

SHORT VITAE

Gerald G. Duffy

343 Curry Building, UNCG
P.O. Box 26170
Greensboro, NC 27402
Tel: 336-975-9965
e-mail: ggduffy@uncg.edu
DOB: May 14, 1935

Current Status

William Moran Distinguished Professor of Reading and Literacy
University of North Carolina-Greensboro

Academic Degrees

Ed.D.	Northern Illinois University	1966	Reading/Language Arts
M.S.	S.U. College, Buffalo (NY)	1964	Elementary Education
B.S.	S.U. College, Buffalo (NY)	1957	Elementary Education

Professional Experience

Current	Univ. of N. Carolina, Greensboro	William Moran Professor of Literacy
2001-2002	International Reading Association	Research Consultant
1997-2001	Visiting Professor at various institutions, including University of Washington, University of Texas, University of Idaho and Northern Michigan University	
1992-1996	Whitworth College	Director, Master in Teaching
1967-1992	Michigan State University	Professor Emeritus
1966-67	S.U. College, Fredonia (NY)	Assistant Professor
1964-66	Northern Illinois University	Doctoral Fellow
1960-64	S.U. College, Fredonia (NY)	Teacher, Laboratory School
1958-60	Rome (NY) Public Schools	Elementary teacher
1957-58	Buffalo (NY) Public Schools	Elementary teacher

Professional Emphasis

My research has focused on effective reading strategy instruction and on teacher development, utilizing both quantitative and qualitative designs, in both in teacher education settings and in field-based professional development. My teaching and service includes developing and teaching a variety of innovative teacher education programs, conducting numerous short and long term field-based literacy workshops, teaching undergraduate and graduate literacy classes at university and school sites throughout North America, Asia and Europe, and mentoring doctoral students. I have served as a consultant for the International Reading Association's National Commission on Excellence in Elementary Education for Reading Instruction, a nation-wide research project on the effects of preservice literacy education. My work at Greensboro focuses

on studying the intersection of teacher effectiveness in literacy and the effectiveness of teacher preparation programs.

Honors

- 2002-- Inducted into the Reading Hall of Fame
- 2000-- Recipient of the Crystal Apple Award, College of Education, Michigan State University
- 1998 -- Recipient of the Northern Illinois University Alumni Award for Outstanding Contributions to Education
- 1991 -- President, National Reading Conference
- 1987 -- Recipient of the Michigan Reading Association "Teacher Educator of the Year" Award
- 1983 -- Recipient of the Outstanding Faculty Award, College of Education, Michigan State University
- 1969- Recipient of the Teacher-Scholar Award, Michigan State University

Post-1992 Publications

Duffy, G. & Roehler, L. (1993). Improving Classroom Reading Instruction: A Decision Making Approach. (Third edition). NY: McGraw Hill.

Duffy, G. (1993). Teachers' progress toward becoming expert strategy teachers. Elementary School Journal, 94 (2), 109-120.

Duffy, G. (1994). How teachers think of themselves: A key to mindfulness. In J. Mangieri & C. Collins-Block (Eds.). Creating powerful thinking in teachers and students: Diverse perspectives. (pp. 3-26). Fort Worth: Holt, Rinehart & Winston.

Duffy, G. (1997). Powerful models or powerful teachers? An argument for Teacher-as-Entrepreneur. In S. Stahl & D. Hayes (Eds.) Instructional models in reading (pp. 351-356). (pp. 351-367). Mahwah, NJ: Erlbaum.

Duffy, G. (1998). Teaching and the balancing of round stones. Phi Delta Kappan, 79, 777-780.

Duffy, G. & Hoffman, J. (1999). In pursuit of an illusion: The flawed search for a perfect method. The Reading Teacher, 53, 10-16.

Anders, P., Hoffman, J. & Duffy, G. (2000). Teaching teachers to teach reading: Paradigm shifts, persistent problems and challenges. In M. Kamil, P. Mosenthal, P.D. Pearson & R. Barr (Eds.) Handbook of reading research, (3rd edition). (pp.719-742). Mahwah, NJ: Erlbaum.

Hoffman, J. & Duffy, G. (2001). Beginning reading instruction: Moving beyond the debate over methods into a study of principled teaching practices. In J. Brophy (Ed.) Advances in research on teaching, Vol. 8. NY: JAI Press.

Duffy, G. (2002). The case for direct explanation of reading strategies. In M. Pressley & C. Block (Eds.) Comprehension instruction: Research-based best practices. (pp. 28-41). NY: Guilford.

Duffy, G. & Hoffman, J. (2002). Beating the odds in literacy education: Not the "betting on" but the "bettering of" schools and teachers. In B. Taylor & P. D. Pearson (Eds.) Teaching reading: Effective schools, accomplished teachers. Mahwah, NJ: Erlbaum.

Duffy, G. (2002). Shifting the focus of the reading debate: A cautionary afterword. In R. Allington & P. Johnston (Eds.) Reading to learn: Lessons from exemplary fourth grade classrooms. (pp. 223-232). NY: Guilford.

Duffy, G. (2002). Visioning and the development of outstanding teachers. Reading Research and Instruction, 41, 331-344.

Duffy, G. (2002). Foreword. In C. Block, L. Gambrell & M. Pressley (Eds.) Improving comprehension instruction: Rethinking research, theory and classroom practice. (pp. xiii-xiv). San Francisco: Jossey-Bass.

Duffy, G. (2003). Explaining Reading: A Teacher's Resource for Teaching Concepts, Skills and Strategies. NY: Guilford.

Duffy, G. (Ed.) (2003). Improving Comprehension: Ten Research-based Principles. Washington, DC: National Education Association.

Duffy, G. (2003). Teachers who improve reading achievement: What they do and how to develop them. In D. Strickland & M. Kamil (Eds.) Improving Reading Achievement Through Professional Development. NY: Christopher-Gordon.

Duffy, G. (2005). Metacognition and the development of reading teachers. In C. Block, S. Israel, K. Kinnucan-Welsch & K. Bauserman (Eds.) (pp. 299-314). Metacognition and literacy learning. Mahwah, NJ: Erlbaum.

Other publications include three co-authored books, three edited books, and more than 100 journal articles, book chapters and research monographs. Our report of our study of the effect of explicit strategy instruction in the 1987 Reading Research Quarterly was highlighted in the report of the National Reading Panel.