

Andrew Biemiller

Curriculum Vitae

updated: Apr., 2011

EDUCATION:

DEGREE	UNIVERSITY	DEPARTMENT	YEAR
B.A.	Harvard University	Social Relations	1962
M.Sc.	Cornell University	Child Development & Family Relations	1966
Ph.D.	Cornell University	Child Development & Family Relations	1969

ACADEMIC AND PROFESSIONAL APPOINTMENTS INCLUDING ACADEMIC ADMINISTRATION

<u>Date</u>	<u>Rank and Position</u>	<u>Department</u>	<u>Institution</u>
2004-present	Professor Emeritus	Dept. of Hum. Dev. and Appl. Psyc.	OISE/UT
1995-2004 (excepting 2 years)	Program Chair: M.A. in Child Study and Education,		OISE/UT
1996-2004	Professor	Dept. of Hum. Dev. and Appl. Psyc.	OISE/UT
1991-1996	Professor	Inst. of Child Study,	Univ. of Tor.
1989-1995	Academic Chair, Inst. of Child Study, Diploma program.		Univ. of Tor.
1982-1996	cross-appointed,	Dept. of Applied Psychology	OISE
1981-present	member	School of Graduate Studies	Univ. of Tor.
1973-1991	Associate Professor	Inst. of Child Study	Univ. of Tor.
1968-1973	Assistant Professor	Inst. of Child Study	Univ. of Tor.

JOURNAL-RELATED

2007-present	Member, Editorial Board, <i>Reading Research Quarterly</i>	I.R.A.
2004-2007	Associate Editor	<i>Journal of Educational Psychology</i> A.P.A.
2001-2003	Member, Editorial Board, <i>Journal of Educational Psychology</i>	A.P.A.

INDEPENDENT CONSULTING

2002-present	I have been consulting with a number of research groups, publishers, and federal (U.S.) and state agencies, mainly regarding vocabulary development and
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instruction. (List available on request)

HONORS: ACADEMIC, SCHOLARLY, AND PROFESSIONAL

1993, Award for Merit, Faculty of Education, University of Toronto

2005, Robbie Case Award, Canadian Association of Educational Psychologists

SCHOLARLY AND PROFESSIONAL ACTIVITIES

2006-2010 Proposal reviewer for the U.S. Inst. of Education Sciences.

2008-present Member, Advisory Board, IES Project, Content-Rich Vocabulary Development to Improve Reading Achievement of Struggling Adolescent Readers. PI: Claude Goldenberg, Stanford Univ.

2006 Chall Memorial Lecture, *Words Worth Teaching*. Cambridge, MA: Harvard University, Mar.

2005: Invited presentation at the summer workshop of the International Dyslexia Association, Washington, D.C., July.

2005: Requested presentation to the Curriculum Developmental and Supplemental Materials Commission of the California State Board of Education, June.

2005: Participant in a symposium on Quantitative Research on Classroom Vocabulary Learning: A focus on teaching Practice and Instructional Materials. American Educational Research Association, Montreal, PQ, April.

2004: Lectured in a Preconference Institute at the International Reading Assoc., Reno NV, May.

2004: Invited to speak at the Faculty Learning Seminar hosted by the Ohio State Dept. of Educ., Feb.

2003: Invited to speak at "A Focus on Vocabulary Forum", Dallas Texas, Oct.

2003: Participant at a symposium on Fostering Early Narrative Competency at IRA, Orlando, May.

2003: Invited to speak and form a symposium at the Vocabulary SIG, AERA, Chicago, Illinois. April.

2003: Invited to speak at the Core Knowledge Conference, Phoenix, AZ. March

2002: Invited to speak at the International Dyslexia Association, Atlanta, Georgia.

2002: Invited to join the Editorial Board of the Journal of Educational Psychology.

2002: Invited to consult with Barbara Foorman's research centre at the Medical School, University of Houston, Houston Texas.

2002: Invited to present information about vocabulary development and vocabulary instruction at the Core Knowledge Conference, Nashville, TE, Mar.

2001: Invited to speak to the staff of the National –Lewis University on vocabulary development and

instruction, and to consult with Rebecca Barr's research group. Evanston, IL.

2001: Invited to participate in a conference on Closing the Reading Gap in Disadvantaged Children, Core Knowledge Foundation, Portland, ME. This group of scholars (including Catherine Snow, Steve Stahl, David Dickinson, E.D. Hirsch, Nancy Madden, Louisa Moats, and Robert Slavin) were invited to consult about new curriculum under development by the Core Knowledge Foundation.

2001: Invited to speak to the Melissa Conference on the Education of Young Children, Miami.

2000-2001: Consultant to Continental Press regarding their new reading-vocabulary program, Performance Reading. I developed much of the structure of the program.

1996: Invited to give keynote speech to Canadian Association of Educational Psychologists.

1996-1999: Editorial Board, Laboratory Schools Journal

1990-1992: Editorial Board, Reading Research Quarterly

SIGNIFICANT UNIVERSITY ADMINISTRATIVE DUTIES

2003-2004, Co-Coordinator: MA Program in Child Study and Education

2001-2002, Coordinator: MA Program in Child Study and Education

1996-2000, Coordinator: MA Program in Child Study and Education

1988?-1996 Preservice Coordinator (formerly, Associate Chair, Academic), for the Institute of Child Study. Responsible for operation of the Diploma in Child Study program, admissions, student problems.

1995/1996, Member, Program Committee, Faculty of Education, Univ. of Toronto.

1995-1996. Member, Academic Task Force reviewing and proposing academic structure for new OISE/UT faculty.

1983-1993, Chair, Institute of Child Study's "Uses of Children" Committee from 1983 to 1993. This group is responsible for all decisions regarding use of lab school children in research as well as the effects of student practice activities.

DURING CAREER, HAS BEEN PRINCIPAL SUPERVISOR OF THE FOLLOWING NUMBER OF:

	<u>Successfully Completed</u>	<u>In Progress</u>	<u>Inactive</u>
A. DOCTORAL THESES	7		1
B. MASTER'S THESES	1		1

- C. POST-DOCTORAL FELLOWS 1
- D. QUALIFYING RESEARCH PAPERS. 1 2
- E. TOTAL NUMBER OF Ph.D. Committees served on: 40+ (including supervision)

TITLES OF ALL GRADUATE THESES IN PROGRESS:

none

TITLES OF LAST SEVEN THESES SUPERVISED AND COMPLETED at OISE/Univ. of Toronto.

Gallagher-Duffy, Joanne, *The Pictorial Fire Stoop: a Measure of Youthful Fire Interest*. (Ph.D. thesis completed 2006)

Dyni, Lori, *The Efficacy of Word Explanation to Promote Vocabulary Knowledge and Reading Comprehension Among Diverse Learners Using Audiotaped Books* (Ph.D. thesis, completed 2006)

Inglis, Alison, *Enhancing Self-Direction in Low-Achieving Elementary School Students: A Cross-Age Tutoring Project*. (Ph. D., completed, 2002)

Sutherland, James R., *Expressing Affection to Preschool Children in Group Care: A Study of Factors Influencing Early childhood Teachers' Beliefs and Professional Practices*. (Ed.D. completed, 1999)

Shany, Michal, *Reading Practice: Effects on Performance for Poor Readers in Grades 3 and 4*. (Ph.D., completed 1992)

Clancy, Christine, *The Role of Writing Efficiency in the Cognitive Complexity of Oral and Written Stories*. (M.A., completed 1992)

Cantalini, Maria, *The Effects of Age and Gender on School Readiness and School Success*. (Ed.D., completed 1987)

COURSES TAUGHT IN LAST SEVEN YEARS. (graduate courses only, retired 2004)

(note, in addition to the graduate courses listed below, I have spent my entire academic career teaching post B.A. students in the Diploma in Child Study program and graduate students at the University of Toronto.)

EDU 1238H, Self-Regulation and Education (new course, 1997, given 1997 and 1998)

EDU 1242F, Patterns of Development in Young Children

EDU 1241S, Methods of Evaluating Early Education and Child Care Programs

EDU 2230, Designing Educational Programs (evolved from Diploma course)

EXTERNALLY-AWARDED GRANTS, CONTRACTS, AND AWARDS DURING LAST SEVEN YEARS

<u>Year</u>	<u>Individual or Group</u>	<u>Grantor</u>	<u>Purpose</u>	<u>Amount</u>
2007	co-investigator	Houghton-Mifflin	research	\$40,000 (US)
2005	indiv.	SRA/McGraw-Hill	research	\$90,000 (US)
2003	indiv.	SSHRC	research	\$92,000
2002	indiv.	Ont. Min. Ed./transfer	research	\$23,550
2001	indiv.	Ont. Min. Ed./transfer	research	\$20,800
2000	indiv.	SSHRC	research	\$ 2,500
1999	joint (I was prin. invest.)	EQAO/transfer grant	research	\$ 8,700
1998-2001	joint (I was prin. invest.)	SSHRC	research	\$70,700
1997	indiv.	Ont. Min. Ed. (OISE transfer)	research	\$27,700
1997	indiv.	SSHRC	grant prep.	\$2,700
1995-96	indiv.	SSHRC	research	\$3,000
1994-95	indiv.	SSHRC	research	\$3,000

PUBLICATIONS:

CAREER TOTALS -	Books	4 (1 edited)
	Chapters in Books	10
	Articles in Refereed Journals	18
	Papers in Refereed Conference Proceedings	2
	Technical Writings/Reports/Tests	17
	Abstracts and/or Papers Read	45 (approx.)
	Popular Articles	9
	Other	1

PUBLICATIONS:

BOOKS

- Biemiller, A. (2010). *Words Worth Teaching*. Columbus, OH: SRA/McGraw-Hill.
- Biemiller, A. (1999). *Language and Reading Success*. Cambridge, MA: Brookline Books.
- Meichenbaum D. & Biemiller, A. (1998). *Nurturing Independent Learners, Helping Students Take Control of Their Education*. Cambridge, MA: Brookline Books.
- Biemiller, A. (Ed.) (1971). *Problems in Teaching Young Children*. Toronto, ON: OISE Press.

CHAPTERS IN BOOKS

- Biemiller, A. (2012). Teaching vocabulary in the primary grades: Vocabulary instruction needed. In J. Baumann and E. Kame'enui (Eds.), *Reading vocabulary: Research to practice*, 2nd Edition, pp 34-50. New York, NY: Guilford Press.
- Biemiller, A. (2010b). Vocabulary development and implications for reading problems. In A. McGill-Franzen and R. Allington (Eds), *Handbook of Reading Disabilities Research*, pp 208-218. New York, NY: Routledge.
- Biemiller, A. (2009). Research: Vocabulary Development (0-60 Months. In Linda Phillips (Ed.) *Handbook of Language and Literacy (0-60 months)*. London, ON, Canada. Canadian Language and Literacy Research Network housed at Western. This is an on-line publication, available at: <http://www.theroadmap.ualberta.ca/vocabularies>
- Biemiller, A. (2009). Parent Narrative: Vocabulary Development (0-60 Months. In Linda Phillips (Ed.) *Handbook of Language and Literacy (0-60 months)*. London, ON, Canada. Canadian Language and Literacy Research Network housed at Western. This is an on-line publication, available at: <http://www.theroadmap.ualberta.ca/vocabularies>
- Biemiller, A. (2007). The Influence of Vocabulary on Reading Acquisition. In the *Encyclopedia of Language and Literacy Development*, published on website by the Canadian Language and Literacy Center: This is available at: <http://literacyencyclopedia.ca/index.php?fa=items.show&topicId=19>
- Biemiller, A. (2006). Vocabulary Development and Instruction: A Prerequisite for School Learning. In S. Neuman and D. Dickinson (Eds.), *Handbook of Early Literacy Research (Vol 2)* (41-51). New York, NY: Guilford Press.
- Biemiller, A. (2005). Size and sequence in vocabulary development: Implications for choosing words for primary grade vocabulary instruction. In A. Hiebert. & M. Kamil, (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp 223-242). Mahwah, NJ: Erlbaum.
- Biemiller, A. (2004). Teaching vocabulary in the primary grades: Vocabulary instruction needed. In J. Baumann and E. Kame'enui (Eds.), *Reading vocabulary: Research to practice*, pp 28-40. New York, NY: Guilford Press.
- Biemiller, A., Meichenbaum, D., Shany, M., & Inglis, A. (1998). Factors Influencing Children's Acquisition and Demonstration of Self-Regulation on Academic Tasks, in D. Schunk & B. Zimmerman, (Eds.), *Developing Self-Regulated Learners: From Teaching to Self-Reflective Practice* (pp 203-224). New York, NY: Guilford Press.
- Meichenbaum, D., & Biemiller, A. (1992). In search of student expertise in the classroom: A metacognitive analysis. In M. Pressley K. Harris, and J. Guthrie (Eds.) (pp 3-53), *Promoting*

academic competence and literacy: Cognitive research and instructional innovation. New York, N.Y.: Academic Press.

- Biemiller, A.; Regan, E.; & Lero, D. (1992). Early childhood education in Canada. In, G. Woodill (ed.) *International Handbook of Early Childhood Education* (pp 147-154), New York: Belmont Press.
- Biemiller, A.; Regan, E.; & Lero, Donna. (1987). Early childhood education in Canada. In L. Katz (ed.) *Current Topics in Early Childhood Education*, Vol. 7 (32-58). New York: Plenum Press.

CHAPTER IN PRESS

ARTICLES IN REFEREED JOURNALS

- Kearns, G., & Biemiller, A. (2010/2011). Two-Questions Vocabulary Assessment: Developing a New Method for Group Testing in Kindergarten through Second Grade. *Journal of Education*, 190 (1/2), pp 31 – 42.
- Shany, M. & Biemiller, A. (2009). Individual differences in reading comprehension gains from assisted reading practice: Pre-existing conditions, vocabulary acquisition, and amounts of practice. *Reading and Writing.* (exact citation to be found.)
- Biemiller, A. & Boote, Catherine, (2006). An effective method for building meaning vocabulary in primary grades. *Journal of Educational Psychology.* 98, 44-62.
- Biemiller, A. (2003). Vocabulary: Needed if More Children are to Read Well. *Reading Psychology*, 24, 315-327.
- Biemiller, A., & Slonim, N. (2001). Estimating Root Word Vocabulary Growth in Normative and Advantaged Populations: Evidence for a Common Sequence of Vocabulary Acquisition *Journal of Educational Psychology*, 93, 498-520.
- Biemiller, A. & Meichenbaum, D. (1998). The consequences of negative scaffolding for students who learn slowly--A commentary on C. Addison Stone's "The metaphor of scaffolding: Its utility for the field of learning disabilities". *Journal of Learning Disabilities.* 31, 365-369.
- Biemiller, A. & Siegel, L. S. (1997). A Longitudinal Study of the Effects of the Bridge Reading Program. *Learning Disabilities Quarterly*, 20, 83-92.
- Shany, M., & Biemiller, A. (1995). Assisted reading practice: Effects on performance for poor readers in grades 3 and 4. *Reading Research Quarterly*, 30, 382-395.
- Biemiller, A. (1994). Some observations on beginning reading instruction. *Educational Psychologist*, 29(4), 203-209.
- Biemiller, A. (1993). Students differ: So address differences effectively. *Educational Researcher*, 22 (Dec.), 14-15. (A rejoinder to R. Slavin's commentary on the paper listed below.)
- Biemiller, A. (1993). Lake Wobegon revisited: On diversity and education. *Educational Researcher*, 22 (Dec.), 7-12.
- Jackson, N. & Biemiller, A. (1985). Letter, word, and text reading times of precocious and average readers. *Child Development*, 56, 196-206.
- Biemiller, A. (1982). Research on early childhood education: Some observations on the problems and

- possibilities in Canada. Canadian Journal of Early Childhood Education, 2, 73-79.
- Biemiller, A. (1979). Changes in the use of graphic and contextual information as functions of passage difficulty and reading achievement level. Journal of Reading Behavior, 11, 307-318.
- Biemiller, A., Avis, C., and Lindsay, A. (1979). Application of Watt's Human Interaction Scale to the study of competence-supporting aspects of day care environments. Canadian Journal of Behavioural Science, 11, 356-360.
- Biemiller, A. (1979). Who thrives in kindergarten? The Journal of the Canadian Association for Young Children, 5, 17-23.
- Biemiller, A. (1977/1978). Relationships between oral reading rates for letters, words, and simple text and the development of reading achievement. Reading Research Quarterly, 13, 223-253.
- Biemiller, A. (1970). The development of the use of graphic and contextual information as children learn to read. Reading Research Quarterly, 6, 75-96.

PAPERS IN REFEREED CONFERENCE PROCEEDINGS

- Biemiller, A. (1994). Some observations on acquiring and using reading skills. In C. K. Kinzer & D. J. Leu (Eds.) Multidimensional aspects of literacy research, theory, and practice, (Annual proceedings of the National Reading Conference, vol. 43) (209-216). Chicago, IL: National Reading Conference, Inc.
- Biemiller, A. and Munro, S. (1980). Estimating annual costs of operating urban transit routes. Proceedings of the Twenty-First Annual Meeting of the Transportation Research Forum (pp 568-577). Oxford, IN: Richard B. Gross Co.

ARTICLES IN NON-REFEREED JOURNALS AND POPULAR ARTICLES

- Biemiller, A. (2011). Vocabulary: What words should we teach? *Better: Evidence-Based Education*, *3* (2), 10-11.
- Biemiler, A. (2007). The influence of vocabulary on reading acquisition. In the *Encyclopedia of Language and Literacy Development*, published on website by the Canadian Language and Literacy Center: <http://www.softwaregroup.ca/encyclopedia/index.php?fa=items.show&topicId=19>
- Biemiller, A. (2003). Oral comprehension sets the ceiling on reading comprehension. *American Educator* (27), *Spring*, 23.
- Biemiller, A., (2001). Teaching vocabulary: Early, direct, and sequential. *American Educator* (25), 24-29. (This is a reprint of the *Perspectives* article with minor corrections. Reprinted with permission.)
- Biemiller, A. (2000) Vocabulary: The Missing Link Between Phonics and Comprehension. *Perspectives*, *26* (4), 26-30.
- Biemiller, A. & Booth, D. (1998). Helping children become literate. Orbit, 28 (4), 43-48.
- Biemiller, A., & Meichenbaum, D. (1992). The nature and nurture of student expertise. Educational Leadership 50 (Oct.), 70-75.
- Biemiller, A. (1986). "Citation Classic" (A report on my widely cited paper, 'The development of the use of graphic and contextual information as children learn to read'). Current Contents: Social and Behavioral Sciences, 18, no. 33, p. 12.

- Biemiller, A. (1975). Three heresies about reading: Some speculations of a reading researcher. The School Guidance Worker, 30, 36-40.
- Biemiller, A. (1968). Early reading, boon or bane? (Review of Children who read early by Dolores Durkin) Contemporary Psychology, 1968, 367-368.

TECHNICAL WRITINGS

- Roit, M., & Biemiller A. (in press). *Vocabulary Development*. Part of the *Open Court Reading Program*. Columbus, OH: SRA/McGraw-Hill.
- Biemiller, A., Cantalini-Williams, M., & Eidlitz, M. (2001). *Age, Special Education, and ESL Status as Factors Affecting Levels of Achievement in EQAO Assessments*. Report submitted to the Educational Quality Assessment Office in Toronto for publication as a technical report. (I also plan publication in a journal.)
- Biemiller, A., & Cantalini-Williams, M. (1999). *Options and Rationales for Reporting Results of Early Learning Assessments*. A report prepared for the Educational Quality Assessment Office in Toronto.
- Biemiller, A. (1995). Indicators of reading progress. In Royal Commission on Learning, *For the love of learning: Background papers for the Royal Commission on Learning* (pp. 129-150). Toronto, Ont.: Author.
- Biemiller, A., & Booth, D. (1995). Towards higher levels of elementary school literacy in Ontario. In Royal Commission on Learning, *For the love of learning: Background papers for the Royal Commission on Learning* (pp. 151-184). Toronto, Ont.: Author.
- Volpe, R., Peterson-Badali, M., Corter, C., Case, R., & Biemiller, A. (1994). *Possible roles for public television in getting Ontario's children ready to learn*. Toronto, Ontario Educational Communications Authority.
- Biemiller, A., & Doxey, I. (1993). Language and literacy. In C. Corter, & N. Park (eds.), What makes exemplary kindergarten programs effective (41-63). Toronto, Canada: Ontario Ministry of Education.
- Biemiller, A. (1986). From kindergarten to grade 4: A longitudinal study of thriving, average, and non-thriving children. Toronto, Ont.: Ministry of Education (Ontario).
- Richards, M. & Biemiller, A. (1986). Project Thrive. Vol. 1: Ways and means: Strategies for solving classroom problems. Toronto, Ont.: Ministry of Education (Ontario).
- Biemiller, A. & Richards, M. (1986). Project Thrive. Vol. 2: Individualized intervention to foster social, emotional, and self-related functions in primary programs. Toronto, Ont.: Ministry of Education (Ontario).
- Biemiller, A. (1983). A longitudinal study of thriving, average, and non-thriving children in kindergarten and grades one and two. Toronto, Canada: Ontario Ministry of Education.
- Bailey, L., Biemiller, A., Elder, J., and Regan, E. (1982). Curriculum guide: Today's Special. Toronto, Canada: Ontario Educational Communications Authority.
- Biemiller, A. (1981). Characteristics of kindergarten children perceived as "Thriving", "Average", or "Non-Thriving" by their teachers. Toronto, Canada: Ontario Ministry of Education.
- Biemiller, A. (1981). Biemiller test of reading processes. Toronto, Canada: Guidance Centre.

- Biemiller, A. and Munro, S. (1981). Estimating annual costs of operating transit routes by mode. Research Report 71. Toronto, Canada: University of Toronto/York University Joint Program in Transportation.
- Fair, J., Biemiller, A. J., Grapko M. F., Hunt, G. W., Martin, R. A., Mack, K. R., Pike, R., Sheehan, A. T., Volpe, R. J., and Wood, J. P. (1980). Teacher interaction and evaluation practices in the evaluation of student achievement. Toronto: Ontario Ministry of Education.
- Biemiller, A. (1978). Kindergarten programmes: Effects of regular half day, alternate full day, and daily full day programmes. Toronto, Canada: Ontario Ministry of Education.
- Gilbert, V. K., Biemiller, A. J., Fir, J. W., Noble, G. A., Sheehan, C. A., Stewart, B. C., and Wood, J. D. (1977). Perceptions of educational leadership. Toronto, Canada: Ontario Ministry of Education.

INVITED ADDRESSES:

- Biemiller, A. (2009, July). What Vocabulary Should We Teach in Primary Grades? Address at U.S. of Education Reading Institute: *Expanding Scientifically-based Reading Research in the Nation's Classrooms*. Cincinnati, OH: July 16, 2009.
- Biemiller, A. (2009, July). What Vocabulary Should We Teach in Upper Elementary Grades? Address at U.S. of Education Reading Institute: *Expanding Scientifically-based Reading Research in the Nation's Classrooms*. Cincinnati, OH: July 16, 2009.
- Biemiller, A. (2006, Aug.). Vocabulary: the Missing Link Between Reading and Literacy. Closing lecture at the World Reading Conference, Budapest Hungary, Aug. 10, 2006.
- Biemiller, A. (2006, June). Words Worth Teaching. A presentation at the McGraw-Hill SEG Reading Summit, New York, NY, June 2, 2006.
- Biemiller, A. (2006, Mar.). Words Worth Teaching. Chall Memorial Address. Cambridge, MA. Harvard University.
- Biemiller, A. (2005, May). Words Worth Teaching. Address given at Robbie Case Award, Canadian Association of Educational Psychologists, London, Ont.

ABSTRACTS and/or PAPERS read

- Kearns, G., & Biemiller, A. (2007, Nov.). Group Assessment of Vocabulary in Kindergarten and Grade 1. at a symposium on Vocabulary Instruction at the annual conference of the National Reading Council, Austin, TX.
- Biemiller, A. & Boote, C. (2007, May). New approaches to vocabulary instruction. A paper presented at a symposium on Breaking Barriers and Boundaries: Literacy Instruction for Success at the annual conference of the International Reading Association, Toronto, Ont., Canada.
- Biemiller, A. (2006, Nov.). Characteristics of Primary Tier 1, Tier 2, and Tier 3 Word Meanings. A paper presented at a symposium on Vocabulary Instruction: Moving Between Theory and Practice at the annual conference of the National Reading Council, Los Angeles, CA.

- Biemiller, A. (2006, April). Selecting Useful Word Meanings for Instruction in the Primary and Upper Elementary Grades. A paper presented at a symposium on Choosing Words to Teach at the annual conference of the American Educational Research Association, San Francisco, CA, April 7, 2006
- Biemiller, A. (2005, Nov.). Vocabulary Issues in Measurement and Effects Across Ages. A paper presented at the annual conference of the International Dyslexia Association as part of a symposium on Vocabulary and Reading. Denver, CO, Nov. 10, 2005.
- Biemiller, A. and Boote, C. (2005, April). Selecting Useful Word Meanings for Instruction in the Primary Grades. Paper as part of a symposium on Quantitative Research on Classroom Vocabulary Learning: A Focus on Teaching Practices and Instructional Materials, American Educational Research Association, Montreal, Quebec, Canada.
- Biemiller, A. (2004, April). Primary Grade Vocabulary: What Words Do Children Need? Paper as part of a symposium on Teaching the world to Read. International reading Association meeting, Reno, NV.
- Biemiller, A. (2004, April). Vocabulary and Fluency, Preconference talk, International Reading Association meeting, Reno, NV.
- Biemiller, A. (2004, February). Words and Primary Grade Learners. Faculty Learning Seminar sponsored by the Ohio State Department of Education. Akron, Ohio.
- Biemiller, A. (2003, October). Addressing Developmental Patterns in Vocabulary: Implications for Choosing Words for Instruction. Focus on Vocabulary Forum, Oct. 2, 2003, Dallas Texas.
- Biemiller, A. (2003, August). (Distinguished scholar address, Scholastic Books, New York, NY.)
- Biemiller, A. (2003, May). Using stories to promote vocabulary. A paper included in a symposium on Fostering Early Narrative Competency: Innovations in Instruction at the International Reading Association, May, 2003, Orlando Florida.
- Biemiller, A. (2003, Apr.). Teaching vocabulary to kindergarten to grade two children. This invited paper was presented at the American Educational Research Association, April, 2003, Chicago, IL.
- Biemiller, A. (2003, Mar.). Why and how vocabulary can be taught to kindergarten to grade two children. This invited paper was presented at the Core Knowledge Conference, Phoenix, AZ, March, 2003.
- Biemiller, A. (2002, Nov.). The necessity and means of acquiring a substantial vocabulary before reading. This invited paper was presented at the International Dyslexia Association, Nov. 14, Atlanta Georgia.
- Biemiller, A. (2002, May). Vocabulary and Reading Success: A Presentation to the Atlanta Board of Education.
- Biemiller, A. (2002, Mar.). Building vocabulary: A key to reading success. This invited paper was presented at the Core Knowledge Conference, Nashville, Tennessee, Mar. 2002.
- Biemiller, A. (2002, Mar.). Language and reading success: An overview. . This invited paper was presented at the Core Knowledge Conference, Nashville, Tennessee, Mar. 2002.
- Biemiller, A. (2001, Nov.). Building Vocabulary: A Key to Reading Success. An invited paper for the Naitonal-Lewis University.
- Biemiller, A. (2001, Nov.). Promoting self-direction and problem solving in the classroom—Especially for lower-achieving children. Presentation given at From Research into Practice: A Conference on Learning disabilities for Researchers, Practioners, Educators, and Parents. Toronto, Ont., Nov. 1, 2001

- Biemiller, A. (2001, June). The Relationship Between Vocabulary Assessed with Picture Vocabulary Methodology, Same Words with Sentence Context Method, Root Word Inventory, and Reading Comprehension. This paper was presented at the at the Society for the Scientific Study of Reading Conference, June, 2001
- Biemiller, A. (2001, Jan.). Building Vocabulary: A Key to Reading Success. Norma Bossard Memorial Reading Conference, Coral Gables, FL, Jan. 9, 2001.
- Biemiller, A., & Slonim, N. (2000, July). An analysis of root word vocabulary development in normative and advantaged populations. Paper presented at the annual conference of the Society for the Scientific Study of Reading, Stockholm, Sweden.
- Biemiller, A., Cantalini-Williams, M., and Eidlitz, M. (2000, May). Age, special education, and ESL status as factors affecting levels of achievement in EQAO assessments. Paper presented at the annual conference of the Canadian Society for the Study of Education (Educational Psychologist's division), Edmonton, Alberta.
- Biemiller, A. (1999, April). Estimating Vocabulary Growth for ESL Children With and Without Listening Comprehension Instruction. Paper presented at the annual conference of the American Educational Research Association, Montreal, Quebec.
- Koltun, H. and Biemiller, A. (1999, April). Metacognition of Vocabulary Knowledge: A Preliminary Study. Paper presented at the annual conference of the American Educational Research Association, Montreal, Quebec.
- Shany, M., and Biemiller, A. (1999, April). Individual Differences in Reading Comprehension Gains from Assisted Reading Practice: Pre Existing Conditions, Vocabulary Acquisition, and Amounts of Practice. Paper presented at the annual conference of the Society for the Scientific Study of Reading, Montreal, Quebec.
- Biemiller, A. (1998, April). Oral vocabulary, word identification, and reading comprehension in English second language and English first language elementary school children. Paper presented at the annual conference of the Society for the Scientific Study of Reading, San Diego, CA.
- Biemiller, A. (1997, June). An Investigation of Oral and Reading Vocabularies in ESL and Advantaged Elementary Populations. Paper presented at the annual conference of the Canadian Association for Educational Psychology, St. John, Newfoundland.
- Inglis, A. and Biemiller, A. (1997, Mar.). Fostering Self-Direction in Mathematics: A Cross-Age Tutoring Program. Poster presented at the annual conference of the American Educational Research Association, Chicago, IL.
- Biemiller, A. and Morley, E. (1996, Jun.). Primary Students' Post-Task Reflections on Task Selection, Maintenance, and Evaluation: Effects of Age, Rated Student Self-Direction, and Task Difficulty. Paper presented as part of a Symposium on Children's Reflections Following Academic Work: Lessons about Self-Regulative Processes and about Fostering Self-Regulation in School Settings, presented at the annual meeting of the Jean Piaget Society, Philadelphia, PA.
- Biemiller, A. (1996, Jun.). Teaching for Mastery and Expertise, Individual Differences, and Reality. Keynote address for Canadian Association of Educational Psychologists, to be presented at the annual meeting of the Canadian Society for the Study of Education, St. Catherines, Ont.
- Biemiller, A. (1996, April). Alternative research Perspectives to Address a Common Problem. Paper given at the AERA Division C Graduate Student Research Seminar, New York, NY.

- Inglis, A. and Biemiller, A. (1996, April). Fostering Self Direction in Schools. A symposium presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Biemiller, A., Inglis, A., and Meichenbaum, D. (1995, April). Using Peer Tutoring to Increase Tutors' Verbal Self-Regulation and Problem-Solving Skills in Mathematics. A paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Biemiller, A., and Inglis, A. (1994, Jun.). Effects on Task-Directive Speech of Teaching Elementary School Children to Assist Younger Children and Providing Extending helping Experience. A paper presented as part of a symposium entitled Experimental Efforts to Influence Reflective Dialogue with Self and Others presented as part of the program of the Canadian Association for Educational Psychology at the Canadian Society for the Study of Education. Calgary, Alberta.
- Biemiller, A. (1994, May). Introduction to a developmental theory of instruction. Paper presented as part of a symposium entitled Toward a Developmental Theory of Instruction at the University of Waterloo's Biennial Conference on Child Development, Waterloo, Ont.
- Biemiller, A. (1993, Dec.). Bringing language and basic reading skills together: Some observations on acquiring and using reading skill in elementary schools. Paper presented at a symposium on Whole Language and Effective Instruction at the annual convention of the National Reading Conference, Charleston, S.C.
- Biemiller, A.; Shany, M.; Inglis, A.; and Meichenbaum, D. (1993, Aug.). Enhancing the potential of "less able" children to demonstrate expertise on school tasks. Invited paper presented at a symposium organized by Division 15 at the convention of the American Psychological Association, Toronto, Canada.
- Biemiller, A. (1993, Aug.). Some observations on beginning reading instruction. Invited paper presented at a Symposium on Whole Language organized by Division 15 at the convention of the American Psychological Association, Toronto, Canada.
- Biemiller, A. (1993, Mar.) A longitudinal study of the effects of the Bridge Reading program for children at risk of reading failure. Paper presented at the biennial convention of the Society for Research in Child Development, New Orleans.
- Biemiller, A. & Meichenbaum, D. (1992, Dec.). Enhancing the potential of less able students to demonstrate expertise on school tasks. Paper presented at the conference of the Ontario Educational Research Council, Toronto.
- Shany, M., Biemiller, A. & Meichenbaum, D. (1992, May). Children's perception of classmates' abilities in mathematics and art; A quantitative and qualitative analysis of children from grades one to six. A paper presented in the 7th Biennial University of Waterloo Conference in Child Development.
- Biemiller, A. & Meichenbaum, D. (1992, April). How Task-directive dialogue changes with mastery and capacity. Paper invited for a symposium on Innovative Approaches to the Study of Classroom Learning at the conference of the American Educational Research Association, San Francisco, April 1992.
- Biemiller, A. & Meichenbaum, D. (1991, Apr.). Task-related discourse as an indicator of elementary "expertise". Paper presented at the 1991 biennial meeting of the Society for Research in Child Development, Seattle, WA, U.S.A..
- Biemiller, A. (1991, Jun.). A test of an experimental reading curriculum with a disadvantaged population. Paper presented at the annual meeting of the Canadian Society for the Study of

Education, Kingston, ON, Canada.
(and many more before 1991)