

Curriculum Vitae

Theresa A. Deeney, Ed.D.

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EDUCATION

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|------|-------|--|
| 1997 | Ed.D. | Reading, Language, and Learning Disabilities,
Harvard University Graduate School of Education |
| 1986 | M.Ed. | Educational Administration, University of Massachusetts |
| 1980 | B.S. | Elementary/Special Education, Fitchburg State College |

PROFESSIONAL EXPERIENCE

University, Research, and Professional Development

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| 2007-Present | University of Rhode Island, School of Education, Kingston, RI |
| | <i>Associate Professor, Reading</i> |
| | <i>Coordinator, Graduate reading program</i> |
| 2001-2007 | University of Rhode Island, School of Education, Kingston, RI |
| | <i>Assistant Professor, Reading</i> |
| | <i>Coordinator, Graduate reading program</i> |
| 2000-2001 | Teachscape (http://www.teachscape.com), New York, NY |
| | <i>Literacy Content Developer, Author of web-based professional development coursework in elementary language arts: <u>Organizing for Writing</u>, <u>Writing Conferences</u>, <u>Sharing and Publishing</u>, and <u>Classroom Management</u>.</i> |
| 1997-2000 | Tufts University, Center for Reading and Language Research, Medford, MA |
| | <i>Research Coordinator, "Treatment of Developmental Reading Disabilities"</i> |
| | NICHHD Grant # 1R01HD030970-01A2 to Robin Morris, Georgia State University; Maryanne Wolf, Tufts University; Maureen Lovett, University of Toronto |
| 2000 | Harvard University Graduate School of Education, Cambridge, MA |
| | <i>Lecturer: <u>Evaluating Instructional Materials</u></i> |
| 1997 | Boston College School of Education, Chestnut Hill, MA |
| | <i>Lecturer, <u>Assessment and Instruction of Reading Difficulties</u></i> |
| 1993-1995 | Boston University, Department of Occupational Therapy, Boston, MA |
| | <i>Project Director, "School Function Assessment"</i> |
| | NIDRR Grant to Wendy J. Coster, Ph.D., OTR/L |
| 1993-1996 | Lesley College, School of Education, Cambridge, MA |
| | <i>Instructor, <u>Literacy: Language Arts in the Elementary School</u></i> |
| 1994-1995 | Harvard University Graduate School of Education, Cambridge, MA |
| | <i>Lecturer, <u>The Theory and Practice of Reading</u></i> |

- 1993-1994 Harvard University Graduate School of Education, Cambridge, MA
Teaching Fellow, The Theory and Practice of Reading
- 1991-1992 Harvard University Graduate School of Education, Cambridge, MA
Teaching Fellow, Jeanne Chall Reading Lab
Diagnosis and Facilitation of Literacy Difficulties

Teaching/Administration:

- 1995-1997 Fairgrounds Elementary, Nashua, NH
Reading Specialist for 850-student elementary school
- 1992-1993 Pasadena Unified School District, Pasadena, CA
Acting Principal, Washington Day Treatment School for students with emotional and behavioral needs
- 1991-1992 Tufts University Medical Center, Boston, MA
Educational Specialist conducting educational, psychological, and neurodevelopmental assessments
- 1990-1992 Northeastern University, Boston, MA
Learning Disabilities Specialist
- 1990-1992 Action for Boston Community Development, Boston, MA
Consultant to evaluate and develop Head Start program for Native American preschoolers
- 1985-1990 Italian Home for Children, Inc., Boston, MA
Principal, residential school for students with emotional and behavioral needs
- 1984-1985 Massachusetts Department of Youth Services, Wilmington, MA
Educational Liaison to public school districts
- 1982-1984 Perkins School for the Blind, Watertown, MA
Teacher, Deaf-blind program
- 1981-1982 Hegner Center, Medford, MA
Special Needs Teacher
- 1980-1981 Northeast Elementary School, Waltham, MA
Special Needs Teacher

PUBLICATIONS

- Deeney, T. (2010). One-minute fluency measures: Mixed messages in assessment and instruction. *The Reading Teacher*, 63(6), pp. 440-450.
- Deeney, T. (2009). *Improving literacy instruction with classroom research*. Thousand Oaks, CA: Corwin Press.
- Deeney, T. (2008). Coordinating supplemental reading instruction. *Intervention in School and Clinic*, 43(4), 218-225.
- Balinger, D., & Deeney, T. (2006). Physical educators as teachers of literacy. *Journal of Physical Education, Recreation, and Dance*, 77, 18-23.
- Deeney, T. (2004). Coordinating programs and texts to ensure success for struggling readers. In A. Pincus (Ed.) *Teaching Tips from the Experts* (pp. 133-138). New Jersey: New Jersey Branch of the International Dyslexia Association.
- Wolf, M., & Deeney, T. (2003). Dyslexia. *International Encyclopedia of Linguistics* (2nd Ed, pp.472-475). New York: Oxford University Press.

- Deeney, T., Wolf, M., & Goldberg O'Rourke, A. (2001). "I like to take my own sweet time": Case study of a child with naming-speed deficits and reading disability. *Journal of Special Education, 35*, 145-155.
- Wolf, M., & Deeney, T. (2000). A new direction: Fluency, phonology, and speakers of African-American English. *Perspectives, 26*, 35-36.
- Coster, W., Deeney, T., Haltiwanger, J., & Haley, S. (1998). *The School Function Assessment*. San Antonio, Texas: The Psychological Corporation.

Unpublished Manuscripts:

- Deeney, T. (1997). *Remedial Readers' Meaning-Making when Reading or Listening to Narrative Literature*. Unpublished doctoral dissertation, Harvard University.

PRESENTATIONS

National/International Professional Conferences:

- Deeney, T., & Pesko, E. (2010, December). Impact of text-based discussion modules on pre- and in-service teacher learning. In Raphael, T. (Chair). *Enhancing reading comprehension instruction: A collaborative project across multiple sites*. Alternative session presented at the 60th annual meeting of the Literacy Research Association (formerly National Reading Conference), Fort Worth, TX.
- Deeney, T., Dozier, C., Laster, B., Applegate, M., Cobb, J., Dubert, L., Eeg, M., Gaunty-Porter, D., Gurvitz, D., McAndrews, S., Milby, T., Morewood, A., Ryan, T., Sargent, S., Swanson, M. (2010, December). *Transfer and Transformation: What Reading Clinic/Literacy Lab Graduates' Current Practices and Contexts Mean for Clinic/Lab Instruction*. Alternative session presented at the 60th annual meeting of the Literacy Research Association (formerly National Reading Conference), Fort Worth, TX.
- Deeney, T., Dozier, C., Cobb, J., Eeg, M., Gaunty-Porter, D., Gurvitz, D., Huntley, C., Laster, B., McAndrews, S., Milby, T., Morewood, A., & Sargent, S. (2009, December). *Transformative Practices, Transformative Leadership: The Role of Clinic/Lab Experiences in Developing Literacy Leaders*. Alternative session presented at the 59th annual meeting of the National Reading Conference, Albuquerque, NM.
- Dubert, L., Deeney, T., Dozier, C., Gurvitz, D., Barnes, C., Cobb, J., Evers, A., Gaunty-Porter, D., Laster, B., McAndrews, S., Milby, T., Morewood, A., Patchen, C., & Sargent, S. (2008, December). *Reading Clinics and Literacy Labs: The State of the Art 2008*. Alternative session presented at the 58th annual meeting of the National Reading Conference, Orlando, FL.
- Deeney, T., Seitsinger, A., & Brand S. (2008, December). *Reading First without a basal: Effects of one Reading First program on student achievement*. Paper presented at the 58th annual meeting of the National Reading Conference, Orlando, FL.
- Deeney, T. (Discussant) (April, 2008). In Brand, S. (Chair), *Evaluation of Reading First: A Multi-method Longitudinal Investigation*. Symposium presented at the 40th Annual Meeting of the New England Educational Research Organization, Hyannis, MA.
- Deeney, T. (Discussant) (March, 2008). In Brand, S. (Chair), *Evaluation of Reading First: A Multi-*

- method Longitudinal Investigation*. Symposium presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Deeney, T. & McAndrews, S. (2007, December). Making Connections: The Role of the Clinical Practicum in an Era of High Stakes Testing. In Freppon, P. (Chair). *From Clinic to Mandates: The Praxis of Teaching Reading after Reading Clinic/Literacy Lab*. Alternative session presented at 57th annual meeting of the National Reading Conference, Austin, TX.
- Deeney, T. (Discussant). (October, 2007). In Brand, S. (Chair), *Statewide Evaluation of Reading First: A Multi-method Longitudinal Investigation*. Symposium presented at the 40th Annual Meeting of the Northeastern Educational Research Organization, Hyannis, MA.
- Seitsinger, A., Burns, A., Brand, S. T., Brand, S., & Bourassa, J., Hyman, B., & Deeney, T. (2007, April). *Multi-method evaluation of the Reading First initiative in Rhode Island*. Symposium presented at the 39th Annual Meeting of the New England Educational Research Organization, Portsmouth, NH.
- Deeney, T., Dozier, C., Laster, B. (2006, December). *Life after Reading Clinic/Literacy Lab: Teachers' Reflect on Practice*. Alternative session presented at 56th annual meeting of the National Reading Conference, Los Angeles, CA.
- Harrison, C., Dwyer, B., Castek, J., Dalton, B., & Deeney, T. (2006, December). *Extending Reciprocal Teaching and Concept Oriented Reading Instruction to Support Struggling Readers' Reading, Viewing, and Learning in Multimedia Digital Environments*. Alternative session presented at the 56th annual meeting of the National Reading Conference, Los Angeles, CA.
- Deeney, T., Dozier, C., Freppon, P., & Laster, B. (2005, August). *Is There a Match Between Reading/Literacy Clinic and Real Life in the Classroom?* Symposium presented at the 21st World Congress on Reading, Budapest, Hungary.
- Deeney, T., Dozier, C., Freppon, P., Laster, B. (2005, December). *A National Look at Teacher Preparation in Reading Clinic/Literacy Labs*. Alternative session presented at 55th annual meeting of the National Reading Conference, Miami, FL.
- Kucan, L., & Deeney, T. (2005, December). *Mediating Teachers' Learning about Discussion and Comprehension through Transcript Analysis*. Alternative session presented at 55th annual meeting of the National Reading Conference, Miami, FL.
- Deeney, T. (2004, December). Application of clinic-based assessment practices to classrooms and schools. In Laster, B. (Chair), *Reading Clinic/Literacy Lab to Classroom: Assessment of Learning and Evaluation of Professional Development*. Symposium presented at 54th annual meeting of the National Reading Conference, San Antonio, TX.
- Deeney, T. & Massey, D. (2004, December). *After-school tutoring: Alternatives to the traditional reading clinic*. Alternative session presented at 54th annual meeting of the National Reading Conference, San Antonio, TX.
- Deeney, T. (2003, December). *Thinking about research: Reflections of teachers beginning and ending a graduate program in reading*. Paper presented at the 53rd annual meeting of the National Reading Conference, Scottsdale, AZ.
- Deeney, T. (2003, December). *Encouraging and constraining pre-service teacher reflection: Considerations and cautions in the accreditation process*. Paper presented at the 53rd annual meeting of the National Reading Conference, Scottsdale, AZ.
- Deeney, T. (2003, December). Application of a clinical teaching model to regular classroom settings. In Later, B. (chair), *From reading clinic to classroom: Diagnostic teaching and its sustainability*. Symposium presented at the 53rd annual meeting of the National Reading

Conference, Scottsdale, AZ.

- Deeney, T. (2002, December). Supporting reflection in graduate reading programs. In Rozendal, M. (Chair), *Research and reflection as pathways to professional development*. Symposium conducted at the 52nd annual meeting of the National Reading Conference, Miami, FL.
- Deeney, T. (2002, December). Reflection-on-action through transcript analysis. In Laster, B. (Chair), *Research methodologies for teacher and student learning in reading clinics/literacy centers*. Symposium conducted at the 52nd annual meeting of the National Reading Conference, Miami, FL.
- Deeney, T. (2001, December). A multimedia environment for professional development. In J. Almasi (Chair), *Professional development in the twenty-first century: Issues in constructing understanding from a multimedia environment*. Symposium conducted at the 51st annual meeting of the National Reading Conference, San Antonio, TX.
- Deeney, T., & Kucan, L. (2001, December). Electronic genres: Constructing understanding from multimedia resources. In J. Almasi (Chair), *Professional development in the twenty-first century: Issues in constructing understanding from a multimedia environment*. Symposium conducted at the 51st annual meeting of the National Reading Conference, San Antonio, TX.
- Deeney, T., Wolf, M., & Goldberg O'Rourke, A. (2001, October). A student with a single core deficit in naming speed. In R. Felton (Chair), *Three children: Case studies in light of the double-deficit hypothesis*. Symposium conducted at the 52nd annual meeting of the International Dyslexia Association, Albuquerque, NM.
- Jeffrey, J., Deeney, T., Kennedy, R., & Wolf, M. (2001, April). *Differential effects of the RAVE-O reading Intervention program for children with severe reading disabilities*. Poster session presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.
- Deeney, T., & Gidney, C. (2000, June). *Dialect and phonology: Relationships in African-American children with reading disabilities*. Paper presented at the biennial Memphis Research Symposium: Focus on communication and literacy in African-American students, Memphis, TN.
- Deeney, T. (1999, December). *Reading aloud to remedial readers as an avenue to enhancing the reader/text relationship*. Paper presented at the 49th Annual Meeting of the National Reading Conference, Orlando, Florida.
- Deeney, T., Gidney, C., Wolf, M., & Morris, R. (1999, April). *Phonological processes of African-American reading disabled students*. Paper presented at the 6th Annual Meeting of the Society for the Scientific Study of Reading, Montreal, Canada.
- Deeney, T., Gidney, C., Wolf, M., Holmes, J., Cirino, P., & Morris, R. (1998, June). *Phonological and naming-speed deficits in African-American reading-disabled students*. Poster session presented at the biennial Memphis Research Symposium: Focus on communication and literacy in African-American students, Memphis, TN.
- Deeney, T. (1998, April). *Building envisionments: The utility of reading aloud to remedial seventh graders*. Poster session presented at the 5th annual meeting of the Society for the Scientific Study of Reading, San Diego, CA.

Regional Conferences and Workshops:

- Deeney, T. (2008, April). *Building Fluency with Readers' Theatre*. Invited speaker, Rhode Island Reading First 2008 Institute, Warwick, RI.
- Ulichny, P., & Deeney, T. (2004, December). *Phonics and word study: Content coaching*. Invited speakers, Rhode Island Department of Education, Reading First Coaches Training Series
- Deeney, T. (2004, October). *Understanding Reading Disabilities: What classroom teachers need to know*. Invited speaker, annual meeting of the Rhode Island Branch of the International Dyslexia Association.
- Deeney, T., & Ciardi, M. (2004, February). Scientifically-Based Reading Research. Invited speaker, Rhode Island Department of Education, Reading First Coaches Training Series
- Deeney, T. (2002, April). *Hand-in-glove: The reciprocal relationship between oral language and reading*. Invited speaker, 10th annual conference of the New Jersey Branch of the International Dyslexia Association and the New Jersey Speech-Language-Hearing Association, Newark, NJ.
- Deeney, T. (2002, January). Enhancing teacher training through multimedia case studies. Presented at the second annual conference of the Conference of the Rhode Island Office of Higher Education: Using Technology in Teaching: Ideas that Work.
- Deeney, T. (2000, October). *Fluency instruction for dyslexics: A matter of time*. Invited speaker, Fifteenth Annual Conference of the New Jersey Branch of the International Dyslexia Association.
- Deeney, T. (1999, October). *The Double-Deficit Hypothesis and its implications for practice*. Invited speaker, Seventh New England Conference on Specific Learning Disabilities, Marlborough, MA.
- Deeney, T. (1999, June). *RAVE-O, A program designed to increase reading rate and fluency*. Invited speaker, Network Summer Institute on Learning Disabilities, Milton, MA.
- Deeney, T. (1999, March). *Fluency instruction: The missing link*. Invited speaker, 7th Annual Network Conference on Learning Disabilities, Randolph, MA.
- Deeney, T. (1998, May). *Insights from the Tufts Reading Intervention Project*. Presented at the Young Adults with Learning Disabilities Lecture Series, Cambridge, MA.
- Deeney, T. (1998, May). *The Double-Deficit Hypothesis: Implications for practice*. Invited speaker, Annual Conference of the New England Branch of the International Dyslexia Society, Lincoln, MA.

PROFESSIONAL MEMBERSHIP AND SERVICE

National:

- American Education Research Association, Proposal Reviewer, Division C1, 1999
- Association for Accreditation of Colleges of Teacher Education, Member 2002-Present
- Educational Policy, ad-hoc reviewer, 2008
- International Dyslexia Association, Member, 2001-Present
- International Reading Association
 Member, 1990-Present
 Member, *Organization for Teacher Educators in Reading SIG*, 2002-Present
 Editorial Review Board, *Reading On-Line*, 2000-2004
 Ad hoc Reviewer, *The Reading Teacher*, 2003-Present
 Ad hoc Reviewer, *Journal of Adolescent and Adult Literacy*, 2003-2004
 Editorial Review Board, *Journal of Adolescent and Adult Literacy*, 2005-2008
 State Liaison, IRA Exchange for RTI, 2008-Present

National Council of Teachers of English, Member, 1990-2000

National Reading Conference

Member, 1990-Present

Proposal Reviewer, 2000

Member, *Reading Clinic Special Interest Group*, 2001-Present

Member/Reviewer, *Edward Fry Book Award Committee*, 2002-2004

Field Representative, RI, 2002-2004

Co-Chair, Area 2: *In-service Teacher Education/Professional Development in Literacy*, 2004-2007

Reviewer, Area 2: *In-service Teacher Education/ Professional Development in Literacy*, 2008-Present

Society for the Scientific Study of Reading, Member, 1997-Present

Regional/Local:

Governor's Urban Literacy Task Force, Early Literacy Work Group, Member, 2009

New England Branch of the International Dyslexia Association, Member, 2001-Present

New England Branch of the International Reading Association, Member 2001-Present

Rhode Island Branch of the International Dyslexia Association, Board of Directors, 2004-Present

Rhode Island Department of Education

Member, Rhode Island Literacy Education Leadership Council (2009-present)

Chair, Reading First Advisory Panel (2004-2009)

Member, Rhode Island Reading Leadership Team (2004-2008)

Reviewer, Rhode Island Reading Policy (2004-5)

Member, Rhode Island P-12 Literacy Initiative (2002-2004)

Rhode Island Reading Association, Member, 2002-Present

South Kingstown School Department

Community member, South Kingstown School Committee, Professional Development Subcommittee (2009-present)

Member, Broad Rock Middle School, School Improvement Team (2009)

GRANTS, CONTRACTS, AND AWARDS

2010 Co-Principal Investigator, CAREERS: Learning to teach elementary science (2.25M NSF funded project investigating elementary science teaching, Betty Young, PI)

2010 Fellow, Brown University Educational Alliance

2009 URI Foundation, *Expanding Experiential Teaching and Learning Opportunities through an On-Campus Literacy Teaching and Learning Center* (\$2,164.00)

2009 Champlin Foundations, *Assistive Technology Network* (w/P. Roland, D. Porter, & M. Neidbala) (\$76,971.00)

2009 NOMAD, *Literacy Teaching and Learning Center* (\$40,000.00)

2007 University of Rhode Island, College of Human Science and Services, Outstanding Outreach Award for work in public schools

2005 Providence Public Schools, URI/Providence Public Schools MA in Education/Reading, (\$17,500.00/semester for program development)

2005 Providence Public Schools, URI/Providence Public Schools MA in Education/Reading, Half-time Teacher-in-Residence (salary/fringe = \$50,000.00)

- 2005 URI Foundation, *Technology for special needs education* (\$1,500.00)
- 2004 College of Human Science and Services, Program Improvement (\$450.00)
- 1999 Malden Schools/Tufts University Partnership *Salemwood School Literacy Center* (w/M. Wolf, \$45,000.00)
- 1999 National Institute for Child Health and Development, Minority Supplement to NICHD Grant # 1R01HD030970-01A2 (w/C. Gidney, M. Wolf, & R. Morris; \$41,000.00)
- 1996 Harvard University, Dissertation award (\$1,000.000)
- 1995 Radcliffe College, Radcliffe Women's Scholarship (\$500.00)