

CURRICULUM VITAE

Dawnene D. Hassett, Associate Professor
University of Wisconsin – Madison, School of Education
Department of Curriculum and Instruction, Literacy Studies
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FORMAL EDUCATION

- 1999 Ph.D. University of Wisconsin – Madison, Curriculum & Instruction
Area of Study: Curriculum Theory
The Literacy Matrix: Reading, Writing, & Technologies of Practice
- 1988 M.S. University of Wisconsin – Madison
Area of Study: Reading Education
Wisconsin State Certifications: K-12 Reading Specialist; K-12 Reading Teacher
- 1986 B.S. University of Wisconsin – Madison
Area of study: Elementary Education
Wisconsin State Certification: K-8 Classroom Teacher

POSITIONS HELD

- 2011-present Associate Professor, Department of Curriculum and Instruction, University of Wisconsin-Madison, Madison, WI
- 2002-2011 Assistant Professor, Department of Curriculum and Instruction, University of Wisconsin-Madison, Madison, WI.
- 2000-2002 Assistant Faculty Associate, Department of Curriculum and Instruction, University of Wisconsin-Madison, Madison, WI. Responsibilities included: administering the Wisconsin State Reading Teacher and Reading Specialist Licensure Programs; instructor in the literacy area.
- 1998-1999 K-12 Reading and Language Arts Resource Teacher, Madison Metropolitan School District, Madison, WI.
- 1990-1998 District (PK-12) Reading and Language Arts Coordinator, Mount Horeb Area School District, Mount Horeb, WI.
- 1997-1999 Associate Lecturer, Department of Curriculum and Instruction, University of Wisconsin-Madison, Madison, WI.
- 1990 Supervisor, School of Education Practicum for Reading Teachers, Lincoln Elementary School, Madison Metropolitan School District, Madison, WI.
- 1987-1990 Elementary School Teacher, Mount Horeb Area School District, Mount Horeb, WI. Kindergarten, First Grade, Third Grade.

PUBLICATIONS

In Press

- Hassett, D. D. (in press). Visual language, visual literacy: Education à la modes. In B. Pini & J. Moss (Eds). *Visual Educational Research: Critical Perspectives*. New York: Routledge.
- Hassett, D. D. & Grant, C. A. (in press). Monocultural literacy: The power of print, pedagogy, and epistemological blindness – with 2015 introduction. In P. R. Schmidt (Ed.)

Reconceptualizing literacy in the new age of multiculturalism and pluralism. Greenwich, CT: Information Age Publishing.

Journal Articles

- Hassett, D. D. (2011). Proper English in popular culture: Language, dialect, and urban youth. *Wisconsin English Journal*, 53(2), 13-20.
- Hassett, D. D. (2011). The revolutions *are* being televised...and blogged and tweeted. *Wisconsin English Journal*, 53(1), 6-14.
- Hassett, D. D., & Rosemeyer, C. A. (2010). The new adventures of old literature Modern classics and inquiry circles. *Wisconsin English Journal*, 52(2), 10-17.
- Gomez, M. L., Schieble, M. B., Curwood, J. S., and Hassett, D. D. (2010). Technology, learning, and instruction: Distributed cognition in the secondary English classroom. *Literacy*, 44 (1), 20-27.
- Hassett, D. D. (2010). Technologies and truth games: Research as dynamic method. *Language Arts*, 87(6), 457-464.
- Hassett, D. D. (2010). New literacies and the classics: Power, identity, and self-representation. *Wisconsin English Journal*, 52(1), 6-13.
- Hassett, D. D. (2009). Children's literature and early literacy success: Using the Charlotte Zolotow award collection in early childhood teacher education. *Journal of Early Childhood Teacher Education*, 30(4), 1-22.
- Hassett, D. D., & Curwood, J. S. (2009). Theories and practices of multimodal education: The instructional dynamics of picture books and primary classrooms. *The Reading Teacher*, 63(4), 270-282.
- Hassett, D. D. (2008). Teacher flexibility and judgment: A multidynamic theory for early childhood literacy instruction. *Journal of Early Childhood Literacy*, 8 (3), 297-330.
- Hassett, D. D., & Schieble, M. B. (2007). Finding space for the visual in K-12 literacy instruction. *English Journal*, 97 (1), 62-68.
- Hassett, D. D. (2006). Signs of the times: The governance of alphabetic print over "appropriate" and "natural" reading development. *Journal of Early Childhood Literacy*, 6 (1), 77-103.
- Hassett, D. D. (2006). Technological difficulties: A theoretical frame for understanding the non-relativistic permanence of traditional print literacy in elementary education. *Journal of Curriculum Studies*, 38 (2), 135-159.
- Hassett, D. D. (2005). Reading hypertextually: Children's literature and comprehension instruction. *New Horizons*, XI (2), <http://www.newhorizons.org/strategies/literacy/hassett.htm>.
- Hammerberg [Hassett], D. D. (2004). Comprehension instruction for socioculturally diverse classrooms: A review of what we know. *The Reading Teacher*, 57 (7), 2-12.
- Hammerberg [Hassett], D. D. (2001). Reading and writing hypertextually: Children's literature, technology, and early writing instruction. *Language Arts*, 78 (3), 207-216.

Book Chapters

- Hassett, D. D. (2010). New literacies in the elementary classroom: The instructional dynamics of visual-texts. In K. Hall, U. Goswami, C. Harrison, S. Ellis & J. Solier (Eds.), *Interdisciplinary perspective on learning to read: Culture, cognition and pedagogy*, (pp. 87-100). New York: Routledge.
- Hassett, D. D., & Schieble, M. B. (2010). Finding space and time for the visual in K-12 literacy instruction. In M. Cappello & B. Moss (Eds.), *Contemporary Readings in Literacy Education*

- (pp. 325-331). Thousand Oaks: SAGE Publications. [Reprinted NCTE *English Journal* article.]
- Hammerberg [Hassett], D. D. (2004). Technologies of the self in classrooms designed as “learning environments”: (Im)possible ways of being in early literacy instruction. In B. M. Baker & K. Heyning (Eds.), *Dangerous coagulations? The uses of Foucault in the study of education* (pp. 359-382). New York: Peter Lang.
- Hammerberg [Hassett], D. D. (2004). Multiple ways to make meaning: Children’s literature, hypertextuality, and early writing instruction. In M. Pereyra (Ed.) *Nuevos alfabetismos, multialfabetismos [New Literacies, Multiliteracies]*. Malaga: Ediciones Aljibe. [Reprinted 2001 *Language Arts*, 78(3) article in Spanish.]
- Hammerberg [Hassett], D. D. & Grant, C. A. (2001). Monocultural literacy: The power of print, pedagogy, and epistemological blindness. In Schmidt, P. R. & Mosenthal, P. B. (Eds.), *Advances in reading / language research, vol. 9: Reconceptualizing literacy in the new age of pluralism and multiculturalism* (pp. 65-88). Greenwich, CT: Information Age Publishing.
- Hammerberg [Hassett], D. D. (1999). Disrupted assumptions: Social and historical constructions of literacy, illiteracy, and e-literacy. In L. Lundahl & T. Popkewitz (Eds.), *Education, Research, and Society* (pp. 13-46). Umeå, Sweden: Umeå University.
- Hammerberg [Hassett], D. D. (1997). Oppression; The other. In C. A. Grant & G. Ladson-Billings (Eds.) *Dictionary of multicultural education*, pp. 204-205; 207-208. Phoenix, AZ: Oryx Press.

Publications under Review

- Lee, S. & Hassett, D. D. (in review). The multiple modes of ideological becoming: An analysis of kindergarteners’ appropriation of authoritative voices in the classroom. Manuscript submitted to *Journal of Early Childhood Literacy*.

Publications in Progress

- Hassett, D. D. (in preparation). Common core state standards in a post-typographic world: Visual literacy and complex texts. Manuscript in preparation for *Language Arts*.
- Hassett, D. D. (in preparation). I got your back, baby: Theories of transmediation in kindergarten reading-writing. Manuscript in preparation for *Journal of Early Childhood Literacy*.
- Hassett, D. D. (in preparation). Playing in the page: Imagination and visual transaction in contemporary children’s literature. Manuscript in progress for *Children’s Literature in Education*.
- Hassett, D. D. (in preparation). Hassett, D. D. (in progress). Visual language is our path: Navigating multimodal texts. Manuscript in preparation for *Journal of Literacy Research*.

RESEARCH GRANTS

- 2012-present. *ViyaMap. Leveraging Cross-Disciplinary Themes for Deep Learning of Science*. Sadhana Puntambekar (PI), UW-Madison, Ed Psych.
- 2012-present *Teaching About Reading: Digital Interactions (TARDIS)*. International study sponsored by the University of Sydney, Allison Simpson (PI).
- 2007-2008 *New Literacy in the Elementary Classroom*. Funded by the Graduate School of the University of Wisconsin-Madison’s Competitive Grants Program, \$50,329.
- 2008-2009 *Digital Literacies and Elementary Writing Instruction*. Funded by the Graduate

School of the University of Wisconsin-Madison's Competitive Grants Program, \$35,402.

RESEARCH PAPERS AND PRESENTATIONS

- Hassett, D. D., & Wood, C. (2013, April). Comprehending visually interactive texts. In paper session *Interpreting Multimodal Texts: Transforming Readers' Interpretive Strategies*. Literacy Research Association (LRA): Dallas, TX.
- Hassett, D. D. (2012, November). Reader/writer/teacher/designer: Visually interactive children's literature and you. In paper session *Reading and Understanding Multimodal and Digital Texts*. Literacy Research Association (LRA): San Diego, CA.
- Hassett, D. D. (2012, April). New literacies, popular culture, and English as a discipline: The remix. Division B5, Curriculum Studies and Historical, Philosophical, and Disciplinary Knowledges. American Educational Research Association (AERA): Vancouver, Canada.
- Hassett, D. D. (2011, April). The Instructional dynamics of visual-texts. Literature SIG of the American Educational Research Association (AERA): New Orleans, LA.
- Hassett, D. D. (2010, April). Foucault's technologies as a research method: Rethinking the field of literacy and language arts. Foucault SIG of the American Educational Research Association (AERA): New Orleans, LA.
- Hassett, D. D. (2009, December). A remixed model of the reading/writing process: The semiotic scaffolds of visual-texts. National Reading Conference (NRC): Albuquerque, NM.
- Hassett, D. D. (2009, December). Teacher flexibility and judgment: A multidynamic theory for early childhood literacy instruction. National Reading Conference (NRC): Albuquerque, NM.
- Hassett, D. D. & Curwood, J. S. (2009, December). Pedagogies of multiliteracies: Using multimodal texts in elementary classrooms. National Reading Conference (NRC): Albuquerque, NM.
- Hassett, D. D., & Curwood, J. S. (2009, May). Teaching visual literacy using hypertextual books. International Reading Association (IRA) Annual Convention: Minneapolis, MN.
- Hassett, D. D., & Curwood, J. S. (2009, April). Theories and practices of multimodal education: Semiotics and the instructional dynamics of new literacies. *Sociocultural dimensions of language and literacy learning* (Language and Social Processes SIG). American Educational Research Association (AERA): San Diego, CA.
- Hassett, D. D., & Schieble, M. B. (2008, November). Finding space for the visual: Graphic novels and cueing systems. *The visual and op-art: Graphic novels and non-fiction comics with attitudes and cues* (Cathy Farrell, Chair; Betty Jane Wagner, Discussant). National Council for Teachers of English (NCTE) Annual Conference: San Antonio, TX.
- Hassett, D. D. (2008, July). Multidynamic literacy instruction: Using visual and interactive texts in the elementary classroom. *Hybrid stories, hybrid identities: Conceptualizing performance texts* (with Erica Halverson, Jen Scott Curwood, & Alecia Marie Magnifico). Games, Learning, Society Annual Conference, UW-Madison.
- Hassett, D. D. (2007, June). *New literacies in the elementary classroom*. The 26th Annual University of Wisconsin Reading Research Symposium, U.W.-LaCrosse and the Wisconsin State Reading Association: Madison, WI.
- Hassett, D. D. (2007, April). Playing with language and literature: A hybrid theory for early childhood literacy instruction. *Language and Literacy Practices*, Early Education and Child Development SIG. American Educational Research Association (AERA): Chicago, IL.
- Hassett, D. D. (2007, April). Technologies and truth games: A methodological approach for analyzing literacy instruction. *Foucault, Marx, Gramsci, and Justice in Society and Schools*:

- The Role of Math and English Literacies in the Construction of "Authentic" Citizenships*, Foucault and Education SIG. American Educational Research Association (AERA): Chicago, IL.
- Hassett, D. D., & Schieble, M. (2007, April). Constructing meaning through image/text relations: New texts, new contexts, and implications for literacy instruction. *Literacy and Meaning-Making Processes: Mediational Tools and Image-Text Relations*, Cultural and Historical Research SIG. American Educational Research Association (AERA): Chicago, IL.
- Hassett, D. D. (2006, November). Concept about print in early literacy: The governance of “natural” and “appropriate” reading development. *Understanding Literacy Development: Intertextuality, Self-Correction, and Conceptions of Print*. National Reading Conference: Los Angeles, CA.
- Hassett, D. D. & Schieble, M. B. (2006, November). Finding space for the visual: Making sense of the relationship between text and image in K-12 literacy instruction. *Engaging Students with Multimodal Texts* (Kevin Leander, Vanderbilt, Chair). National Reading Conference: Los Angeles, CA.
- Hassett, D. D. (2006, April). Author, other: The death of socioculturalism in K-3 writing instruction. *The Double Character of Freedom: The Art of Government and the Possibility and Viability of Self-Governance*, Foucault and Education SIG Chair: David W. Hursh (University of Rochester); Discussant: Patricia A.L. Ehrensall (Fordham University). American Educational Research Association (AERA): San Francisco, CA.
- Hassett, D. D. (2006, April). The death of the other: Technologies of the self in the elementary writing curriculum. *Postmodern Conditioning: The Constitution of Subjectivity in School Subjects*, Division B4, Historical and Philosophical Studies of Curriculum, Chair: Barbara J. Thayer-Bacon (The University of Tennessee); Discussant: Gert J. Biesta (University of Exeter) American Educational Research Association (AERA): San Francisco, CA.
- Hassett, D. D., & Hatch, K. L. (2005, November). Size Matters: Small Classes and Early Literacy Instruction. National Reading Conference: Miami, Florida.
- Hassett, D. D. (2005, April). Concepts about print in a post-typographic world. Paper presented for Division B2, Curriculum Theory. American Educational Research Association (AERA): Montreal, Canada.
- Hassett, D. D. (2005, April). Signs of the times: The governance of alphabetic print over appropriate and natural reading development. Paper presented for the Early Education and Childhood Development Special Interest Group. American Educational Research Association (AERA): Montreal.
- Hassett, D. D. & Hatch, K. (2005, April). Foundations of early literacy success: Making the most of small classes. Paper presented for the Early Education and Childhood Development Special Interest Group, *Early childhood policy in practice: The case of class size reduction*. American Educational Research Association (AERA): Montreal.
- Hammerberg [Hassett], D. D. (2004, April). No child left in the wake of “No Child Left Behind”: Children’s literature and foundations for early reading success. *No Child Left Behind: Need We Say More? (Yes!)*, Division B3, Curriculum Design, Evaluation, Policy, and Reform, Edy Stoughton, Teachers College, Chair/Discussant. American Educational Research Association (AERA): San Diego, California.
- Hammerberg [Hassett], D. D. (2003, April). Hypertexts and intertexts: (Re)theorizing curriculum and instruction around reading comprehension. *Theorizing Curricular Practice: Things that Go “Bump” in School*, Division B2, Curriculum Theory, Don Moore, Michigan State

- University, Discussant; Irfan Muzaffar, Michigan State University, Chair. American Educational Research Association (AERA): Chicago, Illinois.
- Hammerberg [Hassett], D. D. (2003, April). Making meaning in sociocultural contexts: Comprehension instruction for culturally and linguistically diverse classrooms. Division B5, Diversity and Curriculum Studies. American Educational Research Association (AERA): Chicago, Illinois.
- Hammerberg [Hassett], D. D. (2002, April). Windows into brains and souls: Identity and assessment. *The "freak show": How educational institutions finalize identities*, Division B5, Diversity and Curriculum Studies, D. Jean Clandinin, University of Alberta, Discussant. American Educational Research Association (AERA): New Orleans, Louisiana.
- Hammerberg [Hassett], D. D. & Heyning, K. (2002, April). Curriculum and reflection: The narrative self in teacher education programs and research. *Ways of studying curricular practices*, Division B2, Curriculum Theory, Tom Barone, Arizona State University, Discussant. American Educational Research Association (AERA): New Orleans, Louisiana.
- Hammerberg [Hassett], D. D. (2001, April). Freedom and resistance in the classroom as a learning environment. Paper presented at the American Educational Research Association (AERA) Professional Development and Training Pre-session Conference, New Trends in Qualitative Research: The Uses of Foucault, Seattle, Washington.
- Hammerberg [Hassett], D. D. (2001, April). Reading in hypertext, writing on lines: The author-function in children's literature and early writing instruction. Roundtable paper presentation at American Educational Research Association (AERA): Seattle, Washington.
- Hammerberg [Hassett], D. D. (2001, April). Monocultural literacy. Roundtable paper presentation at American Educational Research Association (AERA): Seattle, Washington.
- Hammerberg [Hassett], D. D. (2000, October). Reading and writing hypertextually. Paper presented at the International Reading Association Midwest Divisional Conference, St. Louis, Missouri.
- Hammerberg [Hassett], D. D. (2000, April). The literacy matrix: reading, writing, and technological difficulties. Paper presented for the panel session, *The aesthetico-political techniques of educating*, Nancy Lesko, Teachers College, Chair; Valerie Walkerdine, University of Western Sidney, Discussant. American Educational Research Association (AERA): New Orleans, Louisiana.
- Hammerberg [Hassett], D. D. (1999, April). Autopoiesis and histories of literacy. Paper presented for the panel session, *Writing curriculum history as an autopoietic effect*, Bernadette Baker, University of Wisconsin-Madison, Chair; Tom Popkewitz, University of Wisconsin-Madison, Discussant. American Educational Research Association (AERA): Montreal, Canada.
- Hammerberg [Hassett], D. D. (1997, March). Virtually literate: Electronic technologies and the paradoxes of being "e-literate." Paper presented at the International Symposium on Educational Reform: Cross National Perspectives, Madison, Wisconsin.
- Hammerberg [Hassett], D. D. (1996, December). Disrupted assumptions: Social and historical constructions of literacy, illiteracy, and e-literacy. Paper presented at the International Symposium on Educational Reform: Cross National Perspectives, Umeå University, Umeå, Sweden.
- Hammerberg [Hassett], D. D. (1996, October). The virtual spaces exposed by disruption: Educational possibilities and limitations regarding literacy, illiteracy, and e-literacy. Paper presented for the panel session, *Women destabilizing history*, Journal of Curriculum Theory

(JCT) Annual Conference on Curriculum Theory and Classroom Practice, DuBose Conference Center, Monteagle, Tennessee.

Hammerberg [Hassett], D. D. (1996, April). Foucault's genealogy and the construction of the literate/illiterate subject. Paper presented for the panel session, *Race, class, and gender*, American Educational Research Association (AERA): New York, New York.

Hammerberg [Hassett], D. D. (1993, October). Utilizing authentic assessment. Presentation at the Wisconsin State Reading Association (WSRA) Fall Conference, Stevens Point, Wisconsin.

Hammerberg [Hassett], D. D. (1992, March). Invite them, they will come: Involving parents in the school reading program. Presentation at the Wisconsin State Reading Association (WSRA) Spring Conference, Milwaukee, Wisconsin.

INVITED PRESENTATIONS

Hassett, D. D. (2014, September). Books on tablets vs. books in codex; poststructural caveats vs. lists of teachable multimodes; and visual literacy or multimodal literacy. Lecture series at Arizona State University.

Hassett, D. D. (2013, March). Playing with interactive texts. Guest presenter on two occasions for a series of seminars in Early Childhood Education, Stockholm University, Sweden.

Hassett, D. D. (2013, September). Multimodality and interactive texts. Guest professor on three occasions for the class Design Games Based Learning, Stockholm University, Sweden.

Hassett, D. D. (2012, October). Language in our path: Reading à la modes. *Friends of the Mind*. School of Education, University of Wisconsin – Madison.

Hassett, D. D. (2009, March). Reading remixed: Comprehension instruction in the new literacy age. *Early childhood literacy: Exploring new means and methods*. Oxford Round Table, Lincoln College, Oxford University, Oxford, England.

Hassett, D. D., & Wambold, B. S. (2008, September). Election connections: Shaping democracy through literacy, k-3. *Teaching about the up-coming elections, k-12*. A workshop so-sponsored by: The UW-Madison School of Education, The Wisconsin Education Association Council, and the Madison Metropolitan School District. Madison, WI: Pyle Center.

Hassett, D. D. (2007, January). *New literacies in the elementary classroom: Pushing the boundaries of reading, writing, and text*. Invited keynote speaker, Economic and Social Research Council Seminar Series, Cambridge University, Cambridge, England.

Hassett, D. D. (2006, Sept.). Education and the Culture of Print in Modern America: Story book design. *Center for the History of Print Culture in Modern America*, Wisconsin Historical Society and U.W. Madison.

UNIVERSITY TEACHING

University of Wisconsin-Madison, Curriculum & Instruction

C&I 976, Wisconsin Reading Research Symposium (Summers 2007-2014)

C&I 367, Practicum & Seminar in Literacy for Elementary Education / Special Education Dual Certification Undergraduates (Fall 2013)

C&I 604, Seminar in Literacy & Language Development (Summers 2000-2002; Falls 2006-2011, 2013)

C&I 604, Seminar in Literacy Assessment & Intervention (Springs 2000-2002, 2004-2014)

C&I 805, Guiding and Directing School Reading Programs (Every other Fall 2000-2012)

C&I 840, Fieldwork in School Reading Programs (Fall 1998, Spring 1999, Every other Fall 2000-2012)
 C&I 976, Reading and Writing with Interactive Visual-Texts, K-8 (Spring, 2010)
 C&I 976, New Literacies in the Elementary Classroom (Spring 2008)
 C&I 976, Issues in Literacy: Hot Topics (Summer 2006)
 C&I 976, Reading and Writing Hypertextually (Springs 2005-2006)
 C&I 976, Reading, Writing, and Assessment: Contemplating Best Practice (Fall 2000, Springs 2002-2004)
 C&I 500, Literacy and Language Development (Fall 2001, 2005)
 C&I 369, The Teaching of Language Arts (Springs 2000-2002, Falls 2001-2003)
 C&I 632, Literature and Literacy (Fall 2000)
 C&I 504, Remedial Reading (Fall 1997, Spring 1998)
 C&I 369, Teaching Language Arts – Preschool through Middle School (Fall 1998)
 C&I 503, Developmental Reading in Secondary Schools (Fall 1998)
 C&I 305, Integrating Reading with the Other Language Arts (Spring 1998)

UNIVERSITY COMMITTEES AND AFFILIATIONS

2011-present Coordinating Council of Professionals in Education (CCPE) member
 2009-present Games, Learning, Society Group Member
 2010-2011 National Writing Project
 2005-2008 Faculty Senate
 2003-2007 Visual Culture Group Member

SCHOOL OF EDUCATION SERVICE

2005-present Cooperative Children's Book Center (CCBC) Advisory Board Member
 2011-2014 Programs Committee Representative for Elementary Education
 2005-2007 School of Education, New Student Orientation
 Nov-Dec 2002 School of Education Office of Education Outreach,
 Workshop for Educators of Grades PK-8
Reading – What does it really mean for no child to be left behind?
 Opening texts: Comprehension instruction and hypertextual reading.
 11/15/02 & 12/10/02, Pyle Center, Madison, Wisconsin.
 Nov. 2002 National Education Week Presentation: *Opening Texts*
 Brown bag lunch seminar, November 21, 2002.

DEPARTMENTAL SERVICE

2000-present Program Coordinator, Wisconsin State Reading Teacher (316) & Reading Specialist Licensing Programs (17)
 2011-2013 Chair, Elementary Education
 2011-2014 Personnel Committee, Department of Curriculum & Instruction
 2004-present Elementary Education Admissions Committee
 2011-2012 Cellmer Chair in Literacy Search Committee
 2011-2013 Co-Chair, Clinical Associates – a committee of cooperating teachers who advise the UW
 2000-2011 Elementary Education Committee Member
 2007-2009 Personnel Committee, Department of Curriculum & Instruction

2008	Math Education Search Committee
2007-2008	Literacy Area Search Committee
2007	Elementary Education Pre-planning and Planning Committee
2007	Literacy Area External Review Committee
2007	Elementary Education Mission Statement Committee
2003-2006	Graduate Programs Committee
2001-2002	Reading Recovery Search Committee
2001	Electronic Portfolios Committee, Elementary Education

Departmental Presentations / Guest Lecturer / Training Sessions

2000-present	Guest speaker for various courses in the Department of Curriculum and Instruction
Oct. 2012	<i>Language in Our Path: Reading à la Modes</i> Friends of the Mind Presentation to Faculty, Staff, and Students
Feb. 2006	<i>Reading, Writing, and Text: Pushing the Boundaries of Early Literacy Curriculum and Instruction</i> Presentation to C&I Faculty, Staff, and Students
Apr. 2005	Training for Azerbaijan teachers visiting U.W.-Madison Integrating literacy into social studies
2000-2004	Training sessions for undergraduates in the literacy semester Writing instruction and assessment; Literacy instruction in Madison Schools

Reading Recovery Training Center

Oct. 2007	Guest Presentation for Reading Recovery Teacher Leaders <i>Concepts about Print in Early Literacy</i>
2003-2004	Reading Recovery Search Committee Co-Chair
2000-2002	Reading Recovery Proposal Writing Met with people locally and from across the state to assess needs, coordinate efforts between the U.W. and the Reading Recovery Council of North America (RRCNA), coordinate efforts between the U.W. and the North American Trainer's Group (NATG), gather letters of support from teachers, political leaders, and administrators from across the state.

SERVICE TO THE STATE OF WISCONSIN

Wisconsin Reading Research Symposium

2007-2008	Organizer, 27 th Annual Wisconsin Reading Research Symposium <i>One Size Fits No One: The Social, Cultural, and Political Contexts of Literacy Education</i> Co-sponsored by the Morgridge Chair in Reading Pyle Center in Madison, June 27-28, 2008 Coordinated 15 speakers and all events
June 2007	Presenter, 26 th Annual Wisconsin Reading Research Symposium <i>New Literacies in the Elementary Classroom</i> Hosted by U.W.-LaCrosse in Madison, Wisconsin

Wisconsin State Reading Association / Wisconsin Professors of Reading / Wisconsin Title I

- 2000-present *Wisconsin Professors of Reading*
All professors of reading/literacy from the UW system campuses as well as the private colleges meet at least once per year to discuss literacy issues as related to state and University responsibilities and to troubleshoot the disasters and heartbreaks that have recently occurred to literacy education in the state of Wisconsin and beyond.
- 2000-present *Wisconsin State Reading Association (WSRA)*
Active participant in WSRA, which provides leadership and professional development in literacy across Wisconsin.
- Feb. 2008 *Staying on the cutting edge: A preview of the 27th annual reading research symposium.*
Wisconsin State Reading Association Spring Conference.
- Oct. 2004 *Opening texts: Comprehension instruction and hypertextual reading.*
Presentation for the Wisconsin Title I Association Annual Conference, Crowne Plaza Hotel, Madison, Wisconsin.
- Oct. 2002 Wisconsin Professors of Reading
Presented on the RAND report, *Reading for Understanding: Toward an R&D Program in Reading Comprehension*, October 11-12.

Wisconsin Department of Public Instruction (DPI)

- June-July 2013 Worked with DPI Consultants to define “complex texts” (including visual texts) for the Common Core State Standards
- Apr. 23-25, 2007 DPI Review of Teacher Certification Programs
WI State Reading Teacher and Reading Specialist Licensure Programs
- 2005-2006 Developed materials for the DPI Adolescent Reading Toolkit Project, Schools Identified for Improvement
- 2004-2005 Reading First Leadership Team
- Oct. 2001 *Comprehension instruction for culturally and linguistically diverse classrooms*
DPI Literacy Showcase, Madison, Wisconsin.
- 2000-2001 Organized and coordinated speakers from the DPI’s Office of Educational Accountability (and elsewhere) to form an Assessment Panel for students in C&I 500, 632, 675, 840, and 976.
- 2011-2012 *Professional Development work with CESA 5 – Database of Research-Based Assessment & Intervention Methods*
CESA 5 is responding to the new Special Education Law that requires any child being referred for special education services to have received classroom instruction based on scientific research. Many school districts are purchasing commercial programs advertised as “scientifically based.” A team of teachers at CESA 5 is taking another route. They are reviewing the types of research behind all possible assessment and intervention methods, and creating a database of research-based intervention methods for use in the State of Wisconsin. Professor Hassett is providing professional development in how to read educational research, how to rank studies, and providing general support. She will also be working with the DPI as this project comes to fruition.

- 2011-2012 *Governor's Read to Lead Task Force*
- 2003-2004 Dane Districts Online & Madison Metropolitan School District
Organized to examine learning objects, methods of metatagging, and digital repositories
- 2003 College Readiness 21 Task Force member
An initiative designed to help low income, disadvantaged students and first-generation college prospects successfully complete high school and pursue higher education.
- Sept. 2004 *Reading hypertextually: Children's literature and comprehension instruction.*
Madison Area Reading Council (MARC) Dinner Presentation, Madison, WI
- March 2008 Glendale Elementary School "Friendly Observer," Mickey Buehl, Principal
School-wide evaluation of Glendale's literacy programming
Madison Metropolitan School District
- Feb. 2007 Consultant, Verona School District, Verona, Wisconsin
Developing a Model for Literacy Coaching
Facilitated two half-day meetings with principals, Learning Resource Coordinators and Reading Teachers. Their goal was to create a model of literacy coaching for their school district.
- 2003 Mendota Mental Health Institute (K-12th grade teachers) Inservice Sessions
Adapting Best Practices in Literacy Instruction
U.W.-Madison Speakers Bureau

SERVICE TO THE PROFESSION

Conference Organizer / Chair

- 2006-2010 Listserv Manager, Foucault and Education Special Interest Group (SIG)
American Educational Research Association
- 2001-2005 Chair, Foucault and Education SIG
American Educational Research Association
- Apr. 2005 Chair and Organizer, Foucault and Education SIG Invited Panel
Demography and Democracy in the Age of Accountability
Hannah Tavares, University of Hawaii – Manoa
Tom Popkewitz, University of Wisconsin – Madison
Jan Masschelein and Maarten Simons, University of Leuven (Belgium)
Bernadette Baker, University of Wisconsin – Madison
- 2004 Reconceptualizing Early Childhood Education Conference Committee
- Apr. 2002 Co-Organizer, Professional Development and Training Pre-Conference
Community & Diversity: Postmodern Perspectives on Borders and Margins
Pre-conference of the American Educational Research Association
Co-sponsored by Foucault and Education SIG; Division A, Section 3;
Disability Studies in Education SIG; and Semiotics in Education SIG

Conference Session Chair / Discussant / Panel Member

- Apr. 2012 Chair and Discussant, *(Re)imagining Foucault: New Directions in Foucauldian Scholarship*, American Educational Research Association, Foucault and Contemporary Theory in Education SIG
- Apr. 2009 Session Chair and Discussant, *Curriculum and Critical Literacy Practices*

- Apr. 2004 American Educational Research Association, Division B1
Session Chair, *The Discipline of Knowing Subjects*
- Apr. 2003 American Educational Research Association, Foucault and education SIG
Invited Panel Member, *Postmodern Perspectives on Technologies of
Difference and Education*
Professional Development and Training Pre-Conference
American Educational Research Association
- Apr. 2003 Discussant, Annual Invited Address of the Foucault and Education SIG
Dr. Avner Segall, Michigan State University, Presenter
Topic: *Disturbing Practice: Reading Teacher Education as Text*

Editorial Boards of Journals

- 2009-present *Wisconsin English Journal*
2008-present *Journal of Early Childhood Literacy*

Ad Hoc Journal Manuscript Reviewer

- International Journal of Applied Semiotics* *Journal of Curriculum Studies*
Journal of Early Childhood Literacy *Literacy*
Children's Literature in Education

Conference Proposal Reviewer

- 1997-present American Educational Research Association
- Division B, Section 1, Critical Perspectives and Practices
 - Division B, Section 2, Curriculum Theory
 - Division B, Section 4, Curriculum History
 - Division C, Section 1, Language and Learning
 - Division K, Section 4, Teaching and Teacher Education
 - Foucault and Education Special Interest Group
 - Semiotics Special Interest Group
- 2004-present National Reading Conference

Other Professional Activities

- 2013-2014 Consultant to KNO and GALXYZ, two start-up companies in Silicon Valley
involved in developing e-books and digital apps for education.
- 2011-2014 Consultant to *World Book Encyclopedia* as they develop their online learning
materials for children and parents
- 2011 Consultant for *LMNOPedia* on technology research for their products
- 2010-2012 Consultant to *Velocity Learning Systems* on adapting their career programs
for the elementary school
- 2006 Evaluator, Preschool Teacher of the Year Award
Healy Communications
- 2006 Associated Press Interview
Family Reading Night
- 2006 Reviewer of research proposals for Katholieke Universiteit, Leuven, Belgium
- Apr-May, 1998 Member of a 5-Panel Literacy Area Review Team
Elementary and Secondary Undergraduate Literacy Programs

University of Wisconsin-Madison

Organizational Memberships

American Educational Research Association	Language and Social Processes SIG (AERA)
Foucault and Education SIG (AERA)	Madison Area Reading Council (MARC)
International Reading Association (IRA)	National Council of Teachers of English (NCTE)
Wisconsin State Reading Association (WSRA)	Cooperative Children's Book Center (CCBC)