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CURRENT POSITION

2012-present University of Colorado-Boulder, School of Education
Associate Professor, *Literacy Studies*
<u>Specialization</u>: Literacy and technology; reading comprehension; multimodal composition; universal design for learning.
<u>Courses taught</u>: Reading in Elementary Schools; Children's Literature; Literacy Assessment; Multiliteracies and Multimodal Methods; Digital Literacies and New Media.

EDUCATION

Ed. D., Reading, Language, & Learning Disabilities, Harvard University, Cambridge, MA
M.S. Ed., Special Education, Old Dominion University, Norfolk, VA.
B.A., International Studies, American University, Washington, DC.

PROFESSIONAL EXPERIENCE

2007-2012 Vanderbilt University, Peabody College of Education: Nashville, TN
Assistant Professor, Language, Literacy and Culture
<u>Courses taught</u>: Literacy Assessment, Sociocognitive Literacy Theory and Practice, Reading and Learning with Print and New Media, Children's Literature.

2000-2007 CAST, Inc.,Wakefield, MA: *Chief Officer, Literacy and Technology*, leading literacy and technology research and development initiatives at CAST, a not-for-profit research and development organization (www.cast.org).

1994-2000 University of Guam, College of Education: Mangilao, Guam
Associate Professor, Language and Literacy (tenure granted 1999); *Assistant Professor*, 1994-1997; *Graduate Chair*, M.Ed. Programs (1998 - 2000); *Graduate Coordinator*, Language and Literacy Program (1994 - 2000); *Director*, College of Education Literacy Center (1994 - 2000); *Editor*, Micronesian Educator: Journal of Research and Practice in Guam and Micronesia (1996-1999); *Co-Chair*, Regional Language Arts Conference (1996-1999).
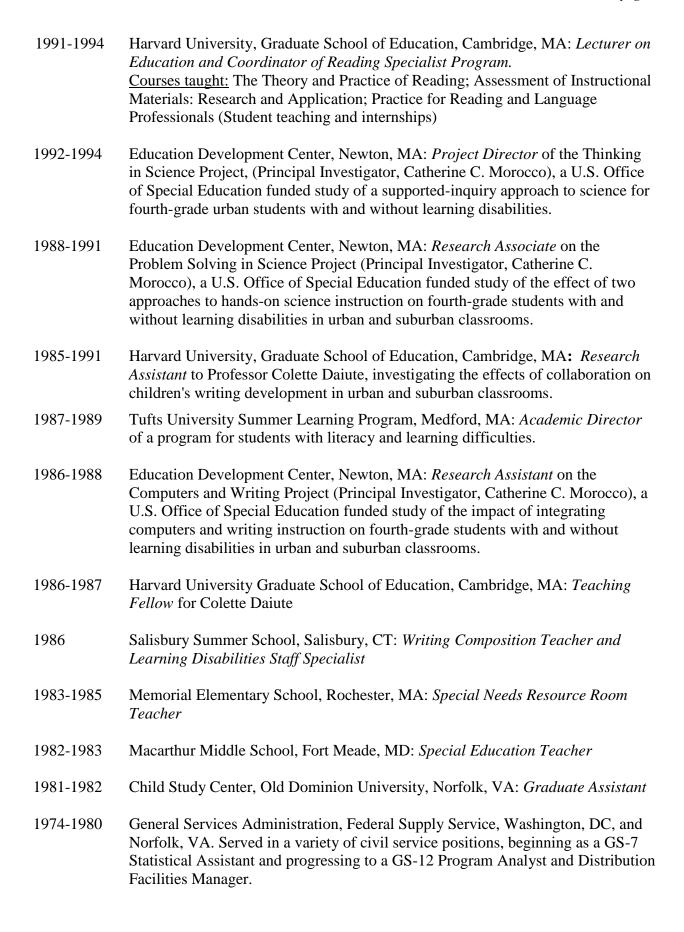<u>Courses taught:</u> Language and Literacy Development, Literacy Assessment, Literacy Instructional Lab, Language and Literacy Seminar, Language and Literacy Thesis, Children's Literature, Art and Craft of Teaching Writing, Secondary Reading and Writing in the Content Areas, Poetry Fiesta.

1991-1994   Harvard University, Graduate School of Education, Cambridge, MA: *Lecturer on Education and Coordinator of Reading Specialist Program.*
<u>Courses taught:</u> The Theory and Practice of Reading; Assessment of Instructional Materials: Research and Application; Practice for Reading and Language Professionals (Student teaching and internships)

1992-1994   Education Development Center, Newton, MA: *Project Director* of the Thinking in Science Project, (Principal Investigator, Catherine C. Morocco), a U.S. Office of Special Education funded study of a supported-inquiry approach to science for fourth-grade urban students with and without learning disabilities.

1988-1991   Education Development Center, Newton, MA: *Research Associate* on the Problem Solving in Science Project (Principal Investigator, Catherine C. Morocco), a U.S. Office of Special Education funded study of the effect of two approaches to hands-on science instruction on fourth-grade students with and without learning disabilities in urban and suburban classrooms.

1985-1991   Harvard University, Graduate School of Education, Cambridge, MA: *Research Assistant* to Professor Colette Daiute, investigating the effects of collaboration on children's writing development in urban and suburban classrooms.

1987-1989   Tufts University Summer Learning Program, Medford, MA: *Academic Director* of a program for students with literacy and learning difficulties.

1986-1988   Education Development Center, Newton, MA: *Research Assistant* on the Computers and Writing Project (Principal Investigator, Catherine C. Morocco), a U.S. Office of Special Education funded study of the impact of integrating computers and writing instruction on fourth-grade students with and without learning disabilities in urban and suburban classrooms.

1986-1987   Harvard University Graduate School of Education, Cambridge, MA: *Teaching Fellow* for Colette Daiute

1986   Salisbury Summer School, Salisbury, CT: *Writing Composition Teacher and Learning Disabilities Staff Specialist*

1983-1985   Memorial Elementary School, Rochester, MA: *Special Needs Resource Room Teacher*

1982-1983   Macarthur Middle School, Fort Meade, MD: *Special Education Teacher*

1981-1982   Child Study Center, Old Dominion University, Norfolk, VA: *Graduate Assistant*

1974-1980   General Services Administration, Federal Supply Service, Washington, DC, and Norfolk, VA. Served in a variety of civil service positions, beginning as a GS-7 Statistical Assistant and progressing to a GS-12 Program Analyst and Distribution Facilities Manager.

HONORS & AFFILIATIONS

Universal Design for Learning Award, 2007, CAST, Inc.
Computers in Reading Research Award, 2006, International Reading Association
University of Guam nominee for the Carnegie U.S Professor of the Year Award, 1999
Member, LRA/NRC, ILA/IRA, AERA

PUBLICATIONS

Articles in Refereed Journals (*co-authored with students)

*Garcia, A., Guggenheim, A., M., Stamatis, K., and Dalton, B. (in press). Glimmers of care: Attending to the affective everyday in ninth-grade literacy classrooms. To appear in *Reading Research Quarterly*, 1-17. Doi:10.1002/rrq.296

Dalton, B. (2020). Bringing together multimodal composition and maker education in K-8 classrooms. To appear in *Language Arts*, 97(3), 159-171.

Smith, B. E. & Dalton, B. (2016). "Seeing it from a different light": Students' video reflections about their multimodal compositions. *Journal of Adolescent & Adult Literacy, 59*(6), 719-729.

*Dalton, B., Robinson, K., Lovvorn, J.F., Smith, B.E., Alvey, T., Mo, E., Uccelli, P., & Proctor, C.P. (2015). Fifth-grade students' digital retellings and the Common Core: Modal use and design intentionality. *Elementary School Journal, 115*(4), 548-569.

Dalton, B. (2015). Charting our path with a web literacy map. *The Reading Teacher, 68* (8), 604-08.

Dalton, B. (2014/2015). Level up with multimodal composition in social studies. *The Reading Teacher, 68* (4), 296-302.

Dalton, B. (2014). e-Text and e-Books are changing the literacy landscape. *Kappan, 96* (3), 38-43.

Dalton, B. (2014). DIY E-Books: Designing enhanced E-Texts. *The Reading Teacher*. *67* (7), 543-546.

Dalton, B. & Grisham, D.L. (2013). Love that book: Multimodal response to literature. *The Reading Teacher, 67* (3), 220-225.

Dalton, B. (2013). Engaging children in close reading: Multimodal commentaries and illustration remix. *The Reading Teacher*, *66* (8), 642-649.

Dalton, B. (2012/2013)*. Multimodal composition and the Common Core Standards. *The Reading Teacher*, *66* (4), 333-339.

Coyne, P., Pisha B., Dalton, B., Zeph, L., & Cook Smith, N. (2012). Literacy by design: A universal design for learning approach for students with significant intellectual disabilities. *Remedial and Special Education*, 33, 162-172. First published online August 31, 2010. DOI: 10.1177/0741932510381651

*Dalton, B. & Smith, B.E. (2012). Teachers as designers: Multimodal immersion and strategic reading on the Internet. *Research in the Schools special issue, Literacy and Social Networking*, *19* (1), 12-25. Available online http://www.msera.org/Rits_191/Rits_191_Dalton_2.pdf

*Alvey, T.L., Phillips, N.C., Bigelow, E.C., Smith, B.E., Pfaff, E., Colt, W., Leander, K.M., Dalton, B. & Ma, J. (2011). From I-Search to iSearch 2.0. *English Teaching: Practice and Critique*, 10 (4), 139-148. Available online http://education.waikato.ac.nz/research/files/etpc/files/2011v10n4nar1.pdf

*Dalton, B., Proctor, C.P., Uccelli, P., Mo, E. & Snow, C.E. (2011). Designing for diversity: The role of reading strategies and interactive vocabulary in a digital reading environment for 5th grade monolingual English and bilingual students. *Journal of Literacy Research, 43 (1),* 68-100.

Dalton, B. & Grisham, D. (2011). eVoc strategies: Ten ways to use technology to build vocabulary. *The Reading Teacher, 64*(5), 306–317. DOI:10.1598/RT.64.5.1

*Proctor, P., Dalton, B., Uccelli, P., Biancarosa, G., Mo, E., Snow, C. E. & Neugebauer, S. (2011). Improving comprehension online: Effects of deep vocabulary instruction with bilingual and monolingual fifth graders. *Reading and Writing: An Interdisciplinary journal.* 24 (5), 517-544, DOI 10.1007/s11145-009-9218-2.

Proctor, C.P., Uccelli, P., Dalton, B., & Snow, C.E. (2009). Understanding depth of vocabulary online with bilingual and monolingual children. *Reading and Writing Quarterly*. *25*(4), 311-333.

Rose, D. & Dalton, B. (2009). Learning to read in the digital age. *Mind, Brain, and Education, 3*(2), 74-83.

Proctor, C. P., Dalton, B., & Grisham, D.L. (2007) Scaffolding English language learners and struggling readers in a universal literacy environment with embedded strategy instruction and vocabulary support. *Journal of Literacy Research, 39,* 71-93.

Dalton, B. (2000, May). To see one another more clearly: A Pacific children's literature Web project. *The Reading Teacher, 53* (8). Available at Reading Online: http://www.readingonline.org /electronic/elec_index.asp?HREF=/electronic/RT/5-00_Column/index.html

*Dalton, B., Morocco, C.C., Tivnan, T. & Rawson, P. (1997). Supported-inquiry science: Teaching for conceptual change in the urban classroom. *Journal of Learning Disabilities*, *30* (6), 670-684.

*Dalton, B., Tivnan, T., Riley, M.K., Rawson, P. & Dias, D. (1995). Revealing competence: fourth- grade students with and without learning disabilities show what they know on paper-and-pencil and hands-on performance assessments. *Learning Disabilities Research and Practice*, *10*, 197-214.

Daiute, C. & Dalton, B. (1994). Collaboration between children learning to write: Can novices be masters? *Cognition and Instruction*, *10*, 281-333.

*Dalton, B., Morocco, C.C., Tivnan, T., & Rawson, P. (1994). Effect of assessment mode on learning disabled and non-learning disabled students' performance in hands-on science. *International Journal of Educational Research*, *21*, 299-316.

Morocco, C.C., Dalton, B., & Tivnan, T. (1992). The impact of computer-supported writing instruction on the writing quality of fourth-grade students with and without learning disabilities. *Reading and Writing Quarterly*, 27, 87-113.

Dalton, B., Winbury, N., & Morocco, C.C. (1990). "If you could just push a button": Two fourth grade learning disabled students learn to use a spelling checker. *Journal of Special Education Technology. 10,* 170-191.

Books
Boardman, A., Garcia, A. & Dalton, B. (under contract, 2019). Compose Our World: Engaging educators and students with project based learning in secondary English language arts. To be published by *Teachers College Press*.

Book Chapters (* co-authored with students)

*Dalton, B. & Musetti, K. (2018). Tactile picture book making and multimodal composition: Students design for equity in English language arts. In E. Ortlieb, E.H. Cheek, Jr., & P. Semingson (Eds.), *Best Practices for Teaching Digital Literacies (p. 195-213).* London, UK: Emerald Publishing. Doi10.1108/52048-04582018000000915

Dalton, B. & Smith, B.E. (2015). How do I know what I think until I see what I produce in my video?: A case for video reflection. In E. Ortlieb, L. E. Shanahan, & M. B. McVee, (Eds.). *Video research in disciplinary literacies* (pp. 231-250). Bingley, UK: Emerald Group Publishing.

Dalton, B. & Rose, D. (2015). Reading digital: Designing and teaching with eBooks and digital text. In S.R Parris & K. Headley (Eds.) *Comprehension Instruction: Research-based Best Practices*, 3rd edition (pp. 345-355). New York: Guilford Press.

*Dalton, B. & Schmidt, K. M. (2015). Bringing words to life through student-created vocabulary videos. In T. Rasinsky, K. Pytash, & R. Ferdig (Eds.), *Using Technology to Enhance Reading: Innovative Approaches to Literacy Instruction* (pp. 73-79). Bloomington, IL: Solution Tree Publishers. (peer-reviewed)

Dalton, B. (2015). Technology for struggling readers. In G. Scarlett (Ed.), *Classroom Management: An A-to-Z Guide*. Thousand Oaks, CA: Sage Reference.

*Dalton, B. & Smith, B. E. (2014). Teachers' lesson design as remix: Composing with Internet resources and a smart authoring tool. In R. Ferdig & K. Pytash (Eds.), *Exploring Multimodal Composition and Digital Writing*. (pp. 116-134). Hershey, PA: IGI Global. (peer-reviewed)

*Dalton, B. & Jocius, R. (2013). From struggling reader to digital reader and multimodal composer. In E.T. Ortlieb & E.H. Cheek, Jr. (Eds.) *School-based Interventions for Struggling Readers, K-8 (Literacy Research, Practice, and Evaluation, Vol.3)* (pp.79-97). Bingley, UK: Emerald Group Publishing Limited. (peer-reviewed)

Dalton, B. & Palincsar, A. (2013). Investigating text-reader interactions in the context of supported etext. In R. Azevedo & V. Aleven (Eds.). *International handbook of metacognition and learning technologies*. (pp. 533-544). NY: Springer.

Gordon, D.T., Proctor, C.P., & Dalton, B. (2012). Reading strategy instruction, universal design for learning, and digital texts: Examples of an integrated approach. In T.E. Hall, A. Meyer, & D.H. Rose (Eds.) *Universal design for learning in the classroom* (pp. 25-37). New York: Guilford Press.

Castek, J., Dalton, B., & Grisham, D. (2012). Using multimedia to support students' generative vocabulary learning. In J. Baumann & E. Kame'enui (Eds.). *Vocabulary instruction: Research to practice, 2nd edition* (pp. 303-321). New York: Guilford Press.

Dalton, B. & Proctor, C. P. (2008). The changing landscape of text and comprehension in the age of new literacies. In J. Coiro, M. Knobel, C. Lankshear, & D. Leu (Eds.), *Handbook of research on new literacies* (pp. 297-324). Mahweh, NJ: Lawrence Erlbaum Publishers.

Dalton, B. & Rose, D. (2008). Scaffolding digital reading comprehension. In C. C. Block & S.R Parris (Eds.) *Comprehension instruction: Research-based best practices*, 2nd edition. (pp. 347-361). New York: Guilford Press.

Dalton, B. (2007). Integrating language, culture and technology to achieve new literacies for all. In L. L. Parker (Ed.) *Technology-mediated learning environments for young English learners: Connections in and out of school*. Mahwah, NJ: Lawrence Erlbaum Associates.

Dalton, B. & Proctor, C. P. (2007). Reading as thinking: Integrating strategy instruction in a universally designed digital literacy environment. In D.S. McNamara (Ed.), *Reading comprehension strategies: Theories, interventions, and technologies* (pp. 423-442). Mahweh, NJ: Lawrence Erlbaum Publishers. (*Peer-reviewed chapter).

Dalton, B. & Strangman, N. (2006). Improving struggling readers' comprehension through scaffolded hypertexts and other computer-based literacy programs. In D. Reinking, M.C. McKenna, L. D. Labbo, & R.D. Keiffer (Eds.), *Handbook of Literacy and Technology*, 2nd edition (pp. 75-92). Mahweh, NJ: Lawrence Earlbaum Publishers.

Rose, D. & Dalton, B. (2006). Engaging the text: Brain research and the universal design of reading strategy supports. In D. Rose & A. Meyer (Eds.) *A Practical Reader in Universal Design for Learning* (pp. 133-148). Cambridge, MA: Harvard Education Press.

Palincsar, A. & Dalton, B. (2005). Speaking literacy and learning to technology; Speaking technology to literacy and learning. In B. Maloch , J. Hoffman, D. Schallert, C. Fairbanks & J. Worthy (Eds.), Invited annual research address, *54th Yearbook of the National Reading Conference* (pp. 83-102). Oak Creek, WI: National Reading Conference, Inc.

Strangman, N. & Dalton, B. (2005). Technology for struggling readers: A review of the research. In D. Edyburn, K. Higgins, & R. Boone (Eds.), *The Handbook of Special Education Technology Research and Practice* (pp. 545-569). Whitefish Bay, WI: Knowledge by Design, Inc.

Rose, D. & Dalton, B. (2002). Using technology to individualize reading instruction. In (Eds.) C.C. Block, L.B. Gambrell & M. Pressley, *Improving comprehension instruction: Rethinking research, theory, and classroom practice* (pp. 257-274). San Francisco, CA: Jossey Bass.

Daiute, C. & Dalton, B. (1988). "Let's brighten it up a bit": Collaboration and cognition in writing. In B. Rafoth & D. Rubin (Eds.), *The Social Construction of Writing*. NJ: Ablex.

Non-refereed Articles (*invited)

Dalton, B., Smith, B.E., & Robinson, K. (2011). Developing a zest for academic Internet inquiry. *The California Reader, 44*(2)*,* 5-11.

O'Neill, L.M. & Dalton, B. (2002, June). "Thinking Readers" Part II: Supporting beginning reading in children with cognitive disabilities through technology. *Exceptional Parent*, p.40.

Dalton, B., & Grisham, D.L. (2002, March). Editorial: Taking a position on integrating literacy and technology in the curriculum. *Reading Online, 5*(7). http://www.readingonline.org /editorial/edit_index.asp?HREF=/editorial/march2002/index.html

Dalton, B., & Grisham, D.L. (2001, December/January). Editorial: Teaching students to evaluate Internet information critically. *Reading Online, 5*(5). http://www.readingonline.org/editorial/edit_index.asp?HREF=/editorial/december2001/index .html

Dalton, B. (2001, March). Editorial: Harnessing the power of the Internet: The U.S. Web-based Education Commission issues a call to action. *Reading Online, 4*(8). http://www.readingonline.org/editorial/edit_index.asp?HREF=/editorial/march2001/index.ht ml

Dalton, B. (2000, October). Editorial: Spotlight on early literacy instruction: Twenty online articles. *Reading Online, 4*(4). http/www.readingonline.org/editorial/ edit_index.asp?HREF=/editorial/october2000/index.html

Technical Reports and Misc. Publications

Dalton, B. & Neely, A. (Sept., 2009). *Peabody College Instructional Improvement Grant: Final Report on Integrating Technology and the Study of Children's Literature*. Nashville, Tn: Vanderbilt University.

Dalton, B., Robinson, K., & Coyne, P. (Aug., 2009). *Technical Report on Professional Development for the Regional Education Lab Northeast and Islands' Thinking Reader Intervention Study 2008-10,* funded by US Department of Education, Institute of Education Sciences. Wakefield, MA: CAST, Inc.

Dalton, B., Proctor, C.P., Snow, C,E., Uccelli, P., & Mo, E. (Sep., 2008). *Improving Reading Comprehension for Struggling Readers: Understanding the Role of Vocabulary Development, Guided Strategy Use, and Spanish Language Supports in a Digital Reading Environment*. Final report to the US Department of Education, Institute of Education Sciences.

Dalton, B. & Gordon, D. (2007). Universal design for learning. In M.F. Giangreco & M.B. Doyle, (Eds.), *Quick-guides to inclusion: Ideas for educating students with disabilities* (2nd ed.). Towson, MD: Paul Brookes Publishing.

Dalton, B. & Palincsar, A.S. (April 2007). *Reading to Learn: Investigating general and domain specific supports in a technology-rich environment with diverse readers learning from informational text*. Final report to the US Department of Education, Institute of Education Sciences.

Rose, D. & Dalton, B. (2007). *Plato Revisited: Learning through Listening in the Digital World*. Paper published by Recording for the Blind and Dyslexic. Available at the Learning through Listening website. http://ltl.rfbd.org/Listening_A_Powerful_Skill/What_Is_Listening_/ Learning_Through_Listening_in_the_Digital_World/92/

Dalton, B., & Pisha, B. (Jan., 2007). *Strategic learning editions: Embedding flexible supports for learning comprehension strategies in digital text*. Final report to US Department of Education, Office of Special Education Programs.

Dalton, B., Zeph, L., Coyne, P., Enright, B (Nov., 2006). *Literacy by Design: Creating universally-designed reading environments for students with significant cognitive disabilities*. Final report to US Department of Education, Office of Special Education Programs.

Dalton, B., Rose, D., & Christodolou, J. (2005). *Technology's role in advancing literacy and achievement for diverse adolescent learners.* A report to Carnegie Corporation of New York. New York: NYC.

Dalton, B., Schleper, D., Kennedy, M., Lutz. L. & Strangman, N. (2005). A universally designed digital strategic reading environment for adolescents who are deaf and hard of hearing. Final Report to Gallaudet University. Wakefield, MA: CAST, Inc.

Dalton, B., Pisha, B., Eagleton, M., Coyne, P., & Deysher, S. (Jan., 2002). *Engaging the text: reciprocal teaching and questioning strategies in a scaffolded digital learning environment*. Final report to US Department of Education, Office of Special Education Programs.

Dalton, B. (1991). *Writing and technology: The effect of a computer spelling checker versus peer editor on fourth-grade students' editing, spelling, and writing performance*. Doctoral thesis. Cambridge, MA: Harvard Graduate School of Education

Works in Progress (* Student Co-authors)

*Dalton, B., Boardman, A., Kelly, M., & Guggenheim, A. (in progress). Text integration in 9th grade project based learning English language arts classrooms.

*Dalton, B., Walsh, B., Stamatis, K., Stengl, A. (in progress). When composers become makers: Designing tactile picture books with craft materials and digital tools.

*Dalton, B., Walsh, B., & Tiviringe, K. (in progress). Learning through critical making: Education and engineering students design tactile picture books for children with visual impairments.

Dalton, B., & Smith, B.E. (in progress). A cross-case comparison of children's multimodal retellings.

Media, Internet Applications, Software, and Curriculum Development

AI Ethics Stories (2019-present). Co-Editor with T. Yeh of a series of stories with AI ethics dilemmas for National Science Foundation project, *STEM+C: Integrating AI Ethics into Robotics Learning Experiences*. 2019 stories: *Pet Match* by E. Haberl and *Undone* by E. Haberl.

Literacy and Media Lab Blog (2018-present). Editor, with S. Nogueron Liu. A blog co-authored by students in the CU Literacy Masters's program as part of the Digital Literacies course and Lafayette Elementary School Partnership with CU-Boulder School of Education. https://theliteracyandmediacenter.wordpress.com

Build a Better Book Website (2018-present). Contributor to website featuring the Build a Better Book project, with G. Yang, S. Forsyth, T, Yeh and other team members. https://www.colorado.edu/project/bbb/

Build a Better Book National Science Foundation Video Showcases, 2019, 2018 and 2017. Available at https://www.colorado.edu/project/bbb/

Compose our World Curriculum (2018-present). Co-author on Compose our World, a 9th grade project based learning English language arts curriculum. Available online at Lucas Education Research Sprocket web platform https://sprocketlucasedresearch.org

Web Literacy Map (Dec. 5, 2014)**.** Panel member for Literacy Research Association session on Mozilla's Web Literacy Map initiative. Follow-up interview video of all presenters available at http://wiobyrne.com/web-literacy-map-lra-response.

Literacy Research Association Research to Practice Show (May 6, 2014). Panel member for show on Academic Vocabulary and Language, May 6, 2014. Available http://bit.ly/1lWBjQf and on YouTube

https://www.youtube.com/watch?v=ugzVXu1BUWw&list=UUxY2el4yNrRnAOLfvx3mTOg

Voice of Literacy Podcast Interview**.** Dalton, B. (2011, April 18). Designing technology to support comprehension among monolingual and bilingual students. Interviewed by Elizabeth Baker. Podcast retrieved from http://www.voiceofliteracy.org/posts/42574.

Literacy Beat Blog (2011-14). A literacy and technology blog co-authored with D. Grisham, J. Castek, B. Dwyer, B. Smith, and T. D.Wolsey. Between 2011-14, there were 81,528 views and 35,449 visitors. http://literacybeat.wordpress.com/

Blogs, 2014

Literacy Instruction in a Brave New World: A themed issue from Kappan

Using Technology to Improve Reading and Learning

Apps a Plenty, Apps Galore! Starting on an iPad App Adventure

Blogs, 2013

Vocabulary Video Contest from the New York Times' Learning Network

Preparing Teachers to Teach Writing Using Technology by Kristine E. Pytash, Richard E. Ferdig, Timothy V. Rasinski, et al. , 2013, ETC Press

Digital Literacies: An IRA Cross-Journal Virtual Issue

Students revise their writing by listening to a digital reading of their text via Text-to-Speech tools and the VOKI Avatar

Power Up What Works!

Literacy and Technology Special Issue from Research in the Schools

Blogs, 2012
Multimodal Shoe Poems and Digital Writers Workshop

My Pop Studio: Develop critical thinking and media skills with this free online game from Renee Hobbs and the Media Education Lab

Transforming Writing Instruction in the Digital Age

CNN's iReport Toolkit: Tell your Story Like a Pro

CAST's Science Writer: A free, online tool to scaffold students' writing of science reports

When we were young: A book memories project

Blogs, 2011

Design Your Wild Self Avatar: Getting to know one another through mulitmodal composition

Developing student's visual literacy through scaffolded image inquiry

Digital Book Trailers: A Welcome Alternative to the Book Report

VocabVid Stories: Developing vocabulary depth and breadth through live action video

Shrek and Big Bang Theory: Using Popular Culture to Develop Vocabulary

Adopt a word…please?!

Wordle – a free word cloud tool

Improving Comprehension Online Prototype (ICON)
Dalton, B., Proctor, C.P., Uccelli, P., Mo, E. & Snow, C. (2008). *Improving Comprehension Online* scaffolded etext research prototype, Universal Learning Editions from CAST, Inc. Demonstration prototype available at http://psi.cast.org/icon3/demo/auth-login

Reading to Learn enhanced etext prototype
Dalton, B., Palincsar, A., Magnusson, S. (2007) *Reading to Learn* scaffolded etext research prototype developed at CAST Inc.

Power Up to Read
Meyer, A., Dalton, B., & Butler, L. (2007). Telecom Pioneers' *Power Up To Read* web-based reading program for volunteer tutors to use with grade 4-5 students. Includes universally designed folktales and informational texts with embedded strategy instruction and an accompanying tutor website and tutor guide. For more information, see telecompioneers.org

Web Strategy Tutor
Dalton, B., Robinson, K., Goldowski, B., Meyer, A., Butler, L., & Brigham, K. (2007). *Web Strategy Tutor*. Funded by the Carnegie Corporation, this open-source web application tool is designed to support students' inquiry processes on the Internet and teachers' development and sharing of of Internet-based lessons. Freely available at http://cst.cast.org/cst/auth-login. Read the April 2008 press release: http://www.cast.org/about/news/press/2008-04-23.html.

Universally-designed Picture eBook
Dalton, B. & Coyne, P. (2005). *Universally Designed Picture eBooks* for young children. Scaffolded etext research prototype for the Joseph Kennedy Jr. Foundation. Further developed in Literacy by Design project (Dalton, Coyne, & Zeph 2006).

Thinking Reader for students who are Deaf and Hearing impaired
Dalton, B., Schleper, D., Kennedy, M., Lutz, L., Deysher, S. (2005). *Thinking Reader for Students who are Deaf and Hearing Impaired*. Scaffolded etext research prototype.

Thinking Reader
Dalton, B., & Rose, D. (2004). *Thinking Reader*, published by Tom Snyder Productions, Scholastic, Inc. A networked, CD-ROM program designed to improve students' reading comprehension (grades 5-8). *Thinking Reader* embeds reading strategies, vocabulary, and decoding supports in scaffolded digital versions of award-winning novels, such as "The Giver" by Lowis Lowry and "Esperanza Rising" by Pam Munoz Ryan. The program has received several awards, including the 2005 Codie Award: Best Education Instructional Solution for Special Needs Students and the 2005 Ed Press Distinguished Achievement Award for Excellence in Educational Publishing. For more information:
http://www.tomsnyder.com/Products/product.asp?SKU=THITHI

Pacific Children's Literature website
Dalton, B. & Millhoff, B. (1998-2000). *Pacific Children's Literature*. Website resource of book reviews, original works, and interviews with Pacific authors and storytellers created in collaboration with University of Guam students. http:www.uog.edu/coe/paclit.

Consultant, *Read About!* Digital reading comprehension and vocabulary instructional program published by Scholastic Company.

Consultant, *Make it Happen*, a manual for integrating technology and inquiry-based learning for diverse learners at the middle school level, authored by J. Zorfass, C.C. Morocco, S. Persky, and A. Remz. Washington, D.C.: Association for School and Curriculum Development. (1991)

Consultant, *Writers at Work*, a writing process curriculum authored by C.C. Morocco and A. Nelson, Chicago: Science Research Associates. (1990)

Dalton, B. (1989). *Tech Use Guide: Computers and Writing*. Reston, VA: The Council for Exceptional Children Center for Special Education Technology.

Morocco, C.C., Dalton, B., Morse, F., Troen, V., & Boles, K. (1988). *Mastering the Magical Writing Machine. A Word Processing Curriculum.* Newton, MA: Education Development Center, Inc.

SELECTED RESEARCH PROJECTS and EXTERNAL FUNDING

University of Colorado, 2012-present

Yeh, T., Forsyth, S. & Dalton, B. (2019-21). *STEM+C: Integrating AI Ethics into Robotics Learning Experiences*. National Science Foundation, Co-Principal Investigator. $869,796

Yeh, T., Forsyth, S., & Dalton, B. (submitted to NSF 2018; not funded). *Build a Better Book National Network Community Development Project*. Submitted to National Science Foundation, Successful Project Expansion and Dissemination (SPrEaD) grant program. Co-Principle Investigator.

Dalton, B. & Nogueron Liu, S. (2018-2019). *Teachers and Children Reimagine literacy at The Literacy and Media Center: A professional development partnership*. School of Education School of Education Place-based partnership seed grant. Co-Principal Investigator, $18,600.

Yeh, T., Ennis, T., Forsyth, S., & Dalton, B. (2018-2019). *Make 3D Books with Locals for Families Worldwide*, University of Colorado Boulder Outreach Grant. Co-Principal Investigator, $24,000.

Yeh, T., Ennis, T., Dalton, B. & Forsyth, S. (2017-2018). *50 Books: Design and make custom 3D books for 50 families worldwide*. University of Colorado Boulder Outreach Grant. Co-Principal Investigator, $23,000.

Yeh, T., Forsyth, S., & Dalton, B. (2016-2019). *Designing tactile picture books: Critical making in libraries to broaden participation in STEM Education and Careers*, Innovative Technology Experiences for Students and Teachers (ITEST) Program, National Science Foundation, Co-Principal Investigator $1,199,883.

Polman, J., Boardman, A., Dalton, B., Garcia, A. & Penuel, B. (2015-2019*). Composing our world: Supporting literacy and social emotional learning through project-based learning*. Research and development project funded by Lucas Educational Research Foundation. Co-Principal Investigator $2,300,000

Dalton, B. (2012-13). *Technology and Literacy Assessment*. Instructional improvement grant from Women Investing in the School of Education (WISE). Principal Investigator, $7665

Vanderbilt University, Peabody College, 2009-2012

Dalton, B. (2011-12). *Digital Writers' Workshop: A scaffolded approach to multimodal composition for urban middle school youth*. (Research start-up fund).

Hundley, M. & Dalton, B. (Jan., 2012). *Peabody College Instructional Improvement Grant: Integrating Technology and the Study of Children's Literature*. Nashville, TN: Vanderbilt University. ($7400)

Dalton, B. & Neely, A. (Sept., 2009). *Peabody College Instructional Improvement Grant: Integrating Technology and the Study of Children's Literature*. Nashville, TN: Vanderbilt University. ($7300)

CAST, Inc., 2000-2008

Dalton, B., Proctor, C.P., & Snow, C., (2005-08). Principal Investigator and Project Director, with Co-PIs Proctor and Snow. *Improving Reading Comprehension for 5th-grade Struggling Readers: Understanding the Roles of Vocabulary Development, Guided Strategy Use, and Spanish Language Supports in a Digital Reading Environment.* Institute of Education Sciences, U.S. Department of Education. ($1,490,000).

Dalton, B. (2003-05; 2006-07). Principal Investigator. Grant 1: *Teaching reading comprehension strategies on the World Wide Web*. Grant 2: *Strategy Tutor: A web-based tool to improve adolescent learners' comprehension on the web.* Carnegie Corporation of New York..

Dalton, B. & Zeph, L. (2003-05). Co-Principal Investigator, with Co-Pi Zeph. *Literacy by Design: A Universally Designed Reading Environment for Students with Cognitive Disabilities.* U.S. Office of Special Education Programs. ($595,000)

Dalton, B. & Palincsar, A., (2002-05). Co-Principal Investigator and Project Director, with Co-Pi Palincsar. *Reading to Learn: Investigating General and Domain Specific Supports in a Technology-rich Environment with Diverse Readers Learning from Informational Text.*   Institute of Education Sciences, U.S. Department of Education. Co-. ($1,490,000)

Dalton, B. & Proctor, P., (2002-04). Principal Investigator. *The Thinking Reader for English Language Learners: A Computer-supported reading environment for English Language Learners*. The William and Flora Hewlett Foundation.

Dalton, B. & Schleper, D., (2002-2004). Co-Principal Investigator, with Co-PI Schleper. *Shared Reading Project: Chapter by Chapter (Universal Design for Learning and Strategy Instruction*

for Deaf and Hard of Hearing Middle School Students): A Collaborative Project between CAST and Gallaudet University. Laurent Clerc National Center on Deaf Education, Gallaudet University.

Dalton, B. and Pisha, B., (2001-2004). Principal Investigator and Project Director. *Strategic Learning Editions: Embedding Flexible Supports for Learning Comprehension Strategies in Digital Text to Improve Struggling Adolescent Learners' Reading Achievement.* U.S. Office of Special Education Programs, U.S. Department of Education. ($595,000).

Dalton, B. & Coyne, P. (2001-2003). Principal Investigator and Project Director *Thinking Reader: Computer-supported Picture Books for Children with Cognitive Disabilities.* . Joseph P. Kennedy, Jr. Foundation.

Dalton, B., and Pisha, B. (2000-2001). Project Director*, Engaging the Text: Reciprocal Teaching and Questioning Strategies in a Scaffolded Learning Environment for Middle School Students.* U. S. Office of Special Education Programs, U.S. Department of Education. ($595,000)

PRESENTATIONS and CONFERENCE PAPERS (* indicates doctoral student; + invited)

*Dalton, B., Walsh, B., & Tivaringe, K. (2019). Learning through critical making: Education and engineering students collaborate to design 3D printed books. Paper presented at Annual Conference of the Literacy Research Association, Tampa, FL.

+Dalton, B. (2019). The Multimodal Tool Box: Expanding the senses and developing empathy through tactile books and retellings. Presentation for Children's Literature Institute, International Literacy Association, New Orleans, LA.

Dalton, B. (2019). Integrating storytelling and STEM through tactile picture book making and inclusive design. Presentation for International Literacy Association, New Orleans, LA.

Forsyth, S., Dalton, B., & Yeh, T. (2019). Designing Tactile Picture Books: Critical Making in Libraries to Broaden Participation in STEM. Panel presentation, American Education Research Association, Toronto, CA.

*Boardman, A., Dalton, B., Kelly, M., Guggenheim, A. & Walsh, B. (2018). Text integration in project based learning English language arts classrooms. 68th Annual Meeting of the Literacy Research Association, Indian Wells, CA.

*Dalton, B., Tiviringe, K., Walsh, B. & Stangle, A. (2018). Youth as multimodal tactile designers. 68th Annual Meeting of the Literacy Research Association, Indian Wells, CA.

+Dalton, B. (2018). Specialized Literacy Professionals as Digital Literacy Leaders: From Concept to Practice. International Literacy Association, San Antonio, TX.

*Dalton, B., Musetti, K., Walsh, B. & Stamatis, K (2018). Expanding multimodal composition: Teens design 3D printed picture books for children with visual impairments. American Educational Research Association NY, New York.

Dalton, B. & Boardman, A. (2017). Project-based learning in 9th grade English language arts. 67th Annual Meeting of the Literacy Research Association, Tampa, FL.

*Dalton, B. & Stamatis, K. (2017). Potentials of multimodal and visual research methodologies for understanding young children's literacy practices: The Tactile Picture Book Project. 67th Annual Meeting of the Literacy Research Association, Tampa, FL.

*Dalton, B., Walsh, B., Musetti, K., & Stangl, A. (2017). When composers become makers: Designing tactile picture books with craft materials and digital tools. Annual Meeting of the Literacy Research Association, Tampa, FL.

Boardman, A., Polman, J., Dalton, B. & Scornavacco, K. (2017). From units to projects: Designing and implementing PBL in 9th grade language arts. Annual meeting of the American Education Research Association, San Antonio, TX. AERA

+Dalton, B. (2016). Obtaining grant funding for literacy research. Panel sponsored by Research Committee. 66th Annual meeting of the Literacy Research Association, Nashville, TN.

*Dalton, B. & Potvin, A., (2016). Developing character analysis and figurative expression through multimodal composition. 66th Annual meeting of the Literacy Research Association, Nashville, TN.

Dalton, B. & Smith, B.E. (2016). Multimodal composing: Students and teachers at work in a digital writers' workshop. Annual Convention of the International Literacy Association, Boston, MA.

Dalton, B. & Smith, B.E. (2015). Multimodal composing: Pattern abstraction and microstories through infographics. Alternative session for 65th Annual meeting of the Literacy Research Association, La Costa, CA.

+Dalton, B. (2015). Multimodal composers at work in a time of new literacies and Common Core standards. Keynote address for University of Wyoming Literacy Conference. Laramie, Wyoming.

+Dalton, B. (2015). Technology integration close up: Open eBook initiative in the US. Invited session ILA Literacy Research, Annual Convention of the International Literacy Association, St. Louis, MO.

Dalton, B. (2015). Action it! Vocabulary Videos. Transforming technology integration through online inquiry. Pre-convention institute, Annual Convention of the International Literacy Association, St. Louis, MO.

Dalton, B. & Smith, B.E. (2015). Multimodal timescape: A tool to analyze and visually represent students' multimodal composing processes. Poster for Annual Meeting of the American Education Research Association, Chicago, IL.

+Dalton, B. (December, 2014). Toward the development of a Web Literacy Map: Exploring, building and connecting. Panel member for invited session. 64th Annual meeting of the Literacy Research Association, Marco Island, FL.

*Dalton, B. & Schmidt, K.E. (December, 2014). Twelfth-grade urban students compose vocabulary videos to develop academic vocabulary. 64th Annual meeting of the Literacy Research Association, Marco Island, FL.

Dalton, B. & Smith, B.E. (December, 2014). Collaborative digital retelling: Designers at work with modes and tools. 64th Annual meeting of the Literacy Research Association, Marco Island, FL.

Smith, B.E. & Dalton, B. (December, 2014). Composer's Cut: Students use process video data and multimodal product to express their vision and composing process. 64th Annual meeting of the Literacy Research Association, Marco Island, FL

Dalton, B. (June, 2014). From struggling writer to strategic writer and multimodal composer. Workshop for the Colorado SWAAC Summer Institute, Assistive Technology for Inclusive Literacy. Thornton, CO.*

Dalton, B. (June, 2014). From struggling reader to strategic and multimodal reader. Workshop for the Colorado SWAAC Summer Institute, Assistive Technology for Inclusive Literacy. Thornton, CO

Gray, T. & Dalton, B. (March, 2014). PowerUp! What Works to ensure that your students with disabilities meet CCSS. CSUN 29th Annual International Technology and Persons with Disabilities Conference, San Diego, CA.

*Dalton, B. & Jocius, R. (December, 2013). From struggling reader to multimodal reader and composer. 63rd Annual meeting of the Literacy Research Association, Dallas, TX.

Gray, T., Dalton, B., & Schramme, M (July, 2013). Using PowerUp to promote inclusive classrooms through strategic technology implementation and evidence-based teaching practices. Office of Special Education Programs Annual Conference, Washington, DC.

+*Dalton, B., & Smith, B.E. (April, 2013). The Digital Swagatars: Engaging students in a multimodal composition workshop. 'Meet the Researchers' featured session, Annual Convention of the International Reading Association, San Antonio, TX.

*Dalton, B., Smith, B.E., & Ehret, C. (April, 2013). Composing across modes: Young urban adolescents' multimodal composing. Annual meeting of the American Education Research Association, San Francisco, CA.

+Dalton, B. (December, 2012). Learning with and through multimodal composing: Lessons from the Digital Swagatars. School of Education Colloquium, University of Colorado Boulder.

*Dalton, B. & Smith, B.E. (December, 2012). "It sounds all dramatic like in a movie": Two middle school males collaboratively design a multimodal digital folktale. 62nd Annual meeting of the Literacy Research Association, San Diego, CA.

*Dalton, B., Smith, B.E., & Jocius, R. (December, 2012). Integrating students' composition processes, products, and perspectives through multimodal analysis**.** 62nd Annual meeting of the Literacy Research Association, San Diego, CA.

Dalton, B., Coyne, P, & Zeph, L. (November, 2012). Literacy By design: A universal design for learning eBook approach for young children with significant cognitive disabilities. Poster presentation for the Annual Conference of the Coleman Institute, Westminster, CO.

Dalton, B. (July, 2012). Multimodal reading and vocabulary learning with challenging academic text. Presentation for Bronx Public Schools Middle School Teachers. New Rochelle, NY.

+Dalton, B. (April, 2012). Engaging students with literacy and learning through technology and media. Presentation for Metro Nashville Public Schools elementary school teachers. Nashville, TN.

Dalton, B. (2012). eBooks, vooks and more: Reading and responding to digital text. Pre-conference institute on eBooks, apps, audio books & other "reading" things digital. 57th Annual convention of the International Reading Association, Chicago, IL.

*Dalton, B. & Smith, B.E. (Oct. 2011). Using technology and media to build vocabulary. Workshop for Metropolitan Nashville Public Schools Middle School Coaches. Nashville, TN.

+ Dalton, B. (July, 2011). Universal design for learning and technology: Changing the course for students who struggle with literacy. Presentation to special education teachers of Metro Nashville Public Schools. Nashville, TN.

+Dalton, B. (June, 2011). Expanding literacy opportunities for children with severe disabilities with technology and media. Webinar presentation for the US Office of Special Education.

Dalton, B (2011). Reading and learning science with digital text and media. Literacy and Science Pre-Conference, 56th Annual Convention of the International Reading Association, Orlando, FL.

+Dalton, B. (2011). Teens as multimodal designers: Responding to literature with media and Web 2.0. Secondary Education Special Interest Group, 56th Annual Convention of the International Reading Association, Orlando, FL.

Uccelli, P., Proctor, C.P. & Dalton, B. (2011). Spanish-English Bilingual and English Monolingual Fifth-Grade Writers: Similarities and Differences in Writing Performances. Annual meeting of the American Education Research Association, New Orleans, LA.

*Dalton, B. & Smith, B.E. (Dec., 2010) When multimodal readers become multimodal composers: Learning from 5th grade students and their teachers. 60th Annual Meeting of the National Reading Conference. Fort Worth, TX

*Dalton, B, Smith, B.E., & Alvey, T. (Dec., 2010). 5th grade students compose and reflect on their multimodal stories. 60th Annual Meeting of the National Reading Conference. Fort Worth, TX.

+Dalton, B. (Nov., 2010). Unlocking literacy potential: Connecting multimodal reading and multimodal composition. Israeli National Science Foundation Workshop on Technology, Literacy and At-Risk Learners. Tel Aviv, Israel.

Dalton, B. & Grisham, D. (July, 2010). Engaging students with children's/young adult literature through multimedia response and Web 2.0. 23rd World Congress on Reading, International Reading Association, Auckland, NZ

Grisham, D. & Dalton, B. (July, 2010). eVoc strategies: Technology-enriched strategies for engaging students in vocabulary learning. 23rd World Congress on Reading, International Reading Association, Auckland, NZ

+Dalton, B. (June, 2010). Reaching all students through multimedia learning. 21st Century Learning Institute, Massachusetts Department of Education, Cambridge, MA.

Dalton, B. & Grisham, D. (May, 2010). Love that book; love multimedia response to children's and YA literature. Annual convention of the International Reading Association,Chicago, IL.

*Dalton, B. & Smith, B.E. (Dec, 2009). Teachers design for students' comprehension and learning on the Internet with Strategy Tutor, a scaffolded web-based authoring tool. 59th Meeting of the National Reading Conference, Albuquerque, NM.

*Smith, B. E. & Dalton, B. (Nov., 2009). iSearch: From question finding to letting the question find me. Annual Convention of the National Council for Teachers of English, Philadelphia, PA.

+Dalton, B. (April, 2009). Reading and writing with ebooks and multimedia. 4th bi-annual conference of the Down Syndrome Association of Middle Tennessee. Brentwood, TN,

+*Proctor, C.P, Dalton, B., Uccelli, P., Mo, E., Snow, C.E. & Neugebauer, S. (April, 2009). Improving comprehension online: Effects of deep vocabulary instruction with bilingual and monolingual fifth graders, Annual Meeting of the American Educational Research Association, San Diego, CA.

+Dalton, B. (March, 2009). Using technology to support English Language Learners. New York City Public Schools, Office of Bilingual Education. New York City, NY

Dalton, B. (January, 2009). Read! Write! Interact! Florida Education Technology Conference, Orlando, FL.

Dalton, B. (December 2008). Reflections on the Institute of Education Sciences grant process. 58th Meeting of the National Reading Conference, Orlando, FL.

+Dalton, B. & Proctor, P. (June, 2008). Design and testing of a digital literacy environment to improve reading comprehension and vocabulary of bilingual students and struggling readers. Invited panel session on Interventions to Improve Academic Outcomes for English-language

learners. 3rd Annual Research Conference of the Institute for Education Sciences, US DOE. Washington, DC.

+Dalton, B. (May 2008). Scaffolded digital composing: Moving from bells and whistles to rich multimedia expression. Pre-conference institute, 53rd Annual Convention of the International Reading Association, Atlanta, GA.

Dalton, B. (May 2008). Read, see, hear, connect, create: A universal design multimedia approach to building vocabulary. 53rd Annual Convention of the International Reading Association, Atlanta, GA.

*Dalton, B., Proctor, P., Uccelli, P., Mo, E., Snow, C., & Schlichtmann, G. (March, 2008). Effect of vocabulary vs. comprehension strategy support in a universally designed strategic digital reading environment. Annual Meeting of the American Educational Research Association, New York City, NY.

Dalton, B. (February, 2008). Universal design for learning. Tennessee Special Education Conference, Nashville, TN.

+Dalton, B. (December 2007). Scaffolding digital literacies: A universal design for learning approach to improving reading, vocabulary, and multimedia composing. PATINS 2007 State Conference, Indianapolis, In.

+Dalton, B. (December 2007) CAST's Web Strategy Tutor and Book Builder: Two tools to improve comprehension and learning. PATINS 2007 State Conference, Indianapolis, In.

Dalton, B (December 2007). Framing our session on reading on the Internet: Working toward a dynamic digital reading comprehension heuristic. 57th Meeting of the National Reading Conference, Austin, TX.

Dalton, B, Draper, R.J., Silverman, R. & Smith, A. (December 2007). Preparing and submitting a paper for the NRC student outstanding research award. 57th Meeting of the National Reading Conference, Austin, TX.

+Dalton, B. (November 2007). Improving reading achievement for diverse learners through scaffolded digital literacy. 42nd Annual Exceptional Children's Conference, Louisville, KY.

+Dalton, B. (November 2007). Using digital tools to promote students' literacy and engagement. 42nd Annual Exceptional Children's Conference, Louisville, KY.

Dalton, B. (May 2007). Charting a new course for diverse learners as they engage in digital reading, viewing, listening and composing. Preconference Institute on Literacy and Technology. 52nd Annual Convention of the International Reading Association, Ontario, Canada.

Dalton, B. & Grisham, D. (May 2007). Top 10 ways to improve vocabulary with technology and multimedia tools. 52nd Annual Convention of the International Reading Association, Ontario, Canada.

+Dalton, B. (May 2007). Understanding understanding in a digital literacies space: Changing the relationship amongst reader, text, and activity to improve diverse learners' literacy achievement. University of Kentucky's Annual Research Symposium. Lexington, KY.

+*Dalton, B. Proctor, P., Snow, C., Mo, E., Robinson, K., Uccelli, P., Vue, G., Neugebauer, S., & Lee, Y. (April 2007). Learning how to learn in digital literacy environments: The role of just-in-time pedagogical agent coaching supports in developing 5th grade bilingual and monolingual students' vocabulary and comprehension. Paper presented at the 21st Century Literacy: A symposium in honor of Michael Pressley at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Ucelli, P., Proctor, P., Dalton, B. & Snow, C. (April 2007). Caption-It: An instructional activity for teaching and assessing depth of vocabulary knowledge. Annual Meeting of the American Educational Research Association, Chicago, IL.

+Rose, D. & Dalton, B. (January 2007). The Future of Reading. Presentation to Carnegie Corporation. NYC

Dalton, B. (November/December 2006) Struggling Readers, Scaffolds, and Transfer in Digital Multimedia Environments. 56th Meeting of the National Reading Conference, Los Angles, CA

Dalton, B., & Proctor, P. (November/December 2006). Understanding in a New Literacies Digital Space: Changing the Relationship of Text, Reader, and Activity in Service of Improving Diverse Learners' Comprehension and Engagement. 56th Meeting of the National Reading Conference, Los Angeles, CA

*Dalton, B., P. Proctor, Palincsar, A., Magnusson, S., DeFrance, N. (November/December 2006). Investigating the Differential Effects of Three Versions of a Digital Reading Environment Featuring an Array of Interactive Support Features. 56th Meeting of the National Reading Conference, Los Angeles, CA

+Dalton, B. (July 2006). Universal Design for Learning, Literacy & Technology. Summer Institute on Universal Design in Education: New Directions for Teaching Learners with Diverse Needs. Harvard Graduate School of Education Summer Institute. Cambridge, MA.

+Dalton, B. & Palincsar, A. (July 2006). What Digital Environments can Teach us about Reading Comprehension and Comprehension Instruction. National Geographic Literacy Institute. Washington, DC.

Dalton, B., & Proctor, P. (April 2006). The Role of Strategy Instruction in Supporting Students' Understanding of Graphic Intensive Science Hypertext. American Education Research Association Annual Meeting, San Francisco, CA

Concha, S., Dalton, B. & Robinson, K. (December 2005). A Comparison of Middle School Teachers' Enactment of Reciprocal Teaching in a Print vs. Digital Reading Environment. 55th National Reading Conference, Miami, FL

Coyne, P. & Dalton, B. (December 2005). Literacy by Design: A Universally Designed Reading Environment for Students with Severe Cognitive Disabilities. 55th National Reading Conference, Miami, FL

Dalton, B., Proctor, P., Hupert, N. & Robinson, K. (December 2005). Scaffolding Strategic Reading and Viewing of Multimedia Websites.55th National Reading Conference, Miami, FL

+Dalton, B. (November 2005). Improving Adolescents' Reading Comprehension and Vocabulary through Universally Designed Tools and Hypertexts with Embedded Literacy Learning Supports. 2005 California State University Reading Conference: Closing the literacy achievement gap: Preschool through grade 12. Los Angeles, CA

Dalton, B., Grisham, D., & Wolsey, T.D. (August 2005). Engaging Adolescent Learners: Technology and Critical Literacy. 14th European Conference on Reading, Zagreb, Croatia

Grisham, D., Dalton, B., & Proctor, P. (August 2005). TRELL: Thinking Reader for English Language Learners. 14th European Conference on Reading, Zagreb, Croatia

Dalton, B. (May 2005). Reading on the Web: Access and Learning for All. 50th Annual Convention of the International Reading Association, San Antonio, TX

+Dalton, B. (April 2005). Using "In the Head" Studies of Text Comprehension to get at the Heart of Struggling Readers' Challenges with Informational Text. Reading Research 2005 Conference, 50th Annual Convention International Reading Association, San Antonio, TX

Dalton, B. (December 2004). Making Meaning on the Web: The Interactive Web Reading Strategy Tutor. 54th National Reading Conference, San Antonio, TX

+Palincsar, A.S. & Dalton, B.(December 2004). Invited Annual Research Address: Speaking Technology to Literacy and Learning; Speaking Literacy and Learning to Technology. 54th National Reading Conference, San Antonio, TX

*Palincsar, A.S., Dalton, B., Magnusson, S., Proctor, P., DeFrance, N., Hapgood, S., & Khasnabis, D. (December 2004). Investigating Verbal Protocols for What They Reveal about Upper Elementary Students' Text Processing across Narrative and Informational Texts. 54th National Reading Conference, San Antonio, TX

+Dalton, B. (May 2004). Universal Learning Editions: Integrating Research-Based Strategy Instruction and Universal Design in a Computer-Supported Reading Environment for Struggling Readers. Reading Research Conference, 49th Annual Convention of the International Reading Association, Reno, NV

+Dalton, B. (February 2004). Improving Results for Struggling Readers through Universal Design for Learning, Technology and Research-based Instruction. Community Technology Centers' Project Directors Meeting, Education Development Center, Crystal City, VA

Dalton, B., Herbert, M. & Deysher S. (December 2003). Scaffolding students' response to digital Literature with embedded strategy supports: The role of audio-recording vs. writing of students' response options. 53rd National Reading Conference, Scottsdale, AZ

Dalton, B. (May 2003). Reading on the Web: Strategies and tools that make a difference for student success. 48th Annual Convention International Reading Association, Orlando, FL

Dalton, B. (May 2003). To see myself more clearly: Technology-based supports for student self assessment, 48th Annual Convention of the International Reading Association, Orlando, FL

Dalton, B. (March 2002). Reading for understanding in universally designed picture books. MACURE Research Roundtable session. 33rd Annual Conference of the Massachusetts Reading Association, Sturbridge, MA

+Dalton, B. (Jan. 2002). The Thinking Reader: A technology-based approach to improving comprehension for struggling readers. National Title 1 Conference, Tampa, FL

Dalton, B. (Dec. 2001). Computer-supported strategy instruction: Scaffolding teachers, scaffolding students. Paper presented at the 51st Annual Meeting of the National Reading Conference, San Antonio, TX

Dalton, B. and Pisha, B. (Dec. 2001). Developing strategic readers: A comparison of computer supported versus traditional strategy instruction on struggling readers' comprehension of quality children's literature. Paper presented at the 51st Annual Meeting of the National Reading Conference. San Antonio, TX

+Dalton, B. (Dec. 2001). Improving struggling readers' comprehension through computer-supported strategy instruction. Chicago Public Schools All City Conference. Chicago, IL

+Dalton, B. (Oct. 2001). Skill, will, and thrill: Computer-supported reading for struggling readers. New England Comprehensive Assistance Center Schoolwide Congress, Nashua NH

Grisham, D. & Dalton, B. (July 2001). Reading Online: Publishing and community building in an international ejournal. Annual Meeting of the European Reading Association. Dublin, IR.

Pisha, B & Dalton, B. (July 2001). Universal Design for Learning, U. S. Office of Special Education Technology Project Directors' Conference. Washington, D.C.

Dalton, B. & Grisham, D. (May 2001). Publishing in Reading Online: The Intersection of Literacy and Technology. Preconvention Institute on Integrating Computer and

Telecommunications Technology into Existing Classrooms. Annual Convention of the International Reading Association, New Orleans, LA

+Rose, D. & Dalton, B. (May 2001). The brain's recognition processes and their application to comprehension instruction, with David Rose. Preconvention Institute on Moving comprehension instruction to the next level: New advancements in theory and practice. Annual Convention of the International Reading Association, New Orleans, LA

Dalton, B. & Grisham, D. (Dec. 2000). Myths and Realities of Publishing Online: Are We Taking Advantage of the Medium? Annual Meeting of the National Reading Conference, Phoenix, AZ

+Dalton, B. (2000). Developing Strategic Readers in a Computer-supported reading environment, University of Connecticut Seminar on Technology and Literacy. Storrs, CN

Warfeld, L. & Dalton, B. (May 2000). Poetry Fiesta. Annual conference of the Reading Association of the Philippines, Manila, PI.

Dalton, B. (May 1999). Pacific Children's Literature: A WEB project at the University of Guam, Annual Convention of the International Reading Association, San Diego, CA

+Dalton, B. (1998). Put a Poem in Your Pocket and Poetry into your Curriculum, Department of Defense Educational Activities Professional Development Institute, Tumon, Guam.

Dalton, B. (1998). Fourth-grade students' computer supported writing. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA

Dalton, B. (1997). Guam Department of Education Teleconference with US Secretary of Education Bennet and Congressman Underwood, Invited Panel Member.

Dalton, B. (1997). Our Stories, Pacific Islander Bilingual Bicultural Association Conference, Mangilao, Guam.

Dalton, B. (1997). Read Around the World, Guam Council International Reading Association, Tumon, Guam.

+Dalton, B. (1996). Biba I Familia! Stories Celebrating Young Children and Their Elders, Fifth Annual Caregivers Training Institute, Tumon, Guam, 1996.

Dalton, B. (1996). The Power of Story, Pacific Islander Bilingual Bicultural Association Conference, Koror, Palau, Federated States of Micronesia.

Dalton, B., Stewart, E. & Calvo, L. (1995). Alternative Assessment, with Edwina Stewart and Leah Calvo, University of Guam 8th Annual Regional Language Arts Conference, Tamuning, Guam.

+Dalton, B. (1995). Multicultural Children's Literature, Fourth Annual Caregivers Training Institute, Tumon, Guam.

Dalton, B. (1994). Collaborative Stories in the Classroom, University of Guam 7th Annual Regional Language Arts Conference, Tamuning, Guam.

+Dalton, B. (1993). Multiple ways of knowing: Drawing, writing and experimenting in the science classroom, Harvard Graduate School of Education and the Institute for Learning and Development's Ninth Annual Learning Disorders Conference, The Many Faces of Assessment: Implications for Classroom Teaching, Cambridge, MA

Dalton, B. (1993). Developing extended text: Fourth graders' autobiographical writing in a computer-supported writing process classroom. Paper presented at the Annual Meeting of the National Council of Teachers of English, Pittsburgh, PA

+Dalton, B. (1993). Multiple modality assessment tools: Helping LD students show what they know, Massachusetts General Hospital Institute of Health Professionals' and Landmark

School's Third Annual Conference on Developmental Dyslexia: Relationships between Oral and Written Language, Boston, MA

+Dalton, B. (1992). Assessment for teaching and learning in the urban elementary science classroom, Harvard Graduate School of Education Conference on Innovative Practices and Programs for Children at Risk, Cambridge, MA

Dalton, B. & Levy, S. (1992). Supported inquiry science: Hands-on science for diverse learning, Annual Meeting of the National Science Teachers' Association Convention, Boston, MA

Morocco, C.C., Dalton, B., Tivnan, T., & Rawson, P. (1992). Hands-on science: The effect of inquiry-based versus activity-based science on students with and without learning disabilities in urban and suburban classrooms. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA

Dalton, B. & Rawson, P. (1991). Supported inquiry science: A hands-on approach to teaching students with learning disabilities, Annual Meeting of the Massachusetts Association of Science Supervisors, Worcester, MA

Daly, B. & Dalton, B. (1991). Using technology to support students with diverse learning needs, with B. Daly, National Education Association National Conference on Advancing the National Educational Goals: The Role of Technology, San Francisco, CA

Morocco, C. C. & Dalton, B. (1991). Meeting special needs in the integrated language classroom, Annual Conference of the International Reading Association, Las Vegas, NV

Dalton, B. (1990). Promising federally funded computer applications: The EDC computers and writing project, Learning Disabilities International Conference, Anaheim, CA

Morocco, C.C. & Dalton, B. (1990). Problem-solving in the science classroom: Case study of the Voyage of the Mimi, with C. Morocco, Council for Exceptional Children Technology and Media Division International Conference, Lexington, KY

Daiute, C. & Dalton, B. (1989) Apprenticeship between peers learning to write. Annual Meeting of the American Educational Research Association, San Francisco, CA

Dalton, B. (1989). Spell Checkers: A computer editing tool for learning disabled writers, Second New England Joint Conference on Specific Learning Disabilities, Brockton, MA

+Dalton, B & Troen, V. (1989). Word processing and writing process instruction for special needs students, Massachusetts Department of Education Computers in Special Education Summer Institute, North Adams, MA

Dalton, B. (1989). Computer writing tools, Council for Exceptional Children's Invitational Technology Symposium, Advancing the Use of Technology: The Research/Practice Connection, Washington, D.C.

Dalton, B., Morocco, C.C., & Neale, A. (1988) "I've lost my story!" Mastering the machine skills for word processing. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA

Morocco, C.C. & Dalton, B. (1988). My writing is as tall as I am! Implementing computer-supported writing programs for learning disabled students, Annual Council for Exceptional Children Technology and Media Conference, Reno, NV

Morocco, C.C. & Dalton, B. (1988). Integrating computers into the writing instruction of learning disabled students, Council for Exceptional Children's Technology and Media Division Third Annual National Conference, Baltimore, MD

+Dalton, B. (1987). Computers: Powerful tools for writing instruction, Vermont Association for Learning Disabilities Conference, Putney, VT

Dalton, B. & Hardiman, P. (1986). Using interactive video disks with learning disabled students, Annual Conference of the Association for Children with Learning Disabilities, New York City, NY

SERVICE

International/National

National Assessment of Educational Progress (NAEP), Member of Standing Reading Committee 2015-present; Member of Scenario Based Assessment Review Committee, 2017-18. Institute of Education Sciences.

Progress in International Reading Literacy Study (PIRLS). Committee member, Reading Literacy Questionnaires for Parents, Educators and Students, 2018-21. Institute of Education Sciences.

US Department of Education Institute of Education Sciences. Panel Review member on Reading, Writing and Language, 2014-16 and 2008-11. Guest review member, 2006-08.

Journal Co-Editor, with Dana Grisham of the International Reading Association's peer reviewed electronic journal, *Reading Online,* www.readingonline.org (1999-2003).

Journal Editorial Review Board, Reading Research Quarterly, Review Board, 2013-2020; Editorial Consulting Board, 2017-20; Journal of Literacy Research, 2013-19; Remedial and Special Education, 2012-15; The Reading Teacher, 2012-15 and 2018-20.

Journal Guest Reviewer, Elementary School Journal (2010, 2014, 2015, 2017, 2019); Reading Research Quarterly (2009-2010, 2012); Journal of Literacy Research (2010-12);Journal of Educational Psychology (2008-2011); Language Arts (2010,); Remedial and Special Education (2006, 2009, 2011); The Reading Teacher (2011-12); Journal of Special Education *(*2005*);* Journal of Reading and Writing Instruction (2000); Learning Disabilities Research and Practice (1995); Research in the Teaching of English (1992-1993).

Conference Program and Award Reviewer, Literacy Research Association conference proposals (2014, 2018); National Reading Conference proposals (2000-06; 2009-10); International Reading Association research conference and research award proposals (2001-04; 2007-11).

Committees: Literacy Research Association (previously National Reading Conference): Co-Chair, Program Committee Area "Other" (2019-21); Member, Oscar Causey Research Award Committee (2015-17); Co-Chair Adolescent and Adult Literacy Processes Program Committee, 2010-11; Chair Student Research Award Committee, 2007-09; Member, Literacy and Technology Committee, 2005-06; Co-Chair Literacy & Technology Program Committee, 2002-2004.

Committees: International Reading Association: Co-Chair, Literacy and Technology Committee, 2012-15. Search Committee for Reading Teacher Editor (2014-15); Member, Literacy and Technology Committee, 2010-11; Member, Technology and Literacy Advisory

Group, 2006-07; Member, Developing Country Literacy Project Support Fund Committee, 1996-1999.

Office of Special Education Programs, US Department of Education, Research proposal reviewer, various years.

Advisory Board member: GRAD Academies, 2013-15; Smarter Balance Assessment Consortium, Students with Disabilities Advisory Committee, 2012-13 and Formative Assessment Group, 2013; Universal Design for Learning Center at CAST, Inc., 2011.

Pacific Region
Journal Editor, Micronesian Educator, a journal of research and practice in Guam and Micronesia (1996-1998). *Editorial Review Board*, Micronesian Educator (1995)

Pacific Islander Bilingual Bicultural Association, Guam Chapter, 1995-2000; Conference Planning Committee, 1997.

State/Community
See conference presentation section above for regional, state and local presentations connected to employment in Colorado, Tennessee, Guam, and Massachusetts.

Nashville, TN: Advisory Board member, Next Steps at Vanderbilt University, a program for individuals with intellectual disabilities, 2010-12; Collaboration with Martha O'Bryan Center in East Nashville on a digital literacies computer club in 2009 and a middle school summer school program for urban youth in 2011.

Guam: Guam Council, International Reading Association, Executive Board Member & Chair of Grants Committee, 1995-2000; Guam Department of Education Improving Reading Task Force, 1996-1997;

MA: Massachusetts Reading Association, Executive Board Member and Chair of Reading & Technology Committee, 1993-1994. Massachusetts Association of College and University Reading Educators, 1992-94; Executive Board Member, 1993-1994.

University of Colorado
CU School of Education
Coordinator masters' program in Literacy 2014-18; 19-20
Member, Literacy Studies faculty continuing review committee, 2019
Member, Literacy Studies faculty search committee, 2019
Acting Chair, Literacy Studies program and member of Dean's Advisory Committee, Fall 2018
Chair, faculty member promotion committee, 2018-19
Member, Scholarship Review Committee 2017-18
Member, faculty member promotion committee, 2016-17
Chair, Faculty Search Committee, Literacies Studies, 2015-16
Member, Faculty Search Committee, EECD, 2016-17

CU Boulder Faculty Assembly
Member, Executive Committee, 2019-20
Chair, Library Committee, 2019-20
Member, Library Committee, 2014-18
Representative, School of Education, 2014-17
Member, Diversity Committee, 2016-17

Other CU Service
CU Be Colorado Brussels + Muscles health care program, Advisory Board Member, 2014-16