical overview. In J. C. Harste, K. G. Short, & C. Burke (Eds.), *Creating classrooms for authors*. (pp. 3-49). Portsmouth, NH: Heinemann.
- Rowe, D. W., & Harste, J. C. (1986). Metalinguistic awareness in writing and reading: The young child as curricular informant. In D. Yaden and S. Templeton (Eds.), *Metalinguistic awareness and beginning literacy: Conceptualizing what it means to read and write* (pp. 235-256). Portsmouth, NH: Heinemann.
- Rowe, D. W., & Harste, J. C. (1986). Reading and writing in a system of knowing: Curricular implications. In M. Sampson (Ed.), *The pursuit of literacy* (pp. 126-144). Dubuque, IA: Kendall/Hunt.

Refereed Journals

- Bazerman, C., Applebee, A., Berninger, V., Brandt, D., Graham, S., Matsuda, P., Murphy, S. Rowe, D., & Schlepegrell, M. (in press). Taking the long view on writing development. *Research in the Teaching of English*.
- Rowell, J., Burke, A., Flewitt, R., Han-Teng, L., Lin, A., Marsh, J., Mills, K., Prinsloo, M., Rowe, D.W. & Wohlwend, K. (2016). Humanizing digital literacies: A road trip in search of wisdom and light. *The Reading Teacher*, 69(6). doi:DOI: 10.1002/trtr.1501
- Rowe, D. W., & Miller, M. E. (2016). Designing for diverse classrooms: Using iPads and digital cameras to compose eBooks with emergent bilingual/biliterate four year olds. *Journal of Early Childhood Literacy*, 16(4), 425-472. doi:DOI: 10.1177/1468798415593622

- Rowe, D. W., & Wilson, S. (2015). The development of a descriptive measure of early childhood writing: Results from the Write Start! Writing Assessment. *Journal of Literacy Research, 47*(2), 245-292. doi: 10.1177/1086296X15619723.
- Rowe, D. W., & Fain, J. G. (2013). The family backpack project: Responding to dual-language texts through family journals. *Language Arts, 90*(6), 402-416.
- Wilson, S. J., Dickinson, D. K., & Rowe, D. W. (2013). Impact of an Early Reading First program on the language achievement of children from diverse language backgrounds. *Early Childhood Research Quarterly, 28*, 578-592.
- Rowe, D. W. (2010). Directions for studying early literacy as social practice. *Language Arts, 88*(2), 134-143.
- Rowe, D. W., & Neitzel, C. (2010). Interest and agency in two- and three-year-olds' participation in emergent writing. *Reading Research Quarterly, 45*(2), 169-195.
- Rowe, D. W. (2008). The social construction of intentionality: Two-year-olds' and adults' participation at a preschool writing center. *Research in the Teaching of English, 42*(4), 387-434.
- Rowe, D. W. (2008). Social contracts for writing: Negotiating shared understandings about text in the preschool years. *Reading Research Quarterly, 43*(1), 66-95.
- Leander, K., & Rowe, D. W. (2006). Mapping literacy spaces in motion: A rhizomatic analysis of a classroom literacy performance. *Reading Research Quarterly, 41*(4), 428-460.
- Rowe, D. W. (2005). Suggestions for further reading on literacy learning and the young child. *Language Arts, 82*(4), 324.
- Rowe, D. W., Fitch, J. F., & Bass, A. (2003). Toy stories as opportunities for reflection in writers' workshop. *Language Arts, 80*, 363-374.
- Rowe, D. W., Fitch, J., & Bass, A. (2001). Power, identity, and instructional stance in the writers' workshop. *Language Arts, 78*, 426-434.
- Fitch, J. F., & Rowe, D. W. (1998). Children's voices: Responding to literature. *The New Advocate, 11*, 256-257.
- Rowe, D. W. (1998). The literate potentials of book-related dramatic play. *Reading Research Quarterly, 33*, 10-35.
- Rowe, D. W. (1998). Examining teacher talk: Revealing hidden boundaries for curricular change. *Language Arts, 75*, 103-107.
- Rowe, D. W. (1994). Response to McCarthey: The limitations of eclecticism in research design. [Response to "Authors, text, and talk: The internalization of dialogue from social interaction during writing."] *Reading Research Quarterly, 29*, 242-245.
- Rowe, D. W. (1989a). Author/audience interaction in the preschool: The role of social interaction in literacy learning. *Journal of Reading Behavior, 21*, 311-349.
- Rowe, D. W., & Rayford, L. W. (1987). Activating background knowledge in reading comprehension assessment. *Reading Research Quarterly, 22*, 160-176.
- Rowe, D. W. (1986). Does research support the use of "purpose questions" on reading comprehension tests? *Journal of Educational Measurement, 23*, 43-55.

Conference Proceedings: Refereed

- Miller, M. E., & Rowe, D. W. (2014). "Two Voces": Pre-Kindergarteners' Translanguaging Practices in Dual Language eBook Composing Events. In P. J. Dunston, S. K. Fullerton, M. W. Cole, D. Herro, J. A. Malloy, P. M. Wilder, & K. N. Headley (Eds.), *63rd Yearbook of the Literacy Research Association* (pp. 243-258). Altamonte Springs, FL:

- Literacy Research Association.
- Rowe, D. W., & Leander, K. (2005). Analyzing the production of third space in classroom literacy events. In B. Maloch, J. Hoffman, D. Schallert, C. Fairbanks, & J. Worthy (Eds.), *Fifty-fourth National Reading Conference Yearbook* (pp. 318-333). Oak Creek, WI: National Reading Conference.
- Rowe, D. W. (1994). Learning about literacy and the world: Two-year-olds' and teachers' enactment of a thematic inquiry curriculum. In D. Leu & C. Kinzer (Eds.): *Forty-third yearbook of the National Reading Conference* (217-229). Chicago: National Reading Conference.
- McLarty, K., Goodman, J., Risko, V.J., Kinzer, C. K., Vye, N., Rowe, D., & Carson, J. (1990). Implementing anchored instruction: Guiding principles for curriculum development. In J. Zutell & S. McCormick (Eds.), *Literacy theory and research: Analyses from multiple paradigms* (pp. 109-120). Chicago: National Reading Conference.
- Bransford, J., Kinzer, C., Risko, V., Rowe, D., & Vye, N. (1989). Designing invitations to thinking; Some initial thoughts. In S. McCormick & J. Zutell (Eds.), *Cognitive and social perspectives for literacy research and instruction. Thirty-eighth yearbook of the National Reading Conference* (pp. 35-54). Chicago: National Reading Conference.
- Rowe, D. W. (1989b). Preschoolers' use of metacognitive knowledge and strategies in self-selected literacy events. In S. McCormick & J. Zutell (Eds.), *Cognitive and social perspectives for literacy research and instruction. Thirty-eighth yearbook of the National Reading Conference* (pp. 65-76). Chicago: National Reading Conference.
- Rowe, D. W. (1987). Literacy learning as an intertextual process. In J. E. Readence & R. S. Baldwin (Eds.), *Research in literacy: Merging perspectives. Thirty-sixth yearbook of the National Reading Conference* (pp. 101-112). Rochester, NY: The National Reading Conference.
- Rowe, D. W., & Cunningham, P.M. (1983). The effect of two instructional strategies on kindergartners' concept of word. In J. A. Niles & L. A. Harris (Eds.), *Thirty-second yearbook of the National Reading Conference*. Rochester, NY: The National Reading Conference.

Book Reviews

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

Working Papers

- Rowe, D. W. (under review). Writing development in early childhood. In C. Bazerman, A. Applebee, V. Berninger, D. Brandt, S. Graham, J. Jeffery, P. M. Matsuda, S. Murphy, D. Rowe, M. Schleppegrell, and K. Wilcox (Eds.), *The lifespan development of writing*.
- Rowe, D. W. (under review). *Pointing with a pen. The role of gesture in early childhood writing*.
- Rowe, D. W. & Piestrzynsky, L. (in preparation). The development of speech-print matching in the context of writing in early childhood.

On-line Dissemination

- Rowe, D. W. (2012). NVivo 10 Video Workshops. YouTube Channel,

<http://www.youtube.com/user/DWRowe1?feature=watch>

Rowe, D. W. (October 10, 2010). Deborah Rowe interview. Betsy Baker (host). *Voice of Literacy*, International Reading Association. Podcast available at

<http://www.voiceofliteracy.org>

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

ERIC Documents and Technical Reports

Yaden, D. B. Jr., Rowe, D. W., & MacGillivray, L. (1999). *Emergent literacy: A matter (polyphony) of perspectives*. (CIERA Report #1-0005). Ann Arbor, MI: University of Michigan.

Rowe, D. W. (1988). *The impact of author/audience interaction on preschoolers' literacy learning*. Nashville, TN: Peabody College, Vanderbilt University. (ERIC Document Reproduction Service No. ED 295 755)

Rowe, D. W. (1986). *Literacy learning as an intertextual process*. Nashville, TN: Peabody College, Vanderbilt University. (ERIC Document Reproduction Service No. ED 283 124)

Rowe, D. W. (1985a). A guided tour of the landscapes: Research on reading comprehension instruction. In A. Crismore (Ed.), *Landscapes: A state-of-the-art assessment of reading comprehension research. 1974-1984*. Final Report, Vol. I, USDE-C-300-83-0130. Bloomington, IN: Language Education Department, Indiana University.

Rowe, D. W. (1985b). Literacy: What messages are we sending? In J.C. Harste & D. Stephens (Eds.), *Toward practical theory: A state of practice assessment of reading comprehension instruction*. Final Report, Vol. II, USDE-C-300-83- 0130. Bloomington, IN: Language Education Department, Indiana University.

Rowe, D. W. (1985c). The big picture: A quantitative meta-analysis of reading comprehension research. In A. Crismore (Ed.), *Landscapes: A state-of-the-art assessment of reading comprehension research. 1974-1984*. Final Report, Vol. I, USDE-C-300-83-0130. Bloomington, IN: Language Education Department, Indiana University.

Rowe, D. W. & Harste, J. C. (1985). Surveying the landscapes: Plans and procedures for the research. In A. Crismore (Ed.), *Landscapes: A state-of-the-art assessment of reading comprehension research. 1974-1984*. Final Report, Vol. I, USDE-C-300-83-0130. Bloomington, IN: Language Education Department, Indiana University.

PRESENTATIONS (2000-present)

- Rowe, D. W. & Piestrzynski, L. (November, 2016). *Preschoolers' speech-print matching during writing*. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.
- Rowe, D. W. & Miller, M. E. (December, 2016). *Multimodal interaction analysis in digital composing. Challenges and opportunities*. Presentation to the Early Writing Study Group at the annual meeting of the Literacy Research Association, Nashville, TN.
- Rowe, D. W. (December, 2016). How embodied, spatial, and material resources support learning to write in early childhood. Paper presented in symposium, T Cremin (chair), *Literacy as matter in motion: Composing with bodies, actions, time, and space*, at the annual meeting of the Literacy Research Association, Nashville, TN.
- Rowe, D. W., & Miller, M. E. (July, 2016). . Composing with touchscreen tablets and digital cameras. Making home-to-school connections through emergent bilinguals' eBooks. Poster presented in *Meet the Researchers: Literacy Research Panel Sponsored Poster Session* at the annual meeting of the International Literacy Association, Boston, MA.
- Rowe, D. W. (July, 2016). *Teaching and learning literacy: Research, policy, and everyday classroom practice*. Panel presentation at the annual meeting of the International Literacy Association, Boston, MA.
- Rowe, D. (May, 2016). *Analyzing the gestural origins of writing in early childhood*. Paper presented at the annual meeting of the Discourse Analysis in Educational Research Conference, Columbus, OH.
- Piestrzynski, L., & Rowe, D. W. (2015, December). *The development of speech/print matching in 2- to 5-year-olds' writing*. Paper presented at the annual meeting of Literacy Research Association, Carlsbad, CA.
- Rowe, D. W. (2015, December). The affordances of page- and screen-based research reports for representing multimodal interaction. Paper presented in symposium, B. Dalton (chair), *Emerging multimodal literacy research methods*. The annual meeting of Literacy Research Association, Carlsbad, CA.
- Rowe, D. W. (2015, December). *Pointing with a pen: The role of gesture in the beginnings of writing*. Paper presented at the annual meeting of Literacy Research Association, Carlsbad, CA.
- Rowe, D. W. (2015, July). The affordances of iPads, apps, and digital cameras for composing eBooks with emergent bilingual/biliterate four-year-olds. Paper presented at the 19th European Conference on Literacy, Klagenfurt, Austria.
- Rowe, D. W. (2015, April). Methods for representing multimodal analyses for research audiences: Challenges and opportunities. Paper presented in symposium, C. Medina (chair), *Possibilities and challenges in new methods and frameworks for multimodal research*. The annual meeting of American Educational Research Association, Chicago, IL.
- Rowe, D. W. (2015, April). Preschoolers' construction of the sociocultural affordances of iPads as tools for multimodal, multilingual composing. Paper presented in symposium, K. Wohlwend (chair), *Theorizing meaning-making around iPads in educational settings: Directions for literacy studies*. The annual meeting of American Educational Research Association, Chicago, IL.
- Rowe, D. W. (2014, December). How emergent bilinguals/biliterates and adults use touchscreen tablets to build shared common ground for communication and literacy learning. Paper presented in symposium, D. Rowe (chair), *Constructing new literacies around the*

- (Touch)Screen: Exploring the affordances of digital tools for young children's composing*. The annual meeting of Literacy Research Association, Marco Island, FL.
- Rowe, D. W. (2014, December). Studying Multimodal Interaction Processes as Cues to Understanding Young Children's Participation as Writers. Paper presented in the study group, M. Reaves (chair), *Early authoring as multimodal embodied practice: Opening a dialogue study group*. The annual meeting of Literacy Research Association, Marco Island, FL.
- Rowe, D. W., Miller, M. E., Wood, S. (2014, November). *Digital Storying: Honoring Student Experience, Encouraging Critical Perspectives*. Symposium presented at the annual meeting of the National Council of Teachers of English, Washington, D.C.
- Rowe, D. W., Miller, M., & Pacheco, M. (2014). Composing multilingual, multimodal eBooks: A study of the digital design practice of emerging bilingual/biliterate prekindergartners. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA. [Recognized as Outstanding Poster for Division C.]
- Rowe, D. W. (2013, December). Inviting heritage languages into English-dominant classrooms: Social practices and language ideologies in eBook activities. Paper presented in symposium, J. Fain (chair), *Emerging bilingual/biliterate children's responses to invitations to compose in two languages*. The annual meeting of Literacy Research Association, Dallas, TX.
- Rowe, D. W., Pacheco, M. B., Miller, M. E., & Mills, T. (2013, December). iPads and eBooks: A study of emergent bilinguals' digital composing practices. Paper presented in symposium, B. Dalton (chair), *Young children's digital composing: Exploring the potentials of iPads and apps for multimodal meaning making*. The annual meeting of Literacy Research Association, Dallas, TX.
- Rowe, D. W. (2012, November). Developmental patterns in 2- to 5-year-olds' approaches to writing: Results from the Write Start! Writing Assessment. Paper presented in symposium, D. W. Rowe (chair), *What preschoolers' texts reveal about their emerging understandings of literacy* at the annual meeting of Literacy Research Association, San Diego, CA.
- Rowe, D. W., Pacheco, M. B., & David, S. (2012, November). Learning from preschool children's multimodal composing with iPad's BookCreator. Gallery walk presented in alternative format session, Jill Castek, Gre McVerry, William O'Bryne, & Dana Wilbur (co-chairs), *Area 10 Co-Chairs Invited Session* at the annual meeting of Literacy Research Association, San Diego, CA.
- Rowe, D. W. (2012, May). Collaborative writing. Paper presented in featured research to practice symposium, D.W. Rowe (chair). *Promising practices for emergent writers: Collaborative writing, digital composing, concept mapping, and science journals*. The annual meeting of the International Reading Association, Chicago.
- Siegel, M., & Rowe, D. W. (2012, May). Webs of significance: Semiotic perspectives of text. Roundtable presented symposium, D. Lapp (Chair), *How can research in language arts change your instruction: Discussing key ideas presented in the Handbook of Research on Teaching the English Language Arts, Vol. 3*. The annual meeting of the International Reading Association, Chicago.
- Rowe, D. W. (2012, April) The multimodal construction of "comprehensible input": Emergent bilinguals' participation at the preschool writing table. Paper presented in symposium, G. Merchant (chair), *Beyond Words: Action and animation in young children's reading*,

- writing, and playing*, American Educational Research Association, Vancouver.
- Rowe, D. W. (2011, December). Chair and Discussant, symposium, *Multimodal composing in preschool* presented at the annual meeting of Literacy Research Association, Jacksonville, FL.
- Rowe, D. W., (2011, December). Young emergent bilinguals' interactions with monolingual teachers at a preschool writing table. Paper presented in symposium, D. W. Rowe (chair), *Learning to write in the preschool years: Emerging bilingual/biliterate children's interactions with family, peers, and teachers*, at the annual meeting of Literacy Research Association, Jacksonville, FL.
- Rowe, D. W. (2011, April) A semiotic analysis of young children's writing: Iconic, indexical, and symbolic approaches to "scribbling." Paper presented in symposium, D. W. Rowe (chair), *Directions in the semiotic analysis of young children's literacy: Back to the future (with multimodality)*, American Educational Research Association, New Orleans.
- Rowe, D. W., Fain, J., & McGrath, A. (December, 2010). The family backpack program: Child and family responses to dual language story books. Paper presented in symposium, C. Neitzel, (Chair), *Strategies for supporting English Language Learners in an Early Reading First program*. The annual meeting of the National Reading Conference, Ft Worth, TX.
- Rowe, D. W. (December, 2010). The social negotiation of invitations to write in preschool. Paper presented in symposium, D. Rowe, (Chair), *Writing in early childhood: Social, embodied, and multimodal aspects of composing*. The annual meeting of the National Reading Conference, Ft Worth, TX.
- Rowe, D. W. (December, 2010). Preschool writers' perspectives on print and the page: Emerging concepts about linguistic, temporal, and spatial features of writing. Paper presented in symposium, E. Bigelow, (Chair), *Preschool writing trajectories: The impact of classroom and family interactions*. The annual meeting of the National Reading Conference, Ft Worth, TX.
- Dobbs, C., Enciso, P., Florio-Ruane, S., Hartman, D., Perkins, J. H., Rowe, D. W., & Jiménez, R. T. (December, 2009). *Shattering the looking glass of diversity in the past: Editors grappling with diversity for the future*. Chair, Jeanne G. Fain. Alternative Format Session presented at the annual meeting of the National Reading Conference, Albuquerque, NM.
- Rowe, D. W. & Neitzel, C. N., & (April, 2009). *Variations in two-year-olds, writing activities and roles: Transactions between personal Interests and social affordances*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Rowe, D. W., & Neitzel, C. (2008, December). Interest and involvement: A study of preschool children's strategies for learning about writing across tasks. Paper presented in symposium, M. Matthews (Chair), *The Early Years: The Keystone of Literacy Development*. The annual meeting of the National Reading Conference, Orlando, FL.
- Rowe, D. W. (2008, December). When fluidity meets convention: Two-year-olds and teachers negotiate what it means to write in preschool. Paper presented in symposium, K. Wohlwend (Chair), *New Basics" in Early Literacy Apprenticeships: Young Children Writing with Intention, Conventions, and New Literacies*. The annual meeting of the National Reading Conference, Orlando, FL.
- Rowe, D. W. & Neitzel, C. (2008, November). *Planning for writing in preschool classrooms: Children's interests as an entre to writing*. Paper presented at the annual meeting of the

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

Invited Presentations: International and National Meetings

- Rowe, D. W. (2015, December). *If I knew then . . . : LRA Research Committee Study Group*. Presentation at the annual meeting of Literacy Research Association, Carlsbad, CA.
- Rowe, D. W. (2015, May). *Writing in early childhood: What every educator and parent needs to know*. Education Summit. School of Education, University of Alabama, Tuscaloosa, AL.

- Rowe, D. W. (2015, March). Celebrating children's stories: What teachers can learn when young children use touchscreen tablets and digital cameras to compose eBooks. Literacy Colloquy, Department of Teacher Education, Michigan State University, East Lansing, MI.
- Rowe, D. W. (2015, January). *Celebrating children's stories: What teachers and teacher educators can learn when young children use touchscreen tablets and digital cameras to compose eBooks*. Keynote presentation. CREATE Conference, University of Arizona, Tucson, AZ.
- Rowe, D. W. (2014, May) *Reimagining discourse analysis in diverse contexts of literacy and social life*. Discourse Analysis in Educational Research Conference. The Ohio State University, Columbus, OH.
- Rowe, D. W. (2014), January). *Early childhood literacies*. In L. Katz (Chair), Conversation Circle panel. National Council of Teachers of English Assembly for Research, Elmhurst, IL.
- Rowe, D. W. (2013, February). *Issues in early childhood literacy*. In L. Katz (Chair), Conversation Circle panel. National Council of Teachers of English Assembly for Research, Columbus, OH.
- Rowe, D. W., (2012, November). *Using multimodal interaction analysis to study emergent writing*. Presentation to the Writing Study Group at the annual meeting of Literacy Research Association, San Diego, CA.
- Rowe, D. W. (2012, February). *The affordances of multimodal interaction analysis for studying the beginnings of writing*. Keynote presentation at UKLA/BERA International Research Symposium, Sheffield, England.
- Rowe, D. W. (2012, February). *Analyzing young emergent bilinguals' interactions with monolingual teachers using multimodal interaction analysis*. Invited address, Open University, Milton-Keynes, England.
- Rowe, D. W. (2011, December). *Ethnographic methods in literacy research*, Presentation at the Graduate Student Study Group at the annual meeting of the Literacy Research Association, Jacksonville, FL.
- Rowe, D. W. (2011, May) *Even scribbles have a plan: What preschoolers can teach us about writing and learning to write*. Invited research keynote presented at the annual meeting of the International Reading Association, Orlando, FL.
- Rowe, D. W. (2009, December). Panel Member. *Writing for NRC Publications*. Panel presentation at the annual meeting of the National Reading conference, Albuquerque, NM.
- Rowe, D. W. (2008, December). Publishing qualitative research in the *Reading Research Quarterly*. Panel presentation in D. Bloome & I. Wilkinson (chairs), *Writing for the Reading Research Quarterly (RRQ)*. Annual meeting of the National Reading Conference, Orlando, FL.
- Rowe, D. W. (2008, November). *Seeing Writing Through Preschool Eyes: Lessons for Writing Teachers*. Invited keynote presentation for day of Early Childhood, National Council of Teachers of English annual meeting, San Antonio, TX.
- Rowe, D. W. (2008, March). *The social construction of intentionality: Naming and negotiating preschool writing*. Invited lecture, Martha King Center for Language and Literacies, The Ohio State University, Columbus, OH.

- Rowe, D. W. (2005, May). *Keynote address. What have we learned since Language Stories and Literacy Lessons? The potentials of reframing early literacy learning as social practice.* Harste-Burke Retirement Conference, Bloomington, IN.
- Rowe, D. W. (2002, February). *Literacy for all learners. Lessons from emergent literacy research.* Department of Curriculum and Instruction, University of Kentucky, Lexington, KY.

Invited Presentations: State and Regional Meetings

- Rowe, D. W. (2016, July). *Composing eBooks touchscreen tablets and digital cameras: New opportunities for language and literacy learning.* Featured speaker at the East Tennessee State Annual Early Childhood Conference, Johnson City, TN.
- Rowe, D. W. (2016, July). *Invite your preschoolers to write!* Featured speaker at the East Tennessee State Annual Early Childhood Conference, Johnson City, TN.
- Rowe, D. W. (2009, July). *Preschoolers learning to write: What literacy teachers can learn from our youngest writers.* Keynote talk presented at the South Carolina Reading First Early Childhood Institute. Columbia, SC.
- Rowe, D. W., & Leong, D. (2005, July). *Early childhood writing. Literacy Strand Workshop* presented at Tennessee Pre-K Summer Institute, Vanderbilt University, Nashville, TN.

GRANTS

- Development of a Preschool Interactive Writing Intervention for 3- to 5-Year-Old Head Start Students.* (submitted July 2016, under review). Co-principal investigator with Anna Hall (Clemson Univ.) and Steve Graham (Arizona State University). Institute of Education Sciences, Goal 2. [subcontract to VU: \$495,643.22 over 3 years]
- Development of a Preschool Interactive Writing Intervention for 3- to 5-Year-Old Head Start Students.* (July 2014). Co-principal investigator with Anna Hall (Clemson Univ.) and Steve Graham (Arizona State University). Institute of Education Sciences, Goal 2. [subcontract to VU: \$242,420.13 over 3 years] (not funded.)
- Enhanced Language and Literacy Success.* (2008-2012). Co-principal investigator with David Dickinson. U.S. Dept. of Education Early Reading First grant (funded: \$3,421,324.00).
- The Write Start! Project: An Investigation of 2- to 5-Year-Olds' Participation in Writing in Preschool Classrooms.* (2007-2009). Co-principal investigator with Carin Neitzel. National Council of Teachers of English, Research Foundation (funded: \$12,060).
- Learning to write in preschool: An investigation of transactions between children's interests, self-regulation strategies, and curriculum.* (2005-2006). Co-principal investigator with Carin Neitzel. Peabody College Small Grant, Vanderbilt University (funded: \$7,880).
- Transitions to literacy: A study of first graders' connections between reading, writing, and drama (1999-2000).* Principal investigator. Peabody College, Vanderbilt University (funded: \$7,725).
- Young children's responses to literature: Making meaning through drama and dramatic play.* (1998-1999). Principal investigator. National Council of Teachers of English Research Foundation (funded: \$10,670).

Responding to literature through play: A study of elementary students' book-to-play connections. (1998-1999). Vanderbilt University Research Council (funded: \$6,960).
A study of school-based literacy experiences for two-year-olds. (1990-1991). Principal investigator. Vanderbilt University Research Council (funded: \$7,065).
Macro-contexts to facilitate learning. (1988-1990). Investigator. OERI (funded: \$450,000 over three years, C. Kinzer & V. Risko, P.I.s).

OTHER SCHOLARLY ACTIVITIES

Lifespan Development of Writing Abilities Working Group. (2012-2016). Member. Funded by Spencer Foundation. (Charles Bazerman, P.I.)

TEACHING: 2016

EDUC 6450: Teaching & Learning the Language Arts: Theory & Research	Spring 2016
EDUC 8820: Methods of Educational Research: Qualitative	Spring 2016
EDUC 6400: Literacy Development	Fall 2016
EDUC 3215: Language Arts in the Elementary School	Fall 2016

ADVISING: 2016

Undergraduate Advisees: 10 students

Masters Advisees: 10 students

Doctoral Student Advisees (Pre-Dissertation): 1 student
 Laura Piestrzynski

Dissertation Advisor: 1 students
 Mary Miller

Dissertation Committee Member: 11 students
 Samuel David (DTL) Ph.D. May 2017
 Charlotte Munoz Dunlap Ph. D., August 2016
 Keenan Fagan (DTL)
 Elizabeth Hadley (DTL)
 Emily Kern (LPO)
 Jin-Sil Moc (DTL)
 Sascha Mowrey (DTL)
 Katherine Newman (DTL)
 Mark Pacheco (DTL) Ph.D. May 2016
 Bret Rivera (DTL)
 Colleen Whittingham (University of IL-Chicago Circle)

PROFESSIONAL SERVICE (2000-present)

National Panels

January, 2017

Participant, IRA/NICHD Advisory Panel, Reading-Writing Relationships, May 2011.
 Participant, IRA/NICHD Early Childhood Literacy Research Workshop, Washington, D.C.,
 February 14, 2005.
 Member, Literacy Research Panel, International Literacy Association, 2015-2017.

Editorships

Co-editor, *Journal of Early Childhood Literacy*, 2008-2017.
 Co-editor, *Yearbook of the National Reading Conference*, 2006-2010.
 Co-editor, Special Issue on Multimodality, *Journal of Early Childhood Literacy*, 2009, vol. 9(2).

Editorial and Review Boards

Editorial Board, *Journal of Literacy Research*, 2002-2005, 2011-2017.
 Editorial Review Board, *The Reading Teacher*, 2012-2017.
 Editorial Board, *Reading Research Quarterly*, 1989-2003, 2006-2012, 2014-2017
 Editorial Board, *Urban Education*, 2011-2017
 Guest Reviewer, *Reading & Writing*, 2015.
 Guest Reviewer, *Reading Research Quarterly*, 2013.
 Program Committee, National Reading Conference, 1987-2013.
 Program Reviewer, Division C: Section 1, American Educational Research Association, 2002-
 2005-2013.
 Guest Reviewer, *Reading Teacher*, 2011-2012.
 Program Reviewer, Language and Social Processes SIG, American Educational Research
 Association, 2006-2013.
 Guest Reviewer, *Research in the Teaching of English*, 2011.
 Reviewer, *International Handbook of Research on Children's Literacy, Learning, & Culture*,
 2011.
 Guest Reviewer, *Exceptional Children*, 2008-2009.
 Guest Reviewer, *American Journal of Play*, 2009.
 Editorial Board, *Language Arts*, 1992-2003, 2006-2008.
 Editorial Board, *Journal of Early Childhood Literacy*, 2007.
 Member, Editorial Advisory Review Board, *National Reading Conference Yearbook*, 1988-2004.
 Guest Reviewer, *Sociology of Education*, 2002.
 Guest Reviewer, *Journal of School Psychology*, 2000.
 Guest Reviewer, *Discourse Processes*, 1999, 2000
 Conference Proposal Reviewer, American Educational Research Association, 1999-2014.
 Guest Reviewer, *Language Arts*, 1991-1992. 2004-2005, 2009.

Roles in Professional Organizations

Board of Directors, Literacy Research Association, 2014-2017.
 Chair, Dina Feitelson Research Award Committee, International Reading Association, 2014-
 2017.
 Member, Ethics Standing Committee, Literacy Research Association, 2012-2014.
 Member, Dina Feitelson Award Committee, International Reading Association, 2011-2013.
 Member, Reading Research Quarterly Editor Selection Committee, International Reading
 Association, 2011.
 Member, Teacher Researcher committee, International Reading Association, 2010-2012.

January, 2017

Reviewer, Research Grant Proposals, Studies and Research Grants Subcommittee, International Reading Association, 2008-2010.

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

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

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

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

Membership in Professional Organizations

Member, American Educational Research Association.

Member, Center for the Expansion of Learning and Thinking.

Member, International Reading Association.

Fellow, National Conference on Research in Language and Literacy

Member, National Council of Teachers of English.

Member, Literacy Research Association.

State and Regional Service

Member, Early Literacy Council, Tennessee Department of Education, 2015-2017.

Member, Preschool Development Grant – Expansion Advisory Council, Metropolitan Nashville Public Schools, 2015-2017.

Professional development provider for Tennessee Department of Education, Division of School-based Support Services.

Writing in early childhood classrooms.

Developing a literacy observation guide.

Professional development provider for TNCore coaches and statewide TNCore training for PreK and Kindergarten teachers, 2014-2015. Tennessee Department of Education. Professional development modules:

Writing in PreK and Kindergarten: An introduction.

Kidwatching 101: Developmental patterns in early childhood writing.

Informative/Explanatory Writing in PreK and Kindergarten

Large Group Interactive Writing

Other Service Roles

External review of tenure and promotion documents (Columbia College Chicago, University of Colorado-Boulder, 2016)

Advisory Board member, Communities as Resources for Early Childhood Teacher Education (CREATE) grant funded by the Helios Education Foundation and the College of Education, University of Arizona, 2010-2015.

External review of tenure documents, (University of Colorado-Boulder, 2015).

External review of tenure documents, (The Ohio State University, 2012; Teachers College Columbia, 2012).

External review of tenure documents, (Teachers College, Columbia, 2011; University of South Carolina, 2011).

January, 2017

Instructor, *Supporting Doctoral Research Using Qualitative Methods*. Workshop presented for the faculty of the Dept. of Education, University of New Orleans, April 2011.

External review of tenure documents, (Georgia State University, 2010).

Instructor, Qualitative Data Analysis Summer Seminar, University of Arizona, August 2010.

Professional Development Provider (Preschool Literacy Instruction), Metropolitan Nashville United Way, Getting Ready for School, Clare Terry, director, 2009-2010.

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

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

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

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

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

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

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

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

COMMUNITY SERVICE (2000-present)

Local Meetings and Workshops

- Rowe, D. W. (2012, January). *Morning Message: A Strategy for Engaging PreK and Kindergarten students as Readers and Writers Workshop* presented at Instructional Coaches Workshop, Metropolitan Nashville Public Schools, Nashville, TN.
- Rowe, D. W. (2012, March). *Invite Your Children to Write: Teaching Strategies that Support PreK, Kindergarten and Early Grades Writers*. Workshop presented at Instructional Coaches Workshop, Metropolitan Nashville Public Schools, Nashville, TN.
- Rowe, D. W. (2011, August). *Scaffolded Writing: A teaching strategy that supports PreK writers*. Workshop presented at the Metropolitan Nashville Public Schools Pre-Kindergarten In-Service Day. Nashville, TN.
- Rowe, D. W. (2010, August). *Large group interactive writing: The morning message*. Workshop presented at the Metropolitan Nashville Public Schools Pre-Kindergarten In-Service Day. Nashville, TN.
- Rowe, D. W. (2010, January). *Writer's workshop in preK and elementary classrooms*. In-service workshop, Glenview Elementary, Metropolitan Nashville Public Schools, Nashville, TN.
- Rowe, D. W. (2008, August). *Writing with preschoolers: Teaching tips for the writing center*. Presentation of Metropolitan Nashville Public Schools PreKindergarten teachers. Nashville, TN.

SERVICE: VANDERBILT UNIVERSITY (2000-present)

Member, Vanderbilt University Faculty Senate, 2015-2017.
Faculty Marshall, Vanderbilt University Commencement, 2012, 2014-2016.
Reviewer, Dissertation Enhancement Grant Proposals, Graduate School, 2010, 2014-2015.
5 Programs Committee on Digital Learning Technologies, 2013-2014
Vice-Chair, Institutional Review Board -- Behavioral Sciences Committee, 2001-2003.
Member, Institutional Review Board -- Behavioral Sciences Committee, 2000-2001.

SERVICE: PEABODY COLLEGE (2000-present)

Reviewer, Peabody Small Grant Proposals, 2014-2016.
Peabody Faculty Council, Associate Chair, 2011-2012; member, 2012-2014.
Peabody Teacher Education Policy Committee, member, 2008-2012.
Ad hoc Faculty Council Committee on Peabody's Abu Dhabi Project, Chair, 2011-2012.
Guest Lectures to graduate courses taught by the following Peabody faculty: Ann Kaiser (SPED), 2011, 2012 2013, 2014, 2015; Doug Fuchs (SPED), 2011; Leona Schauble (DTL), 2011;
Topic: Qualitative studies of early literacy learning.
Peabody Library Advisory Committee, member, 2004-2010.
Peabody Dual Major Task Force, 2009-2011.
Peabody Qualitative Methods Task Force, 2009.
Peabody Small Research Grants Competition, reviewer, 2005.
Education Library Committee, member, 1999-2000
Education Library Resource Lab Planning Committee, chairperson, 1998-2000.

SERVICE: DEPARTMENT OF TEACHING AND LEARNING (2014-present)

ELL/Educational Linguistics Search Committee, chair, 2015-2016.
Development, Learning, & Diversity Program, area convener, 2015-2017.
Development, Learning, & Diversity Program Committee, member, 2006-2017.
M. Ed. Capstone proposals and final papers, faculty advisor & evaluator, 2010-2017.
Undergraduate Elementary Education Committee, member, 2007-2017.
LLC Reading/Literacy Faculty Search Committee, member, 2013-2015.
Reading Education Program, M. Ed. Capstones, faculty reader, 2009-2016.
Promotion and Review Committee, member 2013-2015.
Faculty Mentoring Committee, member 2011-2015.
Reading Education M. Ed. Program, Director, 2011-2014.
Language, Literacy, & Culture Program Committee, member, 2002-2015. Area convener, 2010-2011, 2014-2017.