

Curriculum Vitae
Gay Ivey, Ph.D.
September 2017

Education

B.A., English, College of William and Mary, 1987

M.Ed., Reading Education, University of Virginia, 1990

Ph.D., Reading Education, University of Georgia, 1997

Dissertation: A multi-case study of middle school readers (James F. Baumann, Chair)

Positions Held

- Professor/William E. Moran Distinguished Professor in Literacy, Department of Teacher Education and Higher Education, University of North Carolina-Greensboro, 2017-present
- Professor/Tashia F. Morgridge Chair in Reading, Department of Curriculum & Instruction, University Wisconsin-Madison, 2012-2017
- Professor, Department of Early, Elementary, and Reading Education, James Madison University, 2008-2012
- Associate Professor, Department of Early, Elementary, and Reading Education, James Madison University, 2001-2008
- Visiting Professor, Alliance for Catholic Education, University of Notre Dame, Summer 2001
- Assistant Professor, Department of Curriculum & Instruction, University Maryland at College Park, 1999-2001
- Assistant Professor, Department of Learning & Teaching, Graduate School of Education, Rutgers University, 1997-1999

Honors and Awards

- Reading Hall of Fame Inductee (July 2016)
- Excellent Teacher Recognition, Kappa Delta Pi—Iota Upsilon Chapter, University Maryland at College Park, 2001
- Community Service Award, Waynesboro (VA) Public Schools, 2006
- Madison Scholar Award, James Madison University, 2007
- Hall Outstanding Faculty Achievement Award, James Madison University, 2010

Publications

Articles

Ivey, G., & Johnston, P. H. (2017). Emergent adolescence in engaged reading communities. *Language Arts*, 94(3), 159-169.

Ivey, G., & Johnston, P. (2015). Engaged reading as a collaborative transformative practice. *Journal of Literacy Research*, 47(3), 297-327.

Ivey, G. (2015). To motivate, or to understand motivations? *Voices from the Middle*, 23(1), 83-85.

Ivey, G. (2014). The social side of engaged reading for young adolescents. *The Reading Teacher*, 68(3), 165-171.

Ivey, G., & Johnston, P. H. (2013). Engagement with young adult literature: Outcomes and processes. *Reading Research Quarterly*, 48(3), 255-275.

Ivey, G. (2011). Opening up the conversation on literacy, college, and career. *Journal of Adolescent & Adult Literacy*, 55, 96-99.

- Johnston, P., Ivey, G., & Faulkner, A. (2011). Talking in class: Remembering what is important about classroom talk. *The Reading Teacher*, 65, 232-237.
- Ivey, G. (2011). What not to read: A book intervention. *Voices from the Middle*, 19, 22-26.
- Ivey, G. (2010). Texts that matter. *Educational Leadership*, 67, 18-23.
- Ivey, G., & Broaddus, K. (2007). A formative experiment investigating literacy engagement among adolescent Latina/o students just beginning to read, write, and speak English. *Reading Research Quarterly*, 42, 512-545.
- Fisher, D., & Ivey, G. (2007). Farewell to *A Farewell to Arms*: Deemphasizing the whole-class novel. *Phi Delta Kappan*, 88, 494-497.
- Ivey, G., & Fisher, D. (2006). When thinking skills trump reading skills. *Educational Leadership*, 64, 16-21.
- Fisher, D., & Ivey, G. (2006). Evaluating the interventions for struggling readers. *Journal of Adolescent & Adult Literacy*, 50, 180-189.
- Ivey, G., & Fisher, D. (2005). Learning from what doesn't work. *Educational Leadership*, 63, 8-15.
- Fisher, D., & Ivey, G. (2005). Learning is based in language, not just reading. *Action in Teacher Education*, 27, 3-11.
- Ivey, G., & Baker, M. I. (2004). Phonics instruction for older readers? Just say no. *Educational Leadership*, 61, 35-39.
- Ivey, G. (2003). "The teacher makes it more explainable" and other reasons to read aloud in the intermediate grades. *The Reading Teacher*, 56, 812-814.
- Ivey, G. (2002). Getting started: Manageable literacy practices. *Educational Leadership*, 60, 20-23.
- Broaddus, K., & Ivey, G. (2002). Taking away the struggle in reading in the middle grades. *Middle School Journal*, 34, 5-11.
- Broaddus, K., & Ivey, G. (2002). Surprising even the writer: Researching and reading for details. *Language Arts*, 80, 23-30.
- Duffy, A. M., Ivey, G., & Baumann, J. F. (2002). Balanced literacy instruction. In B. Guzzetti (Ed.), *Literacy in America: An encyclopedia of history, theory, and practice* (pp. 43-44). Santa Barbara, CA: ABC-CLIO Publishers.
- Ivey, G. (2002). Supporting literacy in the later years. *Middle Matters* (newsletter of the National Association of Elementary School Principals) 10, 1-2, 6. (invited article). Condensed and reprinted in *The Education Digest*, 68, 23-25.
- Ivey, G. (2002). Making reading time count for middle school students. *California Reader*, 36, 31-35.
- Ivey, G., & Broaddus, K. (2001). "Just plain reading": A survey of what makes students want to read in middle school classrooms. *Reading Research Quarterly*, 36, 350-377.
- Ivey, G. (2000). Redesigning reading instruction. *Educational Leadership*, 58, 42-45.
- Ivey, G., Baumann, J. F., & Jarrard, D. (2000). Exploring literacy balance: Iterations in a second grade and a sixth-grade classroom. *Reading Research and Instruction*, 39, 291-310.
- Ivey, G., & Broaddus, K. (2000). Tailoring the fit: Reading instruction and middle school readers. *The Reading Teacher*, 54, 68-78.
- Ivey, G. (1999). A multicase study in the middle school: Complexities among young adolescent readers. *Reading Research Quarterly*, 34, 172-192.
- Ivey, G. (1999). Reflections on teaching struggling middle school readers. *Journal of Adolescent & Adult Literacy*, 42, 372-381. Condensed and reprinted in *The Education Digest*, 65 (2), 60-65. Reprinted in Moore, D. W., Alvermann, D. E., & Hinchman, K. A. (Eds.). (2000). *Struggling adolescent readers: A collection of teaching strategies*. Newark, DE: International Reading Association.

- Ivey, G. (1998). Discovering readers in the middle school: A few helpful clues. *NASSP Bulletin* 82, 48-56. Reprinted in Rycik, J. A., & Irvin, J. L. (2001). *What adolescents deserve: A commitment to students' literacy learning*. Newark, DE: International Reading Association.
- Baumann, J. F., & Ivey, G. (1997). Delicate balances: Striving for curricular and instructional equilibrium in a second-grade, literature/strategy-based classroom. *Reading Research Quarterly*, 32(3), 244-275.
- Murray, M. A., Stahl, S. A., & Ivey, M. G. (1996). Developing phoneme awareness through alphabet books. *Reading and Writing: An Interdisciplinary Journal*, 8, 307-322.

Books

- Ivey, G., & Fisher, D. (2006). *Creating literacy-rich schools for adolescents*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Worthy, J., Broaddus, K., & Ivey, G. (2001). *Pathways to independence: Reading, writing, and learning in grades 3-8*. New York: The Guilford Press.

Chapters in Edited Volumes

- Ivey, G. (2016). Young Adult Literature and Classroom-Based Research. In K. Hinchman & D. Appleman (Eds.), *Adolescent Literacy: A Handbook of Practice-Based Research*. New York: The Guilford Press.
- Johnston, P. & Ivey, G. (2015). Discursive contexts, individual differences and reading. In: P. Afflerbach (Ed.) *Handbook of Individual Differences in Reading: Reader, Text and Context*. Routledge.
- Johnston, P. & Ivey, G. (2015). Engagement: A hub of human development. In M. Glover & E. O. Keene & (Eds.). *The Teacher You Want to Be: Essays about Children, Teaching, and Learning*. Portsmouth, NH: Heinemann.
- Ivey, G. (2013). Developing an intervention to increase engaged reading among adolescents. In T. Plomp & N. Nieveen (Eds.). *Educational design research-Part B: Illustrative cases* (pp. 235-251). Enschede, the Netherlands: SLO.
- Ivey, G. (2012). "In this little town nothing much ever happens, but someday something will": Reading young adult literature from the Blue Ridge foothills. In D. Alvermann & K. Hinchman (Ed.). *Reconceptualizing the literacies in adolescents' lives* (pp. 181-197). NJ: Lawrence Erlbaum.
- Ivey, G. (2009). Making up for lost time: Connecting inexperienced teenaged readers with books. In K. Dunsmore & D. Fisher (Eds.), *Bringing literacy home* (pp. 245-261). Newark, DE: International Reading Association.
- Ivey, G. (2008). Intervening when older youth struggle with reading. In K. Hinchman & H. Sheridan-Thomas (Eds.), *Best practices in adolescent literacy instruction* (pp. 247-260). New York: The Guilford Press.
- Ivey, G. (2008) The content area teacher's instructional role: Moving students toward strategic independent reading. In D. Lapp, J. Flood & N. Farnan (Eds.), *Content area reading and learning: Instructional strategies* (pp. 175-186). Thousand Oaks, CA: Corwin Press.
- Dressman, M., O'Brien, D., Rogers, T., Ivey, G., Wilder, P., Alvermann, D., Moje, E., Leander, K. (2006). Problematizing adolescent literacies: Four instances, multiple perspectives. In J. V. Hoffman, D. L. Schallert, C.M. Fairbanks, J. Worthy, & B. Maloch (Eds.), *55th Yearbook of the National Reading Conference* (pp. 141-154). Oak Creek, WI: National Reading Conference. [P]
- Ivey, G. (2004). Content counts with urban struggling readers. In D. Lapp, C. C. Block, E. J. Cooper, J. Flood, N. Roser, & J. V. Tinajero (Eds.). *Teaching all the children:*

- Strategies for developing literacy in an urban setting* (pp. 316-326). New York: The Guilford Press.
- Ivey, G. (2002). "Respect and responsibility for themselves and for whatever it is they're doing:" Literacy learning and teaching in an inclusive classroom. In R. L. Allington & P. H. Johnston (Eds.). *Reading to learn: Lessons from exemplary fourth-grade classrooms* (pp. 54-77). New York: The Guilford Press.
- Ivey, G. (2002). Building comprehension when they're still learning to read the words. In C. C. Block & M. Pressley (Eds.), *Reading Comprehension Instruction* (pp. 234-246). New York: The Guilford Press.
- Duffy, A. M., Ivey, G., & Baumann, J. F. (2002). Balanced literacy instruction. In B. Guzzetti (Ed.), *Literacy in America: An encyclopedia of history, theory, and practice* (pp. 43-44). Santa Barbara, CA: ABC-CLIO Publishers.

Textbooks

- Fisher, D., Brozo, W., Frey, N., & Ivey, G. (in press). *50 content area strategies for adolescent literacy (3rd ed)*. Upper Saddle River, NJ: Merrill.

Critical Book Reviews

- Ivey, G. (2002). Review of *Progress in understanding reading: Scientific foundations and new frontiers* (by K. Stanovich (Ed.), 2000, The Guilford Press). *Teachers College Record*, 105, 635-639.

Grants

- Research Council Grant, Rutgers University, for "An Examination of Sixth-Grade Literacy Environments That Motivate Students to Read, \$1,200 (1998)
- Elva Knight Research Grant, International Reading Association, for "An Investigation of Middle School Literacy Environments in Which Students Like to Read," (with Karen Broaddus), \$5,000 (1998)
- Department of Curriculum and Instruction Small Grant, University of Maryland, for "Examining the Fit Between Middle School Readers and Their Classrooms," \$1,000 (1999)
- College of Education Research/Teaching Grant, James Madison University, for "Exploring the Use of Varied Reading Materials in a Middle School Content Area Classroom," \$3,200 (2002)
- College of Education Collaborative Grant, James Madison University, for "A Middle School Literacy Tutoring Partnership," \$1,500 (2003)
- College of Education Scholarship Grant, James Madison University for "The Possibilities and Consequences of Engaged Reading," \$4,500 (2011)
- Virginia Department of Education, for "Capstone Literacy" (College and Career Readiness Initiative), with Jan Rozzelle, College of William and Mary, \$348,000 (2011)
- Elva Knight Research Grant, International Reading Association for "A Mixed Methods Study of Literacy Engagement and Its Influence on Youth Identities and Relationships," (with Peter Johnston, SUNY-Albany), \$8,000 (2011)

Scholarly Presentations

Conference Papers/Presentations: National and International

- Ivey, G., (2017, July). *The journey to engaged reading*. Reading Hall of Fame Inductee Address. Annual Convention of the International Literacy Association, Orlando.

- Ivey, G., & Johnston, P. (2016, December). *Adolescents' diverse meaning making and the limitations of "comprehension."* Paper presented at the annual conference of the Literacy Research Association, Nashville.
- Ivey, G., & Johnston, P. (2015, December). *The persistence of the experience of engaged reading.* Paper presented at the annual conference of the Literacy Research Association, Carlsbad, CA.
- Obitz-Bukartek, M., & Ivey, G. (2015, December). *In search of engaged writing in adolescence: A review of the literature.* Roundtable presentation at the annual conference of the Literacy Research Association, Carlsbad, CA.
- Ivey, G. (2015, July). Engaged reading, disturbing texts, and vigorous classroom communities in the middle and secondary grades. In S. Lenski & C. Hrynuik-Adamov (Chairs), *Transforming Adolescents' Lives Through Literacy.* Preconference institute at the annual convention of the International Literacy Association, St. Louis.
- Ivey, G., & Johnston, P. (2015, July). *What's social about engaged reading of narrative text?* Research poster session at the annual convention of the International Literacy Association, St. Louis.
- Ivey, G. (2014, December). *Dialogic construction in adolescents' engaged reading.* In G. Shiel (Chair), *Dialogic Co-Construction of Literacy: Empirical Examples of What it is and Why it Matters in Ireland, the United Kingdom, and the United States.* Symposium at the annual conference of the Literacy Research Association, Marco Island, FL.
- Johnston, P. & Ivey, G. (2014, December). *Discursive contexts, reading and individual differences.* In P. Afflerbach (Chair), *Individual differences in reading: Reader, text, and context.* Symposium at the annual conference of the Literacy Research Association, Marco Island, FL.
- Glaus, M., Graham, H. Ward, B., & Ivey, G. (2014, December). *Informational reading in middle and high school: A review of instructional and intervention studies from the past decade.* Roundtable session at the annual conference of the Literacy Research Association, Marco Island, FL.
- Ivey, G. (2014, May). *Engagement with young adult literature: Processes and outcomes.* In L. Gambrell and S. Neuman (Chairs), *Disciplinary literacy: Reading Research Quarterly* presents the most recent findings. Presentation at the annual conference of the International Reading Association, New Orleans.
- Ivey, G. (2014, May). *Engaged reading and engaging conversations in middle and high school classrooms.* In L. Gambrell and S. Neuman (Chairs), *Increasing the rigor and authenticity of reading and writing instruction: Research to practice.* Preconference institute at the annual meeting of the International Reading Association.
- Ivey, G., Harrington, A., & Baumann, J. (2014, May). *Reflections on 93 years of teaching literacy to children, adolescents and teacher education students: Epiphanies and recurring themes.* Presentation at the annual meeting of the International Reading Association, New Orleans.
- Johnston, P., & Ivey, G. (2014, May). *Consequences of an engagement focus in reading.* Research poster session at the annual meeting of the International Reading Association, New Orleans.
- Ivey, G., & Johnston, P. (2014, April). *Social dimensions of adolescents' engagement with narrative texts.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.
- Ivey, G., & Johnston, P. (2014, April). *A quasi-experimental study of engaged reading in engagement-focused versus traditional English classrooms.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.

- Ivey, G. & Johnston, P. (2014, February). *Expanding the social imagination inside and outside of texts*. Paper presented at the JoLLE@UGA Conference, Athens, GA.
- Ivey, G., & Johnston, P. (2013, December). *Literate engagement and human transformation*. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Ivey, G., & Johnston, P. (2013, December). *Social processes of engaged reading and engaged classrooms*. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Ivey, G. (2013, December). *Shifts in a teacher community focused on engaged reading among adolescents*. In K. Dunsmore (Chair), *What we know: Professional development that builds capacity and sustains change*. Alternative session at the annual meeting of the Literacy Research Association, Dallas, TX.
- Ivey, G., & Johnston, P. (2013, April). *A Mixed Methods Study of Literacy Engagement and Its Influence on Youth Identities and Relationships*. Research Poster Session at the annual convention of the International Reading Association, San Antonio, TX.
- Ivey, G., & Johnston, P. (2012, December). *Social construction of engagement*. Paper presented at the annual meeting of the Literacy Research Association, San Diego.
- Johnston, P., & Ivey, G. (2012, December). *Relationally-mediated literacy engagement among adolescents: Processes and transformation*. Paper presented at the annual meeting of the Literacy Research Association, San Diego.
- Ivey, G., & Johnston, P. (2012, April). *Theory and practice for engagement and its consequences*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver.
- Ivey, G., & Johnston, P. (2011, December). *Engagement with young adult literature: Processes, consequences and limits*. Annual meeting of the Literacy Research Association, Jacksonville, FL.
- Ivey, G. (2011, December). "In this little town nothing much ever happens, but someday something will": Reading young adult literature from the Blue Ridge foothills. Research roundtable in K. Hinchman & D. Alvermann (Chairs), *Bridging the everyday/academic divide in adolescents' literacies*. Annual meeting of the Literacy Research Association, Jacksonville, FL.
- Ivey, G., & Johnston, P. (2011, December). Using young adult fiction to increase engagement in reading. In B. Bradley & D. Reinking, (Chairs), *Using formative experiments to widen the circle of methods, participation, and achievable goals in literacy research and practice*. Annual meeting of the Literacy Research Association, Jacksonville, FL.
- Ivey, G., & Johnston, P. (2011, November). *Identity, social relationships, and engagement in classrooms honoring student conversation and self-selection of edgy young adult literature*. Annual convention of the National Council of Teachers of English, Chicago.
- Ivey, G., & Johnston, P. (2011, May). *Transcending the curriculum and other consequences of engaged reading on adolescent learners*. Annual meeting of the International Reading Association, Orlando, FL.
- Ivey, G., & Johnston, P. (2010, December). Reading engagement, achievement, and moral development in adolescence. In P. Johnston (Chair), *Dialogical book engagements, social imagination, and intellectual, social, and moral agency*. Annual meeting of the National Reading Conference/Literacy Research Association, Fort Worth, TX.
- Ivey, G., (2010, November). Formative experiments to intensify engaged reading. In B. Bradley (Chair), *Achieving pedagogical goals in dynamic classrooms through design research and formative experiments*. Annual convention of the National Council of Teachers of English, Orlando.
- Ivey, G. (2010, April). Reading and talking to think beyond the text in the middle and high school grades. In M. Nichols & P. Johnston (Chairs), *The role of talk in building*

- comprehension for readers of all ages.* Preconference institute at the annual convention of the International Reading Association, Chicago.
- Ivey, G. (2009, November). *Perpetuating engagement among first-time adolescent readers: The powerful relationship between self-selected reading and conversations.* Annual convention of the National Council of Teachers of English, Philadelphia.
- Ivey, G., & Heubach, K. (2009, May). *Designing wide reading focused interventions for inexperienced adolescent readers.* Annual convention of the International Reading Association, Phoenix.
- Ivey, G., & Heubach, K. (2009, February). *Designing wide reading focused interventions for inexperienced adolescent readers.* Annual convention of the International Reading Association, Phoenix.
- Ivey, G., (2008, December). *Investigating good readers' experiences with engagement and contemporary text in a world literature class.* National Reading Conference, Orlando, FL.
- Ivey, G., & Heubach, K. (2008, November). *"I have to see what happens in this book before I leave": Building engagement for inexperienced readers nearing high school graduation.* Annual convention of the National Council of Teachers of English, San Antonio, TX.
- Fisher, D., & Ivey, G. (2007, December). Evaluating interventions for struggling middle school readers. In M. McKenna (Chair), *Interventions for struggling adolescent readers: Problems and promise.* National Reading Conference, Austin, TX.
- Ivey, G. (2007, July). *Five strategies that don't work to improve reading comprehension.* Featured invited presentation at the High Schools That Work Conference, Southern Regional Educational Board, New Orleans, LA.
- Ivey, G. (2007, May). A formative experiment investigating literacy engagement among adolescent Latina/o students just beginning to read, write, and speak English. Invited presentation in P. D. Pearson (Chair), *Meet the Researchers.* Annual meeting of the International Reading Association, Toronto.
- Ivey, G. (2007, May). Day-to-day professional development—Lesson planning to increase teacher expertise. In K. Heubach (Chair), *Developing expert teachers and expert readers: High quality tutoring from the ground up and top down.* Annual meeting of the International Reading Association, Toronto.
- Ivey, G. (2007, May). Real comprehension for struggling readers: Texts, instruction, and more. In K. Ganske & Doug Fisher (Chairs), *A comprehensive look at reading comprehension, K-12.* Preconference institute at the annual meeting of the International Reading Association, Toronto.
- Ivey, G. (2007, May). Big ideas, relevance, and good books: What counts in upper elementary to middle grades literacy. In C. C. Block and J. Mangieri (Chairs), *Reducing the achievement gap: Latest research-based practices for vocabulary, comprehension, and the use of classroom books in kindergarten through secondary school instruction.* Preconference institute at the annual meeting of the International Reading Association, Toronto.
- Ivey, G. (2007, February). *Early readers in the higher grades.* Keynote presentation at the annual meeting of the Educational Paperback Association, Savannah, GA.
- Ivey, G. (2007, January). *High-quality literacy interventions.* Invited featured presentation at the ALLIANCE National Conference, Washington, DC.
- Ivey, G., & Bean, T. W. (2006, December). Contexts for learning that support adolescent literacy. In E. Sturtevant (Chair), *Principled practices for adolescent literacy: Next steps for schools and researchers.* Alternative format session at the National Reading Conference, Los Angeles.
- Ivey, G., Heubach, K., & Kelly, P. (2006, December). Complexities of tutoring programs that rely on teacher expertise: Examples from elementary, middle, and high schools. In K.

- Heubach (Chair), *Preserving the integrity of tutoring*. Symposium at the National Reading Conference, Los Angeles.
- Ivey, G. (2006, May). Struggling readers and informational texts, k-12. In K. Ganske and D. Fisher (chairs), *Reading for Information: Using Nonfiction in the K-12 Classroom*. Preconference institute at the annual meeting of the International Reading Association, Chicago.
- Fisher, D., & Ivey, G. (2006, April). *Literacy in the secondary school: Teaching all students to read, write, and think*. Annual Conference of the Association for Supervision and Curriculum Development, Chicago.
- Ivey, G. (2006, January). *Finding the reader/writer for your students who struggle with literacy*. Invited institute at the PEAK 2006 Conference on Inclusive Education, Denver, CO.
- Ivey, G. (2005, December). Multiliteracies meet special education. In M. Dressman (Chair), *Problematizing adolescent multiliteracies* (Invited symposium session). National Reading Conference, Miami, FL.
- Ivey, G., & Fisher, D. (2005, December). Literacy coaching and schoolwide supports in secondary schools. In C. Rhodes (Chair). *Literacy coaching* (Invited symposium session). National Reading Conference, Miami, FL.
- Ivey, G. (2005, September). *From non-reader to reader: Points of entry into literacy*. Keynote presentation at Technical Assistance ALLIANCE For Parents Centers Inclusive Education Institute, Chicago.
- Fisher, D, Frey, N., & Ivey, G. (2005, May). Differentiating literacy professional development. Session at *Professional Development Collaborations: Transforming Teaching Practices and Improving Literacy Achievement in Challenging Schools*, Preconference institute at the annual convention of the International Reading Association, San Antonio, TX.
- Ivey, G. (2005, January). *Finding the Reader/Writer in Middle Schoolers Who Struggle With Literacy*. Invited institute at the PEAK 2005 Conference on Inclusive Education, Denver, CO.
- Ivey, G. (2004, December). *Figuring out literacy engagement for adolescent Latino students just beginning to read and write English*. Alternative session at the National Reading Conference, San Antonio, TX.
- Ivey, G., & Sevenbergen, S. (2004, December). Response to Inservice Teacher Education (short paper). In M. Dressman (Chair), *Struggling adolescent readers across instructional, inservice, and administrative contexts: Researchers and practitioners in dialogue*. Invited session at the National Reading Conference, San Antonio, TX.
- Ivey, G. (2004, June). *Adolescent literacy: Strategies for improving student achievement in secondary schools*. Invited address at the 2004 National Leadership Institute: Meeting the Challenge and Closing the Achievement Gaps. College of William and Mary, Williamsburg, VA.
- Ivey, G. (2004, May). Meeting the needs of struggling readers: Understanding student complexities in literacy and responding to individual differences. In D. Birdyshaw (chair), *Building the skill and desire to read and write in middle and high school students*. Preconference institute at the annual convention of the International Reading Association, Reno, NV.
- Ivey, G., & Broaddus, K. (2003, December). "It's good to read if you can read it": *What matters to middle school students in content area independent reading*. Paper presentation at the National Reading Conference, Scottsdale, AZ.
- Ivey, G. (2003, June). "Will you read with me today?": *Literacy lessons from one student at a time*. Keynote address at the National Literacy Project Institute, St. Petersburg, FL.
- Ivey, G. (2003, May). Literacy lessons from middle schoolers: What I've learned from knowing individual students. In D. Birdyshaw (chair), *High school and middle school readers: What do we know about them and how can we help them achieve literacy goals?*

- Preconference institute at the annual convention of the International Reading Association, Orlando, FL.
- Ivey, G. (2003, May). How can struggling readers have meaningful and manageable literacy experiences in content classrooms? In D. Lapp (chair), *Teaching all of the children in your classroom: Strategies for developing the literacy of every child in an urban setting*. Preconference institute at the annual convention of the International Reading Association, Orlando, FL.
- Ivey, G. (Chair). (2002, April). *Envisioning personalized learning and teaching in elementary and middle grades*. Preconference institute at the annual convention of the International Reading Association, San Francisco, CA (invited institute).
- Ivey, G. (2001, December). What constitutes success?: A review of studies of expert practice in light of current reforms. In G. Ivey (organizer), *Examining the evolution of successful teachers and schools in times of new philosophies and changing policies*. Paper presented at the National Reading Conference, San Antonio, TX.
- Broadus, K., Ivey, G., & Jetton, T. (2001, November). *From struggling readers to independent researchers: A demonstration of approaches to develop content knowledge, engagement, and fluent writing*. Presentation at the annual convention of the National Council of Teachers of English, Baltimore, MD.
- Ivey, G. (2001, July). *An overview of reading research*. Invited presentation at the Teacher in Residence Summer Institute on Middle School Reading, Office of Educational Research and Improvement, U. S. Department of Education, Washington, DC.
- Ivey, G., & Broadus, K. (2001, May). *An investigation of middle school literacy environments in which students like to read*. Research report presented at the annual meeting of the International Reading Association, New Orleans, LA.
- Ivey, G. (2001, April). *Literacy learning and teaching for adolescents: Where has a decade of research taken us?* Paper presented at a roundtable session at the annual meeting of the American Educational Research Association, Seattle, WA.
- Ivey, G. (2001, February). Combining reading development and content learning for struggling readers. Invited presentation at *Adolescent learning and literacy: Creating collaborations to make a difference*. (forum sponsored by the International Reading Association), Houston, TX.
- Ivey, G. (2001, January). Combining reading development and content learning for struggling readers. Invited presentation at *Adolescent learning and literacy: Creating collaborations to make a difference*. (forum sponsored by the International Reading Association), Orlando, FL.
- Ivey, G. (2000, December). Giving struggling young adolescent readers a fighting chance. In K. Broadus (chair), *Beyond a single focus: A panel discussion of vital learning in early adolescent literacy*. Alternative session at the National Reading Conference, Scottsdale, AZ.
- Ivey, G. (2000, December). Expertise with teaching struggling readers. In D. W. Moore (chair), *Adolescent literacy: Research that informs policy*. Symposium at the National Reading Conference, Scottsdale, AZ.
- Sturtevant, E. G., Ivey, G., & Anders, P. L. (2000, December). *Adolescent literacies: Multiple perspectives on what is important, what is challenging, and what should be done to improve teaching*. Paper presented at the National Reading Conference, Scottsdale, AZ.
- Ivey, G. (2000, November). Combining reading development and content learning for struggling readers. Invited presentation at *Adolescent learning and literacy: Creating collaborations to make a difference*. (forum sponsored by the International Reading Association), Detroit, MI.

- Ivey, G. (2000, May). *Dispelling the myths associated with teaching struggling middle school readers*. Invited address at the Secondary Reading Special Interest Group session at the annual convention of the International Reading Association, Indianapolis, IN.
- Ivey, G. (2000, May). *Reconciling students, teachers, research, and practice in middle school reading*. Featured presentation/Invited address ("New Voices") at the annual convention of the International Reading Association, Indianapolis, IN.
- Ivey, G., Broaddus, K., & Worthy, J. (2000, May). Engaging struggling readers in content learning: It's not just teaching strategies. In A. Duffy & G. E. Ash (chairs), *Beyond the pullout program: Teaching struggling readers in the elementary and middle school classroom*. Preconference institute at the annual convention of the International Reading Association, Indianapolis, IN.
- Ivey, G. (2000, March). *The learning and teaching of struggling middle school readers: What has to change?* Paper presented at the National Center on Education and the Economy's Secondary Reading Symposium, Reston, VA.
- Ivey, G. (2000, February). Sorting out what really counts for struggling middle school readers. Invited presentation at *Renewing our commitment to adolescent literacy learners: Focus on middle and high school reading*. (forum sponsored by the International Reading Association), Fairfax, VA.
- Ivey, G., Johnston, P., Wharton-McDonald, R., & Boothroyd, K. (1999, December). *Zoning in on instruction: Organizing to learn about literacy development*. Paper presented at the National Reading Conference, Orlando, FL.
- Broaddus, K., & Ivey, G. (1999, December). 1700+ students speak out about middle school reading. In C. Roller (chair), *Starting with readers and writers: New perspectives on middle school literacy engagement and instruction*. Paper symposium at the National Reading Conference, Orlando, FL.
- Ivey, G. (1999, October). No programs needed: Developing middle school teachers' expertise in teaching students who struggle with reading. Invited presentation at *Renewing our commitment to adolescent literacy learners: Focus on middle and high school reading*. (forum sponsored by the International Reading Association), New York, NY.
- Ivey, G. (1999, May). *Complexities within middle school readers*. Presentation at the annual convention of the International Reading Association, San Diego, CA.
- Ivey, G., & Broaddus, K. (1999, May). Transforming middle school classrooms into places where students like to read and write. In D. Alvermann & R. Vacca (chairs), *A bill of rights for adolescent literacy learners*, preconference institute at the annual meeting of the International Reading Association, San Diego, CA.
- Ivey, G., & Broaddus, K. (1999, April). *Rethinking middle school reading instruction: What else do preservice teachers need to know about teaching reading?* Roundtable paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Ivey, G., Johnston, P., & Cronin, J. (1999, April). *Process talk and children's sense of literate competence and agency*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Ivey, G., & Morrow, L. M. (1998, December). Individuality among exemplary teachers. In A. Duffy-Hester (Chair), *Exemplary literacy instruction in fourth grade: Results from a multi-state study*. Symposium at the National Reading Conference, Austin, TX.
- Ivey, G. (1998, June). Literacy learning and teaching: Lessons learned from one sixth-grade student. *Presentation at Developmental literacy--adult literacy: Building connections*. Conference co-sponsored by the Graduate School of Education at Rutgers University and The National Center for the Study of Adult Learning and Literacy, New Brunswick, NJ.
- Ivey, G. (1998, May). The crises for struggling middle school readers. In R. Vacca and D. Alvermann (chairs), *Adolescent literacy: The growing crises in middle and high school*.

- A preconference institute at the annual convention of the International Reading Association, Orlando, FL.
- Ivey, G., Duffy-Hester, A., & Baumann, J. F. (1998, May). *Teaching students who struggle with reading: Principles for designing responsive elementary and middle school reading programs*. Presentation at the annual meeting of the International Reading Association, Orlando, FL.
- Ivey, G. (1997, December). *The reading performance and dispositions of three middle school students*. Paper presented at the National Reading Conference, Scottsdale, AZ.
- Ivey, G. (1997, December). *What do preservice middle school teachers need to know about teaching reading?* Roundtable paper presented at the National Reading Conference, Scottsdale, AZ.
- Heubach, K. M., & Ivey, G. (1997, November). *Inside and beyond the ivory tower: Multiple roles of the university reading instructor*. Paper presented at the annual meeting of the College Reading Association, Boston, MA.
- Duffy, A., Ivey, G., & Baumann, J. F. (1997, May). *Reflections on teaching struggling readers across grade levels: Epiphanies and recurring themes*. Presentation at the annual convention of the International Reading Association, Atlanta, GA.
- Ivey, G. (1996, December). *Enhancing literacy opportunities for young adolescents in the evolving middle school: A reconceptualization of middle school reading*. Roundtable presentation at the National Reading Conference, Charleston, SC.
- Ivey, G., & Baumann, J. F. (1996, December). *Can struggling second-grade diverse readers learn to decode words and love books within a strategy/literature-based program?* Paper presented at the National Reading Conference, Charleston, SC.
- Heubach, K. M., & Ivey, G. (1996, November). *Effective modeling of instructional practices while supervising preservice teachers*. Presentation at the annual meeting of the College Reading Association, Charleston, SC.
- Baumann, J. F., & Ivey, G. (1996, May). *Teaching strategies within a literature-based framework: A year-long qualitative case study in second grade*. Research presentation at Reading Research '96, New Orleans, LA.
- Baumann, J. F., & Ivey, G. (1996, April). *What do children learn when literature and literacy strategy instruction are integrated? A teacher-research case study in second grade*. Roundtable presentation at the annual meeting of the American Educational Research Association, New York, NY.
- Ivey, G., & Heubach, K. M. (1995, November). *The fishbowl discussion: A strategy for promoting meaningful discourse in teacher education courses*. Annual meeting of the College Reading Association, Clearwater, FL.
- Heubach, K. M., & Ivey, G. (1994, December). *An investigation of children's book selection for free reading*. Roundtable presentation at the National Reading Conference, San Diego, CA.
- Heubach, K. M., & Ivey, G. (1994, November). *Dialogue journals in teacher education: Enhancing communication and instruction*. Paper presentation at the annual meeting of the College Reading Association, New Orleans, LA.

Conference Presentations: State and Regional Level

- Ivey, G., (2017, August). *Reframing reading engagement*. Keynote address at the Literacy by the Lakes Conference, University of Wisconsin-Madison.
- Ivey, G. & Johnston, P. H. (2017, February). *Engaged reading and engaged classroom communities*. Invited presentation at the annual conference of the Wisconsin State Reading Association, Milwaukee.

- Ivey, G. (2016, August). *Meaningfulness and literacy: The middle and high school years*. Keynote presentation at Literacy by the Lakes Conference, University of Wisconsin-Madison.
- Ivey, G. (2016, June). *Assessment to increase educational opportunities for all literacy learners*. Keynote presentation at the Boston University Summer Literacy Conference.
- Ivey, G. (2016, June). *Engaged reading and classroom talk: Transcending the Common Core*. Keynote presentation at New Jersey City University Common Core Series.
- Ivey, G. (2015, January). *Teaching for students to engage each other in reading*. Featured speaker at Illinois Comprehensive Literacy and Reading Recovery Conference, Chicago.
- Ivey, G. (2015, January). *Engagement with informational texts*. Featured speaker at Illinois Comprehensive Literacy and Reading Recovery Conference, Chicago.
- Ivey, G. (2014, October). *Meaningful classroom participation through engaged reading*. WI Department of Public Instruction Collaborative Program Support Teacher Leadership Meeting, Wisconsin Dells, WI.
- Ivey, G. (2014, February). *Arranging for (quality) time spent reading in and out of school*. Featured invited session at the annual convention of the Wisconsin State Reading Association, Milwaukee.
- Ivey, G. (2014, February). *What engagement can do for comprehension of complex texts*. Featured invited session at the annual convention of the Wisconsin State Reading Association, Milwaukee.
- Ivey, G. (2014, January). *Engaged reading and engaged conversation: The social side of comprehension*. Featured invited address at Southeastern Regional Reading Recovery/Early Literacy Conference, Myrtle Beach, SC.
- Ivey, G. & Nichols, M. (2014, January). *Developing the whole child through engaged reading and engaged talk*. Keynote address at the Preconference Institute of the Illinois Comprehensive Literacy and Reading Recovery Conference, Chicago.
- Ivey, G. (2014, January). *The texts and talk that engaged older readers*. Featured session at the Preconference Institute of the Illinois Comprehensive Literacy and Reading Recovery Conference, Chicago.
- Ivey, G. (2013, October). *Engagement matters: Expanding the consequences of reading*. Keynote address the Hot Topics in Literacy Conference, University of Wisconsin-Oshkosh.
- Ivey, G. (2013, June). *Engaged reading: Processes and outcomes*. Invited presentation at the annual Wisconsin Reading Research Symposium, Whitewater, WI.
- Ivey, G. (2013, January). *Examining the talk of engaged reading*. Invited featured session at the Illinois Comprehensive Literacy and Reading Recovery Conference, Chicago.
- Ivey, G. (2013, January). *Expanding the potential for reading engagement*. Invited featured session at the Illinois Comprehensive Literacy and Reading Recovery Conference, Chicago.
- Ivey, G. (2012, October). *Why book reading still matters in a digital world*. Keynote address at the annual conference of the Wisconsin Council of Teachers of English, Madison, WI.
- Ivey, G. (2012, June). *Engagement, literacy, and the development of the whole person*. Keynote address at the School-University Research Network Leadership Conference, College of William and Mary, Williamsburg, VA.
- Ivey, G. (2012, June). *"I try to see how people think now": Books and conversations that lead to boys' literate, emotional and social development*. Invited talk at the Shenandoah University Children's Literature Conference, Winchester.
- Ivey, G. (2010, October). *Reading engagement: Possibilities, opportunities, and invitations to learn*. Keynote address at the Wisconsin State Title I Association meeting, Stevens Point, WI.

- Ivey, G. (2010, July). *Consequences and possibilities of reading engagement*. Keynote address at the New Jersey Department of Education Summer Literacy Conference, New Brunswick.
- Ivey, G. (2010, July). *Cultivating comprehension through topical reading*. Sessions at the New Jersey Department of Education Summer Literacy Conference, New Brunswick.
- Ivey, G. (2010, March). *Literacy across the curriculum*. Keynote address at the P-16 Literacy Symposium (Questar III/Capital Region BOCES). Schenectady, NY, Union College.
- Ivey, G. (2010, March). *Creating literacy rich schools*. Featured talk at the P-16 Literacy Symposium (Questar III/Capital Region BOCES). Schenectady, NY, Union College.
- Ivey, G. (2010, March). *Literacy and learning across and beyond the curriculum*. Featured session at the annual conference of the Virginia State Reading Association, Virginia Beach.
- Ivey, G. (2010, March). *Creating literacy-rich middle and high school classrooms*. Featured session at the annual conference of the Virginia State Reading Association, Virginia Beach.
- Ivey, G. (2009, November). *“Most of us haven’t really read a book until now” and other realizations of first time engagement in the secondary grades*. Keynote session at Literacy Extravaganza: A Conference for Middle and High School Educators, University of Arizona, Tucson.
- Ivey, G. (2009, August). *The consequences of reading engagement*. Session at the University of West Florida Reading Conference, Pensacola.
- Ivey, G. (2009, July). *Response to students: Engagement-focused literacy instruction across the content areas*. Keynote speaker at the Wisconsin State Reading Association Summer Leadership Institute, Wausau.
- Ivey, G. (2009, June). *“I never thought I’d see him with a book:” A reading initiative that turned skaters, gamers, and mischief-makers into readers*. Invited talk at the Shenandoah University Children’s Literature Conference, Winchester.
- Ivey, G. (2009, May). *Literacy in the content areas*. Invited panel presentation at the P-16 Literacy Symposium (New York State Department of Education/BOCES). Albany.
- Ivey, G. (2009, February). *A promising future for motivation and adolescent literacy*. Featured presentation at the annual convention of the Wisconsin State Reading Association, Milwaukee.
- Ivey, G. (2009, February). *Building adolescent literacy interventions and the local level*. Preconference institute at the annual meeting of the Virginia State Reading Association, Crystal City.
- Ivey, G. (2009, February). *What research says (and doesn’t say) about inexperienced adolescent readers*. Featured presentation at the annual meeting of the Virginia State Reading Association, Crystal City.
- Ivey, G., & Kindig, J (2008, November). *Farewell to a Farewell to Arms: Changes in Middle and High School Literacy*. Workshop for Technical Training and Assistance Center, Virginia Commonwealth University, Richmond.
- Ivey, G. (2008, August). *Comprehending informational texts*. Professional development workshops for the New Jersey Department of Education, West Windsor, NJ.
- Ivey, G. (2008, June). *Comprehending Comprehension*. Featured presentation at the 7th Annual Just Read, Florida! K-12 Leadership Conference, Orlando.
- Ivey, G. (2008, April). *The reading programs students need*. Keynote presentation at the Leadership Symposium, University of West Florida, Pensacola.
- Ivey, G., & Broaddus, K. (2008, April). *How a formative experiment helped us figure out literacy engagement for English language learners*. Invited session at the George Graham Lecture in Reading, University of Virginia, Charlottesville.

- Ivey, G. (2008, March). *What research says (and doesn't say) about adolescent literacy*. Keynote presentation at the spring meeting of the Connecticut Association of Reading Research.
- Ivey, G. (2007, November). *Enhancing literacy development to close the achievement gap for Limited English Proficiency/English Language Learners*. Keynote presentation at Questar, New York State Department of Education, Albany.
- Ivey, G. (2007, October). *Improving reading comprehension in middle school: Five strategies that don't work (and research-driven principles that show us what does)*. Keynote presentation at middle school conference sponsored by the Southern Regional Educational Board and the Virginia Department of Education, Richmond.
- Ivey, G. (2007, August). *Comprehending comprehension*. Invited seminar at the New Jersey Department of Education Reading First Summer Conference, Long Branch, NJ.
- Ivey, G. (2007, July). Making the most of literacy engagement to promote content learning. Invited presentation at *From Vision to Practice Third Annual Academy: Literacy Beyond the Early Years*, Virginia Department of Education, Richmond
- Ivey, G. (2007, March). Moving past "just the facts" in content area reading. Keynote presentation at *Engaging Today's Adolescents with Reading Writing and Vocabulary Strategies: NCLB Dissemination Conference*, College of William and Mary (VA).
- Ivey, G. (2007, January). *The literacy coach's role in creating literacy-rich schools for adolescents*. Keynote presentation at the Adolescent Literacy Summit (Kentucky Collaborative Center for Literacy Development). Morehead State University.
- Ivey, G. (2006, August). *Evaluating interventions and support for struggling readers*. Invited presentation at the New Jersey Reading First Conference, Atlantic City.
- Ivey, G. (2006, March). *Helping children become better readers: Points of entry into literacy*. Invited speaker for PACER (Parent Advocacy Coalition for Educational Rights), Minneapolis.
- Ivey, G. (2006, March). *Reading and writing for content engagement: Rethinking "every teacher is a teacher of reading."* Keynote presentation at Content Literacy: Assessments, Standards, & Strategies for Middle School. College of William and Mary (VA).
- Ivey, G. (2005, November). *Bring struggling middle school readers into content area reading and writing*. Invited speaker for Preconference institute at the California Reading Association's annual conference, Ontario, CA.
- Ivey, G. (2005, August). *Evaluating interventions and support for struggling readers*. Featured address at the New Jersey Reading First Conference, Atlantic City.
- Ivey, G. (2005, April). *Reading and writing outside of the boundaries: What struggling readers teach us about engagement, development, and instruction*. Keynote address at the West Florida Secondary Reading Symposium, Pensacola.
- Ivey, G. (2005, March). *Reading and writing on the outer edge: Lessons from struggling students looking in on literacy*. Keynote address at conference sponsored by the Central Virginia Writing Project, Charlottesville, VA.
- Ivey, G. (with others). (2005, February). *A retrospective on IRA's position statement on adolescent literacy*. Featured speaker at the annual meeting of the Virginia State Reading Association, Crystal City.
- Ivey, G. (2004, November). Helping struggling readers in grades 3-8. Keynote address given at *Addressing Diversity to Close the Achievement Gap Conference*. University of Virginia, Charlottesville.
- Ivey, G. (2004, August). *Lessons about literacy, one struggling reader at a time*. Luncheon speaker, New Jersey Reading First Conference, Atlantic City.
- Ivey, G. (2004, August). *Exploding ants and owl pellets: Comprehension, fluency, and engagement for struggling readers and second language learners through informational reading*. Featured speaker, New Jersey Reading First Conference, Atlantic City.

- Ivey, G., & Broaddus, K. (2004, March). *Teaching with trade books: Meeting individual needs and curriculum standards with diverse reading materials*. Presentation at the annual meeting of the Virginia State Reading Association, Richmond.
- Ivey, G. (2003, December). *Learning concepts and words: Vocabulary, phonics, and word study that support reading and writing*. Featured speaker, Professional development institute sponsored by the Virginia Association for Supervision Curriculum and Development, Richmond.
- Ivey, G. (2003, November). *Patterns of engagement in older struggling readers: Evidence to transform content classrooms*. Invited address at the annual meeting of the California Reading Association (Research Institute), San Diego.
- Ivey, G. (2003, November). *Fluent reading across the school day*. Featured speaker, Professional development institute sponsored by the Virginia Association for Supervision Curriculum and Development, Richmond.
- Ivey, G. (2003, October). *Making sense of reading comprehension instruction*. Featured speaker, Professional development institute sponsored by the Virginia Association for Supervision Curriculum and Development, Richmond.
- Ivey, G. (2003, October). *Taking it personally: Exemplary literacy teachers and diverse learners*. Keynote address given at the Monmouth University Reading Conference, NJ.
- Ivey, G. (2003, October). *Helping struggling readers in grades 3-8*. Keynote address given at Addressing Diversity to Close the Achievement Gap Conference. University of Virginia, Charlottesville.
- Ivey, G. (2003, June). *Taking away the struggle for all students: Literacy practices to meet individual needs in content classrooms*. Invited presentation at the San Diego State University Reading Conference.
- Ivey, G. (2003, March). *Exemplary teachers and inexperienced readers: Transforming classrooms to take away the struggle*. Keynote address at the West Virginia Reading Research Symposium, Charleston, WV.
- Ivey, G. (2003, March). *“Are there boy cobras?”: Diverse and struggling middle school readers and content area reading*. Annual meeting of the Virginia State Reading Association, Roanoke, VA (invited address, featured speaker).
- Ivey, G. (2003, March). *Creating Personalized Literacy Learning Opportunities in the Intermediate Grades*. Annual meeting of the Virginia State Reading Association, Roanoke, VA (invited address, featured speaker).
- Ivey, G. (2002, January). *From the individual to the entire class: Literacy assessment into instruction*. College of William and Mary School Leadership Institute Seminar: Integrating Instruction: Assessment for Literacy Leadership and Literacy Workshop, Williamsburg, VA (invited address, general session speaker).
- Ivey, G. (2002, October). *Putting children first: Personalizing literacy instruction in diverse classrooms*. College of William and Mary School Leadership Institute Seminar: Instruction and Leadership Practices That Work for Literacy, Williamsburg, VA (invited address, general session speaker).
- Ivey, G. (2002, October). *Combining reading development and informational reading in diverse classrooms*. Workshop presentation at “Leadership for Literacy: Leaving No Child Behind,” sponsored by The School Leadership Institute, College of William and Mary, Williamsburg, VA (invited speaker).
- Ivey, G. (2002, October). *Making time count: Independent reading and struggling readers*. Workshop presentation at “Leadership for Literacy: Leaving No Child Behind,” sponsored by The School Leadership Institute, College of William and Mary, Williamsburg, VA (invited speaker).

- Ivey, G. (2002, June). *Make reading time count for all students: Differentiating materials, assessment, and instruction*. Summer Content/Teaching Academies, James Madison University Center for School Leadership, Harrisonburg, VA. (invited workshop).
- Ivey, G. (2002, April). *Still learning to read and write: Literacy development in the upper elementary and middle grades*. Spring brunch meeting of the Niagara Frontier Reading Council, Buffalo, NY (invited address, keynote speaker).
- Ivey, G. (2002, March). *Teaching inexperienced readers: Linking research to practice*. 2002 Youth Conference: United for Youth, Louisiana State Department of Education, Baton Rouge (invited address).
- Ivey, G. (2001, March). *Classrooms that foster independence for children who finding reading difficult*. Annual meeting of the Michigan Reading Association, Grand Rapids, MI. (invited address, luncheon speaker).
- Ivey, G. (2001, March). *A framework for supporting the reading development and content learning of struggling readers*. Meeting of the Central New York Reading Council, Syracuse, NY. (invited address).
- Ivey, G. (2001, February). *Top quality classrooms for struggling readers and writers in the upper elementary and middle grades*. Annual meeting of the Virginia State Reading Association, Arlington, VA. (invited address, featured speaker).
- Ivey, G. (2001, February). *Struggling readers and informational reading: Connecting fluency, engagement, and research*. Annual meeting of the Virginia State Reading Association, Arlington, VA. (invited workshop presentation).
- Ivey, G. (2000, July). Featured Speaker, Middle Grades Literacy Strand, Pennsylvania Title I Big Cities Consortium, Summer Retreat, Grantville, PA. (invited address).
- Ivey, G. (2000, March). *Rethinking middle school reading to reach and teach all students*. Presentation at the annual meeting of the Michigan Reading Association, Detroit, MI. (invited address, featured speaker).
- Ivey, G. (2000, March). *Creating versatile middle school readers: Are we helping or hindering?* Presentation at the annual meeting of the Michigan Reading Association, Detroit, MI. (invited address, featured speaker).
- Ivey, G. (1998, November). *Reading in the content areas for middle and high schools*. Presentation at Virginia's Reading Research Forum, Roanoke VA. (invited address).
- Ivey, G. (1998, March). *Helping students toward expertise in word knowledge through spelling*. Presentation at the 30th Annual Conference on Reading and Writing, Rutgers University, New Brunswick, NJ. (invited address).
- Ivey, G. (1998, March). *Perspectives from research: What middle school students want their teachers to know about reading in school*. Presentation at the semi-annual meeting of the New Jersey Reading Association, Long Branch, NJ.
- Ivey, G., Heubach, K. M., & Pickle, J. M. (1995, March). *Using reader's theatre with content area textbooks*. Presented at the annual meeting of the Georgia Council of the International Reading Association, Atlanta, GA.
- Ivey, G. (1994, March). *Literature connections and the middle school reader*. Presented at the annual meeting of the Georgia Council of the International Reading Association, Atlanta, GA.

Teaching

Rutgers University

Fall 1997

- LIT 495: Literacy Development in Elementary/Middle School (undergraduate)

Spring 1998

- LIT 495: Literacy Development in Elementary/Middle School (undergraduate)

Fall 1998

- LIT 495: Literacy Development in Elementary/Middle School (undergraduate)
- LIT 561: Foundations of Reading Instruction (graduate)

Spring 1999

- LIT 564: Diagnosis and Correction of Reading Difficulties (graduate)

University of Maryland at College Park

Fall 1999

- EDCI 362: Reading Methods (undergraduate)
- EDCI 314: Teaching Language, Reading, Drama, and Literature with Young Children (undergraduate)

Spring 2000

- EDCI 316: The Teaching of Reading: Early Childhood (undergraduate)
- EDCI 362: Reading Methods (undergraduate)

Fall 2000

- EDCI 660: Foundations of Reading (graduate)
- EDCI 464: Reading Diagnosis and Instruction (undergraduate)

Spring 2001

- EDCI 464: Reading Diagnosis and Instruction (undergraduate)
- EDCI 362: Reading Methods (undergraduate)

University of Notre Dame

Summer 2001

- Introduction to Middle School Teaching (graduate)

James Madison University

Fall 2001

- READ 665: Principles, Practices and Applications of Reading Assessment (graduate)
- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)
- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)

Spring 2002

- READ 588: Writing Instruction (graduate)
- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)
- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)

Fall 2002

- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)
- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)
- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)

Spring 2003

- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)

- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)

Fall 2003

- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)
- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)
- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)

Spring 2004

- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)
- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)
- READ 584: Foundations of Middle and Secondary Literacy (graduate)

Fall 2004

- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)
- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)

Spring 2005

- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)
- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)
- READ 590: Literacy Across the Curriculum (graduate)

Fall 2005

- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)
- READ 254: Literature for Adolescents (undergraduate)

Spring 2006

- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)
- READ 472: Literacy Assessment and Instruction Across the Content Areas in the Middle and Secondary Grades (undergraduate)

Fall 2006

- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)
- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)
- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)
- READ 430: Development, Assessment, and Instruction of Literacy, K-12 (undergraduate)

Spring 2007

- READ 430: Development, Assessment, and Instruction of Literacy, K-12 (undergraduate)
- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)

Fall 2007

- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)
- READ 254: Literature for Adolescents (undergraduate)

Spring 2008

- READ 440: Literacy-Based Learning in Secondary Education (undergraduate)
- READ 440: Literacy-Based Learning in Secondary Education (undergraduate)

Fall 2008

- READ 436: Literacy Learning in the Primary Grades (undergraduate)
- READ 582: Foundations of Literacy (graduate)

Spring 2009

- READ 440: Literacy-Based Learning in Secondary Education (undergraduate)
- READ 440: Literacy-Based Learning in Secondary Education (undergraduate)

Fall 2009

- READ 582: Foundations of Literacy (graduate)
- READ 582: Foundations of Literacy (graduate)
- READ 604: Literacy Instruction for English Language Learners (graduate)

Spring 2010

- READ 600: Research and Research Methods in Literacy (graduate)

Fall 2010

- READ 312: Reading and Writing Across the Curriculum in the Middle and Secondary Grades (undergraduate)
- READ 440: Literacy-Based Learning in Secondary Education (undergraduate)
- READ 665: Organization and Supervision of Reading Programs (graduate)

Spring 2011

- READ 600: Research and Research Methods in Literacy (graduate)
- READ 600: Research and Research Methods in Literacy (graduate)

Fall 2011

- On professional leave

Spring 2012

- READ 254: Literature for Adolescents (undergraduate)

University of Wisconsin-Madison

Fall 2012

CURRIC: 975 Teaching and Research with Young Adult Literature (graduate)

Spring 2013

CURRIC 675: Adolescent Literacy

Fall 2013

CURRIC 368: The Teaching of Reading

CURRIC 975: Formative and Design Experiments in Education

Spring 2014

CURRIC 431: Young Adult Literature for Schools

CURRIC 503: Literacy Across the Curriculum

Fall 2014

CURRIC 368: The Teaching of Reading

CURRIC 975: Research and Theoretical Perspectives on Reading Engagement

Spring 2015

CURRIC 309: Reading and Writing Across the Content Areas

CURRIC 632: Literature and Literacy

Fall 2015

CURRIC 368: The Teaching of Reading

CURRIC 712: Introduction to Curriculum & Instruction

Spring 2016

CURRIC 309: Reading and Writing Across the Content Areas

CURRIC 503: Literacy Across the Curriculum

Fall 2016

CURRIC 368: The Teaching of Reading

CURRIC 975: Research and Theoretical Perspectives on Literacy Engagement

Master's Thesis/Comprehensive Examination Committees:

University of Wisconsin-Madison

Jina Byeon (advisor)

Chelsea Lane (advisor)

Vincent Ricco (advisor)

Erin Parker (2013)

Brooke Gritt (2013)

Sarah Fischer (2014)

James Madison University

Jacqueline Dinsmore, Lynne Arbaugh, Karla Bomar, Kellie Fisher, Sharon Griffin, Nancy Howes, Elizabeth Jones, Jennifer McNabb, Anita Marshall, Rebecca Paxton, Gloria Pullin, Catherine Sharmy, Karen Weaver, Janice Wilson, Nancy Yost, Amanda Kipfer, Stephanie Offer, Tina Arritt, Natalie Gainer, Bridget Lambert, Bridget Hoadley, Lauren Pursel, Betty Sherrod, Terri Whiddon, Nancy Brown, Tracy Schwandt-Hardley, Cicely Shelton, Rhonda Jeck, Karla Dick, Sandra Wile, Audra Taylor, Mary Ellen Chiumento, Jennifer Lamm, Tiffany Sherman, Lacey Swopes, Scott Showalter, Jill Snider, Jennifer Plogger, Kara Stolzhus, Melissa Mathias, Emily Seals

Doctoral Committees:

University of Wisconsin-Madison

Erin Quast (chair) (2017)

Brooke Ward (chair) (2017)

Melanie Obitz Bukartek (chair)

Hannah Graham (chair)

Greg Bartley (chair)

Kevin Hicks

Betsy Mulet

Joan Wick

Anika Paaren-Sdano (2012)

Bailey Herrmann (2013)

Mary Guay (2013)

Aubrey Vogel (2014)

Lois Zamzow (2014)

Marci Glaus (2014)

Rachel Caloia (2016)

Positions in Professional Organizations

- President-Elect, Literacy Research Association (will serve as President beginning December 2018)
- Conference Chair, Literacy Research Association, 2017
- Vice President, Literacy Research Association, 2015-2016
- Management Relations Committee, Literacy Research Association, 2016
- Literacy Research Panel, International Literacy Association, 2014-2017
- Chair, Research Committee, Literacy Research Association, 2013-2015
- Editorial Advisory Board, *Reading Research Quarterly*, 2015-present
- Editorial Review Board, *Reading Research Quarterly*, 2000-2008, 2013-2015
- Editorial Review Board, *Journal of Literacy Research*, 1998-2010; 2014-present
- Editorial Review Board, *Journal of Adolescent & Adult Literacy*, 2000-present
- Editorial Review Board, *The Reading Teacher*, 1997-1999; 2011-2016
- Editorial Review Board, *Voices from the Middle*, 2011-present
- Editorial Review Board, *Yearbook of the National Reading Conference*, 2000-2008
- Editorial Review Board, *Reading Research & Instruction*, 1999-2001
- Editorial Review Board, Center for the Improvement of Early Reading Achievement (1998-2001)
- Editorial Review Board, National Reading Research Center, 1994-1997
- Guest Reviewer, *Journal of Research in Reading*, 2013
- Guest Reviewer, *Reading Research Quarterly*, 2008-2013
- Guest Reviewer, *Pedagogies: An International Journal*, 2010
- Guest Reviewer, *American Educational Research Journal*, 2008
- Guest Reviewer, *Elementary School Journal*, 2003
- Guest Reviewer, *Research in the Teaching of English*, 1998-1999
- Program Area Co-Chair, National Reading Conference, Area 6: Adolescent, College, and Adult Literacy Processes (2004, 2005)
- Program Area Co-Chair, National Reading Conference, Area 6: Learning/Teaching Processes in Middle, Secondary Schools (2003).
- Program Area Co-Chair, National Reading Conference, Area 5: Learning/Teaching Processes (1998)
- Reviewer, Literacy Research Association/National Reading Conference (1997-present)
- Reviewer, American Educational Research Association (2000-present)
- Reviewer, International Reading Association, Research Strand (2000-2010)
- Reviewer, International Reading Association, Research Grants (2002-2010)
- Reviewer, European Science Foundation Exploratory Workshops (2012)
- Research Committee, Literacy Research Association, 2011-2013
- Elva Knight Research Grant Committee, International Reading Association, 2012-present
- Adolescent Literacy Committee, International Reading Association, 2010-2011
- Research Grants Subcommittee, International Reading Association, 2009-2010
- Journal of Adolescent & Adult Literacy Editor Search Committee, International Reading Association, 2007
- Ed Fry Book Award Committee, National Reading Conference, 2003-2006.
- Co-Facilitator, Study Group at National Reading Conference; Topic: Beginning to Publish: Conversations on Writing Up Research and Practice With New Scholars and Experienced Authors

- Invited Member, Laboratory for Student Success Study Group on High School Reform, Mid-Atlantic Regional Educational Laboratory, Temple University, 2002-2003.
- Program Committee, Virginia State Reading Association Annual Conference: 2003
- Planning Group Member, NICHD Adolescent Literacy Research Priorities Workshop, May, 2002.
- Interviewed Guest, RIFNET (television show sponsored by Reading is Fundamental), "Older Students and Literacy," March 2002.
- Invited Speaker, Teacher-in-Residence Summer Institute on Struggling Middle School Readers, Office of Educational Research and Improvement, United States Department of Education, Washington, DC, July 2001
- Secondary Reading Panel, National Center on Education and the Economy, March, 2000
- Invited Participant/Speaker, Satellite Town Meeting ("Powerful Middle Schools: Teaching and Learning for Young Adolescents"), United States Department of Education, Hosted by Sec. Richard W. Riley, February 15, 2000
- Long Range Planning Committee, National Reading Conference, 1999-2002
- Commission on Adolescent Literacy, International Reading Association, 1997-2003
- Co-Facilitator, Study Group at National Reading Conference; Topic: Teaching struggling readers in the upper elementary and middle grades, 1998, 1999
- Committee on Middle Level Learners, International Reading Association, 1996-1997

University Service

- Personnel Committee, Department of Curriculum & Instruction, University of Wisconsin-Madison, 2013-2016
- Faculty Awards Committee Chair, Department of Curriculum & Instruction, University of Wisconsin-Madison, 2014-present
- Elementary Education Committee, University of Wisconsin-Madison, 2012-present
- Chair, Tenure Committee for Assistant Professor Melissa Braaten, UW-Madison, 2013-present
- Tenure Review Committee for Assistant Professor Gail Prasad, UW-Madison, 2015-2016
- Credit Production Committee, Curriculum & Instruction, University of Wisconsin-Madison, 2012-2013
- Student Awards Committee, Curriculum & Instruction, University of Wisconsin-Madison, 2012-2014
- Coordinator, Reading Education Graduate Program, James Madison University, 2006-2011
- Member, Personnel Advisory Committee, Department of Early, Elementary, and Reading Education, James Madison University, 2005-2006, 2006-2007, 2007-2008
- Chair, Reading Education Search Committee, James Madison University, 2006-2007
- Co-Chair, Reading Education Search Committee, James Madison University, 2005-2006
- Co-Chair, Reading Education Search Committee, James Madison University, 2003-2004
- Chair, Reading Education Search Committee, James Madison University, 2001-2002
- Faculty Liaison to Harrisonburg (VA) Schools, James Madison University, 2005-2006
- Faculty Senate Representative, James Madison University, 2005-2006
- Chair, College of Education Partnership Committee, James Madison University, 2005-2006

- Reading Graduate Program Coordinator, School of Education, James Madison University, 2002-2004
- Teacher Education Coordinating Council, James Madison University, 2002-2004
- Graduate Council, College of Education, James Madison University, 2002-2004
- Admissions and Retention Appeals Committee, School of Education, James Madison University, 2002-2005.
- Teacher Candidate Committee, School of Education, James Madison University, 2001-2002
- College Events Committee (Parents' Weekend), College of Education, James Madison University, 2001-2002
- Executive Committee, Department of Curriculum and Instruction, University of Maryland, College Park, 2000-2001
- Undergraduate Admissions Committee, Department of Curriculum and Instruction, University of Maryland, College Park, 2000-2001
- Faculty Search Committee (for Department Chair), Department of Curriculum and Instruction, University of Maryland, College Park, 2000-2001
- Executive Committee, Maryland Literacy Research Center, College of Education, University of Maryland, College Park, 2000-2001
- Community and Recognition Committee, College of Education, University of Maryland, College Park, 2000-2001
- Faculty Search Committee (for Adult Literacy Position), Graduate School of Education, Rutgers University, 1998-1999

Educational Workshop Presentations

- Ivey, G. (2017, August). *Reframing engaged reading*. Keynote address for Every Child, Every Day Institute, Appleton (WI) Public Schools.
- Ivey, G. (2017, February). *Meaningful literacy across the curriculum*. Session for Middleton (WI) High School.
- Ivey, G. (2016, October). *Literacy engagement as social practice*. Workshop for Tomah Area School District, Wisconsin.
- Ivey, G. (2016, September). *Classroom talk about books: Why it matters and how to get it started*. Workshop for East Jefferson Elementary School, Jefferson, Wisconsin.
- Ivey, G. (2016, August). *Creating engaged literacy classrooms for adolescents*. Invited speaker for Archdiocese of Miami Schools, Florida.
- Ivey, G. (2016, August). *Literacy engagement as social practice*. Workshop for CESA-11, Turtle Lake, Wisconsin.
- Ivey, G. (2015, June). *Texts and talk that matter to students: Arranging for literacy development and literate lives*. Workshop for Mosinee and DC Everest School Districts, Wisconsin.
- Ivey, G. (2015, April). *Engagement, relationships, and agency: Processes and goals for young literate lives*. Workshop for Lewis Cass Intermediate School District, Michigan.
- Ivey, G. (2014, August). *But they still won't read*. Workshop for Madison Public Schools Department of Educational Services, Madison, WI.
- Ivey, G. (2014, July). *Expanding the uses of nonfiction and fiction reading across the school day*. Workshop for Catskill (NY) Schools.
- Ivey, G. (2014, May). *The social side of reading engagement*. Keynote presentation for the Waukesha Reading Council, Waukesha, WI.
- Ivey, G. (2013, October). *"We talk about books like, all the time:" The social possibilities of engaged reading*. Workshop for Fox Valley Reading Council, Oshkosh, WI.
- Ivey, G. (2013, October). *Creating engaged readers and engaged literate communities*. Workshop for Maine Partnership in Comprehensive Literacy, University of Maine, Orono.

- Ivey, G. (2013, August). *Engaged reading: Outcomes and processes*. Workshop for middle and high school English teachers, Hanover County (VA) Public Schools.
- Ivey, G. (2013, July). *Engagement in Fiction and Nonfiction Reading: Exceeding the Common Core State Standards*. Workshop for middle grades teachers in Catskill (NY) Schools.
- Ivey, G. (2013, June). *Engaged reading with narrative and nonfiction texts*. Workshop at Questar III BOCES, Castleton, NY.
- Ivey, G. (2013, June). *Engaged reading the middle grades*. Workshop for teachers in Evanston/Skokie (IL) Schools.
- Ivey, G. (2012, October). *Engagement growth in reading and the development of the whole child: Research and classroom implications*. Maine Reading Recovery, University of Maine, Orono.
- Ivey, G. (2012, October). *Using reading engagement to meet and transcend the Common Core State Standards*. Maine Partnership in Comprehensive Literacy, University of Maine, Orono.
- Ivey, G. (2012, August). *From reading engagement to the Common Core and beyond: Moving students toward more complex texts and more meaningful lives*. Workshop at Questar III BOCES, Castleton, NY.
- Ivey, G. (2011, October). *Literacy engagement studies*. Workshop for teachers at Robert E. Lee High School, Staunton, VA.
- Ivey, G. (2011, August). *Reading motivation and engagement: What, why, how?* Workshops for teachers at Fulks Run Elementary School and Mountain View Elementary School, Rockingham County, VA.
- Ivey, G. (2010, May). *Unexpected consequences of reading engagement*. Workshop for middle school teachers in Elmbrook Schools (WI).
- Ivey, G. (2010, October). *Literacy engagement revisited: A fresh look at a familiar topic*. Keynote address at the Richmond Area Reading Council, Richmond.
- Ivey, G. (2010, March). *An engagement-first perspective on literacy and literacy-based learning*. Keynote session at the 8th Annual Conference on Academic Success for English Learners and Migrant Students. Santa Clara County (CA) Schools.
- Ivey, G. (2010, March). *Making a difference in English learner's motivation to read: Books, teachers, talk, and time*. Featured session at the 8th Annual Conference on Academic Success for English Learners and Migrant Students. Santa Clara County (CA) Schools.
- Ivey, G. (2009, October). *Making a Difference in Adolescents' Motivation to Read: Books, Teachers, Talk and Time*. Workshop for Cooperative Educational Service Agency 6, Oshkosh, WI.
- Ivey, G. (2009, October). *A fresh look at engaged reading*. Keynote address at the Fox Valley Reading Council, Neenah, WI.
- Ivey, G. (2009, October). *Developing engaged readers in Hertford County*. Workshop for Hertford County (NC) Schools.
- Ivey, G. (2009, August). *Reading and writing to learn in the intermediate grades*. Workshop for Uinta County (WY) School District #4, Mountain View.
- Ivey, G. (2009, July). *Where does engaged reading fit in the English curriculum?* Presentation for Muskego-Norway (WI) Public Schools
- Ivey, G. (2009, March). *I hate reading, but I loved reading that book*. Presentation for Chesterfield County (VA) Public Schools.
- Ivey, G. (2008, November). *Creating literacy-rich middle schools*. Presentation for Farmington (CT) public schools.
- Ivey, G. (2008, September). *Creating a literacy-rich school year*. Keynote presentation for Rondout Valley (NY) Public Schools.

- Ivey, G. (2008, August). Promoting reading comprehension and engagement in the secondary school classroom. Professional development workshop for Muskego (WI) Public Schools.
- Ivey, G. (2008, August). Creating literacy rich schools. Featured presentation at the Houston (TX) Independent School District Summer Leadership Conference.
- Ivey, G. (2008, July). Increasing literacy development for English language learners in middle and high school. Professional development workshop for teachers in Monroe-Woodbury (NY) Public Schools.
- Ivey, G. (2008, May). Creating literacy rich schools and classrooms. Professional development workshop for Capital Region BOCES, Albany, NY.
- Ivey, G. (2008, April). Literacy for life = Literacy today. Featured presentation at Ulster Region BOCES Common Conference Day, New York Department of Education.
- Ivey, G. (2008, February). Increasing literacy development for English language learners in grades k-5. Professional development workshop for teachers in Monroe-Woodbury (NY) Public Schools.
- Ivey, G. (2007, November). Increasing wide reading in English classrooms. Professional development workshop for Norfolk (VA) Public Schools.
- Ivey, G. (2007, September). More on increasing wide reading for English classes. Professional development workshop for teachers in Darlington County Public Schools, Hartsville, SC.
- Ivey, G. (2007, September). Increasing wide reading in English class. Professional development seminar for J. Sterling Morton School District, Berwyn, IL.
- Ivey, G. (2007, September). Quality indicators for secondary literacy. Professional development seminar for J. Sterling Morton School District, Berwyn, IL.
- Ivey, G., & Fisher, D. (2007, August). Creating literacy-rich schools for adolescents in not business as usual. Keynote presentation at the Summer High School Literacy Conference, Chicago (IL) Public Schools.
- Ivey, G. (2007, August). What (and why) content area teachers need to know about literacy interventions. Breakout session at the Summer High School Literacy Conference, Chicago (IL) Public Schools.
- Ivey, G. (2007, August). Meeting individual needs in literacy-based learning. Keynote presentation at the Chicago (IL) Public Schools Striving Reader Summer Conference.
- Ivey, G. (2007, August). The teacher's role in creating literacy-rich schools for adolescents. Breakout session at the Chicago (IL) Public Schools Striving Reader Summer Conference.
- Ivey, G. (2007, August). The principal's role in creating literacy-rich schools for adolescents. Breakout session at the Chicago (IL) Public Schools Striving Reader Summer Conference.
- Ivey, G. (2007, August). Thinking, reading, writing: Engaging students in learning. Professional development workshop for teachers at Hidden Valley Middle School, Roanoke County, VA.
- Ivey, G. (2007, August). Meeting student needs in the ELA curriculum through wide reading. Professional development workshop for teachers in Darlington County Public Schools, Hartsville, SC.
- Ivey, G. (2007, August). Stepping up wide reading in English class. Professional development workshop for teachers in Loudoun County Public Schools, Virginia.
- Ivey, G. (2007, April). Increasing reading and writing in content area classes. Professional development workshop for teachers in Connecticut Region 15 Schools.
- Ivey, G. (2007, March). Wide reading matters most. Professional development seminars for New York City Department of Education (sponsored by American Reading Company), Brooklyn and South Bronx.

- Ivey, G. (2007, March). Text sets = engaged reading and writing = content learning. Workshop for middle and high school reading specialists, Loudoun County (VA) schools.
- Ivey, G. (2006, November). Creating literacy-rich schools for adolescents: Opportunities for principals. Presentation for Striving Readers Grant Project, Chicago City Public Schools.
- Ivey, G. (2006, November). Creating literacy-rich schools for adolescents: Literacy-rich experiences across the content areas. Presentation for Striving Readers Grant Project, Chicago City Public Schools.
- Ivey, G. (2006, October). Some radical thoughts about content area reading. Workshop for teachers at Stewart Middle School, Augusta County, VA.
- Ivey, G. (2006, June). Reading engagement and comprehension: Five strategies that don't work (and research-driven principles that show us what does). Features speaker at the Designing High Schools for the Next Generation Conference, Montgomery County (MD) Public Schools.
- Ivey, G., & Fisher, D. (2006, March). Creating literacy-rich schools for adolescents. Keynote address at Secondary Literacy Conference. Sponsored by Escambia County (FL) Schools and the University of West Florida.
- Ivey, G. (2005, October). Schoolwide changes for increasing literate achievement. Education Connection, Litchfield, CT.
- Ivey, G. (2005, September). Literacy tutoring in the middle schools. Workshop for literacy tutors, Santa Rosa County (FL) Schools.
- Ivey, G., & Fisher, D. (2005, August). Learning through literacy in middle and high school classrooms. Workshop for teachers in Virginia Beach (VA) schools.
- Ivey, G. (2005, August). The role of literacy coaches in middle and high schools. Workshop for reading specialists in Alexandria (VA) Schools.
- Ivey, G. (2005, June). Personalizing regular classroom instruction to meet the needs of struggling readers in the content areas. Workshop for teachers in Williamson County (TN) Schools.
- Ivey, G. (2005, April). Schoolwide literacy improvement in the middle school. Two-day workshop for Virginia Beach (VA) middle schools.
- Ivey, G. (2005, March). The evolving role of the reading specialist. Presentation for elementary reading specialists in Alexandria (VA) Schools.
- Ivey, G. (2005, January). Getting started on closing the achievement gap for struggling middle school readers and writers. Presentation at Cedar Lee Middle School, Warrenton, VA.
- Ivey, G. (2004, November). Teaching struggling readers in grades k-5. Daylong workshop for elementary school teachers in Dinwiddie County, VA.
- Ivey, G., & Broaddus, K. (2004, September). Reading and writing engagement for second language beginning readers. Presentation at Region V ESL Supervisor's meeting, Massanutten Regional Technical Center, Harrisonburg, VA.
- Ivey, G. (2004, September). Teaching struggling readers in the intermediate grades. Workshop for teachers and administrators, Alexandria (VA) Public Schools.
- Ivey, G. (2004, August). Non-negotiables in middle school reading across the curriculum. Workshop for Hopewell (VA) Public Schools.
- Ivey, G. (2004-June). Literacy consultant to Juvenile Correctional Center, Natural Bridge, VA.
- Ivey, G. (2004, June). The role of reading materials in a middle school ESL language arts classroom. Workshop for literacy coordinators, Harrisonburg (VA) Public Schools.
- Ivey, G. (2004, March). Helping struggling readers in the secondary grades. Keynote address Loudoun County (VA) professional development conference.
- Ivey, G. (2003-present). Literacy consultant to Herbert Hoover High School, San Diego, CA.
- Ivey, G. (2003, October). Teaching struggling readers. Workshop for teachers at Lyles Crouch Traditional Academy, Alexandria, Virginia.

- Ivey, G. (2003, August). Meeting individual needs in content area reading. Workshop for teachers at Thomas Harrison Middle School, Harrisonburg, VA.
- Ivey, G. (2003, August). Teaching struggling readers in the middle grades. Workshop for middle school teachers and administrators in Alexandria City (VA) Public Schools.
- Ivey, G. (2002-2003). Literacy research consultant to Baltimore (MD) Public Schools High School Reform.
- Ivey, G. (2002, September). Workshop on content area literacy for middle school teachers at Tse Bit Ai Middle School, Shiprock, NM.
- Ivey, G. (2002, August). Teaching struggling readers and writers in middle grades content area classrooms. Achievement First Conference, Fund for Educational Excellence/Baltimore City Schools, Towson, MD.
- Ivey, G. (2002, August). Teaching struggling readers and writers in the intermediate grades. Achievement First Conference, Fund for Educational Excellence/Baltimore City Schools, Towson, MD.
- Ivey, G. (2002, August). Reading comprehension and informational reading. Workshop for teachers in Alexandria City (VA) Public Schools.
- Ivey, G. (2002, August). Teaching struggling readers in grades 3-8. Workshop for teachers in Alexandria City (VA) Public Schools.
- Broaddus, K., & Ivey, G. (2001, October). Workshop on informational literacy for middle school teachers at Stewart Middle School, Fort Defiance, VA.
- Ivey, G. (2001, August). Strategies for older struggling readers. Workshop for teachers in Fauquier County, VA schools.
- Ivey, G. (2001, April). Reconciling students, reading, and the literacy curriculum in the middle grades. The Benchmark School, Media, PA. (invited address).
- Ivey, G. (2000-2001). Consultant on reading instruction, Indiana School, Park Forest, IL.
- Ivey, G. (2000-2001). Consultant on middle school literacy instruction, Williamsport, PA schools.
- Ivey, G. (2000, July). Reading across the content areas. Workshop for secondary teachers in Prince George's County, MD schools.
- Ivey, G. (2000, March-June). Reading instruction for middle school students with disabilities. Workshop series for New Jersey Department of Education.
- Ivey, G. (2000, February-May). Facilitator for teacher inquiry group on teaching struggling readers in the elementary grades, Kemp Mill Elementary School, Silver Spring, MD.
- Ivey, G. (1999, December). Issues in developing skilled and engaged adult readers. Workshop for adult literacy program directors, City University of New York, New York, NY.
- Ivey, G. (1998-1999). Literacy director for Eisenhower Program, a collaborative professional development project between the Graduate School of Education, Rutgers University, and Perth Amboy, NJ, New Brunswick, NJ, and South Plainfield, NJ schools.
- Ivey, G. (1999, January). Word study for the elementary grades. Workshop for teachers in Edison Schools, Edison, NJ.
- Ivey, G. (1998, November). Meeting the needs of emergent readers. Workshop for teachers in Edison Schools, Edison, NJ.
- Ivey, G. (1998, July). Literacy learning for adult beginning readers. Workshop for the staff of the Adult Literacy Program, The Queens Borough Public Library, Jamaica, NY.
- Ivey, G. (1998, June). Tutoring strategies for adult beginning literacy learners. Workshop for volunteer tutors at The Queens Borough Public Library, Jamaica, NY.
- Ivey, G. (1998, January). Word study for struggling readers in the upper elementary and middle grades. Presentation at the annual meeting of the Manhattan Reading Council, New York, NY.
- Ivey, G. (1997, June). Teaching middle school reading. Week-long workshop for middle school teachers in Jackson County, GA.

- Ivey, G. (1997, June). Reading & language arts instruction for intermediate and middle grade learners. Week-long workshop for teachers, sponsored by the Northeast Georgia Regional Educational Service Agency.
- Ivey, G. (1997, May). Teaching middle school reading: Strategies that work. Workshop for middle school teachers in Whitfield County, GA.
- Ivey, G. (1996, October). Top ten tips for middle school teachers who teach a reading class. Workshop for middle school teachers in Jackson County, GA.
- Ivey, G. (1993). Word study for middle school readers. Workshop for middle school teachers in Harrisonburg, VA.