

Curriculum Vita

Priscilla L. Griffith

Ruth G. Hardman Endowed Chair in Education

University of Oklahoma
College of Education
338 Cate Center Drive, Room 190
Norman, Oklahoma 73019
TEL/ 405-325-3534
FAX/ 405-325-7841
e-mail/ pgriffith@ou.edu

3832 Buckingham Dr.
Norman, Oklahoma 73072
TEL/ 405-360-2421
FAX/ 405-360-2488
e-mail/ jacpak@aol.com

EDUCATIONAL BACKGROUND

1987 Ph.D. in Curriculum and Instruction from Univ. of Texas at Austin
(Major coursework in reading education; supporting coursework in statistics and research)

Dissertation: Griffith, P. L. (1987). *The role of phonological and lexical information in word recognition and spelling*. Unpublished doctoral dissertation. The University of Texas at Austin. Austin, Texas. [Committee Members: Connie Juel (Chair), Elaine Fowler, Philip Gough, James Hoffman, Claire Weinstein]

1975 M.Ed. in Elementary Education from Prairie View A&M University

1968 B.S. in Elementary Education from Univ. of Texas at Austin

PROFESSIONAL MEMBERSHIPS

Association of Teacher Educators – Former Journal Editor and LaureATE
Florida Reading Association – Past President and life member
International Reading Association – Former Journal Editor
National Council of Teachers of English
Literacy Research Association
Oklahoma Reading Association – Past President

HONOR SOCIETIES

Kappa Delta Pi
Phi Kappa Phi
Phi Delta Kappa
Pi Lambda Theta

TEACHER CERTIFICATION

Professional Elementary - General (State of Texas)
Professional, Masters Plus 30, Elementary (State of South Carolina)

TEACHING/PROFESSIONAL EXPERIENCE

- Current **Ruth G. Hardman Chair in Education and Professor (with Tenure) of Instructional Leadership and Academic Curriculum (Literacy Education)**
Director of the Hardman Center for Children with Learning Differences in Reading and
Director of the Oklahoma Writing Project
Department of Instructional Leadership and Academic Curriculum
University of Oklahoma in Norman, Oklahoma
- Department Chair (2001-2007)**
- Graduate Liaison (2004-2007)**
- Advanced Programs Coordinator (2004-2007)**
- Graduate Faculty at M3 level—chair dissertations**
- Courses Taught:** Theories of Reading/Literacy (graduate), Models of Instruction (graduate), Culture, Language and Literacy (graduate), Analysis of Teaching and Learning (graduate), Theory and Research in Education (graduate), Foundations of Language and Literacy Development and Assessment (undergraduate)
- 1999-2001 **Professor with Tenure and Department Head**
Department of Curriculum and Instruction
University of Arkansas in Fayetteville, Arkansas
- Department’s Teacher Education Program received Association of Teacher Educators’ Award for 2001 Distinguished Program in Teacher Education**
- Director of Teach for Arkansas**
A “grow our own” teacher education project to deliver the pre-service teacher education program in Childhood Education to the Arkansas Delta through a combination of on-site and distance education instruction. Grant funding: \$220,000 SBC Foundation; \$357,000 Walton Family Foundation.

Courses Taught: Emergent and Developmental Literacy (undergraduate), Correlates of the Reading Process (graduate), Literacy Strategies for Middle Level Learners (undergraduate)

Graduate Faculty at Level I—chair dissertations

1988-1999

Associate Professor with Tenure

(Department Co-chair, Feb. 1998-June 1999)

(Assistant Professor, 1988-1993)

Department of Childhood/Language Arts/Reading

University of South Florida in Tampa, FL

Full Graduate Faculty Status—chair dissertations

Graduate Coordinator (Graduate Advisor MA in Reading, 1995-1997)

Undergraduate Courses Taught: Early Literacy Learning, Reading for the Child, Corrective Reading, Teaching Elementary School Language Arts, Supervision of student interns in field-based courses.

Master's Courses Taught: Remediation of Comprehension Problems, Classroom Diagnosis of Reading Problems, Remediation of Reading and Writing Vocabulary Problems, Teaching Writing in the Elementary School, Language and Learning in Childhood Education.

Advanced Graduate Courses Taught: Reading as a Symbolic Process, Advanced Graduate Seminar in Reading/Language Arts.

Program Development: M. A. in Elementary Education, "Literacy in a Diverse Society" emphasis leading to ESOL certification in Florida.

Program Review: Coordinated preparation for review of programs by NCATE and Florida Department of Education 1988 to 1999.

Doctoral Committees Chaired:

Mary Draper (USF: graduated Dec. 1998; Provost Clearwater Christian College)

Richard Gaspar (USF: graduated August 1997; Professor Hillsborough Community College)

Mary Hayes (USF: graduated Dec. 1995; Professor Clearwater Christian College, but now deceased)
Olga Maldonado (USF: graduated August 1997; Professor and Chair University of Puerto Rico)
Elizabeth Moore (USF: graduated Dec. 1996; National Board Certified Teacher Pinellas (FL) School District)
Theron Thompson (USF: graduated May 1998; Professor Western Kentucky University)
Chris Goslin (OU: graduated Dec. 2006; Professor Utah Valley University)
Sylvia Hurst (OU: graduated May 2007; Classroom teacher Oakdale School)
Candace Bird (OU: graduated May 2010; US Department of Defense)
Joan Charles (OU: graduated Dec. 2007; Department of Defense Schools teacher))
Linda Dugan (OU: graduated Dec. 2006; School counselor Savannah, GA)
Tsai-Fu (Tony) Tsai (OU: graduated Dec. 2008; University professor, Taiwan)
Show-Mei (Susan) Lin (OU: graduated May 2009; University professor, Cameron University, Lawton, OK)
Rosie Baumgarten (OU: dissertation)
Matthew McCoy (OU: general exams)
Charlene Huntley (OU: graduated May 2012; University professor, Oral Roberts University, Tulsa, OK)
Rhonda Morris (OU: graduated Dec. 2012; University professor, Oklahoma Christian University, Edmund, OK)
Kristen Hodge-Hoyt (OU: dissertation)
Saeed Sarani (co-chair with Jiening Ruan, OU: dissertation)
Jenn Stepp (OU: coursework in progress)

Doctoral Committee Membership:

Linda Evans (USF, graduated August 1997)
John Headlee (USF, graduated Dec. 1990; deceased)
Linda Houck (USF, graduated May 1995)
Karen Ivers (USF, graduated May 1994)
Robert Riley (USF, graduated May 1996)
Virginia Rose (USF, graduated Dec. 1991)
Josie Saavedra (USF, graduated Dec. 1995)
Hilaire Tavenner (USF, graduated December 1993)
Deborah Willig (USF, graduated December 1993)
Paula Zielonka (USF, graduated May 1992)
Julie Collins (OU: graduated May 2007)
Kelly Courtney-Smith (OU: graduated May 2008)
Dana Cesar (OU: graduated December 2006)
Kim Harris (OU: graduated December 2006)
Vicki Hinkle (OU: graduated May 2007)

Rozlyn Miller (OU: graduated December 2008)
Mary McCoy (OU: graduated August 2003)
Janette Wetsel (OU: graduated December 2004)
Janise McIntyre (OU: graduated May 2008)
Su-Hua Huang (OU: graduated May 2008)
Bonner Slayton (OU: dissertation)
Danny Wade (OU: graduated May 2008)
Phylis Issacs (OU: graduated May 2009)
Klaudia Lorinczova (OU: graduated May 2010)
Karin Perry (OU: graduated December 2010)
Stephanie White (OU: dissertation)
Allison Geary (OU: dissertation)
Karin Martin (OU: dissertation)
Megan Eeg (OU: dissertation)
Anayai Cooper (OU: dissertation)
Starlynn Nance (OU; dissertation)
Mohanad Shukry (OU, dissertation)
Yanrong Qi (OU, dissertation)
Carrie Miller-DeBour (general exams)

Ed. S. Committees Chaired:

Claudia Maynard (graduated May 1993)

- 1986-1988 **Test Development Consultant**, Office of Evaluation and Research, Charleston County School District, Charleston, SC.
Coordinated language arts test development (writing test specifications, training teachers in item writing, item analysis using the Rasch measurement model, item banking, and the construction of test forms) and conducted program evaluation in a school district with 45,000 students.
- 1983-1986 **Assistant Instructor**, Dept. of Curriculum and Instruction, Univ. of Texas at Austin.
Instructor of record for junior level reading and language arts methods, and advanced reading concentration courses.
- 1984-1986 **Research Assistant**, Center for the Study of Cognitive Science, University of Texas at Austin.
Managed data collection and data analysis (developing testing materials, training and supervision of researchers at the data collection site, and advanced statistical analysis of the data set on a mainframe computer) for a four-year study of children's development in word recognition, spelling, writing and reading comprehension.
- 1982-1983 **Teaching Assistant II**, Department of Curriculum and

Instruction, University of Texas at Austin.
Supervisor of student teachers in the public schools.

- 1973-1982 **Elementary School Teacher**, Bartlett Independent School District, Bartlett, Texas.
Classroom teacher (grades one and three); Title I reading teacher (grades four, five and six); Migrant Program teacher (grades seven and eight).
- 1969-1972 **Elementary School Teacher**, Dallas Independent School District, Dallas, Texas.
Classroom teacher (grades two and three).
- 1968-1969 **Elementary School Teacher**, Brazosport Independent School District, Freeport, Texas.
Classroom teacher (grade two).

SCHOLARSHIP

Citations:

From 1987 to the present my work has been cited over 150 times by over 80 different authors in over 50 different journals and books.

Journal Editor:

Action in Teacher Education, Published by Association for Teacher Education, Volume years 2003/2004, 2004/2005, 2005/2006, 2006/2007.

The Reading Teacher, Published by International Reading Association, Circulation 63,000, Volume years 1999/2000, 2000/2001, 2001/2002, 2002/2003.

Book: Griffith, P. L., Beach, S. A., Ruan, J., & Dunn, L. (2008). *Literacy for Young Children: A Guide for Early Childhood Educators*. Thousand Oaks, CA: Corwin Press. (audience is Head Start/ERF/early childhood teachers)

Publications in Juried Journals:

Ruan, J. & Griffith, P. L. (2011). Supporting teacher reflection through online discussion. *Knowledge Management and E-Learning: An International Journal* 3(4),

Griffith, P. L., Kimmel, S. J., & Biscoe, B. P. (2010). Teacher professional development: Closing the achievement gap by closing the instruction gap. *Action in Teacher Education* 31(4), 41-53.

Selected for listing on the Mofet ITEC International Portal of Teacher Education. <http://itec.macam.ac.il/portal/Search.aspx?term=Griffith>

Griffith, P. L., & Ruan, J. (2007/2008). Story innovation: An instructional strategy for developing fluency and vocabulary. *The Reading Teacher*, 61, 334-338.

Mesmer, H. A., & Griffith, P. L. (2005/2006). Everybody's selling it - But just what is systematic, explicit phonics instruction? *The Reading Teacher*, 59, 366-376.

Leavell, J. A., Woodward, E. L., & Griffith, P. L. (2004-2005). Student on-line search skills: Changes from high school to university. *International Journal of Learning* 11, 155-159.

Griffith, P. L., & Ruan, J. (2003). The missing piece in the current debate on standards: Teacher knowledge and decision making. *Dimensions of Early Childhood*, 31(3), 34-42.

Griffith, P. L., & Lynch-Brown, C. (2003) Editorial: Final Words. *The Reading Teacher*, 56 (8), 718.

Griffith, P. L., & Lynch-Brown, C. (2003) Editorial: Positions and programs: How are they changing the face of literacy instruction? *The Reading Teacher*, 56 (7), 598-600.

Griffith, P. L. (2002) Envisioning teaching: Learning from multiple text types. *Journal of Reading Education*, 28(1), 8-14.

Griffith, P. L., & Lynch-Brown, C. (2002) Editorial: Owning Technology. *The Reading Teacher*, 55(7), 614-615.

Griffith, P. L., & Lynch-Brown, C. (2001) Editorial: Writing for The Reading Teacher. *The Reading Teacher*, 55(1), 6-8.

Griffith, P. L., & Lynch-Brown, C. (2001) Editorial: Embracing pluralism in the U.S. *The Reading Teacher*, 54(8).

Griffith, P. L., & Lynch-Brown, C. (2001) Editorial: Embracing pluralism Worldwide. *The Reading Teacher*, 54(7).

Griffith, P. L., & Lynch-Brown, C. (2000). Editorial: Extending the vision. *The Reading Teacher*, 54(1), 6-8.

Griffith, P. L. (2000). Editorial: Voices of the other: Understandings emerging from the controversy. *The Reading Teacher*, 53(8), 614-615.

Griffith, P. L. (1999). Editorial: Literacy into the 21st century. *The Reading Teacher*, 53(1), 6-8.

Griffith, P. L., & Laframboise, K. (1998). Literature case studies: Case method and reader response come together in teacher education. *Journal of Adolescent and Adult Literacy*, 41, 364-375.

Griffith, P. L., & Laframboise, K. (1997). The structures and patterns of case method talk: What our students taught us. *Action in Teacher Education*, 18(4), 10-22.

Laframboise, K., Griffith, P. L., & Klesius, J. P. (1997). Scaffolding helps students become successful writers. *Florida Reading Quarterly*, 33(3), 12-21.

Laframboise, K., & Griffith, P. L. (1997). Using literature cases to examine diversity issues with preservice teachers. *Teaching and Teacher Education*, 13(4), 367-382.

Klesius, J. P., & Griffith, P. L. (1996). Advancing children's writing through story innovation. *Florida Reading Quarterly*, 33(2), 17-23

Klesius, J. P., & Griffith, P. L. (1996). Interactive storybook reading for at risk learners. *The Reading Teacher*, 49(7), 552-560.

Reprinted in the following anthology: Allington, R. (1998) *Teaching Struggling Readers: Articles from The Reading Teacher*. Newark, DE: International Reading Association.

Griffith, P. L., & Leavell, J. A. (1995/1996). There isn't much to say about spelling...or is there? *Childhood Education*, 72(2), 84-90.

Klesius, J. P., & Griffith, P. L. (1995). Contextualizing print with the shared book experience. *Florida Reading Quarterly*, 31(4), 7-10.

Olson, M. W., & Griffith, P. L. (1993). Phonological awareness: The what, why, and how. *Reading and Writing Quarterly*, 9, 351-360.

Griffith, P. L., Klesius, J. P., & Kromrey, J. D. (1992). The effect of phonemic awareness on the literacy development of first graders in a traditional or a whole language classroom. *Journal of Research in Childhood Education*, 6, 85-92.

Abstracted in the following publication: The Partnership for Reading. (2002). *The Reading Leadership Academy Guidebook*. Washington, D. C: National Institute for Literacy.

Griffith, P. L., Rose, J., & Ryan, J. M. (1992). Student-curriculum maps: Applying the Rasch model to curriculum and instruction. *Journal of Research in Education*, 2, 13-22.

Griffith, P. L., & Olson, M. W. (1992). Phonemic awareness helps beginning readers break the code. *The Reading Teacher*, 45 (7), 516-523.

Reprinted in the following: (1) Summer, D. (1993) *Whole Teaching Keeping Children in the Center of Curriculum and Instruction* (6th. ed., pp. 183-189). Peterborough, New Hampshire: Society for Developmental Education. (2) *Strengthening Students' Phonemic Awareness in Grades K-1*. Bureau of Education and Research: Bellevue, WA (3) On CD-ROM developed by Interactive Training Media, Inc., Tallahassee, FL

Griffith, P. L., (1991). Phonemic awareness helps first graders invent spellings and third graders remember correct spellings. *Journal of Reading Behavior*, 23, 215-233.

Klesius, J. P., Griffith, P. L., & Zielonka, P. (1991). A whole language and traditional instruction comparison: Overall effectiveness and development of the alphabetic principle. *Reading Research and Instruction*, 30 (2), 47-61.

Griffith, P. L., & Klesius, J. P. (1989). A whole language flight plan: An interview with three teachers. *Reading Horizons*, 30, 5-14.

Juel, C., Griffith, P. L., & Gough, P. B. (1986). The acquisition of literacy: A longitudinal study of children in first and second grade. *Journal of Educational Psychology*, 78, 243-255.

Monographs:

Griffith, P. L., & Lynch-Brown, C. L. (2000). *Voices of the other: Understandings emerging from the controversy*. Newark, DE: International Reading Association.

Griffith, P. L. (1992). *Whole language: Instructing the whole child*. Montgomery, Alabama: KinderCare Learning Centers, Inc.

Book Chapters:

Griffith, P. L., Ruan, J., Stepp, J., & Kimmel, S. J. (in press). The Design and Implementation of Effective Professional Development in Elementary and Early Childhood Settings. In L. Martin, S. Kragler, K. Bauserman, & D. Quatroche (Eds.) *Handbook of Professional Development, PK-12: successful Models and Practices*. (New York, NY: Guilford Press.

Griffith, P. L., Plummer, A., Connery, L. Conway, S., & Wade, D. (in press). Successful Staff Development Transforms Writing Instruction in a School. . In L. Martin, S. Kragler, K. Bauserman, & D. Quatroche (Eds.) *Handbook of*

Professional Development, PK-12: successful Models and Practices. (New York, NY: Guilford Press.

Kimmel, S. J., & Griffith, P. L. (2010). Evaluation: Practical Applications for Closing Achievement Gaps. In M. McKenna and S. Walpole (Eds.) *Promoting Early Literacy: Research, Resources, and Best Practice* (pp. 142-163). New York: Guilford Press.

Ruan, J., & Griffith, P. L. (2007). Ernest Horn (1882-1967): A pioneer in spelling research and instruction (pp. 281-306). In S. Israel and J. Monaghan (Eds.) *Shaping the Reading Field: The Impact of Early Reading Pioneers, Scientific Research, and Progressive Ideas*. Newark, DE: International Reading Association.

Griffith, P. L., & Ruan, J. (2005). What is metacognition and what should be its role in literacy instruction? In S. E. Israel, C. Collins Block, K. L. Bauserman, and K. Kinnucan-Welsch (Eds.) *Metacognition in Literacy Learning Theory, Assessment, Instruction, and Professional Development* (pp. 3-18). Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.

Gough, P. B., Juel, C. & Griffith, P. L. (1992). Reading, spelling, and the orthographic cipher. In P. B. Gough, L. C. Ehri, & R. Treiman (Eds.) *Reading Acquisition* (pp. 35-48). Hillsdale, New Jersey: Lawrence Erlbaum Associates.

Conference Proceedings:

Leavell, J. A., & Griffith, P. L. (2012). Using Hispanic American and Native American children's literature to represent diverse, under-represented groups. In Anne Godenir and Marianne Vanesse-Hannecart (Eds.), *17th European Conference on Reading Proceedings*.

Griffith, P. L., & Leavell, J. A. (2005). Phonemic Awareness: Teaching Segmenting and blending. In M. Pandis, A. Ward, & S. R. Mathews (Eds.) *Reading, Writing, Thinking: Proceedings of the 13th European Conference on Reading* (pp. 96-101). Newark, DE: International Reading Association.

Leavell, J. A., Griffith, P., & Ramos-Machail, N. (2003). Expanding preservice teachers' ways of seeing through case studies of children's literature. In G. Shiel & U. Ni Dhalaigh (Eds.) *Other Ways of seeing: Diversity in Language and literacy: Proceedings of the 12th European Conference on Reading Vol. 2* (pp. 171-177). Dublin: Reading association of Ireland/International Development in Europe Committee of the International Reading Association.

Klesius, J. & Griffith, P. L. (1992). Growth in metalinguistic understandings of high and low risk kindergarten students. In *Reading Bridging the Generations*. Papers presented at the Ninth Annual Research and Study Symposium 1991 Conference of the Florida Reading Association

Griffith, P. L., & Klesius, J. (1991). Growth in metalinguistic abilities and literacy skills through journal writing. In *Reading the Key to the 21st Century*. Papers presented at the Eighth Annual Research and Study Symposium 1990 Conference of the Florida Reading Association.

Griffith, P. L., (1990). The impact of phonemic awareness on spelling development in the primary grades. In *Sailing into a New Decade of Reading*. Papers presented at the Seventh Annual Research and Study Symposium 1989 Conference of the Florida Reading Association.

Klesius, J. P., Griffith, P. L., & Zielonka, P. (1990). The effect of whole language vs. traditional basal instruction on the reading and language arts performance of first grade children. In *Sailing into a New Decade of Reading*. Papers presented at the Seventh Annual Research and Study Symposium 1989 Conference of the Florida Reading Association.

Juel, C., Griffith, P. L., & Gough, P. B. (1985). Reading and spelling strategies of first-grade children. In J. A. Niles & R. V. Lalik (Eds.) *Issues in literacy: A research perspective* (pp. 306-309). Rochester, New York: National Reading Conference.

Technical Reports:

Collins, J., & Griffith, P. L. (2007). *A Study of the Alignment between the Texas Essential Knowledge and Skills Standards in High School English and the ACT College Readiness Standards for Reading, English and Writing*. Norman, OK: Educational Training, Evaluation, Assessment, and Measurement, University of Oklahoma Outreach.

Griffith, P. L. (2001). *Evaluation of Grace Hill: A Charter School*. Rogers, AR: Rogers Schools.

Griffith, P. L. (1987). *Analysis of the language arts comprehension curriculum: Grades 1 - 5* (Research Report No. 87-19). Charleston, S. C.: Charleston County School District, Office of Evaluation and Research.*

Griffith, P. L. (1987). *Analysis of the language arts comprehension curriculum: Grades 6 - 8* (Research Report No. 87-20). Charleston, S. C.: Charleston County School District, Office of Evaluation and Research.*

*Recognized for excellence by the American Educational Research Association, Division H.

Book Reviews:

Griffith, P. L. (1988). [Review of *Content area reading an integrated approach* (3rd edition)]. Dimensions.

Other Non-Juried:

Griffith, P. (2003). From the director. *Oklahoma Writing Project News!* 9(3), 2.

Griffith, P. L. (2000). Phonemic awareness: Answers to some important questions. In *Phonics handbook: Research and best practice* (pp. 18-27). Glenview, Illinois: Scott Foresman.

Leavell, J., & Griffith, P. L. (1998). Using narratives to connect theory to practice in teacher education courses. *Educator Preparation Improvement Initiative (EPII) Resource Manual*. Austin, TX: Region XIII Education Service Center.

Griffith, P. L. (1998). Florida Reading Association report. *Florida Primary Educator*, 5(5), 17.

Griffith, P. L. (1998). Florida Reading Association report. *Florida Primary Educator*, 5(4), 17.

Griffith, P. L. (1998). President's message. *Florida Reading Association Newsletter*, 18(3), 1.

Griffith, P. L. (1998). President's message. *Florida Reading Quarterly*, 34(3), 5-6.

Griffith, P. L. (1997/1998). Florida Reading Association report. *Florida Primary Educator*, 5(3), 17.

Griffith, P. L. (1997). President's message. *Florida Reading Association Newsletter*, 18(2), 1-2.

Griffith, P. L. (1997). President's message. *Florida Reading Association Newsletter*, 18(1), 1-2.

Griffith, P. L. (1997). President's message. *Florida Reading Quarterly*, 34(1), 5.

Griffith, P. L. (1997). Florida Reading Association report. *Florida Primary Educator*, 5(2), 17.

Griffith, P. L. (1997). Florida Reading Association report. *Florida Primary Educator*, 5(1), 17.

Griffith, P. L. (1997). President's message. *Future Literacy Teacher's Journal*, 2, 2.

Griffith, P. L. (1997). Professional associations: What are they? Why should I join? *Scatter Chatter*. Tampa, Florida: University of South Florida.

Griffith, P. L. (1995). An idea becomes an article. *A&FLC Newsletter*, 1(3), 2.

Klesius, J. P., & Griffith, P. L. (1990). The whole language classroom. *The Streamlined Seminar*, 9 (2). (Invited)

Literary Pieces:

Griffith, P. (2011). A Tribute to Bella. In *Oklahoma Writing Project Summer Institute Anthology 2011*. Norman, OK: Oklahoma Writing Project.

Griffith, P. (2010). Responses to Quick Writes: Snippets from My 2010 Summer Institute Journal. *Oklahoma Writing Project Summer Institute Anthology 2010*. Norman, OK: Oklahoma Writing Project.

Griffith, P. (2009). If I Had a Super Power. In *Oklahoma Writing Project Summer Institute Anthology 2009*. Norman, OK: Oklahoma Writing Project.

Griffith, P. (2009). Snippets from the 2009 Summer Institute. In *Oklahoma Writing Project Summer Institute Anthology 2009*. Norman, OK: Oklahoma Writing Project.

Griffith, P. (2009). A History with the Writing Project. In *Oklahoma Writing Project Summer Institute Anthology 2009*. Norman, OK: Oklahoma Writing Project.

Griffith, P. (2008). The Traveling Hat: A Memoir in Three Voices. In *Oklahoma Writing Project Summer Institute Anthology 2008*. Norman, OK: Oklahoma Writing Project.

Griffith, P. (2007). A Memorable Train Ride to Mons. In *Oklahoma Writing Project Summer Institute Anthology 2007* (p. 38). Norman, OK: Oklahoma Writing Project.

Griffith, P. (2005). Some Real Good Seeing. In *Oklahoma Writing Project: Summer Institute Anthology 2005* (p. 28-29). Norman, OK: Oklahoma Writing Project.

Griffith, P. (2005). A Suburban Tale of Terror and Wal-Mart Justice. In *Oklahoma Writing Project: Summer Institute Anthology 2005* (p. 59-60). Norman, OK: Oklahoma Writing Project.

Griffith, P. (2004). A Step Back in Time (poem). In *Where the Writers Roam* (p. 3). Norman, OK: Oklahoma Writing Project.

Griffith, P. (2004). Narcolepsy (poem). In *Where the Writers Roam* (p. 22). Norman, OK: Oklahoma Writing Project.

Griffith, P. (2004). Tales of Shoes and Dogs (multi-genre memoir). In *Where the Writers Roam* (p. 36-40). Norman, OK: Oklahoma Writing Project.

Griffith, P. (2004). Patterns (poem). In *Where the Writers Roam* (p. 99). Norman, OK: Oklahoma Writing Project.

Nonprint Media:

Kimmel, S. J., Griffith, P. L., Quillian, P. L., Stepp, J., Biscoe, B., & Trautman, L. (2010). Literacy coaching [DVD]. Norman, OK: University of Oklahoma, College of Continuing Education.

Klesius, J. P. (Producer), Griffith, P. L. (Producer), & Gilmore, E. (Producer). (1992). *The shared book experience* [Video]. Tampa, FL: University of South Florida Media Productions.

Klesius, J. P. (Producer), Griffith, P. L. (Producer), & Gilmore, E. (Producer). (1992). *Book innovations* [Video]. Tampa, FL: University of South Florida Media Productions.

Klesius, J. P. (Producer), Griffith, P. L. (Producer), & Gilmore, E. (Producer). (1992). *Story extensions* [Video]. Tampa, FL: University of South Florida Media Productions.

Swarzman, J. B (Producer), Freshour, F. W. (Producer), & Griffith, P. L. (Producer). (1992). *Red flag patterns: An intern's perspective* [Video]. Tampa, FL: University of South Florida Media Productions.

Presentations at National/International Conferences:

Griffith, P. L. & Ruan, J. (2012, November). Professional Development: A Framework that Works. Presentation at the annual meeting of the Literacy Research Association, San Diego.

Griffith, P. L. & Hoyt, K. (2012, April). Instructional tools for facilitating dual language learning in the Head Start classrooms. Presentation at the annual Head Start Conference. Nashville.

Griffith, P. L. (2012, February). Coaching for writing instruction. Presentation at the 3rd Annual Coaching Institute. Center for Early Childhood Professional

Development and the Hardman for Children with Learning Differences. Oklahoma City.

Griffith, P. L., Ruan, J., Stepp, J. & Kimmel, S. (2012, February). Professional development: A framework that is working. Presentation at the annual meeting of the Association of Teacher Educators. San Antonio.

Griffith, P. L., & Hoyt, K. (2011, December). Interacting effects of home and school culture on early literacy development. Presentation at the 28th annual Head Start Parent Conference. New Orleans.

Griffith, P. L. (2011, August). Evaluating professional development that works: The role of coaching. Presentation at the 17th European Conference on Reading, Mons Belgium.

Leavell, J. & Griffith, P. L. (2011, August). Using Hispanic American and native American children's literature to represent diverse, under-represented groups. Presentation at the 17th European Conference on Reading, Mons Belgium.

Hodge-Hoyt, K. & Griffith, P. L. (2011, August). The role of culture in our understanding of early literacy. Presentation at the 17th European Conference on Reading, Mons Belgium.

Griffith, P. L. (2011, February). Professional development that works: The role of the coach. **Keynote** address at The 2nd Annual Coaching Institute. Center for Early Childhood Professional Development and the Hardman Center for Children with Learning Differences. Oklahoma City.

Kimmel, S. J., Griffith, P. L., Quillian, J., & Stepp, J. (2010, April). Closing the achievement gap among at-risk children: The meaningful cycle of progress monitoring and coaching. Presentation at the International Reading Association 55th annual convention. Chicago.

Griffith, P. L., Kimmel, S. J., Ruan, J., & Sarani, S. (2010, February). Teacher professional development-closing the achievement gap by closing the instruction gap. Paper presented at the annual meeting of the 90th annual meeting of the Association of Teacher Educators. Chicago.

Griffith, P. L., & Kimmel, S. J. (2010, January). Closing achievement gaps by closing instruction gaps. Presentation at the 14th annual Holmes Partnership conference. Charleston, SC.

Griffith, P. L., (2009, July). Accelerating the literacy learning of at-risk children in early childhood classrooms. Presentation at the 16th European Conference on Reading, Braga Portugal.

Biscoe, B. P., Trautman, L., Thomas, S., Griffith, P. L., & Hinkle, V. (2009, May). Adolescent literacy-creating comprehensive programs: What do we know? Where do we go? Presentation at the International Reading Association 54th Annual Convention, Minneapolis, MN.

Kimmel, S. J., & Griffith, P. L. (2009, March). The meaningful cycle of coaching and progress monitoring for closing the achievement gap among at-risk children. Presentation at the Early Reading First 2009 Conference. Seattle, WA.

Kimmel, S. J., Griffith, P. L., Stepp, J. B., Quillian, J. E., Biscoe, B. P., & Fronheiser, J. (2009, February). Closing achievement gaps among at-risk children: The cycle of progress monitoring and coaching. Professional Clinic presented at the annual meeting of the Association of Teacher Educators. Dallas, TX.

Biscoe, B. P., Trautman, L., Richardson, D., Griffith, P. L., Hinkle, V., & Hurst, S. (2009, February). Adolescent literacy: Creating comprehensive programs through federal, state, and local partnerships. Presentation at the annual meeting of the Association of Teacher Educators. Dallas, TX.

Griffith, P. L., Kimmel, S., Fronheiser, J., Biscoe, B. P., & Trautman, L. (2008, December). Teacher professional development for at-risk preschoolers: Closing the achievement gap by closing the instruction gap. Paper presented at the annual meeting of the National Reading Conference, December 5, 2008. Orlando, FL.

Hurst, S. K., & Griffith, P. L. (2008, December). Teacher read-aloud with adolescents in a science classroom. Paper presented at the annual meeting of the National Reading Conference, December 5, 2008. Orlando, FL.

Griffith, P. L., Biscoe, B. P., Fronheiser, J., & Kimmel, S. (2008, July). Using professional development and progress monitoring to increase pre-k children's early literacy skills. Poster presentation at the International Reading Association 22nd World Congress on Reading, San Jose, Costa Rica.

Griffith, P. L., Kimmel, S., Fronheiser, J., Edge, J., & Stepp, J. (2008, May). The meaningful cycle of progress monitoring and side-by-side coaching for closing achievement gaps among at-risk children. Workshop presented at the International Reading Association 53rd Annual Convention, Atlanta, Georgia.

Fronheiser, J., Griffith, P. L., Kimmel, S., & Biscoe, B. (2008, March). Teacher progress monitoring to inform pre-kindergarten early literacy instruction. Paper presented at the American Educational Research Association Meeting, New York City.

Griffith, P. L. (2007, August). Scaffolding reading and writing in early literacy classrooms. Workshop presented at the 15th European Conference on Reading. Berlin, Germany.

Fronheiser, J., Kimmel, S., and Griffith, P. L. (2007, April). Progress monitoring: The difference maker. **Invited** presentation at the Early Reading First Grantees Meeting, San Francisco.

Griffith, P. L., Allen, D., Chiodo, J. Digby, A., Paese, P., Pang, V. O., Quartroche, D., Pang (2007, February). Writing for publication in *Action in Teacher Education*. Professional clinic presented at the Association of Teacher Educators 2007 Annual Meeting, San Diego.

Griffith, P. L., Corey, D., Biscoe, B., & Kimmel, S. (2006, August). Staff development in a pre-k literacy project. Paper presented at the International Reading Association 21st World Congress on Reading. Budapest, Hungary.

Griffith, P. L., Biscoe, B. P., & Winters, P. (2006, February). Ongoing Staff Development in a Pre-K Literacy Project: A Model for School and Community Collaboration. Paper presented at the Association of Teacher Educators 2006 Annual Meeting, Atlanta.

Griffith, P. L., & Ruan, J. (2005, December). Research and writing historical biography, symposium session: Ernest Horn. Poster presentation at the National Reading Conference 55th Annual Meeting. Miami.

Griffith, P. L. (2005, December). Writing and publishing. **Invited** presentation to the Graduate Student Study Group at the National Reading Conference 55th Annual Meeting. Miami.

Griffith, P. L., Biscoe, B., Ball, R. A., Corey, D. L., Kimmel, S., & Winters, P. (2005, August). Increasing literacy growth in pre-kindergarten classrooms through ongoing staff development. Workshop presented at the 14th European Conference on Reading. Zagreb, Croatia.

Griffith, P. L. (2005, May). Asking critical questions: Six important yeses. **Invited** presentation at *The Reading Teacher: Reviewing Manuscripts*, a session at the International Reading Association 50th Annual Convention. San Antonio.

Griffith, P. L. (2005, May). Guidelines for meaningful phonics instruction. Presentation at IRA Institute on Reconceptualizing Phonics Instruction from a Constructivist View; International Reading Association 50th Annual Convention. San Antonio.

Mesmer, H. A., & Griffith, P. L. (2005, May). Extending phonics for intermediate readers: Developing meaningful connections across related words. Presentation at IRA Institute on Reconceptualizing Phonics Instruction from a Constructivist View; International Reading Association 50th Annual Convention. San Antonio.

Griffith, P. L. (2005, April). Accountability: What does it mean and how is it influencing research in literacy education? **Invited** panel member for Division C Graduate Student Council Fireside Chat, American Educational Research Association 2005 Annual Meeting. Montreal.

Chiodo, J. & Griffith, P. (2005, February). Meet the ATE journal editors. Presentation at the Association of Teacher Educators 2005 Annual Meeting, Chicago.

Biscoe, B., Dunn, L., Beach, S. A., Griffith, P., Ball, R. A., & Kimmel, S. (2005, January). Paving the road to literacy for students: The power of partnerships. Presentation at the Holmes Partnership Ninth Annual Conference. Philadelphia.

Griffith, P. L., Cramer, J., Swisher, C., & Hurst, S. (2005, January). Oklahoma Writing Project: Responding to the needs of the educational community. Presentation at the Holmes Partnership Ninth Annual Conference. Philadelphia.

Griffith, P. L., & Ruan, J. (2004, December). Metacognitive literacy instruction. Presentation at the National Reading Conference 54th Annual Meeting. San Antonio, Texas.

Ruan, J., & Griffith, P. L. (2004, August). Attaining Excellence for all Learners: Using Technologies to Facilitate Student Learning in Teacher Education Courses. Presentation at the Association of Teacher Educators 2004 Summer Conference, Boston.

Leavell, J. A., Woodward, E. L., & Griffith, P. L. (2004, June). Student On-Line Research: Changes from High School to University. Paper presented at the Eleventh International Literacy and Education Research Network Conference on Learning, Havana, Cuba.

Beach, S. A., Griffith, P. L., Ruan, J., & Willner E. H. (2004, May). Teachers' Understanding of Fluency. Research poster session at the International Reading Association's 49th Annual Convention, Reno, Nevada.

Griffith, P. L., Goslin, C., & Willner, E. (2003, August). Designing an NCATE Assessment System: Our Program's Journey. Presentation at the Association of Teacher Educators 2003 Summer Conference, Santa Fe, New Mexico.

Griffith, P. L., & Leavell, J. A. (2003, July). Phonemic awareness: Teaching segmenting and blending. Paper presented at the 13th European Conference on Reading, Tallinn, Estonia.

Willner, E. A., Griffith, P. L., Ruan, J., & Beach, S. A. (2003, May) Finding critical literacy in the intersection of fluency and metacognition. Presentation at the 48th International Reading Association Annual Convention, Orlando, FL.

Leavell, J., Ramos-Machail, N., & Griffith, P. (2002, August). Assessing materials for dual language learners. Paper presented at the 19th World Congress on Reading, International Reading Association, Edinburgh, Scotland.

Griffith, P. L., (2002, May). Envisioning teaching: Learning from multiple text types. **Keynote address** to Organization of Teacher Educators in Reading at International Reading Association convention, San Francisco.

Leavell, J. A., Griffith, P. L., & Ramos-Machail. (2001, July). Expand preservice teachers' ways of seeing through case studies of children's literature. Paper presented at the 12th European conference on Reading, Dublin, Ireland.

University of Arkansas Curriculum and Instruction Faculty (Priscilla Griffith, Department Head). (2001, February). The University of Arkansas Master of Arts in Teaching Program. Presentation at the annual meeting of the Association of Teacher Educators. New Orleans. (Program received the Outstanding Program in Teacher Education for 2001).

Griffith, P. L., Hunt, S. B., Williams, S., Beller, C., & Orr, B. (2001, January). Who will teach for Arkansas? Paper presented at the meeting of the Holmes Partnership, Albuquerque, New Mexico.

Laframboise, K. L., & Griffith, P. L. (1999, April). Envisioning teaching through multiple text types in a literacy methods class. (Paper originally submitted as Case method instruction using multiple text types in a literacy methods class.) Paper presented at the annual meeting of the American Educational Research Association. Montreal.

Griffith, P. L., & Laframboise, K. L. (1998, December). The value of reading across texts in a literacy method class: Learning from multiple text types. Paper presented at the annual meeting of the National Reading Conference. Austin, Texas.

Griffith, P. L. (1998, July). Preservice teachers' views of case method instruction when discussing teaching cases and literature cases. Paper presented at the International Reading Association 17th World Congress on Reading. Ocho Rios, Jamaica.

Griffith, P. L. (1998, April). The nature of preservice teachers' meaning construction during discussions of teaching cases and literature case studies. Paper presented at the annual meeting of the American Educational Research Association. San Diego.

Griffith, P. L., & Leavell, J. A. (1998, February). Using narratives to connect theory to practice in teacher education courses. Thematic session presented at the annual meeting of the Association of Teacher Educators. Dallas, TX.

Borman, K, Griffith, P. L., & Kimmel, E. (1997, November). Learning from experience: Reflections of three academics. Panel discussion at the annual meeting of the American Educational Studies Association. San Antonio, TX.

Griffith, P. L., & Laframboise, K. (1996, December). Connecting theory to practice through case method instruction. Paper presented at the annual meeting of the National Reading Conference. Charleston, SC.

Short, R., Frye, B., & Griffith, P. L. (1996, December). Literacy intervention for at-risk preschool-aged children and their teen-aged mothers. Paper presented at the annual meeting of the National Reading Conference. Charleston, SC.

Laframboise, K., & Griffith, P. L. (1996, April). The use of children's literature as teaching cases to construct knowledge of teaching practices. Paper presented at the annual meeting of the Association for Childhood Education International. Minneapolis.

Laframboise, K., & Griffith, P. L. (1996, February). Using literature cases to examine diversity issues with preservice teachers. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Chicago.

Griffith, P. L., & Laframboise, K. (1995, April). Knowledge construction during teaching case discussions. Paper presented at the annual meeting of the Association for Childhood Education International. Washington, D. C.

Swarzman, J. B., Freshour, F., & Griffith, P. L., (1995, April). Nurturing preservice teacher-interns. Paper presented at the annual meeting of the Association for Childhood Education International. Washington, D. C.

Freshour, F., Swarzman, J. B., & Griffith, P. L. (1995, March). "Red flag" behavioral style communication patterns of interns and supervising teachers. Paper presented at the annual meeting of the International Listening Association. Little Rock, Arkansas.

Swarzman, J. B., Freshour, F., & Griffith, P. L., (1995, March). Developing supervisory skills: Viewing diversity from a behavioral perspective. Paper presented at the annual meeting of the Association for Supervision and Curriculum Development. San Francisco.

Griffith, P. L., Laframboise, K., & Raines, S. (1995, February). Meaning construction during case method instruction. Paper presented at the annual meeting of the Association of Teacher Educators. Detroit, Michigan.

Swarzman, J. B., Freshour, F., & Griffith, P. L., (1994, November). Exploring dimensions of diversity: Behavioral styles and the internship process. Paper presented at the annual meeting of the National Social Science Association. New Orleans, Louisiana.

Griffith, P. L., & Laframboise, K. (1994, November). Case method instruction: Meaning construction on a language theory course. Paper presented at the annual meeting of the College Reading Association. New Orleans, Louisiana.

Freshour, F., Griffith, P. L., Swartzman, J. B. (1994, March). Exploring dimensions of diversity: Behavioral styles and the internship process. Paper presented at the annual meeting of the International Listening Association. Boston, Massachusetts.

Swarzman, J. B., Freshour, F., & Griffith, P. L. (1993, February). Exploring dimensions of diversity: Behavioral styles and the internship process. Paper presented at the annual meeting of the Association of Teacher Educators. Los Angeles, California.

Griffith, P. L., & Klesius, J. P. (1992, December). Kindergarten children's developing understanding of the alphabetic principle. Paper presented at the meeting of the National Reading Conference. San Antonio, Texas.

Griffith, P. L., Freshour, F., & Swartzman, J. B. (1992, February). A successful field experience: A cultural or behavioral phenomenon? Presentation made at the Association of Teacher Educators. Orlando, Florida.

Hanley, P. E., & Griffith, P. L. (1991, November). Strategies for storytelling and retelling for emergent and remedial readers. Presentation made at the College Reading Association. Washington, D. C.

Klesius, J. P., & Griffith, P. L. (1991, May). Whole language instruction and the acquisition of the alphabetic principle. Paper presented at the meeting of the International Reading Association. Las Vegas, Nevada.

Griffith, P. L. (1991, April). Student-curriculum maps: Applying the Rasch model to curriculum and instruction. Paper presented at the meeting of the American Educational Research Association. Chicago, Illinois.

Guddemi, M. P., & Griffith, P. L. (1991, April). Teaching whole language across the curriculum: Assessment. Paper presented at the study conference of the Association for Childhood Education International. San Diego, California.

Griffith, P. L., & Klesius, J. (1990, November). The effect of phonemic awareness

ability and reading instructional approach on first grade children's acquisition of spelling and decoding skills. Paper presented at the meeting of the National Reading Conference. Miami, Florida.

Hanley, P. E., & Griffith, P. L. (1990, April). Quantitative and qualitative differences in children's written language structures on teacher-initiated versus student-initiated topics. Paper presented at the study conference of the Association for Childhood Education International. Pittsburgh, Pennsylvania.

Griffith, P. L. (1989, November). The relationship between phonemic awareness and spelling ability among children in first and third grade. Paper presented at the meeting of the National Reading Conference. Austin, Texas.

Griffith, P. L., Hanley, P. E., & Purdom, D. M. (1989, November). Strategies to enhance content area reading instruction. Presentation made at the meeting of the College Reading Association. Philadelphia, Pennsylvania.

Griffith, P. L. (1989, April). An application of the Rasch measurement model to curriculum and instruction. Paper presented at the meeting of the American Educational Research Association. San Francisco, California.

Hanley, P. E., & Griffith, P. L. (1989, April). Whole language reading strategies for remedial readers. Presentation made at the study conference of the Association for Childhood Education International. Indianapolis, Indiana.

Griffith, P. L. (1987, April). Phonological and lexical information as the knowledge base for word recognition and spelling among first and third grade children. Paper presented at the meeting of the American Educational Research Association. Washington, D. C.

Griffith, P. L. (1986, December). The role of phonological and lexical information in word recognition and in spelling. Paper presented at the meeting of the National Reading Conference. Austin, Texas.

Juel, C., & Griffith, P. L. (1985, April). A longitudinal study of the changing relationships of word recognition, spelling, reading comprehension, and writing from first to second grade. Paper presented at the meeting of the American Educational Research Association. Chicago, Illinois.

Juel, C., Griffith, P. L., & Gough, P. B. (1984, December). Reading and spelling strategies of first-grade children. Paper presented at the meeting of the National Reading Conference. St. Petersburg, Florida.

Juel, C., & Griffith, P. L. (1984, April). The relationship of reading, writing and

spelling abilities of beginning readers. Paper presented at the meeting of the American Educational Research Association. New Orleans, Louisiana.

Griffith, P. L. (1983, December). Writing. Symposium paper presented at the meeting of the National Reading Conference. Austin, Texas.

Presentations at Regional Conferences:

Griffith, P. L., Hinkle, V., Hurst, S., Kirk, S., McCoy, L., Smith III, W. L., & Wethern, G. (2003, February). "Are we doing anything today?" Motivating and engaging readers. Presentation at the 30th Southwest International Reading Association Regional Conference, Oklahoma City, Oklahoma

Ruan, J., Willner, E. A., Griffith, P. L., & Beach, S. A. (2003, February) Integrating fluency and metacognition. Presentation at the 30th Southwest International Reading Association Regional Conference, Oklahoma City, Oklahoma

Griffith, P. L., & Leavell, J. (2003, February) Tying phonemic awareness to phonics: Teaching the critical skills of segmenting and blending. Presentation at the 30th Southwest International Reading Association Regional Conference, Oklahoma City, Oklahoma

Griffith, P. L. (2000, November). Case Method Instruction: A Constructivist Approach in Teacher Education. Research roundtable on Constructivist Learning, Southwest Educational Development Laboratory. Dallas, Texas. (Invited)

Griffith, P. L., & Hunt, S. B. (2000, November). Teach for Arkansas: Using technology to deliver a teacher education program to the Arkansas Delta. Paper presented at the third annual conference of the Delta Rural Systemic Initiative. Pine Bluff, Arkansas.

Griffith, P. L. (1991, February). The development of literacy skills reflected in first grade students' dialogue journal writing. Paper presented at the meeting of the Eastern Educational Research Association. Boston, Mass.

Griffith, P. L. (1989, February). An analysis of the spellings of young children with varying levels of phonemic awareness. Paper presented at the meeting of the Eastern Educational Research Association. Savannah, Georgia.

Griffith, P. L. (1988, February). Explaining readers' judgments of children's writing using topical structure and discourse matrix analyses. Paper presented at the meeting of the Eastern Educational Research Association. Miami, Florida.

Griffith, P. L., & Geer, B. (1985, February). The spelling patterns and word

choices of first-grade writers. Paper presented at the meeting of the Southwest Educational Research Association. Austin, Texas.

Presentations at State and Local Conferences:

Griffith, P. L. (2003, September). Phonemic Awareness What? Why? How? Presentation at the 6th Annual State Superintendent's Reading Institute, Oklahoma City, OK.

Griffith, P. L. (2001, October). From text to teacher. Presentation at the Florida Reading Association, Miami, FL (Invited featured speaker).

Griffith, P. L., & Laframboise, K. (1999, September). Learning from multiple text types in a literacy methods class. Paper presented at the Arkansas Association of Teacher Educators/American Association of Colleges of Teacher Education Fall Conference. Little Rock, Arkansas.

Griffith, P. L. (1999, March). Phonemic awareness: Answers to some important questions. Presentation at the Okaloosa Reading Council Making the Connection Reading Conference. Destin, Florida (Invited)

Griffith, P. L. (1996, August). Starting Them Off Right and Keeping Them on the Right Track: The Benefits of Reading to Children. Presentation at the Florida PTA Leadership Conference. Tarpon Springs, Florida.

Griffith, P. L. (1996, March). What do children really learn from being read to at home? Paper presented at the 1996 Florida Literacy Conference. Tampa, Florida.

Klesius, J. & Griffith, P. L. (1991, October). Growth in metalinguistic understandings of high and low risk kindergarten students. Paper presented at the meeting of the Florida Reading Association. Jacksonville, Florida.

Griffith, P. L., & Klesius, J. (1990, October). Growth in metalinguistic abilities and literacy skills through journal writing. Paper presented at the meeting of the Florida Reading Association. Orlando, Florida.

Griffith, P. L. (1989, October). Whole language instructional strategies for remedial readers. Presentation made at the meeting of the Florida Reading Association. Ft. Lauderdale, Florida.

Grants (\$8,544,889 in external funding)

2012-2013 Teacher Leadership Development, National Writing Project, \$20,000.

2012-2013 Evaluating the Impact of Professional Development Meeting Challenging Writing Standards in High-Need Elementary Schools. National Writing Project, \$40,000.

2012-2013 Promoting Effective Writing Instruction in a High-Need School, National Writing Project, \$20,000.

2008-2012, Improving Teacher Quality No Child Left Behind, Oklahoma State Regents for Higher Education, \$497,000, Principal Investigator.

2004-2012, National Writing Project, \$395,000, Principal Investigator.

2005-2008, Early Reading First, U.S. Department of Education, \$7,652,889, Co-Principal Investigator.

AWARDS

Annie Webb Blanton Scholarship (awarded by Delta Kappa Gamma honor society for women educators).

Excellence in School Evaluation Report Writing from Division H of the American Educational Research Association. *Analysis of the language arts comprehension curriculum: Grades 1 - 5* and *Analysis of the language arts comprehension curriculum: Grades 6 - 8* were recognized for excellence in the school evaluation report writing competition in the category of "Advances In Methodology" (awarded April 1988).

Alumni Professor Award from the University of South Florida Alumni Association in recognition of outstanding teaching, distinguished service, and contributions to the faculty member's discipline (awarded 1993).

Outstanding Undergraduate Teaching Award from University of South Florida (awarded 1995).

Teaching Incentive Plan Award from University of South Florida (awarded 1995).

College of Education, University of Oklahoma research award, 2008.

Henry Daniel Rinsland Memorial Award for Excellence in Educational Research, University of Oklahoma, 2010.

PROFESSIONAL SERVICE

University:

Chair of the Search Committee for Elementary Education Coordinator, Department of Instructional Leadership and Academic Curriculum, Jeannine Rainbolt College of Education, 2012-2013.

Member of the Athletics Council, University of Oklahoma, 2012 to present.

Chair of the Jeannine Rainbolt College of Education CEDAR Advisory Committee, 2010 to 2012.

Member of the Jeannine Rainbolt College of Education Expanded Ad Council, University of Oklahoma, 2009 to present.

Faculty Marshal, University of Oklahoma Commencement, 2007.

Member of the University Libraries Committee, University of Oklahoma, 2007 to 2010.

Member of the Campus Tenure Committee, University of Oklahoma, 2007 to present. Committee Chair 2011-2012.

Member of the Graduate Council, University of Oklahoma, 2010 to present.

Graduate Council representative to the Faculty Senate, University of Oklahoma, 2010 to present.

Member of the Search Committee for the George Kaiser Family Foundation/Tulsa Community Foundation Professorship in Infant/Toddler Education, 2005-2006.

Member of the Faculty Appeals Board, University of Oklahoma, 2003 through 2007.

Member of the Academic Appeals Board, College of Education, University of Oklahoma, 2003 to present.

Director of the Oklahoma Writing Project, University of Oklahoma, 2003 to present.

Member of Commencement Committee, University of Oklahoma, 2001 to 2004.

Member of the Early Steps to Literacy Consortium, University of Oklahoma, 2001 to 2004.

Member of the Dean's EPD Advisory Committee, University of Oklahoma, 2001 to present.

Member of NCATE Steering Committee, University of Oklahoma, 2001 to 2004.

Member of the All University Judiciary, University of Arkansas, 2000-2002.

Student Affairs Advising Committee, College of Education, University of South Florida, member 1989-1991, member and chair 1991-1993.

NCATE/Program Review Coordinator for combined NCATE, Florida Department of Education, Florida State University System Board of Regents review - Department of Childhood/Language Arts/Reading, University of South Florida. (Folio review Fall 1994; On-site review Spring 1995)

Member of the University Research Council, University of South Florida, member 1993-1996.

Member of the Advanced Graduate Policy Committee, College of Education, University of South Florida, 1994-1996.

Member of committee to select Distinguished Research Professors, University of South Florida, 1995-1996.

Chaired search committees in 1993-1994, 1994-1995, and 1995-1996 for faculty in the Department of Childhood/Language Arts/Reading at the University of South Florida.

Professional Associations:

National Writing Project, Urban Sites Network 2012 Conference Planning Committee.

Association of Teacher Educators, Commission on Urban Education, 2007 to present.

National Reading Conference Field Coordinator, 2007 to present.

International Reading Association, Member of Studies and Research: Program Development Subcommittee, 2007-2009.

Kappa Delta Pi, 2006, Provided Writing and Publishing Tips for Website <http://www.kdp.org/membership/graduatestudents.php>

International Reading Association, Member of Council and Affiliate Services Committee, 2005-2006, 2006-2007.

International Reading Association, State Coordinator (Oklahoma) for Exemplary Reading Program Award, 2003 to 2005.

Oklahoma Reading Association Board Member, 2002 to 2009.

Parliamentarian, 2003-2004. 2006 Conference Chair. Vice President-elect, 2004-2005, Vice President 2005-2006, President, 2006-2007.

International Reading Association, Publications Committee (ex officio as journal editor) 1998-2003.

American Educational Research Association, Nominating Committee for position of Vice President of Division C, 2000 election.

National Reading Conference, Policy and Legislative Committee, 1999-2002.

Association of Teacher Educators, Standards and Performance Committee member, term beginning 1999-present

Association of Teacher Educators, Professional Journal Committee (ex officio as journal editor), 2003-present.

Editor of *FRA Newsletter*, 1990-1994.

Florida Reading Association Board Member, 1990-1999.

President Florida Reading Association (elected March 1995).

Through its local reading councils and special interest councils, the Florida Reading Association represents over 8000 literacy educators in the state. The association employs a legislative advocate who is based at the state capitol in Tallahassee. The 97-98 budget was \$177,773. During my tenure as President the association received the President's Award, Student Membership Award, Award of Excellence, Horizon Award, and President's Cup from the International Reading Association. I was enrolled in the International Reading Association's President's Club as a result of these achievements.

Conference Chair of the 34th Florida Reading Association Conference (October 17-20, 1996).

Planning for this conference took 18 months and included the coordination of 31 people on six committees. For the first time, an overview of the conference was available on a web page. Approximately 1900 literacy educators from across the state of Florida attended the conference, which consisted of over 100 concurrent sessions, 19 featured speakers, approximately 70 exhibit booths, and eight meal functions. The conference profits totaled \$77,000.

President of Florida Organization of Teacher Educators in Reading, 1993-1994.

Member of Research Committee, Association for Childhood Education International, 1990-1992.

Member of Minority Education Concerns Committee, Association for Childhood

Education International, 1992-1995.

Community/Schools:

Member of the Board of the Oklahoma Celebration of Reading, 2006-2007.

Member of Norman (OK) Public Schools Bond Task Force, 2005-2006.

Member of Norman (OK) Public Schools Citizens Advisory Committee, 2002-2004.

Member of the School Advisory Committee for Maniscalco Elementary School, Hillsborough County, FL. 1997-1999.

Member of the District Reading Task Force for Hillsborough County Schools (Tampa, FL), 1998-1999.

Member of the steering committee for Omnibus Study - Visions of Tomorrow - The Class of 2002 (A longitudinal study of kindergarten students as they progress through thirteen years of schooling), 1989-1992.

Member of TEC Council for Citrus County Schools (Inverness, FL), 1989-1991; 1994-1995.

Professional Peer Reviews:

Texas Tech University, Promotion to Professor, 2000

Mississippi State University, Promotion to Professor and Tenure, 2001

University of North Carolina at Greenboro, Promotion to Associate Professor and Tenure, 2000

California State University, Fullerton, Outstanding Professor Award, 2000

University of Arkansas, Promotion to Professor, 2001

University of Dayton, Interim Review Promotion to Associate Professor and Tenure, 2006

University of Texas at San Antonio, Promotion to Associate Professor and Tenure, 2006

St. Xavier University, Tenure, 2006

New Mexico State University, Promotion to Associate Professor and Tenure, 2006

University of Wisconsin, Promotion to Associate Professor and Tenure, 2006.

Texas Tech University, Promotion to Associate Professor and Tenure, 2008

Wichita State University, Promotion to Associate Professor with Tenure, 2009

University of Kansas, Promotion to Associate Professor with Tenure, 2009

University of South Florida, Promotion to Professor, 2011

Kent State University, Promotion to Associate Professor with Tenure, 2011

Auburn University, Promotion to Professor, 2012

Reviewer:

International Journal of Learning, reviewer of conference proceedings for 2004 conference.

Member of the Editorial Advisory Board, *Journal of Literacy Research*, 2003 to present

Member of the Editorial Advisory Board of *The Reading Teacher*, 1992-1998 (vols. 47 -50).

Florida Department of Education - Reviewed curriculum folios of teacher education programs seeking Florida Department of Education approval, 1992-1993.

Guest Reviewer, *Merrill-Palmer Quarterly A Journal of Developmental Psychology*, 1992.

Guest Reviewer, *Journal of Educational Psychology*, 1997.

National Reading Conference program proposals: 1991, 1993, 1996, 2007, 2008, 2010.

American Educational Research Association, program proposals: 2011

Association of Teacher Educators program proposals: 2004

Association for Childhood Educational International program proposals: 1991.

Reviewer of proposals for Field-initiated Grant Program, USDOE (1996).

Textbook Reviews: *Reading as Communication* (3rd ed.), *Literacy Difficulties*.

7/31/13
Curriculum Vita
Priscilla L. Griffith
p. 31

Guest Reviewer, *Reading Research Quarterly*, 1988.

Paid Consulting:

Austin Independent School District (Austin, TX).
Workshops for teachers supervising student teachers in their classrooms (1982).

Hillsborough County School District (Tampa, FL).
Inservice on writing to kindergarten paraprofessionals (1989).
Contact person: Paula Like, Early Childhood Supervisor.
Inservice on literature-based reading strategies for at-risk students (1989).
Contact person: Hazel S. Harvey, Elementary Supervisor.
Inservice on strategies for using big books (1992).
Contact person: Susan Lizer, Reading Supervisor.

Charleston County School District (Charleston, SC).
Reviewed applications for test development consultant position (1988-89).
Contact person: Janet Rose, Director of Evaluation and Research.

Pinellas County School District (Clearwater, FL).
Inservices on teaching readiness skills, using big books, storytelling, and literature-based reading instruction to ECIA Chapter I para-professionals (1990-91).
Contact person: Gina Lovisola, Inservice Resource Specialist.

Citrus County School District (Inverness, FL).
Language arts inservice to K-6 teachers (1989-90).
Contact person: Mark Bruner, Principal of Pleasant Grove Elementary School.

Hernando County School District (Brooksville, FL).
Inservice on language arts readiness to K-1 teachers (1989).
Contact person: Betty Durden, Elementary Curriculum Supervisor.

Diocese of St. Petersburg Office of Catholic Schools (St. Petersburg, FL). Inservice on reading models, and K-2 literature-based reading instruction (1990-91).
Contact person: Father Robert J. Kroll.

KinderCare Learning Centers, Inc. (Montgomery, AL).
Wrote whole language booklet for teachers (1992).
Contact person: Marcy Guddemi, Vice President of Education and Research.

Scott Foresman Addison Wesley Publishing Co. (Glenview, IL).
Early literacy advisor and consulting author for *Reading 2000*.
Contact person: Suzanne Singleton, Publisher.

Rogers School District (Rogers, AR)
External reviewer for Grace Hill Elementary School, A Charter School (2000-2001)
Contact person: Louise Standridge, Assistant Superintendent

Leap into Learning, Inc. (Omaha, NE)
External reviewer for Phonological and Phonemic Awareness Curriculum Guide
Contact person: Jan Eстераich, CEO

Moore Public Schools (Moore, OK)
Series of workshops on phonemic awareness, assisting English Language Learners; discussion leader for Teachers as Readers group (2003-2004)
Contact person: Margaret Winstead, Reading Coordinator

Gear UP, Oklahoma City Public Schools (Oklahoma City, Oklahoma)
Workshop on reading for high school teachers (2003)
Contact person: Janna Wakefield, Assistant Coordinator, OU Gear Up

Oklahoma Department of Human Services
Workshops on Writing for Oklahoma Department of Human Resources (2005-2006)
Contact person: Melinda Knight, University of Oklahoma Center for Public Management

Center for Early Childhood Professional Development, Oklahoma College of Continuing Education
Consulting for Early Reading First Grant
Contact person: Dr. Susan Kimmel

Western Michigan University
Consulting for Early Reading First Grant
Contact person: Shaila Rao

Ft. Hays State University
Consulting on writing for professional publication
Contact person: Dr. Debbie K. Mercer
Dean, College of Education and Technology