

Janice A. Dole

Janice A. Dole (Ph. D., Education, University of Colorado), is Associate Professor of Education in the Department of Teaching and Learning at the University of Utah. Dr. Dole's university experience includes positions held at the University of Denver, the Center for the Study of Reading at the University of Illinois at Urbana-Champaign, and Michigan State University. She has published widely in the areas of comprehension and conceptual change learning and more recently in professional development and school reform. Her publications include articles in journals such as *Reading Research Quarterly*, *Review of Educational Research*, *The Elementary School Journal* and *Reading and Writing Quarterly*. She is also co-author of the book, *Adolescent Literacy: Research to practice*. From 1992-2002, Dr. Dole served as a member of the reading development panel for the National Assessment for Educational Progress (NAEP). She also was a panel member of the RAND Reading Study Group on reading comprehension. She also has served on review panels for the Institute of Educational Services (IES) and the National Institute of Child and Human Development. She is currently a member of the *Committee on the Study of Teacher Preparation Programs in the United States* spearheaded by the National Research Council (NRC) of the National Academy of Sciences. In addition, Dr. Dole is currently a National Reading First consultant on comprehension instruction.

In 1996, Dr. Dole began a ten-year interest in school reform in reading and professional development in high-poverty schools. She co-authored Utah's Reading Excellence Act (REA) for the USOE and was project co-coordinator as well as state technical assistant for the grant from 1999 - 2001. Thereafter, along with two colleagues in special education at the University of Utah, Dr. Dole received the evaluation grant for Utah's Reading First. They are currently at the end of the fourth year of the five-year project. Additionally, Dr. Dole is an investigator for Mathematica on a four-year IES national study of the effectiveness of comprehension interventions in high-poverty schools. Finally, Dr. Dole is working with Utah State University on a grant to develop a teacher knowledge assessment of reading and writing curriculum.