

University of Nevada, Reno
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Dianna R. Townsend

EDUCATION

University of California, Irvine & University of California, Los Angeles.

Ed.D., Educational Leadership (emphases in literacy and educational psychology), 2007

Dissertation: *The Vocabulary Development of Middle School English Learners: An Intervention Study.*

Boston University, Boston, MA

M.Ed. Education, 2000

Concentration: adolescent development

University of Massachusetts, Amherst

B.A., English (Honors), 1997

PROFESSIONAL EXPERIENCE IN EDUCATION

Associate Professor of Literacy Studies, 2007 - present

Assistant Professor of Literacy Studies, 2007 - 2012

College of Education

University of Nevada, Reno

Student Teaching Advisor for Secondary Pre-Teachers, 2006

University of California, Irvine

K-12 Special Education Instructor, 2002 - 2003

Laguna Beach Unified School District

Laguna Beach, CA

High School English Teacher, 2001-2002

(Massachusetts English Teacher Certification, Grades 5-12, 2000)

Shrewsbury Public High School

Shrewsbury, MA

High School English/Psychology Teacher, 2000-2001

Chapel Hill Chauncy Hall School

Waltham, MA

Adjunct Faculty, 1998

Colaiste Cholmcille – Galway, Ireland

UNIVERSITY TEACHING EXPERIENCE

University of Nevada, Reno, 2007 – present

Introduction to Educational Research (graduate level)
Advanced Seminar in Literacy: Multiple Literacies (graduate level)
Field Work and Clinical Practice in Reading (graduate level)
Literacy Assessment (graduate level)
Reading and Writing in the Secondary School (undergraduate & graduate level)
Foundations of Literacy (graduate level)
Teaching Reading to Older Students (graduate level)
Seminar in Educational Specialties (graduate level)

University of California, Irvine, 2005 - 2006

Learning and Cognition in Educational Settings (undergraduate level)

PUBLICATIONS (*students' names in italics*)

Journal Publications, Refereed

- Carter, H., Crowley, K., Townsend, D., Barone, D.* (2016). Secondary teachers' reflections from a year of professional learning related to academic language. *Journal of Adolescent and Adult Literacy*, 60(3), 325-334.
- Townsend, D., Bear, D., Templeton, S., & *Burton, A.* (2016). The implications of adolescents' academic word knowledge for achievement and instruction. *Journal of Reading Psychology*, 37(8), 1119-1148.
- Townsend, D. & Kiernan, D. (2015). Selecting academic vocabulary words worth learning. *The Reading Teacher*, 69 (1), 113-118.
- Townsend, D. (2015). Who's using the language? Supporting middle school students with content area academic language. *Journal of Adolescent and Adult Literacy*, 58 (5), 376-387.
- Larson, L., Dixon, T.* & Townsend, D. (2013). Students' active academic vocabulary use in social studies classrooms. *Voices from the Middle*, 20 (4), 16-21.
- Taboada, A., Townsend, D., & Boynton, M.J. (2013). Mediating effects of reading engagement on the reading comprehension of early adolescent English language learners. *Reading & Writing Quarterly*, 29 (4), 309-332.
- Townsend, D., Filippini, A., Collins, P., & Biancarosa, G. (2012). Evidence for the importance of academic word knowledge for the academic achievement of diverse middle school students. *Elementary School Journal*, 113, 497-519.
- Nagy, W.M. & Townsend, D. (2012). Words as tools: 'Learning academic vocabulary' as language acquisition. *Reading Research Quarterly*.

Martinez, M. & Townsend, D. (2011). Specific language as constituents of intelligence. *The American Journal of Semiotics*, 27, 95-112.

Townsend, D. & Lapp, D. (2010). Academic language, discourse communities, and technology: Building students' linguistic resources. *Teacher Education Quarterly, Special Online Addition*. Retrieved from http://teqjournal.org/townsend_lapp.html.

Townsend, D. (2009). Building academic vocabulary in after school settings: Games for growth with middle school English learners. *Journal of Adolescent and Adult Literacy*, 53, 242-251.

Townsend, D. & Collins, P. (2009). Academic vocabulary and middle school English learners: An intervention study. *Reading and Writing: An Interdisciplinary Journal*, 22, 993-1020.

Townsend, D. & Collins, P. (2008). English or Spanish? Assessing Latino/a children in the home and school languages for risk of reading disabilities. *Topics in Language Disorders*, 28, 61-83.

Books

Templeton, S., Bear, D., Invernizzi, M., Johnston, F., Flanigan, K., Townsend, D., Helman, L., Hayes, L. (2014). *Vocabulary Their Way, 2E*. Boston, MA: Pearson.

Brock, C., Lapp, D., Salas, R., & Townsend, D. (Eds.). (2009). *Academic literacy for English learners: High quality instruction across content areas*. New York: Teachers College Press.

Handbook Chapters

Strickland, D. & Townsend, D. (2010). The development of literacy in the elementary school. In Lapp, D. & Fisher, D. (Eds.) *Handbook of Research on Teaching the English Language Arts, Volume III*. New York: Routledge, 46-52.

Pennington, J., Brock, C., Thompson, G., Townsend, D., & Lapp, D. (2009). Academic English & African American Vernacular English: Exploring possibilities for promoting the literacy learning of all children. In L.M. Morrow, R. Rueda, & D. Lapp (Eds.) *Handbook of Research on Literacy Instruction: Issues of Diversity, Policy, and Equity*. New York: Guilford.

Book Chapters

Townsend, D. (2011). If you want them to learn academic English - teach it to them. In Lapp, D. & Moss, B. (Eds.) *Teaching with Rigor: Supporting Multiple Ways of Learning*. New York: Guilford Press.

Brock, C., Pennington, J., Oikonomidou, E., & Townsend, D. (2010). "It's just like telling them they will never be scientists": Helen's journey transforming linguistic and racial categories. In Li, G. & Edwards, P. (Eds.) *Best practices in ELL instruction*. New York: Guilford, 328-352.

Townsend, D., Brock, C., Lapp, D., & Salas, R. (2009). Designing meaningful integrated instruction to promote academic English proficiency: Some tips for teachers. In Brock, C. Lapp, D. Salas, R., & Townsend, D. (Eds.) *Academic literacy for English learners: High quality instruction across content areas*. New York: Teachers College Press.

Martinez, M. & Townsend, D. (2006). IQ and the brain. In Feinstein, S., (Ed.) *Learning and the Brain: An Encyclopedia*. Westport, CT: Greenwood Publishing Group.

Other Professional, Non-Refereed Publications

Townsend, D. & Kiernan, D. (2016). Galena High School Authentic Literacy Committee: Strategies for supporting literacy in the disciplines. Reno, NV: WCSD Striving Readers Grant & University of Nevada, Reno.

Townsend, D., Tovinen, L., Johnson, L., & Kiernan, D. (2015). Active academic vocabulary practice in all content areas: A summary report. Reno, NV: WCSD Striving Readers Grant & University of Nevada, Reno.

Nagy, W. & Townsend, D. (2012). Response to Krashen (response to letter to the editor). *Reading Research Quarterly*, 47, 234.

Townsend, D. (2008). *WCSD Academic English and Diverse Middle School Students Study: Phase 1 Summary Report*. Research report prepared by D. Townsend and submitted to Washoe County School District.

Works in Progress

Townsend, D., Brock, C., Morrison, J., & Nechita, T. (revise and resubmit). Intentional use of multiple modalities is a pathway for building scientific language. Under review at the *International Journal of Science Education*.

Sweeney, M. & Townsend, D. (manuscript under review). Developing academic language: An analysis of academic voice acquisition in middle-school students. Under review at *Middle Grades Research Journal*.

Townsend, D., Taboada Barber, A., Carter, H., & Salas, R. (manuscript in progress). Academic vocabulary and academic risk: How data from a partnership taught us about supporting older adolescents. To be submitted to *Reading and Writing Quarterly*.

Townsend, D. & Taboada Barber, A. (invited book proposal in progress). *Engaging with Words*. Proposal invited from Teachers College Press.

Townsend, D., Taboada Barber, A., & Carter, H. (invited research handbook chapter in progress). Academic language and accessing text. Chapter invited by editors for *Handbook of Reading Research*, v5.

SELECTED PRESENTATIONS (*students' names in italics*)

National/International, Refereed

Townsend, D., Taboada-Barber, A., Carter, H., Kiernan, D., Begbie, J. & Koenig, K. (2016). Engaging with disciplinary texts: Academic word knowledge and academic outcomes. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.

Townsend, D., Taboada-Barber, A., Carter, H., Kiernan, D., & Koenig, K. (2016). High school students' academic vocabulary knowledge: Implications for academic achievement across disciplines. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

Townsend, D. (2015). Exploring middle school students' use of writing as a tool in disciplinary instruction: Writing with multiple meaning words. Paper presented at the annual meeting of the Literacy Research Association,

San Diego, CA.

- Townsend, D., Taboada Barber, A., Crowley, K., Koenig, K., Kiernan, D., Torvinen, L., Johnson, L. (2015). Significant, and significantly different, contributions of academic vocabulary knowledge to older adolescents' academic achievement. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.
- Townsend, D., Carter, H., Armbrrecht, J., Koenig, K., Avery, M., & Crowley, K. (2014). *The academic language observation protocol*. Paper presented at the annual meeting of the Literacy Research Association, Marco Island, FL.
- Gehsmann, K. & Townsend, D. (2013). *The Common Core: Vocabulary instruction and assessment*. Presentation at the annual meeting of the Literacy Research Association, Dallas, TX.
- Wulfig, K. & Townsend, D. (2013). Middle school students' development of academic language in science. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Townsend, D., Bear, D., Smith, D., Morency, A., Sweeney, M., Cranford-Ferre, H., Wulfig, K., & Burton, A. (2013). *Morphological awareness and academic language in the content areas*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Townsend, D., Burton, A., & Filippini, A. (2012). *What is DCAAL and what are the primary findings from the project?* Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.
- Townsend, D. & Bear, D. (2011). *Different dimensions of academic word knowledge for older readers*. Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.
- Townsend, D. & Filippini, A. (2010). *The relationship between middle school students' depth of word knowledge of content-area words and academic achievement*. Paper presented at the annual meeting of the Literacy Research Association, Fort Worth, TX.
- Townsend, D., Burton, A., Bear, D., & Templeton, S. (2010). *The role of morphological awareness of academic words for academic achievement*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Townsend, D. & Taboada, A. (2010). *The importance of academic English proficiency for reading comprehension*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Townsend, D. (2010). *Academic English for English learners: What teachers need to know*. Paper presented at the Annual Convention of the International Reading Association, Chicago, IL.
- Townsend, D. & Bear, D. (2009). *The role of orthography in academic word knowledge and measures of academic achievement for middle school students*. Paper presented at annual meeting of the National Reading Conference, Albuquerque, NM.
- Townsend, D. & Filippini, A. (2009). *Linguistically-diverse middle school students' sensitivity to different registers of English and the relationship to vocabulary knowledge and preferred reading and writing activities*. Paper presented at annual meeting of the National Reading Conference, Albuquerque, NM.
- Townsend, D., Collins, P., & Filippini, A. (2009). *The importance of academic vocabulary knowledge for middle school students formerly designated as English language learners*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Boston, MA.
- Townsend, D., Filippini, A. & Collins, P. (2009). *The orthographic and semantic knowledge of typically-achieving and low-achieving readers in middle school*. Paper presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
- Townsend, D. & Filippini, A. (2008). *Academic English proficiency and diverse middle school students: Relationships between academic spelling, vocabulary, reading comprehension, and writing*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.
- Filippini, A., Townsend, D., & Gerber, M. (2008). *Structure vs. relationships: Effectiveness of two types of vocabulary instruction for young at-risk English learners*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Asheville, NC.
- Townsend, D., Collins, P. (2007). *Immigrant English learners and academic vocabulary development: What works and what predicts growth?* Paper presented at the Boston University Conference on Language Development. Boston, MA.
- Townsend, D., Lee, E., & Chiappe, P. (2006). *English or Spanish? The efficacy of assessing Latino/a children in Spanish for risk of reading disabilities*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading,

Vancouver.

Martinez, M., Lohman, D., & Townsend, D. (2006). *Ten words*. Paper presented at the American Psychological Association Annual Convention.

Townsend, D. & Chiappe, P. (2005). *Patterns of reading in English for Korean- and English-speaking children*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Toronto.

Regional

Begbie, J., Ochs, M., Carter, H., & Townsend, D. (2016). The complexities of disciplinary literacy: Three secondary teachers' explorations of literacy in their disciplines and classrooms. Presentation presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Reno, NV.

Kiernan, D., Townsend, D., & Olson, T. (2016). *Developing disciplinary literacy*. Workshop presented at the Nevada Department of Education Summer Institute, Reno, NV.

Torvinen, L., Kiernan, D., & Townsend, D. (2015). *Active academic vocabulary practice in every content area*. Workshop presented at the Nevada Striving Readers Comprehensive Literacy Summer Institute, Reno, NV.

Townsend, D. (2012). *Academic language and the Common Core State Standards: Strategies for building students' linguistic resources*. Workshop presented at the 33rd Annual Reading/Language Arts Conference, San Diego, CA.

Townsend, D., Burton, A., & Van Pelt, J. (2008). *Semantic and orthographic knowledge of academic words among adolescent English language learners and low-SES students*. Paper presented at the annual meeting of the Northern Rocky Mountain Education Research Association, Lake Tahoe, CA.

GRANT ACTIVITY

Awarded

Research Award, Scholarly Activities Pool, 2016, 2015, 2014, 2011, 2010, 2009, 2008
College of Education
University of Nevada, Reno

Technology Support Award, 2016, 2014, 2013
College of Education
University of Nevada, Reno
College of Education, UNR

Junior Faculty Research Grant, 2009
Office of the Vice-President of Research, UNR
Title of Study: The effects of professional development in the academic language demands of the content areas on teacher knowledge and student achievement.

Dissertation Fellowship, 2006
Department of Education
University of California, Irvine

Pedagogical Fellowship, 2006
Instructional Resource Center,
University of California, Irvine

Doctoral Student Merit Fellowship, 2004 & 2006
Department of Education
University of California, Irvine

In Progress

Spencer Foundation Small Research Grant

Role: PI

Title of Proposed Study: Reading and Writing in the Disciplines in High School Classrooms

Deadline: May 1, 2017

Institute of Education Sciences, U.S. Department of Education

Role: PI

Title of Proposed Study: English language learners and Common Core-aligned high school exams: Predictors of success and effective professional development.

Deadline: July, 2017

PROFESSIONAL OUTREACH AND SERVICE

Professional Development

Washoe County School District, 2014-2016

- Developed and facilitated a 9 month professional development program for high school teachers from four local, urban high schools on supporting diverse high school students with academic vocabulary and disciplinary literacy.
- Supported three middle school learning teams with professional development activities in academic vocabulary.
- Supported one high school social studies department with professional development workshops in academic vocabulary instruction.

Contributor, Common Core Collaborative/CUSP

College of Education and Washoe County School District, 2013-2016

Supported collaborative effort between the COE and WCSD to support best practices in K-12 and teacher education around the Common Core State Standards.

Member, Nevada State Literacy Team, 2011 – 2015

Nevada Department of Education

Responsibilities include revising and rewriting the Nevada State Literacy Plan during the 2014-2015 academic year.

Professional Development, Washoe County School District, 2011-2012

Reno, NV

Developed and facilitated a 7 month professional development program for middle school teachers from a local, urban middle school on supporting diverse middle school students with the academic language demands of the content areas.

Professional Development, Washoe County School District, 2011 and 2016

Reno, NV

Developed and facilitated workshops on the language demands of social studies texts for the Social Studies department at a local, urban high school.

Professional Development, Washoe County School District, 2009

Reno, NV

Developed and facilitated a 15 hour in-service course for Washoe County middle school teachers on supporting English language learners with the academic language demands of the content areas.

University of Nevada, Reno

Graduate Program Director for Literacy Studies M.Ed. Program, 2015 - current

Chair of Personnel Committee, College of Education, 2016 – current

College of Education Faculty Senator for UNR Faculty Senate, 2016 – current

Member, Search Committee for Adolescent Development Faculty Position, 2016 - current

Chair Elect of Personnel Committee, College of Education, 2015 - 2016

Assessment Coordinator for Literacy Studies Program, College of Education Assessment Committee, 2013 – current

Office-Sharing Lactation Network Coordinator, UNR Work, Life, and Family Council, 2011 – current

Job Search Chair, Literacy Studies Faculty Position, College of Education, 2013-2014 and 2015-2016

Member, Two Search Committees, ESL Faculty Positions, College of Education, 2015-2016

Scheduling Liaison, Language, Literacy, and Culture Program Committee, College of Education, 2009 – 2015

Member, College of Education Research and Grants Committee, 2011 – 2014

Contributor to Revised Personnel Documents, Personnel Policies and Procedures Task Force, College of Education, 2010 – 2011

Member, Undergraduate Committee, 2007 – 2010

Lecturer, UNR Summer Lecture Series Presentation, 2008

Reviewing Activities

Member: Editorial Review Board for the *Journal of Adolescent and Adult Literacy*, 2009 – current

Member: Editorial Review Board for the *Voices from the Middle*, 2011 – current

Ad Hoc Reviewer: *Learning and Individual Differences*, *Learning and Instruction*, *Journal of Educational Psychology*, *International Journal of Language and Communication Disorders*, *Literacy Research Association*, *Reading and Writing: An Interdisciplinary Journal*, *Society for Research in Child Development*

Professional Memberships

American Educational Research Association

Society for the Scientific Study of Reading

International Reading Association

Literacy Research Association

