

MARIBETH CASSIDY SCHMITT, PH.D.
Jean Adamson Stanley Professor of Literacy
Director of the Center for Literacy Education and Research
Purdue University
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GENERAL INFORMATION

Overview

This document delineates Professor Schmitt's efforts in each of the three traditional academic areas of learning, discovery, and engagement and demonstrates the integration of them in her role as the Director of the Center for Literacy Education and Research. The documentation also provides evidence of Professor Schmitt's contributions to literacy education at the international, national, and state levels.

As one of only 55 Reading Recovery Trainers of Teacher Leaders worldwide, much of Professor Schmitt's professional engagement and outreach activity in recent years has been related to Reading Recovery. Her extensive engagement efforts involve collaboration among stakeholders including university, public school educators and administrators, the Indiana Department of Education, state and federal legislators, business leaders, and parents.

Professor Schmitt has been very successful acquiring external funding to support the operation of The Center for Literacy Education and Research's programs. She has secured grants totaling \$1,348,905 for the purpose of supporting program research and development, management and expansion, site professional assistance, and professional development. Her leadership and participation in political advocacy efforts has resulted in the disbursement of approximately \$15.2 million of legislative funding for Reading Recovery in Indiana. Participation fees for various Center for Literacy Education and Research activities generate approximately \$1.5 million annually to support project salaries and benefits as well as expenses.

In addition to several journal publications, Professor Schmitt is the lead author of a critically important book titled *Changing Futures: The Influence of Reading Recovery of North America* and completed an invited chapter in a new book on metacognition in literacy learning and instruction. She has also served as the editor of a scholarly international journal.

Professor Schmitt's engagement efforts are highly visible within the national and international Reading Recovery community. She is a past president of the 10,000 member Reading Recovery Council of North America, where she was highly involved in federal advocacy efforts to position Reading Recovery as a viable alternative intervention in educational policy decisions. She has presented at numerous professional conferences of literacy organizations and is widely sought as a speaker at international, national, and state Reading Recovery conferences.

Academic Record

University of Illinois	Reading Recovery	Post-doctoral	1993
Purdue University	Literacy Education	Ph.D.	1987
Purdue University	Literacy Education	M.S.Ed.	1983
Purdue University	French Education	B.S.	1972

Academic Appointments

1992-Present: Purdue University, West Lafayette, IN

Jean Adamson Stanley Professor of Literacy (November 2006)

Assistant Head of Curriculum and Instruction Department (until Fall 2008)

Director of the Center for Literacy Education and Research

Trainer of Teacher Leaders for the Purdue Reading Recovery Program

1987-1992: DePauw University, Greencastle, IN

Assistant Professor of Education

Director of Teacher Certification

Awards and Honors

Jean Adamson Stanley Faculty Chair in Literacy (November 2006)

Being named to an endowed faculty chair in literacy requires external and internal review and approval of the university provost and Board of Trustees

Manchester's *Who's Who Among Executives and Professionals "Honors Edition" (2005--2006)*

The honor of inclusion in the Manchester's Who's Who Registry acknowledges achievement and accomplishments in a worldwide context.

Purdue University Department of Curriculum and Instruction *Outstanding Faculty Engagement Award (2004)*

This award was given by the Department of Curriculum and Instruction to a faculty member who exhibited outstanding efforts in sustained engagement with collaborative partnerships with a variety of educational entities in the areas of leadership, range of partnership, and contribution to the field.

House Concurrent Resolution No. 31 (2003)

Indiana General Assembly passed House Concurrent Resolution No. 31 (March 10, 2003) in honor of Dr. Maribeth Schmitt's national presidency in the Reading Recovery Council of North America and other contributions to literacy learning and instructional leadership in Indiana.

National Reading Conference *Student Outstanding Research Award (2003)*

Former doctoral student was finalist for the National Reading Conference Student Outstanding Student Research Award (2003, December): Anne E. Gregory. *Constructing meaning: Kindergarten children's textual importations following dialogic reading intervention.*

Indiana State Reading Association Celebrate Literacy Award (1999)

This award was given by the International Reading Association's state affiliate for my efforts in bringing Reading Recovery to Indiana and giving "many children a new way to celebrate literacy."

National Reading Conference Student Outstanding Research Award (1987)

This award was given by the field of literacy's premier research organization for dissertation titled *The Effects of an Elaborated Directed Reading Activity on the Metacomprehension Skills of Third Graders*.

Memberships in Academic, Professional, and Scholarly Societies**Scholarly Societies**

Phi Delta Kappa, a Professional Fraternity in Education

Delta Kappa Gamma, an Honor Society for Women in Education

Kappa Delta Pi, an International Honor Society in Education

Alpha Upsilon Alpha, Honor Society of the International Reading Association

Professional Organizations

American Educational Research Association (AERA)

International Reading Association (IRA)

National Reading Conference (NRC)

Reading Recovery Council of North America (RRCNA)

College Reading Association (CRA)

American Association of Colleges of Teacher Education (AACTE)

THE SCHOLARSHIP OF TEACHING AND LEARNING

Professor Schmitt's teaching experiences have occurred in diverse contexts with students possessing a range of expertise. At DePauw University she taught undergraduate teacher education and liberal arts students, whereas at Purdue University she teaches master teachers in a postgraduate professional development program (i.e., Reading Recovery Teacher Leader training). When she was teaching in the teacher leader training program full time, the impact of her teaching was demonstrated through the results of the Reading Recovery program statewide. Essentially, the Reading Recovery teachers in the state were taught by Teacher Leaders who were trained at the Purdue center and were continued to be monitored and supported by the Reading Recovery cadre. Dr. Schmitt's own professional development as a teacher is strengthened by her extensive involvement in teacher workshops and conferences throughout the country, and the research she has conducted on aspects of instruction and implementation.

Professor Schmitt's entire teaching assignment at Purdue was devoted to the center's training and ongoing professional development for Reading Recovery Teacher Leaders, which includes a cohort of more than 30 teacher leaders. The overarching goal of the training program is to provide teachers with opportunities to become skilled teacher educators, lifelong learners, and independent problem-solvers as they teach the lowest 20% of first-grade children. The training involves three areas of study: (a) the clinical component,

which involves teaching children; (b) the Teacher Leader internship component, which involves internships at affiliated training sites; and (c) the theory component, which involves the study of topics related to literacy and learning processes. Professor Schmitt developed all 18 semester hours of the coursework for the Teacher Leader training at Purdue University when she established the center in 1993.

Courses Taught at Purdue University

- EDCI 500: Foundations of Literacy (Fall 2005)
- EDCI 501: Problems of Literacy Acquisition: Evaluation and Instruction
- EDCI 600: Seminar and Practicum in the Supervision of Reading Instruction
- EDCI 601: Problems in Literacy Acquisition: Advanced Practicum
- EDCI 695: Internship in Education: Theoretical Foundation of Reading Recovery Professional Development Model (Spring 2006)
- EDCI 695: Internship in Education: Reading Recovery Clinical Practice

THE SCHOLARSHIP OF DISCOVERY AND RESEARCH

Professor Schmitt holds the conviction that it is necessary to engage in scholarly inquiry to inform her own teaching as well as to contribute to the field in ways that impact others' teaching. Her research is closely linked to practice and there is much evidence that teachers in the field have benefited from her work. For example, she developed an informal assessment of children's awareness of strategic processes in reading that, since it was published in 1988 and 1990, has been used widely in practice, reprinted broadly in textbooks, translated into other languages and used in other scholars' research. Her early scholarly inquiry involved research into how metacognitive theory was either applied in or applicable to instruction and instructional materials. Interest in this area of research, for which she won the prestigious *Student Outstanding Research Award* from the National Reading Conference, provided a strong foundation for her work in Reading Recovery because of its focus on independent, strategic learning and the development of self-regulation.

In recent years, most of her research activity has been related to Reading Recovery. First and foremost, she conducts annual evaluation research to document the program's effectiveness in affiliated training sites and the long-term maintenance of children's gains in achievement in Indiana. Professor Schmitt has received external funding that is used to support these research efforts and others. She has also participated in collaborative research projects related to changes in children's cognitive strategies as they participate in Reading Recovery and in projects related to the influence of the Reading Recovery professional development model on pre-service teachers' beliefs and practices.

Published Works

Books

Schmitt, M. C., Pinnell, G. S., Lyons, C. A., Fountas, I., & Askew, B. J. (2005). *Changing futures: The influence of Reading Recovery in the United States*. Columbus, OH: RRCNA.

Book Chapters

Schmitt, M. C. (2005). Measuring student's awareness and control of strategic processes. In S. Israel & C. C. Block (Eds.), *Metacognition in literacy learning: Theory, assessment, instruction, and professional development*. Mahwah, NJ: Erlbaum.

Askew, B. J., Fountas, I. C., Lyons, C. A., Pinnell, G. S., & Schmitt, M. C. (2000). Review of Reading Recovery. In R. D. Robinson, M. C. McKenna, & J. M. Wedman (Eds.), *Issues and trends in literacy education* (pp. 284-303).

Schmitt, M. C. (1999). A questionnaire to measure children's awareness of strategic reading processes. In S. J. Barrentine (Ed.), *Reading assessment: Principles and practices for elementary teachers* (pp. 189-195). Newark, DE: International Reading Association.

Articles in Refereed Journals

Schmitt, M. C., & Sha, S. (2009). The developmental nature of metacognitive knowledge and control. *Journal of Research in Reading*, 32, 254-271.

Gregory, A. E., & Schmitt, M. C. (2007). Textual Importations Following a Modified Dialogic Reading Approach. *Journal of Reading, Writing and Literacy*, 2, 75-104. .

Lose, M. K., Schmitt, M. C., Gomez-Bellange, F. X., Jones, N. K., Johnson, B. A., & Askew, B. A. (2007). *Reading Recovery and IDEA Legislation: Response to Intervention*. Columbus, OH: Reading Recovery Council of North America.

Schmitt, M. C., & Gregory A. E. (2005). The impact of an early literacy intervention: Where are the children now? *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*, 10, 1-20. I

Schmitt, M. C. (2004). Changing the educational landscape: A short history of Reading Recovery in North America. *Journal of Reading Recovery*, 4, 22-28.

Schmitt, M. C. (2003). Metacognitive strategy knowledge: Comparison of former Reading Recovery children and their current classmates. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*, 7, 57-76.

Schmitt, M. C. (2001). The development of children's strategic processing in Reading Recovery. *Reading Psychology*, 22, 129-151.

Nierstheimer, S. L., Hopkins, C. J., Dillon, D. R., & Schmitt, M. C. (2000). Preservice teachers' shifting beliefs about struggling literacy learners. *Reading Research and Instruction*.

Cox, B. E., Fang, Z., & Schmitt, M. C. (1998). At-risk children's metacognitive growth during the Reading Recovery experience: A Vygotskian interpretation. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*, 3, 55-76.

Nierstheimer, S. L., Hopkins, C. J., & Schmitt, M. C. (1996). "But I just want to teach regular kids!" Understanding preservice teachers' beliefs about children experiencing difficulty learning to read. *Literacy Teaching and Learning: An International Journal of Early Literacy*, 2, 15-24.

Hopkins, C. J., Schmitt, M.C., Nierstheimer, S. L., Dixey, B. P., & Younts, T. (1995). Infusing features of the Reading Recovery professional development model into the experiences of preservice teachers. In K. A. Hinchman, D. J. Leu, & C. K. Kinzer (Eds.), *Perspectives on literacy research and methods*. Chicago: National Reading Conference.

Cited in: *Annual summary of investigations relating to reading*. S. Weintraub (Ed.). Newark, DE: International Reading Association, 1997, p. 20.

Schmitt, M. C., & Hopkins, C. J. (1993). Metacognitive theory applied: Strategic reading instruction in the current generation of basal readers. *Reading Research and Instruction*, 32, 13-24.

Schmitt, M. C. (1990). A questionnaire to measure children's awareness of strategic reading processes. *The Reading Teacher*, 43, 454-461.

Reprinted in (list not exhaustive):

- Israel, S. (2007). *Using Metacognitive Assessments to Create Individualized Reading Instruction*
- Buckley, P. (2005). *Nelson Language Arts Grade 3-6 Teacher Resource* (Canadian and a U.S. Edition). Toronto: Nelson.
- Harp, B. (2005). *The handbook of literacy assessment and evaluation 2nd ed.*. Norwood, MA; Christopher Gordon Publishers.
- Spinelli, C. G. (2005). *Classroom assessment for students with special needs in inclusive settings*. Prentice Hall.
- Isabel, A. (2005). *Reading assessment and instruction for all learners: A comprehensive guide for classroom and resource settings*. Guilford.
- Frey, N., & Fisher, N. (2004). *Language arts workshops: Intentional reading and writing instruction*. Prentice Hall.
- Harp, B. (2000). *The handbook of literacy assessment and evaluation*. Norwood, MA; Christopher Gordon Publishers.
- Frederickson, N., & Cameron, R. J. (1999). *Psychology in Education Portfolio: Learning Style and Metacognition*. Berkshire, United Kingdom: NFER-NELSON.
- Barrentine, S. J. (Ed.). (1999). *Reading assessment: Principles and practices for elementary teachers*. Newark, DE: International Reading Association.
- Temple, C., & Gillet, J. (1997). *Language and literacy*. New York: Harper Collins.
- Wood, K. D., & Algozzine, B. (1995). *Teaching reading to high-risk learners*. Boston: Allyn and Bacon.
- Johns, J. L., VanLeirsburg, P., & Davis, S. J. (1994). *Improving reading: A handbook of strategies*. Dubuque, IA: Kendall/Hunt.
- Huber, M. M. (1993). *Literacy disorders: Holistic diagnosis and remediation*. Harcourt Brace Jovanovich.
- Bromley, K. D. (1992). *Language arts: Exploring connections*. Allyn & Bacon.

- Morehead, M.D. (1992). *Curriculum based assessment*. Brooks/Cole Publishing (Wadsworth).

Schmitt, M. C., & Baumann, J. F. (1990). Metacomprehension in basal reading instruction: Do teachers promote it? *Reading Research and Instruction*, 29, 1-13.

Cited in: *Annual summary of investigations relating to reading*. S. Weintraub (Ed.). Newark, DE: International Reading Association, 1991, p. 3.

Summarized in: Bracey, G. W. (1990). Research. *Phi Delta Kappan*.

Schmitt, M. C. (1988). The effects of an elaborated directed reading activity on the metacomprehension skills of third graders. *Dialogues in literacy research*. Chicago: National Reading Conference.

Cited in: *Annual summary of investigations relating to reading*. S. Weintraub (Ed.). Newark, DE: International Reading Association, 1991, p. 155.

Schmitt, M. C., & Newby, T. J. (1986). Metacognition: Relevance to instructional design. *Journal of Instructional Development*, 9, 20-33.

Baumann, J. F., & Schmitt, M. C. (1986). The what, why, how, and when of reading comprehension instruction. *The Reading Teacher*, 39, 640-645.

Schmitt, M. C., & O'Brien, D. G. (1986). Story grammars; Some cautions about the translation of research into practice. *Reading Research and Instruction*, 26, 1-8.

Schmitt, M. C., & Baumann, J. F. (1986). How to incorporate comprehension monitoring strategies into basal reader instruction. *The Reading Teacher*, 40, 28-31.

Education Index Abstracts

In 2005, sixteen journal articles, one book chapter, and one book were selected to be abstracted in the searchable Center for Early Literacy Information digital library. They are highlighted below.

Schmitt, M. C., Pinnell, G. S., Lyons, C. A., Fountas, I., & Askew, B. J. (2005). *Changing futures: The influence of Reading Recovery in the United States*. CELI Document #693).

Schmitt, M. C., & Gregory A. E. (2005). The impact of an early literacy intervention: Where are the children now? CELI Document #807).

Schmitt, M. C. (2005). Measuring student's awareness and control of strategic processes. In S. Israel & C. C. Block (Eds.), *Metacognition in literacy learning: Theory, assessment, instruction, and professional development*. CELI Document #771)

Schmitt, M. C. (2004). Changing the educational landscape: A short history of Reading Recovery in North America. (CELI Document #609).

- Schmitt, M. C. (2003). Metacognitive strategy knowledge: Comparison of former Reading Recovery children and their current classmates. (CELI Document #172).
- Schmitt, M. C. (2001). The development of children's strategic processing in Reading Recovery. (CELI Document #766).
- Schmitt, M. C. (2001). *The development of children's strategic processing in Reading Recovery*. (ERIC Document #EJ627725).
- Nierstheimer, S. L., Hopkins, C. J., Dillon, D. R., & Schmitt, M. C. (2000). *Preservice teachers shifting beliefs about struggling literacy learners*. (ERIC Document #EJ619498).
- Nierstheimer, S. L., Hopkins, C. J., Dillon, D. R., & Schmitt, M. C. (2000). Preservice teachers' shifting beliefs about struggling literacy learners. (CELI Document #764).
- Askew, B. J., Fountas, I. C., Lyons, C. A., Pinnell, G. S., & Schmitt, M. C. (1998). *Reading Recovery Review: Understandings, Outcomes, and Implications*. (ERIC Document #ED434320).
- Cox, B. E., Fang, Z., & Schmitt, M. C. (1998). At-risk children's metacognitive growth during the Reading Recovery experience: A Vygotskian interpretation. CELI Document #270).
- Nierstheimer, S. L., Hopkins, C. J., & Schmitt, M. C. (1996). "But I just want to teach regular kids!" Understanding preservice teachers' beliefs about children experiencing difficulty learning to read. (CELI Document # 318).
- Hopkins, C. J., Schmitt, M.C., Nierstheimer, S. L., Dixey, B. P., & Younts, T. (1995). Infusing features of the Reading Recovery professional development model into the experiences of preservice teachers. (CELI Document #765).
- Lynaugh, S., & Schmitt, M. C. (1995). *Sharing our visions along the way*. (ERIC Document #ED452492).
- Schmitt, M. C., & Hopkins, C. J. (1993). Metacognitive theory applied: Strategic reading instruction in the current generation of basal readers. (ERIC Document #EJ465213).
- Schmitt, M. C., & Hopkins, C. J. (1993). Metacognitive theory applied: Strategic reading instruction in the current generation of basal readers. (CELI Document #767).
- Schmitt, M. C. (1990). *A questionnaire to measure children's awareness of strategic reading processes*. (ERIC Document #EJ406780).
- Schmitt, M. C. (1990). A questionnaire to measure children's awareness of strategic reading processes. CELI Document #768)
- Schmitt, M. C., & Baumann, J. F. (1990). *Metacomprehension during basal reading instruction: Do teachers promote it?* (ERIC Document #410031).

Schmitt, M. C., & Baumann, J. F. (1990). Metacomprehension in basal reading instruction: Do teachers promote it? (CELI Document #769).

Schmitt, M. C. (1989). *What does it take for college students to buy in to study strategy use?* (ERIC Document #ED323509).

Schmitt, M. C. (1988). *Are above average college students strategic readers and/or can they be taught to be? A case study.* (ERIC Document #ED323511).

Schmitt, M. C. (1988). The effects of an elaborated directed reading activity on the metacomprehension skills of third graders. (CELI Document #774).

Schmitt, M. C., & Baumann, J. F. (1986). How to incorporate comprehension monitoring strategies into basal reader instruction. (CELI Document 779).

Schmitt, M. C., & Newby, T. J. (1986). Metacognition: Relevance to instructional design. (CELI Document #775).

Schmitt, M. C., & O'Brien, D. G. (1986). Story grammars; Some cautions about the translation of research into practice. (CELI Document #778).

Baumann, J. F., & Schmitt, M. C. (1986). The what, why, how, and when of reading comprehension instruction. (CELI Document #777).

Schmitt, M. C. (1986). *The roots of metacognition: An historical review.* (ERIC Document #ED323510).

Monographs or White Papers

Lose, M. K., Schmitt, M. C., Gomez-Bellange, F. X., Jones, N. K., Johnson, B. A., & Askew, B. A. (2007). *Reading Recovery and IDEA Legislation: Early Intervening Services (IES) and Response to Intervention (RtI)*. Columbus, OH: Reading Recovery Council of North America.

Anderson, N., Askew, B. J., DeFord, D., Doyle, M. A., Kelly, P. R., Martin, K., Neal, J., Pinnell, G. S., Rodgers, E., Schmitt, M. C., & Schwartz, R. (2002). *What Evidence Says About Reading Recovery*. Columbus, OH: Reading Recovery Council of North America.

Aksew, B. J., Fountas, I., Johnson, C. I., Lyons, C. A., Pinnell, G. S., & Schmitt, M. C. (2002). *Reading Recovery and the Elementary and Secondary Education Act: No Child Left Behind*. Columbus, OH: Reading Recovery Council of North America.

Askew, B. J., Fountas, I., Lyons, C. A., Pinnell, G. S., & Schmitt, M. C. (1998). *Reading Recovery Review: Understandings, Outcomes, and Implications*. Columbus, OH: Reading Recovery Council of North America.

Book Reviews

Schmitt, M. C. (1989). *Reading Research and Instruction*, 28, 67-69. M. L. Klein. (1988). "Teaching reading comprehension and vocabulary." Englewood Cliffs, NJ: Prentice Hall.

Program Evaluation Research Reports

Schmitt, M. C. (2008). *Indiana Reading Recovery: Report of Statewide Program Evaluation Research—AY 2007-2008*. West Lafayette, IN: Purdue University.

Schmitt, M. C. (2008). *Purdue Reading Recovery Center: Report of Program Evaluation Research for Nationally Affiliated Schools—AY 2007-2008*. West Lafayette, IN: Purdue University. West Lafayette, IN: Purdue University.

Schmitt, M. C. (2007). *Reading Recovery in Indiana: Executive Summary 2006-07*. (Technical Report) West Lafayette, IN: Purdue University.

Schmitt, M. C. (2007). *Reading Recovery in the Purdue University Training Center: Executive Summary 2006-07*. (Technical Report) West Lafayette, IN: Purdue University.

Schmitt, M. C. (2006). *Reading Recovery in Indiana: Executive Summary 2005-06*. (Technical Report) West Lafayette, IN: Purdue University.

Schmitt, M. C. (2006). *Reading Recovery in the Purdue University Training Center: Executive Summary 2005-06*. (Technical Report) West Lafayette, IN: Purdue University.

Schmitt, M. C. (2004). *Reading Recovery in Indiana: Executive Summary 2003-04*. (Technical Report) West Lafayette, IN: Purdue University.

Schmitt, M. C. (2004). *Reading Recovery in the Purdue University Training Center: Executive Summary 2003-04*. (Technical Report) West Lafayette, IN: Purdue University.

Schmitt, M. C., & Younts, T. (2003). *Reading Recovery in Indiana: Executive Summary 2002-03*. (Technical Report) West Lafayette, IN: Purdue University.

Schmitt, M. C. (2002). *Reading Recovery in Indiana: Executive Summary 2001-02*. (Technical Report) West Lafayette, IN: Purdue University.

Schmitt, M. C. (2001). *Reading Recovery in Indiana: Executive Summary 2000-01*. (Technical Report) West Lafayette, IN: Purdue University.

Schmitt, M. C. (2000). *Reading Recovery in Indiana: Executive Summary 1999-00*. (Technical Report) West Lafayette, IN: Purdue University.

Schmitt, M. C. (1999). *An investment in our children: Indiana Reading Recovery executive summary 1993-1998*. (Technical Report) West Lafayette, IN: Purdue University.

Schmitt, M. C. (1997). *An investment in our children: Indiana Reading Recovery executive summary 1993-1997*. (Technical Report) West Lafayette, IN: Purdue University.

Schmitt, M. C. (1996) *An investment in our children: Indiana Reading Recovery executive summary 1993-1996*. (Technical Report) West Lafayette, IN: Purdue University.

Schmitt, M. C. (1995) *An investment in our children: Indiana Reading Recovery executive summary 1993-1995*. (Technical Report) West Lafayette, IN: Purdue University.

Schmitt, M. C. (1994). *An investment in our children: Indiana Reading Recovery executive summary 1993-94*. (Technical Report) West Lafayette, IN: Purdue University.

Curriculum Materials

Schmitt, M. C. (1988). *Vocabulary wizard: Intermediate vocabulary development Book 1*. Chicago: Science Research Associates (SRA).

Schmitt, M. C. (1988). *Vocabulary wizard: Intermediate vocabulary development Book 2*. Chicago: Science Research Associates (SRA).

Schmitt, M. C. (1988). *Vocabulary wizard: Intermediate vocabulary development Book 3*. Chicago: Science Research Associates (SRA).

Schmitt, M. C. (1988). *Vocabulary wizard: Intermediate vocabulary development Book 4*. Chicago: Science Research Associates (SRA).

Schmitt, M. C. (1986). *Capture the meaning: Strategies for reading comprehension*. Chicago: Science Research Associates (SRA).

Schmitt, M. C. (1991). *Reading, writing, and critical thinking*. San Diego: Jostens Learning Corporation.

Schmitt, M. C. (1992). *Model Teacher's Guides for Reading Curriculum Plus*. San Diego: Jostens Learning Corporation.

Schmitt, M. C. (1991). *Developing independent, strategic learners*. White paper for Jostens Learning Corporation, San Diego, CA.

Works in Progress

Lee, P. A., & Schmitt, M. C. (in preparation for resubmission). *An exploration of how teacher language scaffolds the development of strategic processing in Emergent Readers*.

Refereed Research Papers Presented at Professional Meetings

National Meetings

Schmitt, M. C., & Lee, P. A. (2008). *The Development of Children's Strategic Activity: A Case Study Analysis of Emergent Literacy Learners*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.

Schwartz, R. A., Schmitt, M. C., & Lose, M. K. (2008). *The Effect of Teacher-Student Ratio on Early Intervention Outcomes: Research Base for Response to Intervention, Group Size, and Early Intervening Services*. Symposium presented at the annual meeting of the National Reading Conference, Orlando, FL.

Schmitt, M. C., & Sha, S. (2007). *Identifying the Paths and Patterns of the Emergence of Strategic Processing in Emergent Readers*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Lee, P. A., & Schmitt, M. C. (2007). *An Exploration of How Teacher Language Scaffolds the Development of Strategic Processing in Emergent Readers*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Sha, S., & Schmitt, M. C. (2007). *The Emergence of Strategic Processing in Chinese Emergent Readers*. Paper presented at the annual meeting of the American Educational Research Association.

Forbes, S., Hopkins, C. H., Schmitt, M. S., Mahurt, S. F. (2006). *Using a fluency and phrasing rubric to develop teachers' knowledge of prosodic features of oral reading*. Paper presented at the annual meeting of the National Reading Conference, Los Angeles, CA.

Schmitt, M. C., Mahurt, S. F., & Kelley, L. (December, 2003). *Shifts in Teacher Beliefs and Practices that Impact Student Learning*. Paper presented at annual meeting of the National Reading Conference, Scottsdale, AZ.

Mahurt, S. F., Schmitt, M. C., Kelley, L., & Lose, M. (December, 2002). *Examining the relationship between teacher beliefs and practice*. National Reading Conference, Miami, FL.

Schmitt, M. C., & Gregory, A. E. (December, 2001). *The impact of early interventions: Where are the children now?* National Reading Conference, San Antonio, TX.

Schmitt, M. C. (December, 2000). *Metacognitive strategy knowledge: Comparison of former Reading Recovery children and their current elementary classmates*. National Reading Conference, Scottsdale, AZ.

Gregory, A. E., & Schmitt, M. C. (December, 2000). *A qualitative exploration of children's developing metacognitive knowledge*. National Reading Conference, Scottsdale, AZ.

Schmitt, M. C., & Gregory, A. G. (1999, December). *Comparisons of first graders' metacognitive knowledge over time*. National Reading Conference, Orlando, FL.

Schmitt, M. C. (1998, December). *Development of metacognitive knowledge regarding self, task, and strategy variables during Reading Recovery program instruction*. National Reading Conference, Austin, TX.

Nierstheimer, S. N., Hopkins, C. J., Dillon, D. R., & Schmitt, M. C. (1998, April). *Changing preservice teachers' beliefs about at-risk literacy learners*. American Educational Research Association Conference, San Diego, CA.

Stadler, S., Cox, B. E., & Schmitt, M. C. (1997, December). *Kindergartners' use of literate register knowledge in dictated stories*. National Reading Conference, Scottsdale, AZ.

Cox, B. E., Stadler, S., Ruan, J., Schmitt, M. C., & Fang, Z. (1997, December). *At-risk readers developing code-switching expertise as they become readers*. National Reading Conference, Scottsdale, AZ.

Nierstheimer, S. L., Hopkins, C. J., Dillon, D. R., & Schmitt, M. C. (1997, December). *Identifying and confronting preservice teachers' beliefs about children experiencing difficulty learning to read*. National Reading Conference, Scottsdale, AZ.

Cox, B. E., Fang, Z., Schmitt, M. C., Houtsma, R., & Bhattacharjee, K. (1997, March). *A new look at structural knowledge: A potential precursor of literacy development*. American Educational Research Association Conference, Chicago, IL.

Cox, B. E., Fang, Z., Schmitt, M. C., Houtsma, R., & Bhattacharjee, K. (1996, March). *A new look at structural knowledge: A potential precursor of literacy development*. American Educational Research Association Conference, Chicago, IL.

Nierstheimer, S. L., Hopkins, C. J., Schmitt, M. C., & Dillon, D. R. (1996, December). *"It's not my job, is it?": Preservice teachers' beliefs about teaching all children*. National Reading Conference, Charleston, SC.

Nierstheimer, S. L., Hopkins, C. J., & Schmitt, M. C. (1996, April). *"But I just want to teach regular kids!" Understanding preservice teachers' beliefs about teaching children experiencing difficulty learning to read*. American Educational Research Association Conference, New York, NY.

Cox, B. E., Fang, Z., Carpenter, S., & Schmitt, M. C. (1996, April). *Does Reading Recovery enhance children's code-switching repertoire?* American Educational Research Association Conference, New York, NY.

Schmitt, M. C., & Fang, Z. (1995, December) *Becoming a strategic reader*. National Reading Conference, New Orleans, LA.

Cox, B. E., Fang, Z., & Schmitt, M. C. (1995, December). *At-risk children's metacognitive growth during the Reading Recovery experience: A Vygotskian Interpretation*. National Reading Conference, New Orleans, LA.

Cox, B. E., Schmitt, M. C., & Williams, B. (1995, April). *How does Reading Recovery contribute to literacy development? A preliminary report*. Society for the Scientific Study of Reading, San Francisco, CA.

Schmitt, M. C., & Hopkins, C. J. (1994, December). *From at-risk to strategic, self-regulated learners: Reading Recovery from Vygotskian and metacognitive perspectives*. National Reading Conference, San Diego, CA.

Hopkins, C. J., Schmitt, M. C., Nierstheimer, S. L., Dixey, B. P., & Younts, T. (1994, December) *Infusing features of the Reading Recovery professional development model into the experiences of preservice teachers at a university training site*. National Reading Conference, San Diego, CA.

Schmitt, M. C., & Hopkins, C. J. (1992, December). *Aliteracy among adolescents and teenagers: Developmental trends and implications for the future*. National Reading Conference, San Antonio, TX.

Hopkins, C. J., & Schmitt, M. C. (1991, December). *Content analysis of the literature base for basal reader selections*. National Reading Conference, Palm Springs, CA.

Schmitt, M. C., & Hopkins, C. J. (1990, December). *Theory to practice: How does the new generation of basal readers measure up on strategic reading instruction?* National Reading Conference, Miami, FL.

Schmitt, M. C. (1989, December). *What does it take for college students to buy in to study strategy use?* National Reading Conference, Austin, TX.

Schmitt, M. C. (1988, December). *Are above average college students strategic readers and/or can they be taught to be? A case study*. National Reading Conference, Tucson, AZ.

Schmitt, M. C. (1987, December). *The effects of an elaborated directed reading activity on the metacomprehension skills of third graders*. National Reading Conference, St. Petersburg, FL.

Schmitt, M. C. (1986, December). *The roots of metacognition: An historical review*. National Reading Conference, Austin, TX.

Schmitt, M. C., & Baumann, J. F. (1986, December). *Metacomprehension in basal reader instruction: Do teachers promote it?* National Reading Conference, Austin, TX.

Involvement in Graduate Research Programs

Chair for Completed Ph.D. Programs

Polly A. Lee (2007). *An Exploration of How Teacher Language Scaffolds the Development of Strategic Processing in Emergent Readers*. Doctoral dissertation, Literacy and Language Education.

Anne E. Gregory. (2002). *Constructing meaning: Kindergarten children's textual importations following dialogic reading intervention*. Doctoral dissertation, Literacy and Language Education.

Sue E. Stadler. (2000). *Kindergarteners' use of graphophonological information when reading and writing continuous text: A descriptive study of differentiation and affordance learning*. Doctoral dissertation, Literacy and Language Education.

Member for Completed Ph.D. Programs

Nierstheimer, S. N. (1996). *Understanding Preservice Teachers' Beliefs About Children Experiencing Difficulty Learning to Read*. Unpublished doctoral dissertation, Purdue University.

Member for Current MS.Ed. Program

Christine Ekaitis, Literacy and Language

Research and Engagement Grants and Other Awards

Grants Awarded: Total = \$1,348,905

(Co-Principal Investigator) *The Effect of Student-Teacher Ratio on Literacy Achievement Outcomes in an Early Intervention*. (2005). Reading Recovery Council of North America, \$184,782. Collaborative proposal with Oakland University. Three years.

(Principal Investigator) *The Emergence of Strategic Processing in Reading Recovery Instruction: A Comparison to Other Struggling Learners* (2006). Reading Recovery Council of North America, \$5,523

(Principal Investigator) *Reading Recovery: Professional and Technical Assistance*. (2005). Indiana Department of Education, \$22,000

(Principal Investigator) *Early Intervention: Reading Recovery*. (2004). Indiana Department of Education, \$100,000

(Principal Investigator) *IREAD Partnership's Onsite Development*. (2002-2004). Indiana Department of Education Reading Excellence Act Grant. Partnership with Metropolitan School District of Decatur Township. \$169,500 for subcontract.

(Principal Investigator) *Literacy Collaborative Intermediate Team Planning*. (2001). Verizon Foundation, \$25,000.

(Co-Principal Investigator with Sheila Klinker) (2001). North Central Health Services, \$100,000.

(Principal Investigator) *Early Intervention: Reading Recovery*. (2002). Indiana Department of Education, \$95,000

(Principal Investigator) *Early Intervention: Literacy Collaborative*. (2002-2003). Indiana Department of Education, \$45,000

(Principal Investigator) *Establishing Literacy Collaborative Demonstration Schools*. (2001). Verizon Foundation, \$15,000.

(Principal Investigator) *Supporting Teacher Professional Development in Literacy*. (2001). Verizon Foundation, \$20,000.

(Principal Investigator) *Early Intervention: Reading Recovery*. (2001). Indiana Department of Education, \$92,500

(Co-Principal Investigator) *Partnership in Creating Classroom Literacy Framework*. (2000-2003). Indiana Department of Education Comprehensive School Reform Demonstration Grant. Partnership with Metropolitan School District of Decatur Township. \$39,000 for subcontract

(Principal Investigator) *Early Intervention: Literacy Collaborative*. (2000-2001). Indiana Department of Education, \$45,000

(Principal Investigator) *Early Intervention: Reading Recovery*. (2000). Indiana Department of Education, \$89,500

(Co-Principal Investigator) *Literacy Collaborative Demonstration Schools* (2000). Verizon Foundation, \$15,000

(Principal Investigator) *Purdue Literacy Network Project*. (1999). Alcoa Foundation, \$6,000

(Principal Investigator) *Early Intervention: Reading Recovery*. (1999). Indiana Department of Education, \$97,000

(Principal Investigator) *Early Intervention: Literacy Collaborative*. (1999-2000). Indiana Department of Education, \$47,700

(Principal Investigator) *Early Intervention: Reading Recovery*. (1998). Indiana Department of Education, \$96,500

(Principal Investigator) *Early Intervention: Literacy Collaborative*. (1998). Indiana Department of Education, \$27,500

(Co-Principal Investigator) *How Does Reading Recovery Contribute to Literacy Learning*. (1994). Spencer Foundation Small Grants, \$11,400

Grants Submitted—Not Awarded

(Project Director and Co-Principal Investigator) *The Shared Mentorship Model: Building Capacity for K-2 Literacy Teaching and Learning* \$979,806. (2006). Institute for Education Sciences. (re-submitted)

(Principal Investigator) *Reading Recovery: Professional and Technical Assistance*. (2006). Indiana Department of Education, \$25,000

(Principal Investigator) *Identifying the Paths and Patterns of the Emergence of Strategic Processing in Early Struggling Learners*. (2005). The Spencer Foundation Small Grant Program, \$38,211.

(Project Director and Co-Principal Investigator) *Building Capacity for K-2 Literacy Teaching and Learning Through Teacher Professional Development that Fosters a Culture of Shared Mentorship in a School-University Alliance*. (2004). Institute for Education Sciences, \$1,128,663. (re-submitted)

(Co-Principal Investigator) *The Effect of Student-Teacher Ratio on Literacy Achievement Outcomes in an Early Intervention*. (2004). Institute for Education Sciences, \$1,422,831. Collaborative proposal with Oakland University and the University of Alabama.

(Project Director and Co-Principal Investigator) *Building Capacity for K-2 Literacy Teaching and Learning Through Teacher Professional Development that Fosters a Culture of Shared Mentorship in a School-University Alliance*. (2003). Institute for Education Sciences, \$904,355.

Other Evidence of National/International Influence

Editor of Scholarly International Journal

Professor Schmitt served as the editor of the scholarly journal of the Reading Recovery Council of North America, *Literacy Teaching and Learning: An International Journal of Early Reading and Writing* for three years (1999-2001). The journal, which has a circulation of 10,000, provides an interdisciplinary forum on issues related to the acquisition of language, literacy development, and instructional theory and practice.

Chair of Outstanding Student Research Award Committee

After serving two separate terms on the Outstanding Student Research Award Committee (1988-1990; 1994-1996), Professor Schmitt was invited by the president of the National Reading Conference to chair the committee for a five-year term (1997-2001).

Reviewer or Editorial Advisory Board Member for Literacy Journals

- Guest Reviewer for research manuscript on metacognition, *Reading Research Quarterly* (2008)
- Editorial Advisory Board Member, *Journal of Reading Recovery* (2008-present)
- Editorial Advisory Board Member, *Center for Early Literacy Information*, 2004-present)
- Editorial Advisory Board Member, *Journal of Reading Recovery* (2008--)
- Editorial Advisory Board Director, *Center for Early Literacy Information*, 2005-2007)
- Editorial Advisory Board Member, *Center for Early Literacy Information*, 2004-2005)
- Guest Reviewer, *The Journal of Literacy Research* (1999)
- Guest Reviewer, *Reading Horizons* (1999)
- Editorial Advisory Board Member, *Literacy Teaching and Learning: An International Journal of Early Literacy* (1994-1998)
- Editorial Advisory Board Member, *The Reading Teacher*, (1989-1993)
- Guest Reviewer, *The Reading Teacher*, themed issue on Literacy Instruction in a Diverse Society (1992)
- Guest Reviewer, *The Reading Teacher*, themed issue on Whole Language Literacy (1989)

National Research Committee

Member of the Research Standing Committee for the North American Trainers Group (2006-present)

Research Use of Assessment Measure

Professor Schmitt has received numerous requests pertaining to the use of *The Metacomprehension Strategy Index*, which is an instructional assessment tool she developed as a dependent measure in her doctoral dissertation on metacognitive theory. After its initial publication (*Dialogues in Literacy Research*, pp. 167-189, 1988), the measure was subsequently published as a useful instrument for use by classroom teachers (*The Reading Teacher*, 43, 454-461, 1990). The requests have been to reprint it in literacy and language arts textbooks, to use it in literacy research, and for the development of curriculum. The MSI has been translated into several languages including Spanish and Hebrew. A recent Google search yielded 548 hits for the MSI.

A sampling of the research-related requests include: (See Articles in Refereed Journals for requests for reprinting)

- Orgeline Smith, from Miami, FL (2008)
- Frances Wong, from Singapore
- Aquilino Polaino Lorente, Instituto De Ciencias Para La Familia, Division de Psicologia y Psiquiatria, Universidad de Navarra
- Professor Aryeh Wohl, Centre for Educational Technology, Tel-Aviv, Israel
- Janet Lijeron, University of Akron
- Samuel S. Myers, Department of Teacher Education Development, University of the West Indies
- Judith Neal, California State University at San Bernardino
- Pia Leinonen and Seppo Lammi, Jyväskylä, Finland
- Arlette Ito, California State University at Fresno
- Jorgen Nielsen, Copenhagen, Denmark
- Terrence V. Stange, University of Oklahoma
- Tracy L. Coskie, University of Washington

Her instructional research on metacomprehension is discussed as an important contribution to comprehension instruction in:

Pearson, P. D., & Fielding, L. (1991). Comprehension instruction. In R. Barr, M. L. Kamil, Mosenthal, P., & P. D. Pearson (Eds.), *Handbook of reading research, Volume II*. New York: Longman.

THE SCHOLARSHIP OF ENGAGEMENT

Professor Schmitt has played an exemplary role in creating engagement partnerships between elementary schools and Purdue University. She has established a literacy professional development and research center that has placed the College of Education at the forefront of literacy learning and teaching reform efforts in

the country. In addition, she has played an important leadership role in the national context for Reading Recovery through her activities in the Reading Recovery Council of North America and the Reading Recovery North America Trainers Group and has been involved in the creation of organizational structures and professional learning experiences in the international context through work with the International Reading Recovery Trainers Organization (IRRTO). Professor Schmitt has accomplished these engagement initiatives by:

- Taking leadership in establishing both the one-on-one instructional program (Reading Recovery) and the classroom program at Purdue (Literacy Collaborative) to provide a comprehensive literacy model for schools. She established the Reading Recovery Program by attending a year of post-doctoral training and then implementing the program at the university. Her leadership role in Literacy Collaborative involved conceiving of the idea for development of a classroom framework, seeking funding, investigating specific frameworks, and hiring the director.
- Serving as administrator of the Center for Literacy Education and Research in the College of Education, including managing personnel and handling both the general program and the grant budgets.
- Acquiring grants to operate the Center for Literacy Education and Research programs, including the operation of three areas: (a) research and evaluation, (b) program management and expansion, and (c) professional and technical assistance.
- Orchestrating advocacy efforts for legislative funding of early intervention literacy programs throughout the state, resulting in approximately \$15 million in expenditures for Reading Recovery program implementation.
- Promoting the development of effective early literacy instruction at local through national levels.
- Restructuring of university-school district relationships to promote teacher development and increased literacy achievement levels for children.
- Supporting the ongoing professional development of teachers and teacher educators in Indiana and nationwide.
- Fostering increased understandings and skill development through conference and institute presentations at state, regional, and national levels.
- Facilitating the establishment of 27 Reading Recovery Teacher training sites throughout Indiana.
- Serving active leadership roles in Reading Recovery national organizations.

Professor Schmitt's engagement efforts provide substantive evidence of her commitment to teachers and children and she has made significant gains in positioning the Center for Literacy Education and Research as an exemplar for others to follow. In addition, she has capitalized on the mutually beneficial relationships that engagement efforts share with research and teaching. Her work has been recognized by her selection to Manchester's Who's Who Among Executives and Professionals.

Example of Engagement Activities:

Professor Schmitt has developed a solid reputation as a knowledgeable and effective speaker and has received numerous invitations to serve as a keynote or featured speaker at Reading Recovery conferences and seminars for teachers and Teacher Leaders across the country. She has also given refereed presentations on literacy learning and teaching. In general, her interpretations and practical applications of theories related to literacy learning have been highly valued as significant contributions to the training and continued professional development of literacy educators.

The primary objective in her presentations is enhanced understandings about the teaching of teachers and/or the teaching of children. The major topics she has covered in these instructional presentations include children's visual perception strategies and the role they play in early literacy development and independent, strategic learning as a form of inner control and metacognition. In addition Professor Schmitt's leadership skills have been both refined for her professionally and beneficial to the national organization of Reading Recovery educators and stakeholders.

Conference Presentations and Professional Development Workshops

Conference or Institute Presentations Related to Reading Recovery

International Level

Refereed Presentations

Schmitt, M. C. (2004, July). *Using teacher language that promotes independent strategic processing rather than dependence on the teacher*. International Reading Recovery Conference in Auckland, New Zealand.

Schmitt, M. C. (2003, April). *Analyzing running records for children's strategic processing*. United Kingdom Reading Recovery Conference in London, England.

Schmitt, M. C. (2001, July). *The Child's Journey to Strategic Self-Regulation*. International Reading Recovery Institute in Vancouver, British Columbia.

Schmitt, M. C. (1998, July). *Children's Strategic Processing: Analyzing Running Records Beyond the Cue Sources Used and Neglected*. International Reading Recovery Institute in Cairns, Queensland, Australia.

National Level

Refereed Presentations

Schwartz, R. E., Lose, M. K., & Schmitt, M. C. (2009, February). *Ratio and Results: One-to-One and Small Group*. National Reading Recovery and K-6 Classroom Literacy Conference in Columbus, OH.

Gettman, L. Berrigan, T., Driskill, D., Hambright-Brown, E., & Schmitt, M. C. (2004, January). *Building Support for Reading Recovery: How Teamwork Pays Off*. National Reading Recovery and Early Literacy Conference, Columbus, OH. (preconference institute)

Schmitt, M. C. (2004, January). *Using Data to Advocate for What Matters in Reading Recovery*. National Reading Recovery and Early Literacy Conference, Columbus, OH.

Schmitt, M. C., & Bussell, J. F. (2003, May). *Reading Recovery and No Child Left Behind*. International Reading Association, Orlando, FL.

Schmitt, M. C., & Bussell, J. F. (2002, May). *Reading Recovery: Where Have We Been and Where Are We Going?* International Reading Association, San Francisco, CA.

Askew, B. J., Lyons, C. A., & Schmitt, M. C. (2000, May). *Reading Recovery Review: Understandings, Outcomes, and Implications.* International Reading Association, Indianapolis, IN.

Keynote Speaker

Schmitt, M. C. (1999, June). *The Children are Counting on Us.* North American Reading Recovery Teacher Leader Institute, New Orleans, LA.

Featured Speaker

Schmitt, M. C. (2007, February). *Decision Making: Where Are the Children Now and Where Do They Need to Go Next?* National Reading Recovery and K-6 Literacy Conference, Columbus, OH.

Schmitt, M. C. (2007, February). *How to Determine Children's Strategic Activity.* National Reading Recovery and K-6 Literacy Conference, Columbus, OH.

Schmitt, M. C. (2003, April). *A comparison of former Reading Recovery and their current classmates.* Reading Recovery Leadership Academy, Washington, D.C.

Schmitt, M. C. (2001, April). *Political Advocacy: How to Get Information to the Right People.* Reading Recovery Leadership Academy, Washington, D.C.

Schmitt, M. C. (2000, February). *Fostering the construction of inner control.* Reading Recovery Conference and National Institute, Columbus, OH.

Schmitt, M. C. (1996, January). From "at-risk" to strategic learners: Reading Recovery from Vygotskian and metacognitive perspectives. Reading Recovery Conference and National Institute, Columbus, OH.

Invited Speaker

Schmitt, M. C. (2009). *Helping Teachers Make Good Decisions Based on Observation and Analysis.* Reading Recovery Teacher Leader Institute and North American Leadership Academy, Washington, DC.

Lee, P. A., & Schmitt, M. C. (2009). *How Teacher Language Scaffolds the Development of Strategic Processing.* Reading Recovery Teacher Leader Institute and North American Leadership Academy, Washington, DC.

Schwartz, R. E., Schmitt, M.C., & Lose, M. K. (2009). *Teacher-Student Ratio: What's the Right Balance?* Reading Recovery Teacher Leader Institute and North American Leadership Academy, Washington, DC.

Schmitt, M. C. (2007, June). *The Implications of the Student-Teacher Ratio Study.* Teacher Leader Institute and Reading Recovery Leadership Academy, Washington, DC.

Schmitt, M. C. (2008, June). *Teacher Language Can Impact How Children Learn*. North American Reading Recovery Teacher Leader Institute, Jacksonville, FL.

Schmitt, M. C. (2006, February). *Speaking, Listening, Writing, Reading, and Thinking: How to Make them Work Together to Support Language and Learning*. National Reading Recovery and Early Literacy Institute, Columbus, Ohio.

Schmitt, M. C. (2006, February). *Teacher Language Matters: It Can Make a Difference in Supporting Strategic Activity*. National Reading Recovery and Early Literacy Institute, Columbus, Ohio.

Schmitt, M. C. (and a Panel of other Professionals). *What's On Your Mind?* School Administrators Session at National Reading Recovery and Early Literacy Institute, Columbus, Ohio.

Schmitt, M. C. (2005, February). *Analyzing children's strategic activity for improved teacher decision-making*. National Reading Recovery and Early Literacy Institute, Columbus, Ohio (Pre-conference Institute).

Schmitt, M. C. (2003, June). *Ways to advocate for Reading Recovery in your setting*. North American Reading Recovery Teacher Leader Institute, San Antonio, TX.

Schmitt, M. C., & Younts, T. (2000, February). *Defining and responding to children's theory of reading*. Pre-conference Institute at the Reading Recovery Conference and National Institute, Columbus, OH.

Schmitt, M. C., & Younts, T. (1999, January). *An exploration of children's visual processing over time*. Pre-conference Institute at the Reading Recovery Conference and National Institute, Columbus, OH.

Schmitt, M. C. (1999, January). *Early writing can guide early reading: Where do we begin?* Reading Recovery Conference and National Institute, Columbus, OH.

Schmitt, M. C., & Younts, T. (1998, January). *What's looking got to do with it? An exploration of children's visual processing over time*. Pre-conference Institute at the Reading Recovery Conference and National Institute, Columbus, OH.

Schmitt, M. C. (1998, January) *Through the child's eyes: Where do they need to go next?* Reading Recovery Conference and National Institute, Columbus, OH.

Askew, B. J., Fountas, I., Lyons, C. A., Pinnell, G. S., & Schmitt, M. C. (1998, June). *Reading Recovery review: Understandings, outcomes, and implications*. North American Reading Recovery Teacher Leader Institute, Dallas, TX.

Pinnell, G. S., Lyons, C. A., Schmitt, M. C., Fountas, I., & Askew, B. J. (1997, June). *Interpreting media and research reports critically*. North American Reading Recovery Teacher Leader Institute, Dearborn, MI.

Schmitt, M. C., & Lyons, C. A. (1996, June). *Vygotskian perspective: Social construction of literacy learning*. North American Reading Recovery Teacher Leader Institute, Pittsburgh, PA.

Compton, C. J., Schmitt, M. C., Schwartz, R., Lyons, C. A., Rodriguez, Y. M., & Yukish, J. (1995, June). *Visual perception strategies: Attention and learning how to look at print*. North American Reading Recovery Teacher Leader Institute, Cincinnati, OH.

Schmitt, M. C., & Schwartz, R. (1994, June). *Connecting theory with practice: An exploration of learning to look at print*. National Reading Recovery Teacher Leader Institute in Columbus, OH.

Schwartz, R., & Schmitt M. C. (1993, June). *Literacy learning in supportive contexts: Metacognitive theory applied*. National Reading Recovery Teacher Leader Institute, Columbus, OH.

Refereed Presentation

Schmitt, M. C., & Younts, T. (1995, February). *From "at risk" to strategic, self-regulated learners: Reading Recovery from Vygotskian and metacognitive perspectives*. Reading Recovery Conference and National Institute in Columbus, OH.

Regional Level

Keynote Speaker

Schmitt, M. C. (2008, February). *Where are the children now and where do they need to go next?* Illinois Reading Recovery Conference, Chicago, IL.

Schmitt, M. C. (2001, November). *The children's right to literacy. They are counting on us*. Texas Woman's University Reading Recovery/Early Literacy Conference, Dallas, TX.

Schmitt, M. C. (2001, February). *Children's Right to Literacy: They Depend On Us*. Kansas Regional Reading Recovery Conference, Emporia, KS.

Schmitt, M. C. (1999, March). *The children are counting on us*. West Coast Reading Recovery and Descubriendo La Lectura Institute, Anaheim, CA.

Featured Speaker

Schmitt, M. C. (2004, October). *Shifting teacher language to promote independence*. Northwest Reading Recovery Conference, Portland, OR.

Schmitt, M. C. (2004, October). *Analyzing children's strategic processing for teacher decision-making*. Northwest Reading Recovery Conference, Portland, OR.

Schmitt, M. C. (2004, January). *Fostering strategic activity through supportive teacher language*. West Coast Reading Recovery Conference, San Diego, CA.

Schmitt, M. C. (2003, October). *Using teacher language to promote rather than control children's processing*. Texas Reading Recovery Conference, Fort Worth, TX.

Schmitt, M. C. (2003, October). *Using information and data to advocate for children*. Texas Reading Recovery Conference, Fort Worth, TX.

Schmitt, M. C. (2002, October). *Making Teaching Decisions Based on Evidence*. Texas Reading Recovery Conference, Dallas, TX.

Schmitt, M. C. (2002, October). *How Children Use Print to Establish Patterns*. Texas Reading Recovery Conference, Dallas, TX.

Schmitt, M. C. (2001). *Making it Easy to Learn: Considering Children's Understanding of Tasks and Strategies as a Way to Support Accelerated Learning*. Southeastern Reading Recovery and Early Literacy Conference, Greensboro, NC.

Schmitt, M. C. (2001). *Political Advocacy: How to Get Started and Make a Difference*. Southeastern Reading Recovery and Early Literacy Conference, Greensboro, NC.

Schmitt, M. C. (2000, October). *Considering Children's Understandings of Tasks and Strategies as a Way to Support Accelerated Learning*. Northwest Reading Recovery Conference, Portland, OR.

Schmitt, M. C. (2000, October). *The Child's Journey to Self-Regulation*. Northwest Reading Recovery Conference, Portland, OR.

Schmitt, M. C. (2000, March). *Children's strategic processing: Analyzing running records beyond cue sources used and neglected*. Southeast Regional Reading Recovery Conference, Greensboro, NC.

Schmitt, M. C. (1997, November). *What is the child's theory of reading? Can running record analysis lead us to make informed instructional decisions?* Northeast Regional Reading Recovery Conference in Boston, MA.

Schmitt, M. C. (1997, November). *What is the child's theory of reading? Can running record analysis lead us to make informed instructional decisions?* Northeast Regional Reading Recovery Conference in Boston, MA.

Invited Speaker

Schmitt, M. C. (1999, November). *Learning to look at print: Exploring the complexities*. Northwest Reading Recovery Conference, Portland, OR.

Schmitt, M. C. (1999, November). *Children's strategic processing: Analyzing running records beyond cue sources used and neglected*. Northwest Reading Recovery Conference, Portland, OR.

Schmitt, M. C. (1995, October). *From at-risk to strategic, self-regulated learners*. Northeast Regional Reading Recovery Conference, Hartford, CN.

Refereed Presentation

Schmitt, M. C. (1994, February). *Can at-risk first graders really be self-regulated learners? Metacognitive theory applied.* West Coast Literacy Conference, Anaheim, CA.

Schmitt, M. C. (1994, February). *From at-risk to strategic, self-regulated learners.* West Coast Reading Recovery Institute, Anaheim, CA.

State or Local Level

Keynote Speaker

Schmitt, M. C. (2004, January). *The children depend on us to make sure they have the opportunity to read.* Illinois Reading Recovery Conference, Chicago, IL.

Schmitt, M. C. (2001, October). *The Children's Right to Literacy.* Wyoming Reading Recovery Conference. Casper, WY.

Schmitt, M. C. (2000, March). *The children are counting on us.* Arkansas Reading Recovery Conference. Little Rock, AR.

Schmitt, M. C. (2000, February). *Accepting responsibility for all children.* Iowa Reading Recovery Conference. Des Moines, IA.

Schmitt, M. C. (1998, November). *Analysis of children's strategic processing: Where are they and where do they need to go?* Minnesota Reading Recovery Conference, St. Paul, MN.

Schmitt, M. C. (1998, April). *Children's right to literacy: They depend on us.* Iowa Reading Recovery Conference, Des Moines, IA.

Featured Speaker

Schmitt, M. C. (2005, October). *Making Teaching Decisions Based on Children's Strategic Activity.* Michigan Reading Recovery Institute, Dearborn, MI.

Schmitt, M. C. (2004, October). *Using teacher language that promotes strategic processing?* South Dakota Reading Recovery conference, Sioux Falls, South Dakota.

Schmitt, M. C. (2004, October). *Analyzing children's strategic processing for teacher decision-making.* South Dakota Reading Recovery conference, Sioux Falls, South Dakota.

Schmitt, M. C. (2004, January). *Using data to advocate for what matters in Reading Recovery.* Illinois Reading Recovery Conference, Chicago, IL.

Schmitt, M. C. (2003, January). *Reading Recovery teachers as advocates for what matters.* Illinois Reading Recovery Conference, Chicago, IL.

Schmitt, M. C. (2003, October). *Learning to look at print: How hard could this be?* South Dakota Reading Recovery conference, Sioux Falls, South Dakota.

Schmitt, M. C. (2003, October). *Using data to advocate for children.* South Dakota Reading Recovery conference, Sioux Falls, South Dakota.

Schmitt, M. C. (2002, January). *Leaning to Look at Print: How Hard Could This Be?* Illinois Reading Recovery Conference, Chicago, IL.

Schmitt, M. C. (2002, October). *Using Print to Make Decoding Decisions in Early Reading.* Wyoming Reading Recovery Conference, Casper, WY.

Schmitt, M. C. (2001, February). *Reading Recovery Teachers as Advocates for What Matters?* Iowa Reading Recovery Conference, Des Moines, IA.

Schmitt, M. C. (2001, February). *Learning to Look at Print: How Difficult Could this Be?* Iowa Reading Recovery Conference, Des Moines, IA.

Schmitt, M. C. (2001, January). *The Child's Journey to Strategic Self-Regulation.* Michigan Reading Recovery Conference, Dearborn, MI.

Schmitt, M. C. (2000, November). *The child's journey to strategic self-regulation.* Texas Reading Recovery Conference, Dallas, TX.

Schmitt, M. C. (2000, November). *Making it easy to learn: Considering children's understanding of tasks and strategies as a way to support accelerated learning.* Texas Reading Recovery Conference, Dallas, TX.

Schmitt, M. C. (2000, February). *The construction of inner control.* Illinois Reading Recovery Conference, Chicago, IL.

Schmitt, M. C. (2000, February). *The construction of inner control.* Iowa Reading Recovery Conference, Des Moines.

Schmitt, M. C. (2000, January). *Reading Recovery teachers as advocates for what matters.* Michigan Reading Recovery Conference, Grand Rapids, MI.

Schmitt, M. C. (1999, October). *Reading Recovery teachers as advocates for what matters.* Texas Reading Recovery Conference, Dallas, TX.

Schmitt, M. C. (1998, November). *Making decisions about children's strategy use: Where is the evidence?* Texas Reading Recovery Conference, Dallas, TX.

Schmitt, M. C. (1998, November). *Visual processing in the early stages: How difficult could this be?* Texas Reading Recovery Conference, Dallas, TX.

Schmitt, M. C. (1998, April). *Children's strategic processing: Analyzing running records beyond the cue sources used and neglected*. Iowa Reading Recovery Conference in Des Moines, IA.

Schmitt, M. C. (1998, February). *Early Writing Can Guide Early Reading: Where Do They Begin?* Illinois Reading Recovery Conference, Chicago. IL.

Schmitt, M. C. (1998, February). *Getting the child's view: Where are they and where do they need to go?* Illinois Reading Recovery Conference, Chicago. IL.

Schmitt, M. C. (1998, January). *What is the child's theory of reading? Can running record analysis lead us to make informed instructional decisions?* Michigan Reading Recovery Institute, Dearborn, MI.

Schmitt, M. C. (1997, October). *Early writing behaviors: Interpreting the information they provide*. Texas Reading Recovery Conference, Dallas, TX.

Schmitt, M. C. (1997, October). *Through the child's eyes: Where do they need to go next?* Texas Reading Recovery Conference, Dallas, TX.

Schmitt, M. C. (1997, February). *Analysis of children's strategic processing to inform teacher decision-making*. Illinois Reading Recovery Conference, Chicago. IL.

Schmitt, M. C. (1997, January). *Analysis of children's strategic processing to inform Teacher decision-making*. Michigan Reading Recovery Institute, Dearborn, MI.

Invited Speaker

Schmitt, M. C. (2005, January). *Using Teacher Language to Support Strategic Processing*. Illinois Reading Recovery Conference, Chicago, IL.

Schmitt, M. C. (2005, December). *Based on Visible Behaviors: Using Teacher Language to Support Strategic Processing*. South Carolina Reading Recovery Conference, Columbia, SC.

Schmitt, M. C. (2004, December). *Analyzing children's strategic activity to support effective teacher decision making and powerful lessons*. South Carolina Reading Recovery Conference, Columbia, SC.

Schmitt, M. C. (2004, March). *Developing understandings of children's knowledge of self, task, and strategy as a means to support their learning*. A workshop with South Dakota and Minnesota Reading Recovery Teacher Leaders, Watertown, South Dakota.

Schmitt, M. C. (2004, December). *Analyzing children's strategic activity to support effective teacher decision making and powerful lessons*. South Carolina Reading Recovery Conference, Columbia, SC.

Schmitt, M. C. (2001, October). *Fine Tuning Our Observational Skills*. Western Hills Area Education Agency, Sioux City, IA.

Schmitt, M. C. (1999, October). *Children's strategic processing: Analyzing running records beyond the cue sources used and neglected*. South Carolina Reading Recovery Conference, Columbia, SC.

Schmitt, M. C. (1999, October). *Learning to look at print: Exploring the complexities*. South Carolina Reading Recovery Conference, Columbia, SC.

Schmitt, M. C. (1999, July). *Children's strategic processing: Analyzing running records beyond the cue sources used and neglected*. Fort Wayne Community Schools Summer Conference, Fort Wayne, IN.

Schmitt, M. C. (1999, March). *Analysis of children's strategic processing in Reading Recovery: Where is the evidence?* Indiana State Reading Association Conference, Indianapolis, IN.

Schmitt, M. C. (1999, February). *Reading Recovery teachers as advocates for what matters*. Illinois Reading Recovery Conference, Chicago, IL.

Schmitt, M. C. (1999, January). *Early writing can guide early reading: Where do we begin?* Michigan Reading Recovery Conference, Dearborn, MI.

Schmitt, M. C. (1997, March). *Analysis of learner metacognition and teacher-learner interaction within a child's zone of proximal development*. Michigan Teacher Leader Seminar sponsored by Western Michigan University, Kalamazoo, MI.

Schmitt, M. C. (1996, October). *Analyzing children's knowledge of tasks and strategies to inform teacher decision-making*. Texas Reading Recovery Conference, Dallas, TX.

Schmitt, M. C. (1996, October). *Children's strategic processing analysis*. Texas Reading Recovery Conference, Dallas, TX.

Schmitt, M. C. (1996, October). *Fostering children's attention to print*. Texas Reading Recovery Conference, Dallas, TX.

Schmitt, M. C. (1996, January). *Learning HOW to look at print: That's the hard part!* Michigan Reading Recovery Conference, Dearborn, MI.

Schmitt, M. C. (1995, October). *Fostering the construction of inner control*. Texas Reading Recovery Conference, Dallas, TX.

Schmitt, M. C. (1995, August). *Learning HOW TO look at print: That's the important part!* "Seamless Transitions" Conference sponsored by the University of Maine, Orono, MA.

Schmitt, M. C. (1995, February). *A look at how Vygotskian and metacognitive theories inform our teaching*. Illinois Reading Recovery Conference, Chicago, IL.

Schmitt, M. C. (1995, February). *Exploring how children learn to look at print*. Illinois Reading Recovery Conference, Chicago, IL.

Schmitt, M. C. (1995, February). *Are we fostering independence in the classroom or are we doing it all for them?* Illinois Reading Recovery Conference, Chicago, IL.

Schmitt, M. C. (1995, January). *From at-risk to strategic, self-regulated learners: Reading Recovery from Vygotskian and metacognitive perspectives*. Michigan Reading Recovery Conference, Lansing, MI.

Schmitt, M. C. (1993, November). *Reading Recovery comes to Indiana*. Calumet Educators Conference, Valparaiso, IN.

Refereed Presentation

Schmitt, M. C. (1994, October). *From at-risk to strategic, self-regulated learners: Reading Recovery from Vygotskian and metacognitive perspectives*. Texas Reading Recovery Conference in Fort Worth, TX.

Schmitt, M. C., Ward, L. W., Younts, T., Moody, J., & Irwin, D. (1994, April). *Reading Recovery: The first year in Indiana*. Indiana State Reading Associate Conference, Indianapolis, IN.

Schmitt, M. C. (1994, February). *Reading Recovery: A guidebook for teachers in training: An overview*. Illinois Reading Recovery Conference, Chicago, IL.

Schmitt, M. C., Dillon, D. D., & Ward, L. (1993, March). *Reading Recovery comes to Indiana*. Indiana State Reading Association Conference. Indianapolis, IN.

Schmitt, M. C., & Gaffney, J. S. (1993, March). *Reading Recovery: Getting started in a school system*. Illinois State Reading Council Conference. Springfield, IL.

Conference or Institute Presentations Not Related to Reading Recovery

Refereed Conference or Institute Presentations

National Level

Schmitt, M. C., Farnan, N., Hayden, R., & Thrope, L. (1993, April). *Middle-schoolers learning to learn: Strategies for success*. Symposium presented at the International Reading Association Conference, San Antonio, TX.

Lapp, D., Flood, J., Schmitt, M. C., Wood, K., Ogle, D., & Thrope, L. (1992, May). *Teaching literacy to middle level learners: Issues and strategies*. Microworkshop conducted at the International Reading Association National Conference in Orlando, FL.

Baumann, J. F., Ballard, P. J., & Schmitt, M. C. (1987, May). *Strategies for teaching reading comprehension in the elementary school*. Microworkshop conducted at the International Reading Association National Conference, Anaheim, CA.

Schmitt, M. C. (1987, April). *Fostering metacognition: Teaching readers to be strategic and independent*. National Conference on Exceptional Children Convention, Chicago, IL.

Regional Level

Schmitt, M. C. (1989, October). *Incorporating learning and study strategies into the content area curriculum*. Eighth Great Lakes Regional Conference of the International Reading Association, Cincinnati, OH.

Schmitt, M. C. (1987, October). *Teachers, can your students understand when you're not around?* Seventh Great Lakes Regional Conference of the International Reading Association, Indianapolis, IN.

Schmitt, M. C. (1986, March). *How to develop comprehension monitoring strategies within the basal reader context*. Michigan Reading Association Conference, Grand Rapids, MI.

Schmitt, M. C. (1985, October). *A framework of essential comprehension skills and how to teach them*. Sixth Great Lakes Regional Conference of the International Reading Association, Milwaukee, WI.

State or Local Level

Schmitt, M. C. (1987, April). *Using story structure to enhance comprehension lessons: A sensible approach*. Indiana State Reading Conference, Indianapolis, IN.

Schmitt, M. C. (1987, March). *Taking advantage of story structure: Practical applications of the research*. Michigan Reading Association, Grand Rapids, MI.

Schmitt, M. C. (1987, February). *The development of strategic readers*. Indiana Federation Council for Exceptional Children Convention, Indianapolis, IN.

Schmitt, M. C. (1986, April). *Interactive comprehension strategies for the classroom*. Indiana Reading Conference, Indianapolis, IN.

Schmitt, M. C. (1986, February). *Comprehension skills instruction within special education*. Indiana Federation Council for Exceptional Children Convention, Indianapolis, IN.

Schmitt, M. C. (1986, October). *Teaching readers to be strategic and independent*. Indiana State Conference for the Association for Children and Adults with Learning Disabilities, Indianapolis, IN.

Schmitt, M. C. (1985, November). *Comprehension instruction at four linguistic levels*. Indiana State Conference of the Association of Children with Learning Disabilities, Indianapolis, IN.

Professional Development Workshops

National Level

Reading, Writing, and Critical Thinking. Featured presenter for a professional development workshop televised nationally from the TI-IN Network studio in San Antonio, TX (1991, April). This workshop reached teachers via satellite in at least 100 schools across the nation and involved the preparation of a handbook which teachers received prior to the broadcast. The teachers were able to interact with me via telephone during the workshop. It was sponsored by Jostens Learning Corporation.

Regional Level

Teachers, Can Your Students Understand You When You're Not Around? Featured speaker at a professional development workshop in Nashville, IN (1992, April).

Incorporating Vocabulary and Reading Comprehension Instruction with Integrated Learning Systems in the Elementary Classroom. Speaker at a professional development workshop in Lexington, KY (1992, February).

Using the Elaborated Directed Reading Activity to Develop Independent, Strategic Learners. Speaker at a professional development workshop in Dallas, TX (1992, January).

State or Local Level

Teacher Language Matters: It Can Make a Difference in Supporting Strategic Activity. Summer Literacy Institute, Purdue Literacy Network Project, West Lafayette, IN (July, 2005).

The Whole of Language. Summer Literacy Institute, Purdue Literacy Network Project, West Lafayette, IN (July, 2005).

Fostering Strategic and Independent Learning: Inservice session for Michigan City Public Schools teachers, Michigan City, IN (April, 1996).

Fostering Strategic Learning: Inservice session for MSD Lawrence Township teachers at DePauw University, Greencastle, IN (August, 1994).

Teaching for Strategic, Independent Learners. Inservice session for teachers at the Sylvan Learning Center in Lafayette, IN (August, 1993).

Reading Recovery Comes to Purdue. Guest speaker in the Literacy and Language graduate student seminar at Purdue University, West Lafayette, IN (April, 1993).

Motivating the Unmotivated with Higher Order Thinking Skills. Speaker at a professional development workshop for secondary teachers in the Eunice Public Schools, Eunice, LA (1991, August).

Metacognition Applied to Classroom Literacy Instruction. Featured speaker for the quarterly meeting of the Lafayette Council of the International Reading Association, Lafayette, IN (1991, January).

Reading as a Constructive Process. Featured speaker for a professional development workshop for the Valusia County Public Schools, Daytona Beach, FL (1990, October).

Developing Independent, Strategic Readers. Featured speaker for a professional development workshop for the Chapter I teachers of the Benton Community School District, Fowler, IN (1990, August).

The Power of Prediction in the Language Arts. Featured speaker at the monthly meeting of the Greencastle Early Childhood Association, Greencastle, IN (1990, April).

Integrating CAI with Instructional Strategies in the Classroom. Featured speaker for a professional development workshop for teachers of the Independent School District of Victoria, TX (1989, July).

Convocation and Keynote Speaker

Schmitt, M. C. (1994, August). *Children's Right to Literacy: They Depend on Us.* Keynote speaker: DePauw University/Lawrence Township Collaborative Workshop at DePauw University.

Schmitt, M. C. (1992, February). *What? A Literacy Problem at DePauw?* Convocation speaker: Mortar Board Convocation on Literacy at DePauw University.

Professional Service for Engagement Efforts

National or International Level

Board of Directors of the Reading Recovery Council of North America

- Past President (2003-04)
- President (2002-03)
- President-Elect (2001-02)
- Vice President (2000-01)
- Presidential Appointee (1999-2000)
- Secretary (1995-1999)
- Member of Executive Committee (1995-2003: Chair 2002-03)
- Member of Administrative Committee (1995-2003: Chair 2002-03)
- Member of the Financial Committee (2000-2003)

Co-chair of the Research Strand for the National Reading Recovery Leadership Academy for school administrators and teacher leaders in Washington, D.C. (2008-present)

Member of the Professional Learning Standing Committee for the International Reading Recovery Trainers Organization (2005-present)

Co-Chair of the RRCNA Leadership Academy (institute) held in Washington, D.C. in spring 2005 with 750 participants

Co-Chair of the International Reading Recovery Conference Planning Committee (2007)

Member of the Research Standing Committee of the Reading Recovery North American Trainers Group (2005-present)

Member of the Implementation Standing Committee of the Reading Recovery North American Trainers Group (2004-05)

Chair of the 2003 National Reading Recovery and Early Literacy Conference, which had 4,500 participants

Chair of the nationwide search committee for an Executive Director of the Reading Recovery Council of North America (2003)

Charter member of the Advisory Board for the Center for Early Literacy Information, which is a collaborative project of Verizon Foundation and Reading Recovery Council of North America (2002-present)

Member of the Publications Committee of the Reading Recovery Council of North America (1995-2004)

Member of the Research Committee of the Reading Recovery North American Trainers Group (2001-2004)

Invited Member of an Advocacy Task Force of the Reading Recovery Council of North America (2003)

Met with several staff of members of the U.S. Congress or with members themselves

Editor of *The Network News*, a Reading Recovery Council of North America refereed publication for Teacher Leaders and Site Coordinators (1995-1997)

Chair of the Nominating Committee Reading Recovery Council of North America (2003-04); member (1995-2002)

Chair of the Bylaws Committee of the Reading Recovery Council of North America (2000-2003)

Member of the Publications Committee of the Reading Recovery Council of North America (1995-present)

Member of the Research Committee of the Reading Recovery North American Trainers Group (2001-present)

Member of the Finance Committee of the Reading Recovery Council of North America (2001-2003)

Member of the Training Advisory Committee of the Reading Recovery Council of North America (1995-1999)

Invited Member of the North Central Regional Educational Laboratory (NCREL) Literacy Network Group (2002-present)

Member of the Program Review Committee for the annual meeting of the National Reading Conference in Scottsdale, AZ. (2003)

National Reading Conference Field Council Representative for the state of Indiana (1993-1995)

Member of the Program Review Committee for the annual meeting of the National Reading Conference in Scottsdale, AZ (2003)

Member of the Program Review Committee for the annual meeting of the National Reading Conference in New Orleans, LA (1994)

Member of the Program Review Committee for the annual meeting of the National Reading Conference in Charleston, SC (1993)

Member of the Program Review Committee for the annual meeting of the National Reading Conference in San Antonio, TX. (1992)

Member of the Program Review Committee for the annual conference of the College Reading Association in Atlanta, GA (1991)

Member of the Program Review Committee for the annual meeting of the National Reading Conference in Palm Springs, CA. (1991)

Member of the Program Review Committee for the annual meeting of the National Reading Conference in Miami, FL. (1990)

Member of the Program Review Committee for the annual meeting of the National Reading Conference in Austin, TX. (1989)

Member of the Program Review Committee for the annual meeting of the National Reading Conference in Tucson, AZ. (1988)

State Level

Served on the Indiana Reading and Literacy Coalition at the request of Dr. Suellen Reed, State Superintendent of Public Instruction

Served on the Women's Council on Literacy, an invited position for a committee of the Indiana Literacy Foundation

University/School Level

Served on the College of Education Dean Search Committee (2006-08)

Serving as director of the Center for Literacy Education and Research (2008)

Prepared Required Written Reports or Documents:

- Center Engagement Report for associate dean for learning and engagement
- University Center Report via associate dean for discovery and faculty development

Serving as CLEAR's representative on the Council of Centers, Institutes, and Labs (CCIL) (2008)

Served as a judge at the 2nd Annual Graduate Student Educational Research Symposium (2008)

Served on the School of Education Dean Search Committee (2001-03)

Currently serving on the School of Education Grievance Committee

Conducted an overview of Purdue Literacy Network Project for spouses of members of the Indiana General Assembly at the request of the Office of the Vice President for State Relations (2003)

Served as the luncheon speaker at the Purdue Retirees Association on the topic of Reading Recovery

Reviewed applications for Purdue Research Foundation Yearlong and Summer PRF grants

Served on the School of Education Faculty Affairs Committee as a dean's appointee (2001-2002)

Presented data on Reading Recovery to the Office of VP for State Relations' visitors from the State and National Chamber of Commerce organization

Conducted an awareness session on Reading Recovery for a group of educators and parents sponsored by the Purdue 4H Extension Office and held at McCormick's Creek State Park (January, 1996)

Served on an Ad Hoc Committee of the Teacher Education Council to develop an ethics document for the School of Education's Teacher Education Program

Served on a panel of presenters for the "Celebrating Literacy" workshop held by the students in Alpha Upsilon Alpha, an Honor Society of the International Reading Association (Fall 1995)

Held a class on Reading Recovery for "Back to Class" participants, members of the Dr. Steven C. Beering's President's Council (Fall 1995)

Presented an update on Reading Recovery at Purdue and in Indiana at the Dean's Advisory Council meeting (Fall 1994)

Presented update report on Reading Recovery at Purdue and in Indiana at the School of Education Advisory Committee (November 1993)

Served as an appointed member of a special task force, the Strategic Planning Committee for the Center for Contemporary Media at DePauw University (1992)

Served as an elected Secretary and as a member of the Scholastic Achievement Committee at DePauw University (1991-92)

Served as an elected secretary of the Teacher Education Committee at DePauw University (1990-92)

Served as an elected faculty representative on the Student Conduct Board (1992)

Served as elected chair (1991-92) and secretary (1990-91) of the Continuing Education Committee at DePauw University

Served as an appointed member of the Winter Term in Mission Executive Council at DePauw University (1990)

Served as an appointed member of the Freshmen Planning Cadre at DePauw University (1988-89)

Departmental Level

Served as Assistant Department Head (Fall 2002-Spring 2008)

Served on the Curriculum and Instruction Leadership Council (Fall 2002-Spring 2008)

Worked with the Director of the Division of Primetime and Reading First at the Indiana Department of Education to collaborate on the disbursement of the state's Early Intervention Grants for Reading Recovery provided by the Indiana General Assembly. Reviewed each grant for eligibility approval (2008)

Conducted a successful search for the Director of Professional Development Initiative and Teacher Leader position, which had involved a two-year process (2007-2008)

Found and engaged consultants to serve in roles that could not be covered by existing staff (2008)

Engaged in contract discussions for collaboration with the Goshen Community School Corporation for the Intermediate Literacy Collaborative Trainer (2008)

Oversaw the administration of the work with the Continuing Education Office to coordinate all CLEAR outreach financial activities (approximately \$.75 million). Generated and received approval for a rate request to charge training fees for the Center's new initiatives as well as for the transfer of charges for Reading Recovery from the College to Continuing Education (2008)

Serve as Assistant Department Head (2002-present)

Serve on the Curriculum and Instruction Leadership Council (2002-present)

Met with junior faculty in a mentoring role as part of the Primary Committee's effort to support tenure and promotion (2003)

Serve on the Elementary Education Committee (1992-present)

Served as co-chair of the Elementary Education Standing Committee (2001-2002)

Served on the Literacy and Language search committee (2001-2002)

Served on the search committee for the Head of the Department of Curriculum and Instruction (1997)

Appointed Certification Advisor for Indiana Teacher Certification at DePauw University (1990-92)

To update the certification program, she evaluated each area with respect to state rules and standards, met with departmental chairs, and instituted revisions to the programs. Dr. Schmitt also attended Certification Workshops sponsored by the Center for Professional Development of the Indiana Department of Education. In the capacity of Certification Advisor, she advised all students in program development, evaluated their programs, and certified their eligibility for Indiana Teacher Certification.

Served as Faculty Counselor for DePauw University chapter of Kappa Delta Pi, an International Honor Society in Education (1989-92):

Attended a two day Leadership Conference for Kappa Delta Pi in Milwaukee, WI with two student leaders (1989).

Served as Coordinator of the Kappa Delta Pi *DePauw Prints Planning Calendar* project (1990-92): Dr. Schmitt developed the calendar project to provide DePauw University with a datebook that included the university calendar and important information (like *The Mortar Board* at Purdue University) as well as to bring positive attention to the Teacher Education program and Kappa Delta Pi. She designed, developed, and directed the sales of the *DePauw Prints*, coordinating the student group.

Attended the Indiana Association of Colleges for Teacher Education meeting at Marian College as the DePauw University Teacher Education Program representative.

Attended the NCATE Knowledge Base Workshop sponsored by the Indiana Association of Teacher Educators at Butler University as the DePauw University representative (July 1989)

Served as a member of Education Department search committees at DePauw University: term position (1990); two tenure track positions (1991)

Served as a member of the DePauw Teacher Education Program Development task force and as subcommittee chair for development of the elementary and secondary curricular programs (1990-91)

Participated extensively in the initial meetings involving the professional collaboration between the Metropolitan School District of Lawrence Township (Indianapolis) and DePauw University's Education Department and served as liaison for the Cadet Teachers Program. (1990-92)