

NANCY PINE

Mount Saint Mary's University
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EDUCATION

Ph.D., Education Claremont Graduate University, 1993, Claremont, California
Dissertation: *A Comparison of Two Cultures' Complex Graphical Knowledge Prerequisite to Literacy*
M.A., Education Stanford University, Stanford, California
B.A. Earlham College, Richmond, Indiana
Major: English

CALIFORNIA CREDENTIALS AND CERTIFICATES

Multiple Subject Teaching Credential (Life), California State University, Los Angeles, CA
Secondary Teaching Credential (Life); Major: English, Minor: History; Stanford University,
Stanford, CA
Certificate for Cross-Cultural, Language, and Academic Development (CLAD)

PROFESSIONAL EXPERIENCE

Professor Emerita 2011 - present
Education Department, Mount Saint Mary's University
College liaison to Nanjing University, consultant on China-related programs, researcher.

Founder and Director, Bridging Cultures: U.S./China Program 2000 - 2012
Mount Saint Mary's University, Los Angeles, CA
Responsible for building links between the college community and China, arranging for young Chinese
faculty to visit the college, creating exchange projects, and increasing related college resources.
Negotiated the current Nanjing University/Mount Saint Mary's University Student Exchange Program.

Director, Elementary Education and Associate Professor with tenure 1995 - 2003
Mount Saint Mary's University, Los Angeles, CA
Responsible for undergraduate and graduate professional preparation program; taught theory and
practice in elementary education, literacy development, teacher research; supervised credential
candidates' fieldwork; advised all students in the program; supervised masters theses; wrote state
credential program documents.

Researcher 1989 - present
In schools and communities of the People's Republic of China and the United States, conducts research
in the semiotic development of young children and its implications for curriculum, including literacy
development. Investigates rural/urban learning in China as well as historical trends and differences
between the teaching and learning practices of China and the United States.

Visiting Scholar
Max Planck Institute of Psycholinguistics, Nimegen, The Netherlands, to learn new
semiotic and gestural research techniques and analyses. January 2005
School of Educational Studies, Claremont Graduate University, Claremont, California,
to work on the Pettus Archival Project. 2003 - 2004
Early Childhood Center and Graduate Education Program
Froebel Institute College, London, England 1987 - 1988

Coordinator 1992 - 1994
Nationally recognized *Voices from the Inside* project of the Institute for Education in Transformation at Claremont Graduate University, Claremont, California. Coordinated participatory research and solution-seeking in four public schools; developed transformative school programs; consulted with interested parties nationwide.

Adjunct Faculty and Faculty Associate, Teacher Education 1989 - 1994
Teacher Education Program, Claremont Graduate University, Claremont, California

Teacher
• Primary grades, bilingual (Spanish) classrooms 1979 - 1989
Pasadena Unified School District, Pasadena, CA
• Fourth grade 1978 - 1979
University City School District, University City, MO
• Remedial and regular English classes 1965 - 1967
Sequoia Union High School District, Redwood City, CA

Research Assistant 1967 - 1971
Long-term studies of resettlement projects in Zambia, United States and South America
California Institute of Technology, Pasadena, CA

OTHER PROFESSIONAL EXPERIENCES

Writer, Blogger, Speaker 2003 – present
In addition to academic writing, I am a blogger for the *Huffington Post* and write essays and narrative non-fiction about my on-going experiences in China. One book, *Educating Young Giants: What Kids Learn (And Don't Learn) in China and America*, is published; another is in process. Recently I have given presentations about the differences between Chinese and American education, to the Yale-China Association, the Asian Department of the University of California at Davis, the Chinese Institute in New York City, and many others.

Consultant and Lecturer, China 1989 - present
Lecturing about and modeling interactive teaching and student engagement at universities; lecturer to graduate students and faculty on a broad range of academic topics; consultation on research methodology and doctoral programs; consultant for teaching/learning techniques; consultant for elementary school English language textbooks and college textbook on research methodology; and outside reader for Ph.D. dissertations, School of Foreign Studies, Nanjing University.

Some of the colleges and schools I have presented at: Hebei Mechanico-Electrico Engineering College, Jiatong Xi'an University, Mingshu Lu Demonstration Elementary School, Nanjing Normal University, Nanjing Experimental Kindergarten, Nanjing University, Qufu Teachers' University, Shandong Teachers' University, Wei'nan Teachers' College, Xi'an Translators College, Northwest Normal University, preschools in Beijing and Nanjing, rural schools in Anhui Province, AnShang Village elementary school, various middle schools and high schools, Yan'an University, China Women's University, and Fushun Teachers' College. I have a long-term collaboration with the School of Foreign Studies, Nanjing University.

Workshop Leader 1987 - present
Representative presentations:
• Two-day workshop for faculty of Fushun Teacher's College, China, to introduce interactive English teaching.
• Workshop for Coalition of Essential Schools (Southern California) school leadership teams to learn how to introduce and sustain teacher research in their schools
• *How to analyze and make sense of your own research*, for Teacher Research Groups sponsored by the San Bernardino County Office of Education, California
• Trainer of consultants for Program Quality Review for Alhambra, Glendale, and Pasadena Unified School Districts

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- Pacific Region Peer mentor, National Service Learning Exchange
- Workshops for teachers and professors on cultural discourse styles in classrooms, Avery Hill College and the Froebel Institute College, London

Board Member

- Center for Cultural Fluency Advisory Board, Mount Saint Mary's University 2004 - present
- Altadena Children's Center 2009 - 2015
- Global Village Research Network--Pacific Rim, Advisory Board 1997 - 2009
Claremont Graduate University
- *Journal of Literacy Research*, Editorial Board 1995 - 1999

Evaluator

- Center for Cultural Fluency Grant, Mount Saint Mary's University, Los Angeles, CA
- Education Department, Whittier College, Whittier, CA
- Developed means to evaluate restructured schools, using internal evaluation including teacher research and participation of students. Three pilot internal evaluations for the *Voices from the Inside* schools and one grant proposal written. Some of the written reports are:
Vista del Valle School Internal Evaluation of Student Change during First Year of Revisioning
First Year Assessment of the English Language Development Computer Lab, Montclair High School
Video Production Class and Center, Montclair High School. Internal Evaluation 1993-94

Language Study

Spanish: Poly-Languages Institute, Pasadena, CA and Instituto de Estudios de América Latina, Cuernavaca, Morales, México
Chinese: Nanjing Foreign Languages Institute, Nanjing University, Nanjing, China

Community Volunteer

Educational and human services organizations, Pasadena and Altadena, CA

Director

High School Program, Middle Atlantic Region
American Friends Service Committee, Philadelphia, PA

AWARDS AND GRANTS

- Certificate of Appreciation from the City of Los Angeles for enhancing the Los Angeles/Guangzhou Sister City work and friendship between the peoples of the United States and China
- Honorary Professor, Fushun Teachers' College, Fushun, China
- Honorary Villager, An Shang Village, Fufeng County, Shaanxi, China
- Hewlett Service-Learning Fellow, Mount Saint Mary's University
- Peter Lincoln Spencer Award for Claremont Graduate University Dissertation that Contributed Most to Education, Phi Delta Kappa
- Emily Ann Horowitz Fellow, Claremont Graduate University
- President's Pre-Doctoral Prize, Linguistic Association of Canada and the United States

- Consultant for National Endowment for the Humanities grant proposal, *Women & China: Internationalizing the Humanities and Professional Studies*, awarded to Mount Saint Mary's University, that was funded 2012.
- Service Learning Planning Grant, from Service Learning 2000 Center, Stanford University, CA
For infusing Service Learning into the Elementary Education Program, Mount Saint Mary's University.
- Co-writer and participant in Preservice Reading Partnership Grant, Los Angeles, County Department of Education.
- Service Learning Writing Project Writer, Corporation for National Service and Stanford University's Service Learning 2000 Center.
- Mount Saint Mary's University Professional Development Grant, for research in China
- Pettus Fund Grant, for research in China

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- Graduate Research Council Grant, Claremont Graduate University
- California Teachers Instructional Improvement Project (CTIIP) Grant

PUBLICATIONS/PAPERS

- Yu, Z-Y & Pine, N. 2015. Preschool narrative development in China. Literacy Research Association, Carlsbad, CA, December 2015.
- Pine, N. 2013. What does creativity mean for Chinese education? *The International Journal of Comparative Education and Development* 《比較教育與發展國際期刊》, 15(2): 25-32.
- Pine, N. 2012. *Educating Young Giants: What kids learn (and don't learn) in China and America*. New York: Palgrave Macmillan.
- Pine, N. & Yu, Z-Y. 2012. The history of early childhood literacy in China. In Leung, Cynthia B. and Jiening Ruan eds. *Perspectives on Teaching and Learning Chinese Literacy in China*. Hong Kong: Springer.
- Pine, N. & Yu, Z-Y. 2012. The use of names in early literacy development among Chinese preschoolers. Literacy Research Association, San Diego, CA, November 2012.
- Yu, Z-Y & Pine, N. 2008. Discourse strategies in early childhood book-related activities in China. National Reading Conference/Literacy Research Association, Orlando, FL, December 2008.
- Yu, Z-Y & Pine, N. 2007. Primary grade literacy development in two Chinese villages. National Reading Conference, Austin, TX, December 2007.
- Pine, N. 2007. A micro-analysis of looking behavior of an English-speaking and a Chinese-speaking child. In *LACUS Forum XXXIII: Variability*. Eds. P. Reich, W. J. Sullivan, A. R. Lommel. Texas, Houston: Linguistic Association of Canada and the United States.
- Yu, Z-Y & Pine, N. 2006. Strategies for enhancing emergent literacy in Chinese preschools. National Reading Conference, Los Angeles, December 2006.
- Pine, N. 2005. Visual information-seeking behavior of Chinese- and English-speaking children. In *LACUS Forum XXXI: Interconnections*. Eds. A. Makkai, W. J. Sullivan, A. R. Lommel. Houston, TX: Linguistic Association of Canada and the United States.
- Pine, N., Huang P-A, Huang, R-S. 2003. Decoding strategies used by Chinese primary school children. *Journal of Literacy Research*, 35 (2): 777-812.
- Pine, N. 2001. The complexity of beginnings. In J. Addison-Jacobsen & D. Hill (Eds.), *Struggling toward service learning solutions*. Stanford, CA: Service Learning 2000 Center, Stanford University.
- Regan, J., Pine, N., & Stephenson, J. 2000. Attention to microspace: Plotting the connections of a cultural theme. In D. G. Lockwood, P. H. Fries, & J. E. Copeland (Eds.), *Functional approaches to language, culture and cognition*. (Amsterdam studies in theory and history of linguistic science, Series IV). Amsterdam: John Benjamins.
- Pine, N., Huang, R-S., Huang, P-A., Zhang, W-J. 1999. Learning strategies of children who know Chinese. In Dreyer, P. (ed.) *Yearbook of the Claremont Reading Conference*, Claremont, CA
- Pine, N. & Zhang, Y. 1999. Intercultural reality and a multiethnic vision. *New Era in Education*, 80 (1): 2-7. (Journal of the World Education Fellowship.)

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- Pine, N. (Ed.) 1998. *From personal stories to research questions*. Teacher Research Series. Los Angeles: Mount Saint Mary's University.
- Pine, N. (Ed.) 1997. *Journeys of reflective practice*. Teacher Research Series. Los Angeles: Mount Saint Mary's University.
- Pine, N. 1997. Looking and noticing as culturally specific behavior. In A. Melby (Ed.), *The Twenty-third LACUS Forum, 1996*. Provo, Utah: Linguistic Association of Canada and the United States.
- Pine, N. (Ed.) 1996. *Pathfinders in the complexity of schooling*. Teacher Research Series. Los Angeles: Mount Saint Mary's University.
- Pine, N. 1995. Recognizing students' cultural knowledge. In M. Ice & M. Saunders-Lucas (Eds.), *Reading: The blending of theory and practice. Seventh Annual Reading Conference Yearbook, California State University, Bakersfield*. Bakersfield, CA: CSU Bakersfield.
- Pine, N. 1994. The central role of teachers, students and parents: Participatory research in multiethnic school communities. *New Era for Education* 75(3): 78-84. (Journal of the World Education Fellowship.)
- Pine, N. 1994. Teacher research: What it is, and what it is not. In N. Pine (Ed.), *Participatory research: Digging deeper into classroom realities*. Teacher Research Series. Claremont, CA: Institute for Education in Transformation, The Claremont Graduate School.
- Pine, N. (Ed.) 1994. *Participatory research: Digging deeper into classroom realities*. Teacher Research Series. Claremont, CA: Institute for Education in Transformation, The Claremont Graduate School.
- Pine, N. & Poplin, M. 1994. Learning to hear the voices within school communities. Claremont, CA: Institute for Education in Transformation, The Claremont Graduate School.
- Pine, N. (Ed.) 1993. *Creating windows of insight: Teachers engaged in participatory research*. Teacher Research Series. Claremont, CA: Institute for Education in Transformation, The Claremont Graduate School.
- Pine, N. 1992. Three personal theories that suggest models for teacher research. *Teachers College Record* 93(4):656-72.
- Pine, N. 1992. Early traces of literate behavior: Graphical knowledge demonstrated by three-year-olds in the United States and China. In R. Brend (Ed.), *The Eighteenth LACUS Forum, 1991*. Lake Bluff, IL: The Linguistic Association of Canada and the United States. Awarded the pre-doctoral prize.
- Pine, N. (Ed.). 1991. *Ways to understand schooling: Teacher researchers at work*. Monograph of The Center for Schools in Transformation, The Claremont Graduate School, Claremont, CA.
- Pine, N. 1989. A lesson from Leicester and London: The case against formal reading lessons. In M. Douglass (Ed.), *Fifty-Third Yearbook of the Claremont Reading Conference*. Claremont, CA: Center for Developmental Studies, The Claremont Graduate School.
- Pine, N. 1988. Language and action in first grade. *Teaching & Learning: The Journal of Natural Inquiry* 2(3):22-30.
- Students from EDU105A, with Pine, N. 1996. A rich mosaic of learning styles in a college course. In N. Pine (Ed.), *Pathfinders in the complexity of schooling*. Teacher Research Series. Los Angeles: Mount Saint Mary's University.

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Stephenson, J., Pine, N., Zhang, L-W., & Xie, J. 1993. Some gestures commonly used in Nanjing, PRC. *Semiotica* 95(3/4):235-59.

Stephenson, J., Pine, N., & Meltzer, T. 1990. Chinese semiotic development. In P. Dreyer & M. Poplin (Eds.), *Fifty-Fourth Yearbook of the Claremont Reading Conference*. Claremont, CA: Center for Developmental Studies, The Claremont Graduate School.

REPRESENTATIVE PRESENTATIONS

World Cultures in Education Lecture. School of Educational Studies, Claremont, California. February 2015.

Chinese and U.S. Schooling Compared. Spring Lecture. School of Educational Studies, Claremont Graduate University, California. April 2014. (YouTube video available)

What Kids Learn and Don't Learn in Chinese and U.S. Schools. San Joaquin Delta College, Stockton, California. April 2014.

How to Use Western Teaching Techniques in Chinese Schools. Teachers of the Yangpu District, Shanghai, China. December 2013.

Chinese and U.S. Education Compared. Department of Asian Studies, University of California at Davis, November 2013.

Educating Young Giants. China Institute of America, New York, New York. October 2013

Fireside Chat with Nancy Pine. Yale-China Association, New Haven, CT. October 2013 (YouTube video available)

"*Authors on Asia*" Series. Pacific Asia Museum, Pasadena, California. April 2013

Classrooms in China. Distinguished Speaker Series, Museum of Teaching and Learning (MOTAL), Anaheim, CA. April 2013

Preschools in the United States. School of Child Development and Education, China Women's University, Beijing, China, March 2013

What does creativity mean in Chinese education? International Conference of the Comparative Education Society of Hong Kong (CESHK), Chinese University of Hong Kong, February 2013

Performance vs. improvisation in Chinese and U.S. schools. Western Regional Conference, Comparative International Education Society, Arizona State University, Tempe, AZ, October 2012

Aiming toward college in China and the United States: A comparison. The President's Inaugural Symposium, Mount Saint Mary's University, Los Angeles, CA, March 2012

Concepts of creativity in Chinese education. Western Regional Conference, Comparative International Education Society. Stanford University, Palo Alto, CA, October 2011.

A history of early literacy development in China during 2500 years. Paper presented with Z-Y. Yu at the Literacy Research Association conference, Ft. Worth, TX, December 2010.

Shifting views of early literacy education in China: 1980 to the present. Poster session presented with Z-Y. Yu at the Literacy Research Association conference, Ft. Worth, TX, December 2010.

A new theory of the structure and flow of language development. Nanjing University English Department faculty and graduate student lecture, Nanjing, Jiangsu Province, China. April 2010.

- Pedagogical Traditions in modern Chinese classrooms.* Pine, N. & Beltramo, J., Comparative and International Education Society Conference, University of California, Los Angeles. November 2009.
- Learning to speak English in a sea of Chinese and American education: Learning independent thinking, primary school through college.* Lecture series, Yan'an University, Yan'an, Shaanxi Province, China. October 2008.
- Standing up for yourself: American and Chinese cultural differences and similarities.* English majors assembly, City College, Xi'an Jiaotong University, Shaanxi Province, China. October 2008.
- Interactive teaching of oral English.* Address to faculty and student body and workshops for faculty, Fushun Teachers' College, Fushun, China. April 2008
- Primary grade literacy development in two Chinese villages.* Poster session and paper presented with Zhenyou Yu, from China Women's University. National Reading Conference, Austin, Texas. December 2007.
- Culturally delineated skills and research methodology.* Nanjing University Graduate Student Seminar and faculty, Nanjing, China. October 2007
- Edging toward understanding: Uncovering cultural mismatches.* Graduate Humanities Masters Course, Mount Saint Mary's University, Los Angeles. September 2007.
- Culturally delineated skills of looking behavior of young Chinese children.* Across Regions and Cultures Symposium, Society for Research in Child Development Conference, Boston. April 2007.
- Changing pre-literacy opportunities in China.* Poster presented with Zhenyou Yu, from China Women's University. National Reading Conference, Los Angeles, California. December 2006.
- Circle Time in the US: What preschool teachers are taught.* China Women's University, Beijing, China. September 2006
- The Visual Path to Literacy for Chinese and US Children.* Faculty and graduate student seminar, Nanjing University, Nanjing, China. April 2006.
- Pre-Literacy Development in China.* Poster Session and associated paper, International Committee Presentation, National Reading Conference, Miami, Florida. December, 2005,
- Does language shape thought? New research on linguistic relativity and the Whorfian hypothesis.* Faculty and graduate student seminar, Nanjing University, Nanjing, China. October 2004.
- Preliteracy knowledge of Chinese and U.S. preschoolers.* Paper presented at the National Reading Conference, San Antonio, Texas. December 2004.
- Literacy learning in the Chinese primary grades.* Poster Session and associated paper, International Committee Presentation, National Reading Conference, December 2004, San Antonio, Texas.
- Children's visual information-seeking behavior in two cultures,* The 31st Forum of the Linguistic Association of Canada and the United States, Chicago, 2004.
- Analyzing intercultural communication rifts using the Peircian Triangle,* Congress of the International Association of Semiotic Studies, Lyon, France, 2004

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Major Research Theories of U.S. Education, the Educational Research College of Northwest Normal University, Lanzhou, Gansu Province, China, 2001

Cognitive development and language processing, Xi'an Jiaotong University, China, to faculty and graduate students. 2001

New developments in cognitive science and neuroscience. Nanjing University, Foreign Languages Department, Nanjing, China, for graduate students and faculty. 2001.

Current theoretical influences in Western education, lecture to students and faculty of Education Research College of Northwest Normal University, Lanzhou, China. 2000

Professional expectations in the West, lecture to 3rd and 4th year undergraduates, Xi'an Translators College, Xi'an, China. 2000

Language learning and cognitive research, lecture to graduate students and faculty, English Department, Nanjing University, Nanjing, China. 2000

Linking community voices and schools with service learning, with Debbie DePuy Giunta, Gloria Ramos, and two third-grade students from Winter Gardens Elementary School. National Coalition of Education Activists Conference, Los Angeles, CA. 2000

No hunger for memories: Recollections of second language learners, with Debbie DePuy Giunta and Mount Saint Mary's University students and graduates. National Association of Multicultural Educators international conference, San Diego, CA. 1999.

The learning strategies of children who know Chinese, with Zhang Weijiang, Wei'an Teachers' College. Claremont Reading Conference. 1999.

Mismatches in cultural communication, with Zhang Yafei, Communications Institute, Nanjing, to Nanjing University faculty and graduate students, China. 1999.

Reading research related to Chinese children, Jiaotong University, Xi'an, faculty and graduate students, China. 1999.

Understanding cultural mismatches: Tools for teacher-student intercultural communication, International Conference of the World Education Federation, Tasmania, Australia. 1999.

Intercultural communication in business, M.A. and Ph.D. students, Nanjing University, China. 1998.

No hunger for memories: Tales of learning English in bilingual and immersion classrooms, with Mount Saint Mary's University students and graduates, Conference of the California Association of Bilingual Educators, Los Angeles. 1998.

Activity theory and its relation to sociolinguistics. To graduate students and faculty, School of Foreign Studies, Nanjing University, China. 1998.

Visual information seeking behavior in two cultures. Pacific and Asian Communication Association Conference, Honolulu. 1997.

Recent trends in linguistics: Neurobiological research. Seminar for graduate students and faculty, School of Foreign Studies, Nanjing University, China. 1997.

Cultural disequilibrium: A lens for comparative international research, with Zhang Yafei. Conference on Ethnographic Inquiry and Qualitative Research in a Postmodern Age. Sponsored by the

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University of Southern California, the University of California, Los Angeles, and the University of California, Irvine. 1997.

Commencement speaker. Professional Development Academies, Pasadena Unified School District, Pasadena, CA. 1996.

Individual development and active learning--U. S. educational pedagogy contrasted with Chinese. Education majors. Qufu Teachers University, Qufu, Shandong Province, China. 1996.

Theory and methods for observational research. Faculty and graduate student seminar. Department of Foreign Studies, Nanjing University, Nanjing, China. 1996.

An analytical path into observational data. Education Colloquium, Center for Educational Studies, Claremont Graduate School, Claremont, CA. 1996

Noticing and looking behavior in China. 24th Symposium in the Issues in Communication Series, Claremont Graduate School. 1995.

Communicating across traditional barriers. Keynote address. Family-School-Community Partnerships Conference and Workshop. Sponsored by Compensatory Education, Migrant Education, American Indian Education Offices, California Department of Education. 1994.

Co-presenter of seminar series to model interactive learning, using the topic of cultural rule-learning. Hebei Mechanico-Electrico Engineering College, Shijiazhuang, Hebei Province, China. 1994.

Observational data related to the visual semiotic: U.S. and Chinese perspectives. Jiaotong Xi'an University research seminar, People's Republic of China. 1994.

Education in the United States. Wei'nan Teachers' College, Wei'nan, Shaanxi Province, China. 1994.

The central role of teachers, students and parents: Participatory research in multiethnic school communities. World Education Fellowship, 37th Biennial International Conference, Tokyo. 1994.

VOICES FROM THE INSIDE

Project Overview

The Voices from the Inside project was a collaboration among four public schools -- two elementary schools, one middle school and a high school -- and the Institute for Education in Transformation at The Claremont Graduate University. The project sought to transform schools from the inside. In 1991-92 the project identified the problems of schooling from the viewpoints of all staff, parents and students at each school. Using participatory research processes, the staff of the four schools collected and analyzed the data and, using qualitative research techniques, found major themes common to all four schools. The seven themes identified were: relationships; race, culture, and class; values; teaching and learning; safety; physical environment; and despair, hope, and the process of change. The culminating report of the problem-naming phase was *Voices from the Inside: A Report on Schooling from Inside the Classroom*. Over 80,000 copies of the report were disseminated nationwide.

Sample of Invited Presentations Related to the Voices Project (I coordinated the teams of teachers and parents from the project schools for each presentation and also participated as one of the presenters.)

Research and communication processes used in the Voices from the Inside Project. Mentor Teacher Conference, sponsored by the California Department of Education, Irvine, CA. 1994.

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Processes used in the Voices from the Inside Project. Annual Conference, California Association for Supervision and Curriculum Development, San Diego, CA. 1994.

Equitable communication processes learned in the Voices from the Inside Project. Equity and Achievement for the New Student Majority Conference. Sponsored by Intergroup Relations (Title IV), California Department of Education; Southwest Regional Lab; and others; San Francisco, CA. 1993.

How to use the processes from the Voices from the Inside Project. Keynote Session. Invitational Symposium for the Regional Networks of Partnership Schools (Middle Schools), Department of Education, State of California, Irvine, California. 1993.

Graduation Day Forum, Presentation to Norman Lear and spouses of the Board of Fellows, The Claremont Graduate School, Claremont, CA. 1993.

Teacher Research Processes from the Voices from the Inside Project. Keynote session. *It's Elementary* Collaborative Inquiry Invitational Symposium, California Department of Education, San Francisco, CA. 1993.

New perspectives from collaborative networks in a multiethnic school community. National Council of Teachers of English Conference, Richmond, VA. 1993.

PROFESSIONAL ORGANIZATIONS

Association of Childhood Education International

Comparative International Education Society

Literacy Research Association (formerly National Reading Conference)

National Council of Teachers of English, Research Congress

American Education Research Association