

DENNY (DENALENE) TAYLOR

VITA



The Global Impact of Family Literacy on the Lives of Families

A Biographical Profile of Research and Accomplishments

Professor Denny Taylor is a scholar, author, and activist. She has been continuously engaged in research since 1977 on three continents with families in diverse racial, ethnic and religious groups, living in poverty, in rural, urban, and suburban settings, homeless, in prisons, opioid dependent, and in regions of armed conflict including refugee camps.¹

The concept of "family literacy" originates in Professor Taylor's doctoral research, which is now the foundation of family literacy local projects and initiatives in more than 140 UN Member States. Frequently these projects include partnerships between government agencies, UN Agencies, NGOs, the medical and private sectors, and academia, teachers and parents in family

¹ <https://www.dennytaylor.com/research-retrospective>

literacy initiatives to address specific problems in local communities. Many research reports and family literacy proposals reference Professor Taylor's original research.^{2 3 4}

Of particular significance is the meta-analysis of family literacy projects in UN member states, which confirms that many of these initiatives are a conduit for peacebuilding, address the climate emergency, and also focus on the amelioration of many problems and challenges that are captured by the UN SDGs at a global level.

The beneficiaries of these family literacy initiatives and projects are families, especially women and children, displaced families, asylum seekers, refugees, survivors of armed conflict, and families in recovery from weather related catastrophes and now the COVID-19 pandemic.

Professor Taylor's transdisciplinary family literacy research combines anthropology, sociology, psychology and education, and crosses over into the physical sciences in her research on the impact of the climate emergency on families and communities, and the urgent need for accelerated action to achieve sustainable development within the next ten years.

Given the global trajectory of Professor Taylor's family literacy research it is fair to conclude that she has had a remarkable influence on human societies. Of particular note is the positive impact of family literacy on the lives of families living in countries that have different ideologies and political structures is well documented and includes the U.S., Russia and China.

Professor Taylor attributes the global reach of family literacy to the dynamic engagement around the world of many different groups within civil society who are committed to the improvement of the life circumstances of children and their families. She is united with them in the struggle to end all forms of discrimination, ensure equal access to justice, and to the achievement of gender equality. Many global transformative pathways have been established through local family literacy initiatives and projects that have provided an actionable approach of vital importance to peacebuilding, responding to the climate emergency, and to achieving sustainable development.

Illustrative of her worldwide influence is her participation in a global webinar that focused on her family literacy research, and is included in the section of this C.V. in the section on the Family Literacy Global Peace Project. One thousand two hundred people in more than thirty countries participated in the webinar that was hosted by the Women's Federation for World Peace International, and actions are now taking place around the world to highlight the

² <https://www.nuffieldfoundation.org/sites/default/files/files/Nuffield-Family-Literacy-Report.pdf>

³ https://ec.europa.eu/assets/eac/education/policy/school/doc/family-literacy_en.pdf

⁴ http://uil.unesco.org/fileadmin/keydocuments/Literacy/en/Review_UIL_Family_Literacy_Mauritania_2011_final.pdf

important role that family literacy has in the struggle to eradicate poverty and to build more just and inclusive societies that can become more sustainable in an increasingly fragile world.

She is the author of many field-based award-winning books that are used by universities throughout the world. In 2013 Professor Taylor founded Garn Press, through which she mentors writers of conscience and publishes books by teachers and scientists that address some of the most urgent global issues.

In 2019, Professor Taylor received Columbia's Distinguished Alumni Award and the National Council of Research on Language and Literacy (NCRLL) Distinguished Scholar Award for her lifetime of research. Most recently Professor Taylor initiated a Family Literacy Global Peace Project, through which she is advocating for international cooperation and multilateralism in U.N. Member States in which there are family literacy initiatives and projects that focus on peacebuilding and responding to the climate emergency and the Sustainable Development Goals.

Most of Professor Taylor's research is in the commons and can be accessed for download on her website: <https://www.dennytaylor.com/>.

Family Literacy in UN Member States Has Become A Conduit for Sustaining Peace and Sustainable Development

(Papers written between 2017-2020 made available to government agencies, UN Agencies, NGOs, the medical and private sectors, and academia, teachers and parents in family literacy.)

[How Family Literacy in UN Member States Has Become A Conduit for Sustaining Peace](#)

How family literacy initiatives in UN Member States are instrumental in sustaining peaceful coexistence in human societies around the world.

[UN HLPF 2019 & the Family Literacy Declaration of Principles](#)

How the 1994 *Many Families Many Literacies Declaration of Principles* Prepares U.N. Member States for The 2019 High Level Political Forum.

[Family Literacy and the United Nations Peacebuilding Architecture](#)

A response to the document resolution adopted by the General Assembly 27 April, 2016 70/262 review of the United Nations Peacebuilding Architecture.

[Global Governance: A Macrostrategy for Human Survival](#)

For the most vulnerable in human societies at the center of a re-visioning of governance—it is the only way we will sustain life on this planet.

Unpacampaign.org

Invited statement of support for the Campaign for a UN Parliamentary Assembly, a global network that advocates democratic representation of the world's citizens at the UN and the institutions of global governance.

[UN 2018 HLPF Sustainable Development Goals Peer Review Report](#)

This comparative analysis of the U.N. Sustainable Development Goals is based on: 1) ethnographic observation and documentation of the U.N. 2018 HLPF; 2) participation in events during the U.N. General Assembly; 3) attendance at planning meetings for the HLPF and UNGA; and 4) a sociolinguistic analysis of the extensive documentation pertaining to the SDGs and the HLPF, including email communications, website presentations, official reports and papers, scientific research studies, and media coverage and commentary.

[Family Literacy Provides an Effective Response to the UN SDGs and Peacebuilding Architecture](#)

There are locally defined family literacy projects throughout the world, providing real opportunities for countries to support a global family literacy peace project that could push down the risks confronting humanity.

[40-Year Research Retrospective, From Family Literacy to Earth System Science](#)

Her research encourages local contextualized changes that are historically and politically situated, and she has had a global impact in raising awareness of the systemic complexity of language, literacy and learning in diverse family and community settings throughout the world.

[NCRL Presentation \(NCTE\): The Education of Children is Out-of-Step With the State of the Planet](#)

2019 Distinguished Scholar Award from the National Council of Research on Language and Literacy (NCRL). A paper based on ethnographic fieldwork with families living in extreme poverty, impacted by opioid addiction, experiencing racism, and gender discrimination. The seven observations also reflect on-the-ground first response efforts in regions of armed conflict and catastrophic weather events.

[Early School Experiences of Working Class Children in England](#)

I came second in the exams at the end of the year but it was of no consequence. Out of 120 children in my year only four children passed the 11+ to attend the boys and girls grammar schools, and four children were accepted into a technical school. I was earmarked for a secondary modern school. I remember my parents sitting at the kitchen table and opening the envelope that contained the notification that I had failed. If I think about it I can still feel their

distress. My interpretation then was as it is now – it was as if they had been told I had a fatal illness. I knew their distress was for me and not themselves. They understood what failing the 11+ would mean.

[Beginning to Read and the Spin Doctors of Science: An Excerpt](#)

Theorizing and research are informed by assumptions about what knowledge is and who gets to say what counts as knowledge. In this excerpt, Taylor critically unpacks the recent debates over phonemic awareness and reading. Her analysis is a reminder of the positionalities that undergird all writing in the field of literacy education. She asks us all to consider how we think about the ways in which knowledge about reading and reading instruction is constituted.

[Family Literacy: A Proposal for a Global Family Literacy Peace Initiative](#)

It is worth repeating that local knowledge and participation of local people in peace initiatives is of vital importance, and that unrecognized local peace building efforts are already well established in most UN Member States.

[Family Literacy Global Peace Initiative](#)

Today, there are family literacy initiatives undertaken by governments, NGOs, UN Member States, academia, the private sector, and the UN system, including UNESCO and UNICEF. A systematic analysis of the family literacy initiatives undertaken by UN Member States indicates that family literacy is used in most countries in ways that are in keeping with the UN Sustainable Development Goals.

[Parents and Teachers as First Responders During the COVID-19 Pandemic](#)

To foster resilience in children it is important that we do everything we can to create schools as safe, joyful, playful places *before* catastrophic events take place.

[Be Brave and Bold: An Open letter to the UN on Climate Change and SDGs](#)

An Open Letter to the Major Groups and other Stakeholders Focused on the Formative Development of the 2019 U.N. High Level Political Forum on Sustainable Development Goals.

[Response to the Draft of the UN HLPF Ministerial Declaration](#)

This brief position statement is supported by the Potsdam Memorandum written by the Nobel Laureates who participated in the [2007 Global Sustainability – Nobel Cause Interdisciplinary Symposium](#) in Potsdam, Germany, in which the Nobel Laureates state: *Humanity is standing at a moment in history when a Great Transformation is needed to respond to the immense threat to our planet. This transformation must begin immediately ...*

Family Literacy and Responses to the Climate Emergency

(Papers written between 2005-2020 made available to government agencies, UN Agencies, NGOs, the medical and private sectors, and academia, teachers and parents in family literacy.)

[Family Literacy Fosters Ties Between Nations and Responds to the Climate Emergency](#)

Surprising to many and unnoticed by most UN Member States there are multilateral initiatives taking place right now that unite people in local communities in many countries of the world.

[As the 2015 Global Climate Summit Nears, Never Doubt the Power of the People](#)

There is no doubt that unless we act quickly the great acceleration of anthropogenic changes will end life on the planet, as we know it. That's the bad news, but there is good news too. Great transformations are still possible – if, and it is a big *if* – the global leaders act in the best interests of the people and the planet.

[Children and Climate Change: Eleven Ways To Make Earth A Child Safe Zone](#)

Our urgent task is to push down the risks to protect our kids, acknowledging in good conscience, we cannot expect them to be responsible for our transgressions or to solve the problems we have created.

[Preventing the Worst From Climate Change May Depend on People Changing Their Behavior for Their Kids' Sake \(republished by Altnet in 2018\)](#)

There is a tremendous urgency for us to act quickly, even if governments do not, to protect our children and make planet Earth a child-safe zone.

[The Peculiar Case of Asteroids and Elephants](#)

The comparative analysis of asteroids and elephants teaches us that the use of language by global leaders is a significant indicator of the future life or death of humanity. ...

We have the capacity to protect people and the planet from existential risks that originate here on Earth as a result of human activity.

[What About The Kids? Why Public School Policy Makers Should Be Tackling Climate Change For Our Children](#)

By establishing a common purpose for the education of children in K-12 public schools, the possibility exists that parents and teachers can create opportunities for children to form deep connections with the life forces of Earth, and also establish the conditions for a rapid rethinking

of these connections that will cascade through society, uniting the people around the world who are also struggling to establish strategies for survival even if their governments are not.

[The Impact of Global Environmental Change on the Health, Well-Being and Academic Development of Children](#)

Given the world wide life threatening deterioration of the circumstances in which children are expected to live their lives, it could be argued that the greatest advancement human beings could make in the 21st century is to ensure the survival of their children.

Earth System Science Research on the Grand Challenges Confronting People and the Planet

(Presentations, Papers and graphics between 2008 - 2015 on: Governing Across Scales; Meeting Global Needs; Transforming our Ways of Living; The State of the Planet.)

Invited Participant in the 2009 ICSU/ISSC On-Line Global Visioning Consultation. More than 1000 renowned scientists from 85 countries contributed in the initial online consultation. A draft document was prepared and discussed the following year at the Open Visioning Consultation Forum, Paris

Invited Participant in the 2010 Open Visioning Consultation Forum, UNESCO, Paris

ISSC, IUBS, SCOPE, UNESCO, UNU, WMO participated in the forum that resulted in the publication of the *Grand Challenges Report*, which is a consensus list of the highest priorities for Earth system science that would remove critical barriers impeding progress toward sustainable development. More than 200 individuals and 46 institutions reviewed the draft of the *Grand Challenges*.

Transdisciplinary Organizing Principles for Human Activity in Earth Systems Research; Grand Challenges in global Sustainability.

<https://static1.squarespace.com/static/5abc153cb1059858310b37e1/t/5bc9e94e71c10be3da163ef7/1539959119859/04-Organizing-Principles-for-Human-A>

This presentation was prepared for the 2010 Open Visioning, UNESCO, Paris, 2010. The paper draws on transdisciplinary research conducted through the International Center for Everybody's Child (ICEC) Hofstra University. The research focuses on the increasing exposure of children worldwide to catastrophic events, armed conflict, extreme poverty and public health emergencies.

The 2012 Planet Under Pressure Global Conference on Earth System Science

(Four peer reviewed transdisciplinary research papers were accepted and graphics were also presented (both papers and graphics are included in this vita)

Invited Presenter: “Integrating The Social Sciences And Humanities In Earth System Science To Address The ICSU/ISSC Grand Challenges.” *Planet Under Pressure Global Conference on Earth System Science*, London, 2012:

Invited Presenter: “Unpackaging Human Enterprise And Communicating With The Public,” *Planet Under Pressure Global Conference on Earth System Science*, London, 2012.

Invited Presenter: “The Great Acceleration: The Anthropocene, Kicks, Dead Zones And Bridging The Abyss,” *Planet Under Pressure Global Conference on Earth System Science*, London, 2012.

Invited Presenter: “When The Temperature Rises More Than 2 °C What Will We Do?” *Planet Under Pressure Global Conference on Earth System Science*, London, 2012.

Invited Participant at the Planet Under Pressure Conference in constructing the draft of the [State of the Planet Declaration - IGBP](#)

The Planet Under Pressure Conference research papers and graphics can be accessed here:

<https://www.dennytaylor.com/climate-change>

[Climate Change — Dr. Denny Taylor](#)

Given this worldwide life threatening deterioration of the circumstances in which children are expected to live their lives, it could be argued that the greatest advancement human beings could make in the 21st century is to ensure the survival of their children.

Integrating The Social Sciences And Humanities In Earth System Science To Address The ICSU/ISSC Grand Challenges

https://static1.squarespace.com/static/5abc153cb1059858310b37e1/t/5bc8a5a153450a2d9f8c84fc/1539876273630/PlanetUnderPressure_39x78_FINAL

At the present time we are not well prepared for extreme weather events, for global economic instability, for the impact of food and water shortages, for public health emergencies, for industrial disasters, for natural disasters, or for the social and political unrest and armed conflict that is often associated with these extreme conditions. The increasing scale and intensity of these complexly interrelated disasters challenges our capacity to adequately respond, either in the aftermath of the events taking place or in the recovery phase of disasters.

Unpackaging Human Enterprise And Communicating With The Public

https://static1.squarespace.com/static/5abc153cb1059858310b37e1/t/5bc8a4ac15fcc0ba5a56038f/1539876020596/PlanetUnderPressure_39x78_FINAL

This 11-year transdisciplinary study draws on the physical and social sciences and humanities in response to the overwhelming scientific evidence that people are changing the planet. Governments must act. Reducing carbon dioxide (CO₂) will require legislation, but this will not be enough to reduce our transgression of planetary boundaries which places humanity at grave risk.

The Great Acceleration: The Anthropocene, Kicks, Dead Zones And Bridging The Abyss

https://static1.squarespace.com/static/5abc153cb1059858310b37e1/t/5bc8a609e79c70857114fd82/1539876380486/PlanetUnderPressure_39x78_FINAL

In the spirit of Stephen Toulmin this poster is designed to: (1) provide a conceptual framework for rethinking the relationships between physical and social scientists and scholars in the humanities; (2) to provide a starting point for the reconceptualization of school and university curricular divisions; and (3) to encourage the re-engagement of the public in conversations about inseparable relationships between people and the planet.

When The Temperature Rises More Than 2 °C What Will We Do?

https://static1.squarespace.com/static/5abc153cb1059858310b37e1/t/5bc8a6a108522936766fd3f1/1539876526676/PlanetUnderPressure_39x78_FINAL

When the temperature rises more than 2° C what will we do? What can we learn from our response to present catastrophes which are increasingly caused by extreme weather conditions associated with climate change? Our present emergency procedures for coping with human and ecological disasters are inadequate or non-existent. Given the ever increasing volume of disasters that people experience worldwide, we should be better prepared.

As the 2015 Global Climate Summit Nears, Never Doubt the Power of the People, Alternet, 2015. (Invited publication on the 2009 and 2010 Global Visioning Consultation)

<https://www.alternet.org/2015/08/2015-global-climate-summit-nears-never-doubt-power-people/>

Based on the evidence of an in-depth discourse analysis of a leaked draft of Rio+20's *The Future We Want: Our Common Vision*, it is possible to state that the final version of the document was scrubbed clean of any action items in response to climate change or to the ecological destruction of the planet.

Multimedia Presentations

Webinars, Podcasts, Ted Talks and Interviews By Videographers

WEBINAR

Family Literacy in the Time of COVID-19: Impacts Now and Moving Forward

Invited webinar organized by the Women's Federation for World Peace, International

<https://www.dennytaylor.com/news/watch-womens-federation-for-world-peace-international-featuring-dr-denny-taylor-family-literacy-in-the-time-of-covid-19>

The WFWPI Youtube of the webinar is here: [Women's Federation for World Peace, International](#)

This webinar explores the many ways family literacy initiatives throughout the world have been used to address local crises and now can provide families with opportunities to survive and thrive in a post COVID-19 world. This webinar brings the human experience to a new place as the world reopens into a "new normal." Participants will learn how to reimagine human connections and how to support and care for families. This event is being held in commemoration of the 27th Anniversary of the UN International Day of Families.

SLIDES

Family Literacy in the Time of COVID-19

https://static1.squarespace.com/static/5abc153cb1059858310b37e1/t/5ed14d01b208c225134085ea/1590775045578/WFWP_PRESENTATION_FINAL_VERSI

The following slides focus on “Family Literacy in the Time of COVID-19” were created by Denny Taylor for a webinar produced by the A Women’s Federation for World Peace Webinar. Taylor states, “In constructing the slides I was intent on creating opportunities for everyone who participated in the webinar to gain deep understandings of family literacy, and the impact on families of adverse experiences and mass trauma. My hope now is that everyone who views the slides will have a similar experience.”

CALL TO ACTION

The Family Literacy in the Time of COVID-19 webinar also includes a Family Literacy Call to Action: **#ForTheLoveOfOurFutureLeaders**

<https://docs.google.com/forms/d/e/1FAIpQLSdSS3WUihLribRuKDiCvFdmH-10-nSqIAQIFRGGLgmzzMkjaA/viewform>

PODCAST

A Walk in the Park and the Small Matter of Trying to Change the World

New York Welsh Interviews: Episode 16

<https://www.dennytaylor.com/news/2019/new-york-welsh-interviews-dr-denny-taylor>

In this episode, Gideon and Richard talk to Denny about her work in Family Literacy, her involvement with the UN, and a number of the major issues facing society today relating to education, technology, and climate change.

YOUTUBE

Distinguished Alumni Awards: Denny Taylor (ED.D. ’81, Family and Community Education)

https://www.youtube.com/watch?v=MzT0w13Mybg&feature=emb_logo

For her vital scholarship on families impacted by armed conflict and poverty, Denny Taylor (Ed.D. ’81, Family and Community Education) received the Distinguished Alumni Award during this year’s Academic Festival. Learn more about Taylor, her career and this year’s other honorees

FACEBOOK VIDEO

Academic Festival 2019: The Power of Storytelling, Teachers College, Columbia University

<https://www.facebook.com/TeachersCollegeAlumni/videos/2331997440412971/?v=2331997440412971>

VIDEOGRAPHER’S INTERVIEWS

https://www.youtube.com/watch?v=Sax2XcYN52Y&feature=emb_logo

Childhood Summers In A Welsh Coal Mining Village

https://www.youtube.com/watch?v=v5yz4H8ZNxM&feature=emb_title

In Uk Working Class Not Supposed To Go To College

https://www.youtube.com/watch?time_continue=4&v=QpwgJMMmUR0&feature=emb_logo

Teaching Working Class Children In London

https://www.youtube.com/watch?time_continue=5&v=vMx69woSEil&feature=emb_logo

Teaching In Uk, Nz And Spain: Rejecting Us Skill And Drill

https://www.youtube.com/watch?time_continue=2&v=6_42O4gBGGY&feature=emb_logo

The Origins Of "Family Literacy"

https://www.youtube.com/watch?time_continue=9&v=Q3kLAzu6_ic&feature=emb_logo

The City Literacy Project And Toxic Literacies

https://www.youtube.com/watch?v=yc5HFze-P7g&feature=emb_logo

What Children And Families Teach Us About Literacy

https://www.youtube.com/watch?v=mDgtNQOnfZQ&feature=emb_logo

Literacy Research With African American Families

https://www.youtube.com/watch?v=LV5L5gAY4L4&feature=emb_logo

The Biographic Literacy Research Project And Teaching Without Testing

https://www.youtube.com/watch?time_continue=10&v=iKUcchpmcyA&feature=emb_logo

Teaching Graduate Students: Challenging Skill And Drill

https://www.youtube.com/watch?v=8NslgpvqM1E&feature=emb_logo

Children, Families And Teachers After Catastrophic Events

https://www.youtube.com/watch?v=sIWNgoFGy0I&feature=emb_logo

Hurricane Sandy (October 2012), Sandy Hook (December 2012)

https://www.youtube.com/watch?time_continue=4&v=9dEqS3iXx_I&feature=emb_logo

Hurricane Katrina: First Responder In Shelters And Schools

https://www.youtube.com/watch?time_continue=9&v=3MXZ7BQYC-E&feature=emb_logo

Climate Change: Relationships Between People And The Planet

https://www.youtube.com/watch?v=6mz7o3w_77c&feature=emb_logo

Founding Of Garn Press

https://www.youtube.com/watch?time_continue=2&v=p093W6ETpkA&feature=emb_logo

Publishing At Garn Press

https://www.youtube.com/watch?v=OfmSvOovGGE&feature=emb_logo

Garn Supports Teachers & Scientists

https://www.youtube.com/watch?v=l-kfFUUC3xQ&feature=emb_logo

Family Literacy Projects In Un Member States

https://www.youtube.com/watch?v=D7GFgFoAm00&feature=emb_logo

Armed Conflict, Climate Change And Mass Migration

https://www.youtube.com/watch?v=HBVQac6MNZA&feature=emb_logo

Family Literacy: A Portal For Achieving SDGs

https://www.youtube.com/watch?v=MY05U6cOvBo&feature=emb_logo

Impact Of Ai Technology On Families & Children

https://www.youtube.com/watch?v=3YxEqOzEGYk&feature=emb_logo

Family Literacy & Global Peacebuilding

https://www.youtube.com/watch?time_continue=4&v=l-kfFUUC3xQ&feature=emb_logo

Family Literacy Projects In Un Member States

TEDX

<https://www.youtube.com/watch?v=RFTOGyOiiY8>

What About the Kids: Tackling Climate Change for our Children (November 2015)

<https://www.youtube.com/watch?v=YPprLAAqHzs>

Books Can and Do Change the World (December 2016)

FOUNDED THE FAMILY LITERACY GLOBAL PEACE PROJECT (2017)

Established a Family Literacy Global Peace Initiative focusing on a comprehensive review of three intertwined aspects of family literacy initiatives in UN Member States that are constitutive of peacebuilding efforts and meetings the SDGs.

First: family literacy programs provide access to literacy and academic opportunities for adults and children in vulnerable communities in every UN Member State, including economically advanced countries such as the US where there is extreme inequality.

Second: family literacy programs provide a conduit to respond to the challenges identified by families and empower them to overcome the problems negatively impacting their lives (including the trauma of war, the impact of HIV and AIDS, and the plight of refugees and displaced populations).

Third: family literacy programs incorporate in varying configurations the UN Sustainable Development Goals based upon local circumstance and need (including ending poverty and gender equality to life below the water and life on land with peace and justice the overarching principle, tacit or stated, that frames the majority, if not all).

Family literacy is already at the heart of many global peace initiatives and given, that every year one billion children across the globe experience violence, it makes eminent sense to locate sustaining peace efforts in family settings working alongside children's caregivers to ameliorate the often violent circumstances in which they live their everyday lives. Added to the merits of this proposition is the possibility that family literacy is one of the ways that the UN can stay ahead of potential conflicts, fulfill some of the constitutive necessities for conflict prevention, and participate with people in local communities in sustaining peace initiatives.

In local communities around the world vulnerable people are building webs of caring and compassion that intersect and cross over, creating intricate patterns of hope and possibility for future generations in human societies. This is our common project on which we can all agree – the urgent need to live more peacefully. Every effort should be given to sharing this family literacy peace work with the expressed intent of creating new frameworks of thinking

about sustaining peace in human societies, whilst becoming more thoughtful about the unnecessary ravages to human societies caused by the destructive ravages of war.

UNITED NATIONS ASSOCIATED INITIATIVES

Invited participant in the United Nations High Level Political Forum, July 2019, 2018 also upcoming UN 2020 HLPF.

Invited participant in the Women's Foreign Policy Group UN Briefing Luncheon: "Sustainable Peacebuilding." Speaker Barrie Freeman, Deputy Director of the UN Peacebuilding Support Office.

Invited participant to "Sustaining Peace: Partnerships for Conflict Prevention and Peacebuilding," a conference convened by the U.N. and Columbia University (December 8, 2017).

"Family Literacy and the United Nations Peacebuilding Architecture: A Response to the Document Resolution Adopted by the General Assembly, 27 April, 2016 (70/262)," (May 3, 2018).

"Family Literacy and the Future of Humanity: A Proposal for a Global Family Literacy Peace Initiative," (January, 2018).

"The Most Dangerous Time in Human History: How Family Literacy in UN Member States Has Become A Conduit for Sustaining Peace," December 2017.

Participant in the UN Women's Foreign Policy Forums in New York (2013-ongoing).

EDUCATION AND SCHOLARSHIP

Doctor of Education: Columbia University: January, 1981. Transdisciplinary Research Combining Anthropology, Sociology, Psychology and Education resulted in the establishment of the concept of family literacy. Dissertation: "Family Literacy: The Social Context of Learning to Read and Write." International Reading Association's Outstanding Dissertation Award, finalist, 1981-82.

Master of Arts: Columbia University: June 1980.

Master of Education in the Psychology of Reading: Rutgers University, June 1977.

Undergraduate Degree/Teachers Certificate: Fine Art and Early Childhood Education: Roehampton University (formerly Whitelands College), London, August 1968.

HONORS AND AWARDS

Received the National Conference of Research in Language and Literacy (NCRL) 2019 Distinguished Scholar Award for family literacy research.

Received the 2019 Teachers College, Columbia University, Distinguished Alumni Award, for the important development of the concept of “family literacy”, for a lifetime of ethnographic research and scholarship, and for significant contributions to the field. The award was presented at the Teachers College Academic Festival in April, 2019.

Nominated for the 2019 U.K. Queen’s New Year’s Honours List.

Invited Inaugural Fellow of the McKinnon Walker Trust, University of Wollongong, Australia, December, 2017 (Declined due to scheduling conflict).

Elected Member of the International Reading Association’s Reading Hall of Fame, May 2004.

The New York State Secondary Educators of Excellence Award, 2000.

Nominated for the Pulitzer Prize, 1997, for *Toxic Literacies: Exposing the Injustice of Bureaucratic Texts*.

Nominated for the National Book Award 1997, for *Toxic Literacies: Exposing the Injustice of Bureaucratic Texts*.

CEE Richard A. Meade Award, National Council of Teachers of English, 1991, for *Assessing the Complexity of Children’s Literacy Learning*, 1991.

Ninth Annual Mina P. Shaughnessy Prize, Modern Language Association of America, 1989, for *Growing Up Literate: Learning From Inner City Families*.

Elva Knight Research Award, International Reading Association, recipient, 1986-87.

Elva Knight Research Award, International Reading Association, co-recipient, 1982-83.

National Council of Teachers of English Research Foundation Award, for “City Literacy Project,” 1991.

National Council of Teachers of English Award, for creating Six Centers of Excellence for Students at Risk, 1990.

FOUNDING DIRECTOR OF THE INTERNATIONAL CENTER FOR EVERYBODY’S CHILD (ICEC) at HOFSTRA UNIVERSITY (2005-2013)

ICEC’s Mission is to: (1) increase the social and psychological resources and educational opportunities provided to children who have experienced mass trauma; (2) strengthen their resiliency and recovery from trauma; and (3) engage children in activities created to enhance their emotional and physical well-being as well as their academic development and access to literacy. The work necessitated new ways of thinking about the interconnections between the social, psychological, biological, and physical sciences.

ICEC National Emergency activities include first response initiatives to Hurricanes Katrina, Rita & the Failure of the Levees First Response. International responses include initiatives undertaken in regions of armed conflict: Israel, the West Bank, and Gaza.

International presentations for ICEC include: *Children and Mass Trauma* (American Consulate, Jerusalem, 2005; University of Bethlehem, 2005). Presentations in the U.S. include: *Earth's Children in Crisis: Inspiring the World to Action* (Hofstra University, 2009); *Darfur: What Can We Do?* (Hofstra University, 2007); *The World's Children in Crisis: What Can We Do?* (Hofstra University, 2007); *Children Literacy and Trauma: Learning from Katrina's Teachers*. (New York City, 2007).

FOUNDED, ORGANIZED, & PARTICIPATED IN TWENTY-TWO INTERNATIONAL SCHOLARS FORUMS AT HOFSTRA UNIVERSITY (1998-2008)

Mission: To participate in conversations with renowned scholars who have shaped our thinking, who are activists and advocates, and who struggle against racist and discriminatory practices.

Countries include: Australia; Brazil; Canada; Israel; Mexico; Rwanda; Sri Lanka; U.K.; & U.S.A.

Renowned Scholars include: JoBeth Allen (GA) 2005; Bess Altwerger (MD) 2002 & 2005; David Barton (U.K.) 1999 & 2003; Brian Cambourne (Australia) 1999 & 2008; Anne Haas Dyson (CA) 2007; Sarah Freedman (CA) 2005; Peter Fries (MI) 2007; James Paul Gee (AZ) 2003; Kenneth Goodman (AZ) 1999; Yetta Goodman (Arizona) 1999 & 2001; Maxine Greene (NY) 2001; Kris Gutierrez (CA) 2004; Gunther Kress (U.K.) 2003; Prisca Martens (PA) 2008; Rick Meyer (NM) 2005; Sonia Nieto (MA) 2002; Kathy Short (AZ) 2003; Elvira Souza Lima (Brazil) 2001; Rick Meyer (NM)2005; Louise Rosenblatt (NJ) 2001; Nadeen Ruiz (CA) 1999; Margaret Meek Spencer (U.K.) 2001; Brian Street (U.K.) 2005; Lakshitha Saji Prelis (Sri Lanka) 2005; Frank Smith (Canada)2000; Steven S. Strauss (MD) 2002 & 2005; Brian Street (U.K.) 2003 & 2005; and Vivian Vasquez (DC) 2006.

ESTABLISHED A MENTORING INITIATIVE (2015, 2018) FOR YOUNG WOMEN OF DIVERSE ETHNIC AND RACIAL BACKGROUNDS.

Young women of color participated in social media initiatives and data analysis, June-August, 2015.

Young women of color participated in the Family Literacy Global Peace Initiative, data gathering and analysis, June-August, 2018.

HIGHLIGHTS OF 2015-2020 RESEARCH, PRESENTATIONS & PUBLISHING

Invited Presentation: The Education of Children is Out-of-Step With the State of the Planet, at the conference session : Stories of Possibilities, Generativity, and Humanity: Distinguished

Educators Working for Change.NCTE Convention in Baltimore, Saturday, November 23rd, 2019

Keynote Presentation Family Literacy: How Parents and Teachers Can Work Together to Make the Planet a Child Safe Zone, Central Connecticut State University, April 2019.

“What Happened When Sam Harris Tried (and Failed) to Embarrass Noam Chomsky,” *Alternet*, April 24, 2018 (originally published by *Alternet* on October 20, 2015).

“Teachers as First Responders in the Aftermath of Fires and Floods,” Garn Press, Oct 13, 2017.

“Hurricane Harvey: First Response Recommendations for Educators And School Health Professionals”, Garn Press, August 28, 2017.

“From Family Literacy to Earth System Science: Denny Taylor’s Research on Making the Planet a Child Safe Zone,” *Garn Press*, August 18, 2017.

“On the Day After 9-11 Graduate Students who were First Responders Attend their Family Literacy Class”, Garn Press, September 11, 2017

“Can Books Change the World?” A TEDx Talk, October 21, 2016.

“From a Kid Who Failed: A Very Personal Protest to the Return of the 11+ in the U.K.” *Garn Press*, October 5, 2016.

“First Response Recommendations for Educators And School Health Professionals When Catastrophic Events Takes Place”, Garn Press, July 15, 2016.

“What About The Kids? Why Public School Policy Makers Should Be Tackling Climate Change For Our Children,” March 21, 2016.

“Children and Violence: First Response Recommendations for Educators and School Health Professionals When a Catastrophic Event Takes Place,” November 16, 2015.

“Preventing the Worst From Climate Change May Depend on People Changing Their Behavior for Their Kids' Sake,” *Alternet*, November 6, 2015.

“What About the Kids? Tackling Climate Change for Our Children”, A TEDx Talk, October 21, 2015.

“Responding to the Hunger Strike for Dyett: A Garn Press Policy Brief,” *Garn Press*, September 1, 2015.

“As the 2015 Global Climate Summit Nears, Never Doubt the Power of the People,” *Alternet*, August 28, 2015.

BOOKS (+100,000 SOLD) ALL BOOKS DESCRIBED IN THE 40 YEAR RETROSPECTIVE: *From Family Literacy to Earth System Science: Denny Taylor's Research and Making the Planet a Child Safe Zone*

Teaching without Testing: Assessing the Complexity of Children's Literacy Learning (2017); *The Children of Sandy Hook vs. The U.S. Congress and Gun Violence in America* (2017); *Toodle-oo Ruby Blue!* (2017); *Split Second Solution* (2016); *Great Women Scholars: Yetta Goodman, Maxine Greene, Louise Rosenblatt, Margaret Meek Spencer* (2016); *Rat-a-tat-tat! I've Lost My Cat!* (2015); *Rosie's Umbrella* (2015; Second Edition, 2017); *Nineteen Clues: Great Transformations Can Be Achieved Through Collective Action* (2014); *Save Our Children, Save Our School, Pearson Broke the Golden Rule,* (2014); *Beginning to Read and the Spin Doctors of Science,* (1998); *Many Families, Many Literacies: An International Declaration of Principles,* editor, (1997); *Teaching and Advocacy,* co-editor, (1997); *Toxic Literacies: Exposing the Injustice of Bureaucratic Texts,* (1996); *From The Child's Point Of View,* (1993); *Learning Denied: Inappropriate Educational Decision Making,* (1990); *Growing Up Literate, Learning From Inner City Families,* co-authored (1988); *Family Storybook Reading,* co-authored, (1986); *Family Literacy: Young Children Learning to Read and Write,* (1983; Second Edition, September, 1998).

SPECIAL PUBLICATIONS

Invited Special Scholastic Publication: *The Kate Middleton Elementary School: Portraits of Hope and Courage,* **500,000** copies were distributed to teachers in U. S. public schools in the aftermath of Hurricane Katrina 2006.

Invited Special Edition: *English Education,* February 1990, entire edition of the journal: *Teaching without Testing: Assessing the Complexity of Children's Literacy Learning.*

ACADEMIC POSITIONS, RESEARCH AND TEACHING

Professor Emeritus of Literacy Studies, Hofstra University, 2013-

Professor of Literacy Studies: Hofstra University, 1998-2013.

Professor Plus: 2004; Second Tier 2010.

Founder & Chair of the Literacy Studies Department: 1998-2004 (Re-conceptualized 11 master's degree programs and 3 doctoral degree programs).

Founder & Doctoral Director of Literacy Studies: 1998-2010 (Dissertation Chair +25 students).

Founder & Director of the International Center for Everybody's Child at Hofstra University: 2005. Formally approved by the President of Hofstra, 2008.

NEW UNDERGRADUATE (UC), MASTERS (GC) & DOCTORAL (DC) COURSES DEVELOPED (1998-2013)

Literacy, Art, Music and Dance (UC&GC); Family, Community, and School Literacies: Cultural Perspectives (GC); Literacy Learning at Home and in School: Social Contexts of Young Children Learning to Read and Write (GC); Children and Adolescents as Ethnographers in Communities and Schools (GC); Writing Pictures, Painting Stories as Mindful Social Practice (GC&DC); Family, Community, School and Workplace Literacy (GC&DC); Apprenticeship in the Ethnography of Literacy Research (DC); Advanced Seminar in the Ethnography of Literacy Research (DC); Works and Influence of Mikhail Bakhtin (DC); The Ethnographic Imagination: Existentialism, Empiricism, and the Philosophy of Mind (DC); Literacy Studies Sociolinguistics and Psycholinguistics Research Seminar (DC).

UNIVERSITY TEACHING & RESEARCH AFFILIATIONS PRIOR TO HOFSTRA UNIVERSITY

Visiting Professor: The University of Arizona, working with individual doctoral candidates, 1994-98.

Project Director: The City Literacy Project, Laconia, New Hampshire, 1989-96. This research was the basis of the book *Toxic Literacies* which was nominated by the publisher for a Pulitzer Prize.

Research Director: The Biographic Literacy Profiles Project, [BLiPP], sponsored by the New Hampshire State Department of Education, the Granite State Reading Association, and the Integrated Language Network, 1988-94. The research conducted by BLiPP is published in *From the Child's Point of View*.

Founder and Research Director: Progressive Center for Literacy Research, North Sandwich, New Hampshire, 1984-94. The Center supported literacy research and an Annual International Literacy Exchange.

Senior Research Fellow: Institute of Urban and Minority Education, Teachers College, Columbia University, 1982-91. Research conducted was published in *Growing Up Literate*.

Director: The Biographic Literacy Profiles Project, working directly with teachers in New Hampshire schools. Institutes, seminars and workshops took place on a regular basis between 1986-94.

Visiting Scholar: University of Massachusetts, School of Education, 1991-1994.

Adjunct Professor: The University of New Hampshire, teaching doctoral seminars based upon on-going ethnographic research, 1986-91. Research conducted was published in Learning Denied.

Visiting Scholar: The University of New Hampshire, 1986-89.

Instructor: Early Childhood Department, Kean College, Union, New Jersey, taught graduate and undergraduate courses, 1981-83.

ELECTED MEMBER ACADEMIC AND PROFESSIONAL ORGANIZATIONS

Elected Member of the Center for Expansion of Language and Thinking, May 2004.

Elected member, National Council of Teachers of English Elementary Section Steering Committee, 1998-02.

Elected Research Chair, National Conference on Research on Language and Literacy, 1995-97.

Elected Member of the Family Literacy Commission of the IRA, 1991-93.

Elected Chair, The Psycholinguistics and Sociolinguistics Special Interest Group, International Reading Association, 1990-95.

Elected Fellow, National Council of Research on Language and Literacy, 1989-present.

Elected Member of the New Hampshire Integrated Language Network, 1988-94.

Elected Member of the New Hampshire Granite State Reading Council, 1987-94.

Elected Member of the Parents and Reading Committee of the New Hampshire Granite State Reading Council, 1987-88.

Elected Member of the Infancy through Preschool/Language Development Committee of the IRA, 1987-89.

Elected Member of the Literacy Development in Young Children Special Interest Group of the IRA, 1985-95.

Elected Member of the Early Childhood and Literacy Development Committee of the IRA, 1984-85. Participant in the development by the committee of: *Literacy Development and Pre-First Grade: A Joint Statement of Concerns about Present Practices in Pre-First Grade Reading Instruction and Recommendations for Improvement*. Adopted by six national organizations and published by the IRA.

Elected Member of the IRA's Outstanding Dissertation Award Committee, 1983-84.

Elected Member Advisory Committee of the Early Childhood Resource Information Center (ECRIC) of the New York Public Library, 1982-85.

NATIONAL AND STATE RESEARCH CONSULTANT

Consultant, Calhoun School, New York, 2010.

Consultant, Ball Foundation, consulted on Family Literacy, 2008-2010.

Consultant Presenting Workshops in New York State, which focus literacy learning at home and at school, 2000-02.

Consultant Presenting Workshops in Arizona, which focused on developing biographic literacy profiles, ethnographic assessment, and families and their many literacies, 1994–95.

Consultant Presenting Workshops in New York City and New York State schools and libraries on; families reading stories, celebrating family life, family literacy, the social contexts of young children learning to read and write, 1982-84.

Consultant Presenting Workshops in New Jersey schools and libraries on language, literacy and learning, 1977-84.

Consultant to Utah Department of Education, conducted a series of seminars which focused on the development of biographic literacy profiles and ethnographic assessment.

Consultant to Hawaii Department of Education, conducted a series of seminars which focused on the development of biographic literacy profiles and ethnographic assessment.

Consultant to the California Department of Education. Member of the Advisory Committee on the Reform of California's Assessment Procedures in Special Education, 1991-94.

Consultant to the New Hampshire Department of Education, established the Biographic Literacy Profiles Project [BLiPP] at the request of the NH Department of Education, 1986-91. Conducted an invited series of seminars given throughout the State which focused on BLiPP, 1988-89.

Consultant to the United States House of Representatives, Committee on Education and the Economy and the National Center for Research on Vocational Education, reviewed research documentation, prepared responses to the questions posed by the National Center in preparation for the national report *Learning in the Workplace*, 1989.

Consultant reader for the chapter on Anthropological and Cultural Studies, published in the *Handbook of Research on Teaching English Language Arts*, co-sponsored by the IRA and the NCTE, MacMillan Company, 1989.

Consultant to the Children's Television Workshop to provide research assistance on a literacy project designed to create a television-based multimedia approach to reading and writing for 6 to 9 year old children, 1988, 1989, and 1995.

Consultant to the Commission on the Education of Teachers of Reading (CETOR), 1984-87.

FOUNDING ORGANIZER OF INTERNATIONAL FORUMS ON CHILDREN, LITERACY, AND TRAUMA

Organized the first international forum in Tucson, Arizona in 1994, this was followed by a series of forums and symposia. Between 1994 and 1996 international scholars from Australia,

Canada, Mexico, the United Kingdom and the United States shared their personal experiences of family and community life and used their educational expertise to develop the seven sets of family literacy principles which are the foundation of an International Declaration of Principles which was included in the book, *Many Families, Many Literacies: An International Declaration of Principles*, published by Heinemann in 1997.

Established the National Literacy Exchange. Held in different locations in the USA including Portsmouth, NH, and Tucson, AZ, the National Literacy Exchange focuses on the development of literacy environments for children in classroom settings which reflect the complexities of the plurality of Literacies that are a part of our everyday world, 1993-1994.

PHILANTHROPIC GIFTS, GRANTS & AWARDS

Philanthropic gift: from Richard Robinson, Scholastic Inc. for the publication of 500,000 copies of *The Kate Middleton Elementary School: Portraits of Hope and Courage* distributed to schools across the country in the aftermath of Hurricane Katrina, 2005.

Philanthropic gift: from the Angela and Scott Jaggar Foundation to support the International Scholar's Forums *Teachers Helping Teachers* and *Children Literacy and Trauma: Learning from Katrina's Teachers*, 2005 & 2007.

Philanthropic gift: from Jeffry Ordoover for research on *Children and Mass Trauma*, administered by CELT 2008.

Southeastern Louisiana University Grant: in collaboration with Cindy Elliott [PI]: *Everybody's Child: Teacher Preparedness in Times of Crisis & Recovery*, 2007.

Elva Knight Research Award, International Reading Association, recipient, 1986-87; and co-recipient, 1982-83.

NCTE Research Foundation Award: *The City Literacy Project*, Laconia, New Hampshire, 1989-96. (This research was the basis of the book *Toxic Literacies: Exposing the Injustice of Bureaucratic Texts*, which was nominated by the publisher for the Pulitzer Prize).

New Hampshire State Department of Education Grant: *The Biographic Literacy Profiles Project* (1988-94). Also sponsored by the Granite State Reading Association, and the Integrated Language Network. (This research was the basis of the book *From the Child's Point of View*).

FOUNDED GARN PRESS TO CREATE A GLOBAL NETWORK OF SCHOLARS, SCIENTISTS AND PRACTITIONERS WHO ARE WRITERS OF CONSCIENCE WRITING ON THE MOST PRESCIENT ISSUES CHALLENGING HUMANITY (2013)

Garn Press publishes vital information to the public in books on the most prescient issues of our time. Garn challenges the obstacles to equality and justice for all.

Garn has published 34 books in 76 versions, earned over 11 publishing industry awards including the NCTE George Orwell Award, E-Lit Award, USA Best Book Awards, National Indie Excellence Award, Gelett Burgess Award, and received more than 300 5 star reviews.

Garn Press has established a direct worldwide book distribution strategy for writers of conscience with market reach to over 39,000 retailers including large chains (Amazon, B&N), small chains, indie bookstores, online stores, e-book retailers, libraries, universities, and book distribution centers.

The Mission at Garn Press is the quest for knowledge that can be acted upon, to imagine the future so we can re-imagine the present. An urgent question that is constantly asked is: “What will life on Earth be like in 50 years’ time?” followed by: “What actionable knowledge do we need to change the future now?” The quest is to seek out the great thinkers of the 20th century — some of whom have had their research discredited, discounted, or outright banned — and to (re)publish their writings. But it is not enough to garner the thinking of great scholars of the past. Garn’s Mission is also to search for the original thinkers of the 21st century — writers of conscience who embrace social media and the technological revolution to create remarkable books that inspire people to act. Garn Press has three divisions:

People and Society: In this division the focus is on the ceaseless controversies across the social spectrum of issues that define the age in which we live, and Garn publishes books on the what, how, and who of them, and of course the why of them. The goal is publish books that engage the public, empowering not disenfranchising, conceptualizing well-being and resiliency, not only for individuals, but for people in their neighborhoods and in the global community.

People and the Planet: Here we continually question how decision makers can reach consensus about actionable knowledge when the key participants in the discussions have widely differing and disconnected values, ethics, emotions, and spiritual beliefs, levels of trust, interests and power? What happens if they cannot agree, if no action is taken, or when there are no solutions, or when reason does not prevail? This has led Garn Press to be interested in publishing books which address the question: Has science outpaced the human capacity to respond to the real-world events taking place, or have real-world events outpaced science?

Imagination and the Human Spirit: We are convinced that actionable knowledge to address some of the great questions about human life depends on nurturing the imagination and human spirit. Through the arts people are inspired to act. For Garn, science, literature, art, and philosophy are not separate categories. They are intricately connected, and through these connections it is possible for us to get a larger sense of life, with a clarity of vision that would not be possible otherwise.

Of special note: in 2016 Garn organized a week-long Author Celebration at four venues: the Strand Bookstore in New York, the Mercy College Manhattan Campus, the Mysterious Bookshop in New York, and at the Dolphin Bookshop in Port Washington NY.

More than twenty Garn Press Authors traveled from the U.K., Canada, and from across the U.S. to join with readers in a celebration of the remarkable books by Garn's thought leaders, activists, original thinkers and writers of conscience who inspire people to act.

NON-FICTION BOOKS PUBLISHED BY GARN PRESS

Time in Education: Intertwined Dimensions and Theoretical Possibilities (2020): Catherine Compton-Lilly, John C. Hungerpiller Professor in the College of Education at the University of South Carolina; and Bobbie Kabuto, Professor of Literacy Education and Department Chair of the Elementary and Early Childhood Education Department at Queens College, City University of New York.

A Practical Guide to Digital Research: Getting the Facts and Rejecting the Lies (2020): Mercedes Schneider, researcher in applied statistics and research methods, educator, and full-time teacher for 24 years.

Wisdom and Wit of Diane Ravitch (2019): Diane Ravitch, Research Professor of Education at New York University, Historian of Education, former Assistant Secretary of Education and former member of the National Assessment Governing Board.

The History of Institutional Racism in U.S. Public Schools (2018), Susan DuFresne, artist and educator, integrated kindergarten classroom general education and special education teacher, member of the Black Lives Matter Movement and the Badass Teachers Association.

Gadfly on the Wall: A Public School Teacher Speaks Out on Racism and Reform (2017), Steven Singer, National Board Certified Language Arts teacher, Director of the Research and Blogging Committee for the Badass Teachers Association, and co-founder of the Pennsylvania-based education budget advocacy group T.E.A.C.H.

Playhouse: Optimistic Stories of Real Hope for Families with Little Children (2017), Monica Taylor, Professor and Deputy Chair of the Department of Secondary and Special Education at Montclair State University.

From Family Literacy to Earth System Science: Denny Taylor's Research on Making the Planet a Child Safe Zone (2017): Denny Taylor, Professor Emeritus of Literacy Studies, Founder and CEO Garn Press.

Teaching without Testing: Assessing the Complexity of Children's Literacy Learning (2017), Denny Taylor, Professor Emeritus of Literacy Studies, Founder and CEO Garn Press; and

Bobbie Kabuto, Professor of Literacy Education and Department Chair of the Elementary and Early Childhood Education Department at Queens College, City University of New York.

The Children of Sandy Hook vs. The U.S. Congress and Gun Violence in America (2017), Denny Taylor, Professor Emeritus of Literacy Studies, Founder and CEO Garn Press.

United We Stand Divided We Fall: Resisting Trump's Agenda: Essays On Protest And Resistance And What We Can Do To Stop Him (2017); George Lakoff, Emeritus Professor of Cognitive Science and Linguistics at the University of California at Berkeley; Jonathan Foley, Executive Director of the California Academy of Sciences; Yohuru R. Williams, Professor and Dean of the College of Arts and Sciences at the University of St. Thomas, Minnesota; and 14 other authors.

Trumplandia: Unmasking Post-Truth America (2017), P.L. Thomas, Professor of Education, Furman University, Greenville, SC.

Every Least Sparrow (2017), Carolyn H. Walker, journalist and creative writing instructor.

First, Do No Harm: Progressive Education in a Time of Existential Risk (2016), Steve Nelson, Head of Calhoun School, NYC, 1998-2017.

Negotiating a Permeable Curriculum: On Literacy, Diversity, and the Interplay of Children's and Teachers' Worlds (2016), Anne Haas Dyson, Faculty Excellence Professor, College of Education, University of Illinois at Urbana-Champaign; and Bobbie Kabuto, Professor of Literacy Education and Department Chair of the Elementary and Early Childhood Education Department at Queens College, City University of New York.

5-13: A Memoir of Love, Loss and Survival (2016), Nancy Rankie Shelton, Professor of Education at UMBC in Baltimore, Maryland.

A Parent's Guide to Public Education in the 21st Century: Navigating Education Reform to Get the Best Education for My Child (2016), Russ Walsh, Public School Teacher and College Instructor.

Great Women Scholars: Yetta Goodman, Maxine Greene, Louise Rosenblatt, Margaret Meek Spencer (2016), Denny Taylor, Professor Emeritus of Literacy Studies, Founder and CEO Garn Press.

Preparing the Nation's Teachers to Teach Reading: A Manifesto in Defense of "Teacher Educators Like Me", (2015), Curt Dudley-Marling.

Raising Peacemakers (2015), Esther Sokolov Fine, Professor Emerita of Education, York University, Toronto, Canada.

Beware the Roadbuilders: Literature as Resistance (2015), P.L. Thomas, Professor of Education, Furman University, Greenville, SC.

What's Whole in Whole Language in the 21st Century? (2014), Ken Goodman, Professor Emeritus, Language, Reading, and Culture, College of Education, University of Arizona;

The Educator And The Oligarch (2014, 2016), Anthony Cody, co-founder of the Network for Public Education, National Board certified teacher.

Save Our Children, Save Our School, Pearson Broke the Golden Rule, (2014), Denny Taylor, Professor Emeritus of Literacy Studies, Founder and CEO Garn Press.

Nineteen Clues: Great Transformations Can Be Achieved Through Collective Action, (2014), Denny Taylor, Professor Emeritus of Literacy Studies, Founder and CEO Garn Press.

FICTION BOOKS PUBLISHED BY GARN PRESS

Toodle-oo Ruby Blue! (2017), Denny Taylor, Professor Emeritus of Literacy Studies, Founder and CEO Garn Press.

Rosie's Umbrella (2015, 2017 new edition), Denny Taylor, Professor Emeritus of Literacy Studies, Founder and CEO Garn Press.

Split Second Solution, (2016), Denny Taylor, Professor Emeritus of Literacy Studies, Founder and CEO Garn Press.

Flush: The Exaggerated Memoir of a Fourth Grade Scaredy-Cat Super-Hero (2016), Rick Meyer, Professor and chair of the Department of Language, Literacy, & Sociocultural Studies, University of New Mexico.

You're Not Dead (2016), Geoff Ward, Principal of Homerton College and Deputy Vice-Chancellor, University of Cambridge, Chairman of the Fitzwilliam Museum Syndicate.

Rat-a-tat-tat! I've Lost My Cat! (2015), Denny Taylor, Professor Emeritus of Literacy Studies, Founder and CEO Garn Press.

Bloody Lane (2015), Martin E. Lee, full-time freelance educational writer; and Matthew C. Fleury, freelance writer in English language arts educational publishing.

Devil Knows (2015): *A Tale of Murder and Madness in America's First Century* (2015), David Joseph Kolb.

Black Inked Pearl: A Girl's Quest (2015), Ruth Finnegan, Emeritus Professor, The Open University, Fellow of the British Academy, Honorary Fellow of Somerville College Oxford.

Romance of Mathematics (2015), Peter Hampson Ditchfield, Church of England priest, historian and author, and Denny Taylor, Professor Emeritus of Literacy Studies, Founder and CEO Garn Press.

The Smart One (2015), Ken Goodman, Professor Emeritus, Language Reading and Culture, at the University of Arizona.

Blowing Out The Candles (2013, 2015), James Paul Gee, Mary Lou Fulton Presidential Professor at Arizona State University.

BOOK AWARDS FOR GARN PRESS AUTHORS (MENTORED AND EDITED BY DENNY TAYLOR)

2017 Readers' Favorite Award – *Rosie's Umbrella*, author Denny Taylor, bronze medal award in the "Young Adult/Mystery" category.

2016 10th Annual National Indie Excellence Award – *Black Inked Pearl: A Girl's Quest*, author Ruth Finnegan, finalist in the "Visionary Fiction" Category.

2016 USA Best Book Award – *Flush: The Exaggerated Memoir of a Fourth Grade Scaredy-Cat Super-Hero*, author Rick Meyer, finalist in the "Children's Fiction" category.

2016 USA Best Book Award – *Bloody Lane*, authors Martin E. Lee & Matthew C. Fleury, finalist in the "Fiction: Mystery/Suspense" category.

2016 USA Best Book Award – *You're Not Dead: The Midnight Books, Volume 1* – author Geoff Ward, finalist in the "Fiction: Fantasy & Science Fiction" category.

2016 USA Best Book Award – *Black Inked Pearl: A Girl's Quest*, author Ruth Finnegan, finalist in the "Fiction: Visionary" category.

2016 USA Best Book Award – *5-13 A Memoir of Love Loss and Survival*, author Nancy Rankie Shelton, winner in the "Health: Death & Dying" category.

2015 USA Best Book Award – *Devil Knows: A Tale of Murder and Madness in America's First Century*, author David Joseph Kolb, finalist in the "Fiction: Historical" category.

2015 USA Best Book Award – *Rosie's Umbrella*, author Denny Taylor, cover design Ben Taylor, finalist in the "Best Cover Design/Fiction" category.

2015 Gelett Burgess Children's Book Award – *Rat-a-tat-tat! I've Lost My Cat!* – author Denny Taylor, winner in the Children's Book Awards Read Aloud/Storytime (Preschool) category. The award highlights "excellence in family-friendly books covering the broad expanse of a child's existence, helping them grow: socially, emotionally, ethically, intellectually, and physically."

2015 NCTE George Orwell Award – *The Educator and the Oligarch*, author Anthony Cody. The award is for "Distinguished Contribution to Honesty and Clarity in Public Language," which recognizes writers who have made outstanding contributions to the critical analysis of public discourse.

2015 eLIT Silver Medal Award – *The Educator and the Oligarch*, author Anthony Cody. The award was in the education/ academic/ teaching category for the eBook version. The annual eLit Awards are a "global awards program committed to illuminating and honoring the very best of English language digital publishing."

SCHOLARLY WRITING AND PUBLICATIONS 1979 - 2010

(4 transdisciplinary theoretical models (combining research in the social and physical sciences, and the humanities); 3 requested guest editorials; 18 chapters; 8 reviews and forewords; 19 peer-reviewed articles.)

REVIEWER FOR JURIED PUBLICATIONS

Reviewer for publishers Teachers College Press, Heinemann, and Stenhouse.

Reviewer for *Language Arts*.

Occasional reviewer of manuscripts for professional journals including the *Anthropology and Education*, *Reading Research Quarterly*, and *Language in Society*.

MODELS, MISSIONS AND CONCEPT PAPERS

The development of the mission statement for the Hofstra School of Education and Allied Human Services. Adopted by SOEAHS March, 2002.

Living in An Adversarial Society: A Concept Paper, published by the NCTE, 1993.

The development of the mission statement for the Elementary Section Steering Committee of the NCTE. Adopted by NCTE November 2000.

The Student Advocacy Model of Instructional Assessment, developed for the California State Department of Education, and published separately by Heinemann in *From the Child's Point of View*, 1993.

GUEST EDITOR

Writing Pictures Painting Stories: Exploring the Symbolic Spaces in Which We Live Our Lives, guest editor, and contributing author, *School Talk*, July, 2002.

Reading With Our Hearts and Minds, guest editor, and contributing author, *School Talk*, 7, January, 2002.

Making Literacy Webs in Schools, Families and Communities, guest editor and contributing author. *School Talk*, 6, October, 2000.

CHAPTERS

Katrina's Three Sisters. In *Women of Katrina*. Emmanuel David and Elaine Enarson (Eds.), In press.

- Words in Families and Word Families at School: “I don’t want you to die in your entire life. If you do I’ll bring you flowers” In *Family Literacy*. KaiLonnie Dunsmore (Ed.) Newark, Del: International Reading Association, 2010.
- Writing Pictures, Painting Stories with Roz Ivanič. In *Why Writing Matters: Issues of Access and Identity in Writing Research and Pedagogy*, A. Carter, T. Lillis, and S. Parkin (Eds.), John Benjamins, 2009.
- Critical Issues in Early Literacy. In *Reading Everybody’s Child: Teaching Literacy as a Human Right*. Co-Author Bobbie Kabuto. Lawrence Erlbaum Associates, 2007.
- The Politics and Passion of How Johnny Should Read. In *Whole Language Teaching/Whole Hearted Practice: Looking Back, Looking Forward*. Monica Taylor (Ed.), Peter Lang, 2007.
- Teaching Reading and the New Word Order, published in *English Teachers at Work: Narratives, Counter Narratives, and Arguments*, B. Doecke, D. Homer, H. Nixon (Eds.), Wakefield Press, 2003.
- How Do You Spell Dream? You Learn – With the Help of a Teacher, Distinguished Educator Series, *The Reading Teacher*, 47(1), September 1993. Republished by IRA in an edited volume of *Distinguished Educator Essays* including an “Update” entitled, Teaching in the Cracks for a More Just and Caring World. November, 2000.
- What Counts as Research, published in the new edition of *Family Literacy*, D. Taylor, Heinemann, 1998.
- We Do Language: That May Be the Measure of Our Lives, published in *Teaching and Advocacy*, D. Taylor, D. Coughlin and J. Marasco (Eds.), Stenhouse, 1997.
- Family Literacy: Text as Context, requested chapter published in the *Handbook of Research on Teaching the English Language Arts*, cosponsored by the IRA and the NCTE, 1991.
- From the Child's Point of View: Alternate Approaches to Assessment, published in *Developing Context-Responsive Approaches to Assessment*, J. Roderick, National Council of Research in English, 1991.
- Family Storybook Reading: Implications for Children, Families and Curriculum, co-authored chapter in *Emerging Literacy: Young Children Learn to Read and Write*. IRA, 1989.
- Learning from Families: Implications for Educators and Policy Makers, requested chapter in *Risk Maskers Risk Takers Risk Breakers: Reducing the Risks for Young Learners*, J. Allen and J. Mason (Eds), Heinemann Educational Books, 1989.

Growing Up Literate: Learning From Inner-City Families, co-authored in *Educating Black Children: America's Challenge*, D.S. Strickland and E.J. Cooper (Eds), The Bureau of Educational Research, School of Education, Howard University, Washington, D.C. 1987.

The (Con)textual World's of Childhood, requested chapter in *Home and School: Early Language and Reading*, B. Fillion, C. Hedley, and E. DiMartino (Eds), Ablex Publishing Corporation, April, 1987.

Translating Children's Everyday Uses of Print into Classroom Practice, research article reprinted in *Composing and Comprehending*. J.M. Jensen (Ed.) National Conference on Research in English and ERIC Clearinghouse on Reading and Communication Skills (publishers).

Family Literacy: Myths and Magic, Co-authored in *The Pursuit of Literacy*. M. Sampson (Ed.) Kendall-Hunt, 1986.

Creating Family Story, in *Emergent Literacy: Writing and Reading*. W. Teale and E. Sulzby (Eds.) Ablex, 1986.

REVIEWS AND FOREWORDS

Foreword to *Becoming Biliterate: Impressions of a Young Child*, by Bobbie Kabuto, in press.

Requested Review of *Rethinking Critical Theory: A Review of Schooling and the Politics of Disaster*, edited by Kenneth Saltman, published in *Encounter: Education for Meaning and Social Justice*, 2008.

Foreword to *Scientific Realism in Studies of Reading*, by A. Flurkey, E. Paulson, and K. Goodman (Eds.) Lawrence Erlbaum Associates, 2008.

Foreword to *Literacy and Advocacy in Adolescent Family, Gang, School, and Juvenile Court Communities: "Crip 4 Life"*, by Debbie Smith and Kathy Whitmore, Lawrence Erlbaum Associates, 2006.

Foreword to *Situated Literacies*, edited by David Barton, Mary Hamilton and Roz Invanic. Routledge, 1999.

Foreword to *Keepsakes: Using Family Stories in Elementary Classrooms*, by Linda Winston, Heinemann, 1997.

Review of *Literacy, Gender, and Work in Families and Schools*, by Judith Solsken. *Language in Society*, 24(2), 1995.

Foreword to *The Public and Private Discourse of University Students*, by Elizabeth Chiseri-Strater. Heinemann, 1991.

ARTICLES

- The World's Children in Crisis: What Can We Do? *Hofstra Horizons*. Spring, 4-9, 2009.
- Katrina and Three Sisters, *DoubleTake Magazine*. Fall, 2006 (with photographer T. Yamasaki).
- The Kate Middleton Elementary School: Portraits of Hope and Courage After Katrina, Scholastic, New York, 2005 (with photographer T. Yamasaki).
- Katrina: Observations from Baton Rouge, newsletter published on www.ohanian.org, September 2005.
- Family Literacy and the New Word Order: Conceptualizing Freedom in Contradictory Symbolic Spaces, submitted to the *Anthropology and Education*, February, 2002.
- A Day in the Life of Brian: Teacher, Activist, Scholar, requested article on the life and research of Brian Cambourne for publication by *Language Arts*, November, 2001.
- Family Literacy: Resisting Deficit Models, requested, *TESOL Quarterly*, June 1993.
- Is Reading an Unnatural Act? *Practically Primary*, Australian Literacy Educators' Association. Vol 6(2), June 2001.
- The Trivial Pursuit of Reading Psychology in the Real World, *Reading Research Quarterly*, September, 1993.
- How Do You Spell Dream? You Learn – With the Help of a Teacher. Distinguished Educator Series, *The Reading Teacher*, 47(1), September 1993.
- Teaching without Testing: Assessing the Complexity of Children's Literacy Learning. *English Education*, February, 1990.
- Towards a Unified Theory of Literacy Learning and Instructional Practices: A Critical Response to Chall and Carbo, *Phi Delta Kappan*, November, 1989.
- Ethnographic Educational Evaluation for Children, Families and Schools, requested, *Theory into Practice*, Winter, 1988.
- Coping with Kid-Vid. *The Newsletter of Parenting*, Spring, 1986.
- The Magic of Family Literacy. *The Newsletter of Parenting*, Spring, 1984.
- Reflections on Parenting. *Family Process*, 22(3), September, 1983.
- Children's Social Use of Print. *The Reading Teacher*, 36(2), November, 1982.

Translating Children's Everyday Uses of Print into Classroom Practice. *Language Arts*, 59(2), 1982.

The Family and the Development of Reading Skills and Values. *The Journal of Research in Reading*, UKRA, 4(2), 1981.

INTERNATIONAL AND NATIONAL CONFERENCE PRESENTATIONS

(26 symposium sessions organized and presented, 47 keynote presentations; 65 international and national presentations.)

ORGANIZER AND PARTICIPANT

Organizing Member, A Day for Haiti, A Night for Haiti Conference, Hofstra University, Hempstead, New York, April, 2010.

Chaired Session, Children, Education, and the Rebuilding of Haiti, A Day for Haiti, A Night for Haiti Conference, Hofstra University, Hempstead, New York, April 2010.

Organized Session, Play, Language and Violence, Child's Play, Children's Pleasures: Interdisciplinary Explorations Conference, Hofstra University, Hempstead, New York, March, 2010.

Symposium Organizer, Democracy, Complexity, and Fragmentation in Literacy Research, American Educational Research Association National Convention, Montreal, Canada, April, 2005.

Roundtable Presentation and Discussion, A Call for Arms: Teachers Reach Out Through Inquiry to Children Who Have Experienced Armed Conflict, American Educational Research Association National Convention, Montreal, Canada, April, 2005.

Organizer and Presenter, Children and Armed Conflict: Words and Images of War, 26th Ethnography Forum, University of Pennsylvania Ethnography Conference, February, 2005.

Organizer and presenter Conceptualizing Freedom in Contradictory Spaces: A Readers Theater Presentation, University of Pennsylvania Annual Ethnography Conference, March 2002.

Organizer and presenter Learning About Literacy At the MET: A Readers Theater Performance, NCTE Annual Convention, Baltimore, November, 2001.

Organizer and presenter The Basal Chronicles: A Readers Theater Performance, AERA Annual Meeting, Seattle, 2001.

Organizer and presenter How Johnny Should Read: Fact? Fiction? Or Media Spin? AERA Annual Meeting, Seattle, 2001.

Organizer and presenter, *The Kid Watchers: The Lives of Ken and Yetta Goodman*, NCTE Annual Convention, Denver, Colorado, 1999

Organizer and presenter, *Bringing Local Literacies to School*, Tenth International Conference on Literacy, Rochester, New York, August, 1999.

Organizer and presenter, *Local Literacy Practices: Bringing Culturally Relevant Local and Vernacular Literacy Practices to School*, Conference on Ethnographic and Qualitative Research in Education, Teachers College, Columbia University, New York, June 1999.

Organizer and presenter *Preconvention Institute: Many Families, Many Literacies: Developing Family Literacy Programs Based on an International Declaration of Principles*. IRA Annual Convention, Atlanta, 1997.

Organizer and presenter *Toxic Literacies: Uncovering the Injustice of Bureaucratic Texts*, Spring Conference of the NCTE, Minneapolis, 1995.

Organizer and presenter at the Preconvention Institute: *Documenting Literacy Learning: Critical Issues in Advocacy*, IRA Annual Convention, Anaheim, May, 1995.

Symposium Organizer and participant, *Living With Ambiguity: A Town Meeting In Multiple Languages Using Multiple Texts*, IRA Annual Meeting, Anaheim, May, 1995.

Symposium Organizer and Chair, *Paradigms and Pedagogies: A Town Meeting on the Politics of Literacy*, the IRA Annual Convention, Toronto, Canada, May, 1994.

Symposium Organizer and participant, *Printed Lives: Lives that are Lived and Lives that are Encoded on Paper*, IRA Annual Convention, Florida 1992.

Organizer and presenter at the Preconvention Institute: *Assessing the Complexity of Children's Learning: The Construction of Biographic Literacy Profiles*, IRA Annual Convention, Las Vegas, May, 1991.

Symposium Organizer and presenter: *Teaching Without Testing: Developing Biographic Accounts of Young Children's Reconstruction of the Functions, Uses, and Forms of Written Language*, IRA Convention, Atlanta, 1990.

Symposium organizer, *Growing Up Literate: A forum for the Exchange of Ideas on Critical Issues Arising from Ethnographic Research on Literacy In and Out of School*, IRA Annual Convention, Philadelphia, April, 1986.

Symposium organizer, *Reading and Writing in Family, Community and School Contexts: Implications for Theory and Practice*, IRA Annual Convention, New Orleans, May, 1985.

Session organizer, *The Functions and Uses of Storybook Reading*, NCTE Convention, Ohio, April, 1984.

Symposium organizer and participant, Family Literacy: A Forum for the Exchange of Ideas on Critical Issues Arising from Current Research on the Social, Cultural and Political Contexts in which Young Children Learn to Read and Write, NRC, Austin, Texas, November, 1983.

Invited organizer, Symposium on The Family: A Meaningful Context for Reading Research, AERA Annual Conference, San Francisco, April, 1979.

KEYNOTE PRESENTATIONS

Creating Caring Communities: Teaching in Times of Economic Crisis and Other Catastrophes, Distinguished Lecturer Series, Manhattanville College, Purchase, New York, April, 2009.

The World's Children in Crisis: Teachers Working in Emergency Situations, Presentation at Living and Remembering War at Lancaster University, UK, January, 2009.

International conference on Rebuilding Sustainable Communities for Children and Their Families after Disasters. Invited keynote presentation but due to death in family unable to present. Paper copy of presentation distributed at the conference, November, 2008.

"I don't want you to die in your entire life. If you do I'll bring you flowers": Words in families and Word Families at School, Presentation at Rethinking Family Literacy Scholar's Forum, The Ball Foundation, November, 2008.

Opening Address, Teachers as First Responders: Learning from Teachers Working with Children in Areas of Armed Conflict and Natural Disasters, Literacies for All Summer Institute, Charlotte, North Carolina, July, 2005.

Complexity and Fragmentation in Literacy Research, Kings College, London University, June, 2005.

Children and Armed Conflict: A Social Response to Mass Trauma, International Scholar's Forum, Hofstra University, Hempstead, New York, April, 2005.

Complexity and Fragmentation and Young Children Learning to Read and Write, Reading Hall of Fame Presentation, International Reading Association Annual Convention, San Antonio, Texas, May, 2005.

Exploring Complementary and Contradictory theories of Language, Literacy and Learning, The Mary Lou Fulton Spring Symposium, Arizona State University, May, 2005.

Children, Literacy and Mass Trauma, Teachers Helping Teachers, International Scholar's Forum, Hofstra University, Hempstead, New York, April, 2005.

Literacy for Mutual Aid and the Struggle for a Participatory Democracy, American Educational Research Association National Convention, Montreal, Canada, April, 2005.

AERA Presidential Invitation, Practitioner Inquiry in an Era of Accountability: Reflection and Direction, American Educational Research Association National Convention, Montreal, Canada, April, 2005.

Scientific Rigor and Literacy Research, Educational Research Exchange, University of North Texas, Denton, Texas, February, 2005.

Riding on a Beam of Light: Exploring Complementary and Contradictory Theories of Language, Literacy, and Learning, Fordham University, New York, June, 2004.

Teaching in the Cracks for a More Just and Caring World, Literacy Conference, Adelphi University, August, 2001.

Families and Literacy, Hofstra Early Childhood Celebration Conference, New York, February, 2001.

Literacy and Social Justice: Rethinking Graduate Programs in Literacy and Reframing Literacy Practices in Schools, NCTE Spring Conference, New York, March, 2000.

Teaching in the Cracks for a More Just and Caring World, The Eighth Annual Southeastern Reading Recovery and Early Literacy Conference, Greensboro, North Carolina, March, 2000.

On Not Believing Everything You Hear: An Overview of "Spin Doctors," Presented at luncheon for 2000 educators, at the Wisconsin State Reading Association Convention, Milwaukee, February, 2000.

Contesting the Dominant Discourse: What Happens When Literacy is Rigidly Controlled and Teachers are Told What to Teach? NCTE Annual Convention, Denver, Colorado, November, 1999.

What Research Counts in Learning to Read? Northeastern Research Association 30th Annual Conference, Ellenville, New York, October, 1999.

Rac(e)ing the Grammys: What Has Phonological Awareness Research Got to Do with Will Smith? Tenth Annual International Literacy Conference, Rochester, New York, August, 1999.

Teaching Literacy in the New Millennium: Lessons from the Twentieth Century, Mid-South Reading and Writing Conference, University of Alabama, June, 1999.

Beyond Cognitive Science: Bringing the Social Back Into the Study of Reading and Writing, Psycholinguistics and Sociolinguistics SIG, IRA Annual Convention, San Diego, May, 1999.

Exploration of Current Political Issues in Teaching Reading, NCTE Spring Conference, Albuquerque, New Mexico, March, 1998.

Beginning to Read and the Spin Doctors of Science, NCTE Fall Conference, Detroit, November, 1997.

Family Literacy: the Making of an International Declaration of Principles, National Conference on Research on Language and Literacy, held at the IRA Annual Convention, New Orleans, May, 1996.

Many Families Many Literacies, University of Pennsylvania, October, 1995.

Teaching and Learning, NCTE International Conference and the IFTE Conference, New York, 1995.

Family Literacy: The Development of an International Declaration of Principles, Seventh Annual conference on Ethnographic and Qualitative Research at the University of Massachusetts, Amherst, June, 1995.

Family Literacy, keynote, National Family Literacy Conference, Ottawa, Canada, November, 1994.

Documenting the Complexity of Children's Learning, The Whole Language Umbrella, San Diego, July, 1994.

Toxic Literacies, Colloquy organized by the graduate students of the Department of Language Reading and Culture at the University of Arizona, February 12, 1994.

Families and Literacy, TEEM Conference, Tucson, Arizona, January 24, 1994.

Language, Literacy and Learning in Family, Community and School Settings, Elementary Section General Session of the NCTE Spring Conference, Richmond, Virginia, 1993.

Implications of the Concept of Family Literacy for Program Development, Teacher Education and Research, Family Literacy Conference at the University of Massachusetts, Amherst, May 1992.

Assessing the Complexity of Students' Learning: Constructing Biographic Literacy Profiles, conference focused on the Biographic Literacy Profiles Project, sponsored by the Granite State Council of the IRA and the New Hampshire Department of Education, April 1992.

Learning Denied, conference organized by the Wisconsin Teacher Education Division of the Council for Exceptional Children, March, 1992. The conference was organized to discuss Learning Denied.

Assessing the Complexity of Children's Early Literacy Development: The Development of Biographic Literacy Profiles, and Private and Public Literacies: Lives that are Lived and Lives that are Encoded on Paper, Iowa Writing Project's Annual Conference, October, 1991.

Lives that are Lived and Lives that are Encoded on Paper, Perspectives of Literacy Strand, IRA Convention, May, 1991.

Early Literacy Development and the Mental Health of Young Children, Lesley College Graduate School of Education, Cambridge, January, 1991.

Towards a Unified Theory of Literacy Learning and Instructional Practices: An Ethnographic Perspective, Conference on Ethnographic and Qualitative Research in Education, University of Massachusetts, Amherst, June, 1989.

Solving the Problem of Problem Solving Literacy, the Maine Reading Association Conference, Orono, September, 1989.

The Place of Literature in Literacy, Ohio State Children's Literature Conference, Columbus Ohio, January, 1988.

Assessment from an Ethnographic Perspective: Theory, Research and Practice, National Conference of Research in English (co-sponsored meetings) NRC, St. Petersburg, Florida, December, 1987.

Ethnographic Perspectives on Educational Assessment and Evaluation, National Conference of Research in English (co-sponsored meetings) NCTE, Louisville, Kentucky, Spring, 1987.

Family Literacy: Myths and Magic, 14th Annual Conference on Parent Involvement, Denver, October, 1983.

PAPER PRESENTATIONS

Invited presentation, Playing at Dying and Dying while Playing, Child's Play, Children's Pleasures: Interdisciplinary Explorations Conference at Hofstra University, Hempstead, New York, March, 2010.

Invited presentation, Children, Literacy and Mass Trauma: Why Doctors and Teachers Should Work Together, AERA conference, New York, 2008.

Presenter Cultural and Psychological Trauma in Childhood: Crossing Borders both Metaphoric and Literal, American Anthropological Association Meeting on Language, Literacy, and Trauma: Intersections of Local Practices with International Politics, and Neoliberal Reforms, San Jose, CA, 2006.

Invited Discussant, Accountable to Whom? For What? Critical Perspectives on the Literacies of Teaching, American Educational Research Association National Convention, Montreal, Canada, April, 2005.

Invited Discussant, Accountable to Whom? For What? Critical Perspectives on the Literacies of Teaching, 26th Ethnography Forum, University of Pennsylvania Ethnography Conference, February, 2005.

Invited presentation, Literacy for the Common Good: How Can We Create Learning Environments in Schools that Support the Lives of Children and Young Adults in Times of Undemocratic Government Controlled Pedagogy, National Conference of Teachers of English, Indianapolis, Indiana, November, 2004.

Invited Presentation Paradigm, Metatheories, and the Politics of Teaching Young Children to Read, Learning Conference, Havana, Cuba, June, 2004. (I flew to Miami but the Bush Administration cancelled all flights to Havana. The paper was accepted and I was ready to present.)

Presenter Riding Around on a Beam of Light: Exploring Complementary and Contradictory Theories of Language, Literacy and Learning, Induction into the Reading Hall of Fame, International Reading Association Convention, San Antonio, TX, April, 2004.

Invited presentation, A Conversation with Denny Taylor, The Eighth Annual Southeastern Reading Recovery and Early Literacy Conference, Greensboro, North Carolina, March 2000.

Presenter, Hammered In and Plastered On, NCTE Spring Conference, New York, March, 2000.

Invited presentation, Spin Doctors of Science: The Role of Research in Defining a Literacy Agenda, Bank Street College of Education Conference, June, 1999.

Invited presentation, What Counts as Research? Mid-South Reading and Writing Conference, University of Alabama, June 1999.

Invited participant, the Situated Literacy Conference, Lancaster University, England, July, 1997.

Invited presentation, Ethnographic Research Techniques, Tenth Biennial Whole Language and Literacy Processes Winter Workshop, Tucson, December, 1994.

Discussant for the session: Retrospective Miscue Analysis: Revaluing Readers, NRC, Coronado, December, 1994.

Invited presentation, Toxic Literacies: Uncovering the Subtexts of Society, The Dean's Forum for the Advancement of Knowledge and Practice, 1994-1995 Lecture Series, The University of Arizona, October, 1994.

Invited paper presentation, The Ideologies and Ethics of Family Literacy Pedagogies: A Postformal Perspective, the IRA annual convention, Toronto, Canada, May, 1994.

Paper presentation, Assessing the Complexity of Children's Learning, The First Inter-American Symposium on Disability for the United States and Mexico, Tucson, April, 1994.

Discussant for the session: The Literacies of Women: Issues of Access, Representation, and Cultural Context, AERA Annual Meeting, Atlanta, April, 1993.

Invited paper presentation, Members of the Community: Lives that are Lived and Lives that are Constructed on Paper, AERA Annual Meeting, San Francisco, April 1992.

Invited paper presentation Early Literacy Development and the Mental Health of Young Children, NCTE Commission on Reading, a co-sponsored meeting at IRA Annual Convention, May, 1991.

Invited paper presentation, Inappropriate Educational Decision Making, The American Anthropology Association Annual Meeting, Washington, November, 1989.

Invited paper presentation, Defining Literacy: Issues of Definition Relating to Learners, NCTE Annual Convention, Baltimore, November, 1989.

Invited paper presentation, The English Family Literacy Conference, Harvard University, May, 1989.

Invited paper presentation, Ethnographic Educational Evaluation for Children, Families and Schools, American Anthropology Association Annual Meeting, Phoenix, November, 1988.

Invited participant, Supporting Literacy Experiences: Families and Schools. Preconvention Institute: Early Literacy: Research to Curriculum, IRA Annual Convention, Toronto, Canada, May, 1988.

Invited paper presentation, Learning from Families: Implications for Education and Policy, AERA Annual Meetings, New Orleans, April, 1988.

Paper presentation, What Family Storybook Means for Children, Families and Curriculum, National Association for the Education of Young Children Annual Conference, Chicago, November, 1987.

Paper presentation, What Family Storybook Means for Children, Families and Curriculum, 6th Eastern Regional Conference of the IRA, Hyannis, Massachusetts, August, 1987.

Paper presentation, What Family Storybook Means for Children, Families and Curriculum, IRA Annual Convention, Anaheim, 1987.

Paper presentation, Observing the Language Learner: Teachers as Researchers in Their Own Classrooms, Granite State Reading Conference, Concord, March, 1987.

Paper presentation, The Foundations of School Learning: Family Literacy in Suburban, Urban, and Rural Settings, IRA Annual Convention, Philadelphia, May, 1986.

Paper presentation, Exploring the (Con)textual Worlds of Childhood: An Interpretive Approach, IRA Annual Convention, Philadelphia, April, 1986.

Invited workshop, Reading with Young Children in the Home. IRA Annual Convention, New Orleans, May 1985.

Paper presentation, Family Literacy and School Learning, IRA Annual Convention, New Orleans, May, 1985.

Invited paper presentation, Research in Beginning Literacy Learning: The Home Connection, IRA Annual Convention, New Orleans, May, 1985.

Invited presentation, Creating Family Story, University of New Hampshire, February, 1985.

Invited presentation, Ethnographic Research: Families and Literacy, University of New Hampshire, February, 1985.

Invited participant, Interpretations of Family Literacy: An Ethnographic Perspective, Preconvention Institute: Research Training Workshop: Qualitative Methods, IRA Annual Convention, Atlanta, May, 1984.

Invited speaker, Family Storybook Reading, and Family Literacy, Nova Scotia Reading Conference, April, 1984.

Paper presentation, The Social and Cultural Contexts of Family Storybook Reading, NCTE Convention, Ohio, April, 1984.

Invited speaker, Sharing Storybooks: A Family Experience, University of Pennsylvania, November, 1983.

Invited presentation, Family Storybook Reading, University of Pennsylvania, November, 1983.

Invited presentation, Ethnographic Perspectives of Family Literacy Research, University of Pennsylvania, November, 1983.

Invited presentation, Family Literacy, Teacher's College, October, 1983.

Invited presentation, Language and Literacy Skills in the Home, Everychild: The American Conference, sponsored by the Children's Book Council, New York, August, 1983.

Symposium presentation, Family Storybook Reading, IRA Annual Convention, Anaheim, May, 1983.

Invited discussant for the session Pre-reading for Young Children: Involving Parents and Preschool Children, AERA Annual Conference, Montreal, April, 1983.

Invited speaker, Family Literacy: Young Children Learning to Read and Write, North Jersey Council, IRA, March, 1983.

Invited presentation, Family Literacy: An Ethnographic Approach, New York University, March, 1983.

Invited dialogue participation on Beyond Time on Task: Learning from an Ethnographic Perspective, Ethnography in Education Forum, University of Pennsylvania, March, 1983.

Paper presentation, The Cultural Context of Family Literacy, NRC Conference, Florida, December, 1982.

Invited presentation, Ethnographic Research, Rider College, November, 1982.

Invited Outstanding Dissertation presentation, Family Literacy: The Social Context of Learning to Read and Write, IRA Annual Convention, Chicago, April, 1982.

Invited speaker, "Are We Becoming a Nation of Non-Readers?" New Jersey Library Trustee Association Educational Seminar, March, 1982.

Invited moderator, Children and Television, Englewood Library, New Jersey, November, 1981.

Paper Presentation, "DEARMOMDEBBIE I AM SENDING A CARD": The Inventive Reconstruction of the Uses of Print, Ethnography in Education Research Forum, University of Pennsylvania, March, 1981.

Paper presentation, Family Literacy and Children's Emerging Awareness of Written Language Forms, AERA Annual Conference, Los Angeles, April, 1981.

Invited seminar, Family Literacy: An Ethnographic Approach, National Institute of Education Literacy Project, Teachers College, Columbia University, May, 1980.

Invited paper presentation, Family Literacy: The Social Context of Learning to Read and Write, Language and Young Children: Frontiers of Research Conference, Brooklyn College, May, 1980.

Paper presentation, Learning to Read and Write: A Multigenerational Perspective, AERA Annual Conference, Boston, April, 1980.

Paper presentation, Learning to "Read" Stories, Ethnography in Education Research Forum, University of Pennsylvania, March, 1980.

Invited seminar, Ethnography and Family Literacy, National Institute of Education Literacy Project, Teachers College, Columbia University, October, 1979.

Paper presentation, An Ethnography of Storytelling: the Linking of Oral and Written Language, AERA Annual Conference, San Francisco, April, 1979.

Invited paper presentation, An Ethnographic Study of the Family's Role in the Development of Reading Skills and Values, AERA Annual Conference, San Francisco, April, 1979.