

CURRICULUM VITAE

Shelley Stagg Peterson
Associate Professor

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DEGREE	UNIVERSITY	DEPARTMENT	YEAR
Ph.D.	University of Alberta	Elementary Education	1994
M.Ed.	University of Alberta	Educational Administration	1990
B.Ed.	University of Alberta	Elementary Education	1983

ACADEMIC AND PROFESSIONAL APPOINTMENTS INCLUDING ACADEMIC ADMINISTRATION BEGINNING WITH PRESENT POSITION

Date	Rank and Position	Department	Institution
2002 - present	Associate Professor	Curriculum, Teaching and Learning	OISE/UT
1999	Assistant Professor	Curriculum, Teaching and Learning	OISE/UT
1996	Assistant Professor	Curriculum, Teaching and Learning	Ohio State University

HONORS: ACADEMIC, SCHOLARLY AND PROFESSIONAL

1999-2000	Student Teachers' Union Professor of the Year Award	OISE/UT
1992-1993	Graduate Student Teaching Award	University of Alberta

SCHOLARLY AND PROFESSIONAL ACTIVITIES DURING LAST SEVEN YEARS

2008 – present	Co-editor of the <i>Journal of Classroom Research in Literacy</i> , an online peer-reviewed journal I initiated as a forum for classroom-based research.
2006 - present	Chief editor of <i>Language and Literacy</i> , Canada's only online journal for academics publishing in the field of classroom language and literacy.

- 2006-2007 Local Area Chair of the Annual Convention of the International Reading Association, 2007. Involved overseeing 7 subcommittees in preparation for conference of 12,000 delegates.
- 2001 – 2010 Served as President and Past-President of the Toronto Reading Council, a council of the International Reading Association, throughout these years.
- 2006-2007 Chair, “A Place for Children’s Literature in New Literacies Classrooms”
Involved writing two proposals for funding, creating review criteria and a list of reviewers, sending 40 proposals to reviewers and communicating the results of the reviews to submitters, organizing the room arrangements with pre-service administrators and OSM because all elementary pre-service students attended, in addition to presenters from all provinces in Canada, the USA, Australia, and the UK, organizing the program, making arrangements for keynotes, displayers, and 20 authors of children’s and young adult literature.
- 2005 - 2008 Member of the Canadian Children’s Book Centre magazine, *Book News* editorial consulting committee.
- 2002 – 2005 International Advisory Board, *Reading Research Quarterly*, journal of the International Reading Association.

Invited Addresses

- Peterson, S. S. (2009). *Teachers’ written feedback on boys’ and girls’ writing*. Invited symposium for the SIG Writing EARLI. Amsterdam: August.
- Peterson, S. S. (2009). *Issues and practices in providing feedback on student writing: Results of two research studies*. Invited to present my research at the British Columbia Regional National Council of Teachers of English Research Pre-Conference. Vancouver: October.
- Peterson, S. S. (2006). *Print and digital technologies in writing instruction: A survey of central and eastern Canadian teachers*. Multiliteracies Conference, Memorial University, St. John’s NL: October.
- Peterson, S. S. (2006). *Gender issues in literacy*. Senior Alumni Association, University of Toronto. Toronto: October.
- Peterson, S. (2005). *Supporting boys’ and girls’ writing*. Keynote address for the Waterloo Catholic District School Board’s Scribblefest. Kitchener, ON: May.
- Peterson, S. (2005). *Gender issues in writing assessment*. OISE/UT Modern Language Center Colloquium presentation. University of Toronto: 2005

SIGNIFICANT UNIVERSITY ADMINISTRATIVE DUTIES

Masters of Teaching Coordinator, 2003-2004

DURING CAREER, HAS BEEN PRINCIPAL SUPERVISOR OF THE FOLLOWING NUMBER OF:

	<u>Successfully Completed</u>	<u>In Progress</u>	<u>Inactive (pre-comprehensive exam)</u>
A. DOCTORAL THESES	3	1	9
B. MASTER'S THESES	4	1	3
C. POST-DOCTORAL FELLOWS			
D. TOTAL NUMBER OF Ph.D. COMMITTEES SERVED ON	13	2	

TITLES OF ALL GRADUATE THESES IN PROGRESS:

PhD

Helping students make meaning: An investigation of cross-curriculum literacy pedagogy from K-12

MA

The effects of self-evaluation training on junior students' writing

TITLES OF LAST SEVEN THESES SUPERVISED AND COMPLETED (GIVE DEGREE AND DATE OF COMPLETION)

PhD

November, 08 Socialization into science: An ethnographic study in a field research station.

August/08 The Tiananmen students' song of exile: Keeping the dream alive

March/05 Teaching literature to English speaking students in Hong Kong

MA

April/06 Inspiring life-long readers: A look at boys' literacy

April/06 Reading between the covers: Asian heritage language students' responses to multicultural literature

Dec./03 A qualitative study: Teacher impressions of an urban board intervention

Sept./03 A comparison of teachers' perceptions and students' self-perceptions of reading ability at the grade four, five and six level

GRADUATE COURSES TAUGHT IN LAST SEVEN YEARSGraduate Pre-service Courses

Autumn/Winter/03-04	CTL 7000 Language Arts Curriculum and Instruction (Primary/Junior/Intermediate)
Autumn/Winter/02-03	CTL 7000 Language Arts Curriculum and Instruction (Primary/Junior)
Autumn/Winter/02-03	CTL 7000 Language Arts Curriculum and Instruction (Junior/Intermediate)
Autumn/Winter/01-02	CTL 7000 Language Arts Curriculum and Instruction (Primary/Junior/Intermediate)

Graduate Courses

Autumn/09	CTL 1805 Advanced Seminar in Language and Literacy
Autumn/08	CTL 1009 Theory and Practice in Elementary Literacy Instruction
Summer/08	CTL 1039 Teaching Writing in the School
Summer/07	CTL 1039 Teaching Writing in the School
Winter/07	CTL 1009 Theory and Practice in Elementary Literacy Instruction
Summer/06	CTL 1039 Teaching Writing in the School
Autumn/05	CTL 1009 Theory and Practice in Elementary Literacy Instruction
Summer/05	CTL 1039 Teaching Writing in the School
Autumn/05	CTL 1009 Theory and Practice in Elementary Literacy Instruction
Spring/04 Winter/05	CTL 1799 Teaching Writing in the School
Winter/01/02/03/04	CTL 1009 Reading and Writing in the School
Spring/03	CTL 1799 Teaching Writing in the School

EXTERNALLY-AWARDED GRANTS, CONTRACTS AND AWARDS DURING LAST SEVEN YEARS

Year	Individual or Group	Grantor	Purpose (e.g. research, travel, contract)	Amount
2010	Group	SSHRC	Research	CA\$147,704
2010	Group	Elementary Teachers Federation of Ontario	Research contract	CA\$30000
2009	Group	International Reading Association	Research	US\$10000
2009	Individual	Small Scale SSHRC	Research	CA\$ 1600
2008-	Group	Elementary Teachers' Federation of Ontario	Research	CA\$35000
2010				
2008	Group	SSHRC SIG at York University	Research	CA\$ 3000
2007	Group	Elementary Teachers Federation of Ontario	Research contract	CA\$35000
2007	Group	Ontario Ministry of Education	Contract	CA\$40000
2007	Individual	Literacy and Numeracy Secretariat	Research	CA\$ 5000
2007	Individual	OISE/UT University Partnership	Research	CA\$ 2000
2007	Individual	SSHRC Institutional Grant for Conferences	Conference	CA\$ 1315
2007	Individual	SSHRC Institutional Grant for Small-Scale Research	Research	CA\$ 2850
2007	Individual	Pearson Educational Publishers	Research contract	CA\$ 12000
2007	Individual	OISE/UT Partnership Grant	Research	CA\$ 2000
2006	Individual	Small Scale SSHRC	Research	CA\$ 2500
2006	Individual	SSHRC Support for Proposal Development	Research	CA\$ 4500
2005	Group	SSHRC Standard Grant	Research	CA\$132,165
2003	Individual	Transfer Grant	Research	CA\$ 18000
2003	Group	International Reading Association – Elva Knight Grant	Research	US\$ 10000
2002	Individual	SSHRC Institutional Grant	Research	CA\$ 1295
2001	Group	Transfer Grant	Contract	CA\$ 16000
2001	Group	Transfer Grant	Research	CA\$ 12635
2001	Group	OISE/UT Research & Dev.	Research	CA\$ 2700

PUBLICATIONS:

CAREER TOTALS - Books	_____8_____
Chapters in Books	_____6_____
Articles in Refereed Journals	_____43_____

Papers in Refereed Conference Proceedings	___1___
Technical Writings/Reports	___10___
Abstracts and/or Papers Read	___0___
Popular Articles and Books	___17___

DETAILS FOR THE LAST SEVEN YEARS OF:

BOOKS

Peterson, S. S., Booth, D., and Jupiter, C. (Eds.). (2009). *Books, media and the internet: Children's literature for today's classrooms*. Winnipeg: Portage and Main Press.

Peterson, S. S. (2008). *Writing across the curriculum: All teachers teach writing*. 2nd Ed. Winnipeg: Portage & Main Press.

Peterson, S. S., & Swartz, L. (2008). *Good books matter*. Markham, ON: Pembroke.

Peterson, S. S. (2005). *Writing across the curriculum: Because teachers teach writing*. Winnipeg: Portage & Main Press.

Peterson, S. (2004). *Writers, books and teachers*. Winnipeg: Portage & Main Press.

Peterson, S. (Ed.). (2003). *Untangling some knots in teaching K-8 writing*. Newark, DE: International Reading Association.

CHAPTERS IN BOOKS (with inclusive page numbers)

Peterson, S. S. (2009). Children's literature and the new literacies: What about assessment? In S.S. Peterson, D. Booth and C. Jupiter (Eds.), *Books, media and the internet: Children's literature for today's classrooms*, (pp. 177-181). Winnipeg: Portage and Main Press.

Peterson, S. S. (2008). Refining, clarifying and tinkering with science: Transforming text. In D. Booth (Ed.), *It's critical* (pp. 92-93). Markham, ON: Pembroke.

Peterson, S. S. (2007). Writing. In B. J. Bank (Ed.), *Gender and education: An encyclopedia* (pp. 457-462). New York: Greenwood Press.

Peterson, S. (2006). Influence of gender on writing development. C. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 311-323). New York: Guilford.

Arnold, J., & Peterson, S. (2003). Untangling knots through talking about writing. In S. Peterson (Ed.), *Untangling some knots in teaching K-8 writing*. (pp. 17-26). Newark, DE: International Reading Association.

Peterson, S. (2003). Gender influences on student writing: A knot in our teaching or not? In S. Peterson (Ed.), *Untangling some knots in teaching K-8 writing*. (pp. 77-86). Newark, DE: International Reading Association.

ARTICLES IN REFEREED JOURNALS (with inclusive page numbers)

Peterson, S. S. (2009). The quiet voices of children's literature amidst the roar of new literacies. *Georgia Journal of Reading* 32(1), 24-27.

Peterson, S. S., & Slotta, J. (2009). Saying yes to online learning: A first-time experience teaching an online graduate course in literacy education. *Literacy Research and Instruction*, 48(1), 1-17.

Ladky, M., & Peterson, S. S. (2008). Successful practices for immigrant parent involvement: An Ontario perspective. *Multicultural Perspectives*, 10(2), 82-89.

Peterson, S. S., & Belizaire, M. (2008). Literature discussions and assessment: Bringing literary and social learning together. *Ohio Journal of English Language Arts*, 48(1), 48-56.

Burke, A., & Peterson, S. (2007). Creating space for picture books in secondary classrooms: A unit integrating English, visual art, history and drama. *English Journal*, 26(3), 74-79.

Peterson, S. S. (2007). Teaching writing with the help of content across the curriculum. *Middle School Journal*, 26-33.

Peterson, S. S., & Heywood, D. (2007). Contributions of families' linguistic and cultural capital to ESL students' literacy: Parents', teachers' and principals' perspectives. *Canadian Modern Language Review*, 63(4), 517-538.

Peterson, S. S., Botelho, M., Jang, E., & Kerekes, J. (2007). Writing assessment: What would multiliteracies teachers do? *Literacy Learning: The Middle Years*, 15(1), 29-35.

Peterson, S. S., & Ladky, M. (2007). A survey of teachers' and principals' practices and challenges in fostering new immigrant parent involvement. *Canadian Journal of Education*, 30(2), 1-16 .

Peterson, S. S., & McClay, J. (2007). Teaching writing in five Canadian provinces: A new literacies analysis. *E-Learning*, 4(3), 367-375.

Peterson, S., & Belizaire, M. (2006). Another look at roles in literature circles. *Middle School Journal*, 37(4), 37-43.

Peterson, S., & Kennedy, K. (2006). Grade six teachers' feedback on girls' and boys' narrative and persuasive writing. *Written Communication*, 23(1), 36-62.

Peterson, S. S., & Rochwerger, L. (2006). Cross-curricular literacy: Writing for learning in a science program. *Voices from the Middle*, 14(2), 31-37.

- Rochwerger, L., Peterson, S., & Calovini, T. (2006). Multigenre lab reports: Connecting literacy and science. *Science Scope*, 29(7), 26-29.
- Belliveau, J., & Peterson, S. (2005). One teacher's attempt to disrupt gender stereotypes in students' narrative writing. *English Quarterly* 37(2), 9-13.
- Stein, B. S., & Peterson, S. (2005). Book leveling and readers. *The Reading Teacher*, 59(3), 222-229.
- Peterson, S., & Calovini, T. (2004). Social ideologies in grade eight students' conversation and narrative writing. *Linguistics in Education*, 14(1/2), 121-139.
- Peterson, S., Childs, R., & Kennedy, K. (2004). Written feedback and scoring of sixth-grade girls' and boys' narrative and persuasive writing. *Assessing Writing*, 9(2), 160-180.
- Cooper, K., Peterson, S., & Broad, K. (2003). Examining professional development: Connecting dialogues. *Teacher Educator*, 38(4), 231-244.
- Peterson, S. (2003). Making the most of talk in the writing classroom. *English Quarterly*, 35(1), 1-7.
- Peterson, S. (2003). Peer influences on students' revisions of their narrative writing. *L-1 Educational Studies in Language and Literature*, 3(30), 239-272.
- Peterson, S. (2003). Gender meanings in grade eight students' talk about classroom narrative writing. *Gender and Education*, 14(4), 351-366.

PAPERS IN REFEREED CONFERENCE PROCEEDINGS (with inclusive page numbers)

TECHNICAL WRITINGS/REPORTS (with inclusive page numbers)

- Peterson, S. S., Marks Krpan, C., & Swartz, L. (2009). *Teachers learning together*. Report submitted to the Elementary Teachers Federation of Ontario. (20 pages).
- Peterson, S. S., & Stevens, D. (2008). *Report on PhD taskforce findings*. Toronto: OISE. (p. 1-38).
- Peterson, S. S. (2007). *Standards for elementary reading: Grades 3 and 6 EQAO and grade 4 PIRLS tests, 2006*. (pp. 1-54). Toronto: Education Quality and Accountability Office.
- Peterson, S. S. (2007). *Report on contributions of Literacy in Action initiative to teachers' professional growth: Perspectives of teachers, school and board administrators, students, and facilitators*. Toronto: Pearson Education Canada.
- Peterson, S. (2005). *Facilitating ESL students' literacy achievement through parent-school partnerships*. Report on Transfer Grant Research submitted to Ontario Ministry of Education.

Peterson, S. (2005). *Teachers and their struggling adolescent literacy learners: Action research in one middle school*. Report on Elva Knight Research submitted to the International Reading Association.

Peterson, S. (2004). *Congruence of literacy as defined for the OSSLT and research*. Toronto: Education Quality and Accountability Office.

Peterson, S. (2003). *Ontario secondary school literacy test connections across a network of documentation*. Report for the Education Quality and Accountability Office.

Peterson, S., & Childs, R. (2003). *Teachers' assessment of girls' and boys' narrative and persuasive writing*. Report on Ontario Ministry Transfer Grant Research.

POPULAR ARTICLES AND BOOKS

Peterson, S. S. (2009). Professional development through an online literacy journal focusing on classroom-based research in Ontario. In C. Rolheiser. (Ed.), *Partnerships for professional learning: Literacy and numeracy initiatives*. (pp. 51-57). Toronto, ON: OISE Initial Teacher Education Program.

Jupiter, C., & Peterson, S. S. (April, 2008). From storytelling to storywriting. *Canadian Special Interest Group on Literacy Newsletter*, 7-10.

Peterson, S. S. (2008). From Dick and Jane readers to leveled books: Moving forward or reaching back? *Book News*, 31(1), 2-3.

Peterson, S. S. (2008). Working with data. *Boys' Literacy Teacher Inquiry Support Booklet*, 3(3), 4-5.

Peterson, S. S. (September, 2007). Teaching and assessing writing: What research says and what teachers can do. *Boys' Literacy Teacher Inquiry Support Booklet*, 7-8.

Peterson, S. S., & Magowan, L. (2006). "Who ever knew using motion and machines could have a reward?": Writing in sixth-grade science. *Canadian Special Interest Group on Literacy Newsletter*. April Issue, 14-15.

Peterson, S. (2005). Reconsidering roles assigned in literature circles. *Canadian Special Interest Group on Literacy Newsletter*. October Issue, 8-9.

Peterson, S. (2005). Supporting struggling writers: Taking a page from new literacies theory. *Orbit*, 36(1), 5-7.

Peterson, S., & Stagg, B. (2004). *Catch!* Toronto: Harcourt.

Peterson, S., & Stagg, B. (2004). *Hockey*. Toronto: Harcourt.

Peterson, S. (2005). Reconsidering roles assigned in literature circles. *Canadian Special Interest Group on Literacy Newsletter*. Spring Issue, 1-2.

Peterson, S. (2005). Issues facing middle school teachers in teaching literacy across the curriculum. *Reading Manitoba*, 25(1), 4-7.

Peterson, S. (2004). Supporting boys' and girls' literacy learning. *Orbit*, 34(1), 33-35.

Peterson, S. (2002). Phonemic awareness—One piece of the learning-to-read puzzle. *Orbit*, 33(1), 9-12.

AWARDS

2010

Arbuthnot Award for Excellence in Teaching Children's Literature,
International Reading Association \$800.00