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## BIOGRAPHICAL SKETCH

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<b>NAME</b> Perin, Dolores	<b>POSITION TITLE</b> Professor of Psychology and Education Chairperson, Department of Health & Behavior Studies Director, Applied Educational Psychology: Reading Specialist Program Teachers College, Columbia University
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### EDUCATION

INSTITUTION AND LOCATION	DEGREE	MM/YY	FIELD OF STUDY
University of Sussex, U.K.	B.A.	06/1977	Developmental Psychology
University of Sussex, U.K.	Ph.D.	08/1980	Psychology

### License

1984                      New York State Licensed Psychologist

### Positions and Employment

1995-present	Professor in Psychology and Education, (previously Associate Professor), Department of Health and Behavior Studies; Director/Coordinator, Applied Educational Psychology: Reading Specialist Program; Teachers College, Columbia University
1996-present	Senior Research Associate, Community College Research Center, Teachers College, Columbia University
1990-1995	Adjunct Associate Professor, Educational Psychology Doctoral Program, City University of New York (CUNY) Graduate School
1984-1995	Principal Investigator, Project Director, Evaluator, Educational Coordinator, Research Associate. Center for Advanced Study in Education, CUNY Graduate School
1982-1984	Postdoctoral Research Fellow in Developmental Psychology, City University of New York (CUNY) Graduate School

### Extramural Funding, Principal Investigator

2009-2010	Preparation in Content-Driven Literacy for Secondary Science and Social Studies Teachers, Carnegie Corporation of New York, \$25,000
2009-2010	Content-Driven Literacy Preparation for Secondary Science and Social Studies Pre-service Teachers, Teachers College Provost's Investment Fund Grants, \$20,000 and \$10,000

- 2005-2007 Enhancing Teacher Preparation for Adolescent Literacy through Interdisciplinary Learning Communities. Funded by the Carnegie Corporation of New York. \$100,000. Collaboration between Reading Specialist, Social Studies Education and Science Education Programs at Teachers College.
- 2006-2009 Postsecondary Content-Area Reading-Writing Intervention: Development and Determination of Potential Efficacy, Institute of Education Sciences, U.S. Department of Education. \$1,168,758. Conducted through Community College Research Center with subcontracts to three community colleges.

### Peer Reviewed Journal Publications

- Perin, D., Grant, G., Raufman, J., & Santikian Kalamkarian, H. (2017). Learning from student retrospective reports: Implications for the college developmental classroom. *Journal of College Reading and Learning*, 47(2), 77-98. doi: 10.1080/10790195.2017.1286956
- Perin, D., Lauterbach, M., Raufman, J. & Santikian Kalamkarian, H. (2017). Text-based writing of low-skilled adults: Relation to comprehension, self-efficacy and teacher judgments. *Reading and Writing: An Interdisciplinary Journal*, 30(4), 887-915. doi: 10.1007/s11145-016-9706-0
- Perin, D. & Lauterbach, M. (2016, online first). Assessing text-based writing of low-skilled college students (automated writing scores). *International Journal of Artificial Intelligence in Education*. doi: 10.1007/s40593-016-0122-z
- Perin, D., De La Paz, S., Piantedosi, K.W., & Peercy, M.M. (2016, online first). The writing of language minority students: A literature review on its relation to oral proficiency. *Reading & Writing Quarterly*. doi: 10.1080/10573569.20161247399
- Passonneau, R.J., Podhar, A., Gite, G., Krivokapic, A., Yang, Q. & Perin, D. (2016, online first). Wise Crowd content assessment and educational rubrics. *International Journal of Artificial Intelligence in Education*. doi:10.1007/s40593-016-0128-6
- Huffman-Kelley, K., Perin, D., & Liu, X. (2015). Integrating reading skills in an introductory science classroom. *Journal of College Science Teaching*, 44(5), 10-15.
- Perin, D. (2013). Literacy skills among academically underprepared students in higher education. *Community College Review*, 41(2), 118-136. doi: 10.1177/0091552113484057
- Perin, D., Bork, R. H., Peverly, S. T., & Mason, L. H. (2013). A contextualized curricular supplement for developmental reading and writing. *Journal of College Reading and Learning*, 43(2), 8-38.
- Perin, D. (2011). Facilitating student learning through contextualization: A review of the evidence. *Community College Review*, 39 (3), 268-295. doi: 10.1177/0091552111416227. Reprinted in Armstrong, S.L., Stahl, N.A. & Boylan, H.R. (Eds.). *Teaching developmental reading* (2nd ed., pp 409-437). Boston, MA: Bedford/ St. Martin's Professional Resources.
- Marri, A.R., Perin, D., Crocco, M.S., Riccio, J.F., Rivet, A. & Chase, B.J. (2011). Content-driven literacy: One approach to urban secondary teacher education. *The New Educator*, 7(4), 325-351. doi: 10.1080/1547688X.2011.619948
- Perin, D., Crocco, M., Marri, A., Riccio, J., Rivet, A. and Chase, B. (2009). Integrating literacy in content classrooms. *Academic Exchange Quarterly*, 13 (2), 97-105.

- Reynolds, G.A. & Perin, D. (2009). A comparison of text-structure and self-regulation strategies for composing from sources by middle-school students. *Reading Psychology, 30*, 265-300.
- Goldstein, M.T. & Perin, D. (2008). Predicting performance in a community college content-area course from academic skill level. *Community College Review, 36* (2), 89-115.
- Rogevich, M. & Perin, D. (2008). Effects on science summarization of a reading comprehension intervention for adolescents with behavioral and attentional disorders. *Exceptional Children, 74* (2), 135-154.
- Perin, D. & Greenberg, D. (2007). Research-based reading instruction in an adult basic education program. *Adult Basic Education and Literacy Journal, 1* (3), 123-132.
- Graham, S. & Perin, D. (2007). A meta-analysis of writing instruction for adolescent students. *Journal of Educational Psychology, 99* (3), 445-476.
- Graham, S. & Perin, D. (2007). What we know, what we still need to know: Teaching adolescents to write. *Scientific Studies of Reading, 11*(4), 313-335.
- Perin, D., Flugman, B. & Spiegel, S. (2006). Last Chance Gulch: Youth participation in urban adult basic education programs. *Adult Basic Education, 16* (3), 171-188.
- Perin, D. (2006). Academic progress of community college nursing aspirants: An institutional research profile. *Community College Journal of Research and Practice, 30*, 657-670.
- Perin, D. (2006). Can community colleges protect both access and standards? The problem of remediation. *Teachers College Record, 108* (3), 339-373.
- Perin, D. (2004). Remediation beyond developmental education: The use of learning assistance centers to increase academic preparedness in community colleges. *Community College Journal of Research and Practice, 28* (7), 559-582.
- Perin, D., Keselman, A. & Monopoli, M. (2003). The academic writing of community college remedial students: Text and learner variables. *Higher Education, 45* (1), 19-42.
- Perin, D. (2002). The location of developmental education in community colleges: A discussion of the merits of mainstreaming vs. centralization. *Community College Review, 30*, 27-44.
- Perin, D. (2002). Repetition and the informational writing of developmental students. *Journal of Developmental Education, 26* (1), 2-4, 6, 8, 18.
- Greenberg, D., Ehri, L. & Perin, D. (2002). Do adult literacy students make the same word-reading and spelling errors as children matched for word-reading age? *Scientific Studies in Reading, 6* (3), 221-244.
- Perin, D. (2001). Academic-occupational integration as a reform strategy for the community college: Classroom perspectives. *Teachers College Record, 103* (2), 303-335.

### **Selected Book Chapters**

- Perin, D. (2014). Teaching secondary students to read and write in science In M.C. Hougen (Ed.). *Fundamentals of literacy instruction and assessment, 6-12* (pp 165-178). Baltimore, MD: Paul H. Brookes.
- Perin, D. (2013). Best practices in teaching writing for college and career readiness. In Graham, S., MacArthur, C. & Fitzgerald, J. (Eds.). *Best practices in writing* (2<sup>nd</sup> ed.) (pp. 48-70). New York: Guilford Press.
- Perin, D. (2012). Teaching academically underprepared students. In J. Levin and S. Kater (Eds.). *Understanding community colleges* (pp. 87-103). Part of Routledge/Taylor Francis "Core Concepts in Higher Education" series. New York, NY: Routledge.

Perin, D. & Charron, K. (2006). "Lights just click on every day." Academic preparedness and remediation in community colleges. In T.R. Bailey and V.S. Morest (Eds.). *Defending the community college equity agenda* (pp 155-194). Baltimore, MD: Johns Hopkins Press.

### **Book in Preparation**

Perin, D. (ed.). *The Wiley handbook of adult literacy*. Boston, MA, John Wiley and Sons, planned for publication 2019.

### **Other Work**

- Perin, D., Raufman, J. R., & Kalamkarian, H. S. (2015). Developmental reading and English assessment in a researcher-practitioner partnership (CCRC Working Paper No. 85). New York, NY: Community College Research Center, Teachers College, Columbia University. Available from <http://ccrc.tc.columbia.edu/publications/developmental-reading-english-assessment-researcher-practitioner-partnership.html>.
- Perin, D., Bork, R. H., Peverly, S. T., Mason, L. H., & Vaselewski, M. (2012). A contextualized intervention for community college developmental reading and writing students. CCRC Working Paper No. 38. New York, NY: Community College Research Center, Teachers College, Columbia University.
- Perin, D. (2011). Facilitating student learning through contextualization. Working Paper No. 29. New York: Teachers College, Columbia University: Community College Research Center. (Written under funding by Bill & Melinda Gates Foundation to Community College Research Center)
- Perin, D. (2010). Literacy skills among academically underprepared students in higher education. Commissioned by National Academy of Sciences, National Research Council, Committee on Learning Sciences: Foundations and Applications to Adolescent and Adult Literacy
- Perin, D. (2010). Adult literacy instruction: State of the evidence on effective approaches and needs for research. Commissioned by National Academy of Sciences, National Research Council, Committee on Learning Sciences: Foundations and Applications to Adolescent and Adult Literacy
- Graham, S. & Perin, D. (2006, October). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools. A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- Perin, D. (2005, Spring). Institutional decision-making for increasing academic preparedness in community colleges. In C. Kozeracki (Ed.). *Responding to the challenges of developmental education. New Directions in Community Colleges*, 129, 27-38.

### **Examples of Professional Service**

Chair, Adult Literacy and Adult Learning Special Interest Group of the American Educational Research Association (2014-2016)

Reviewer, journals: *Community College Review*, *Journal of College Reading and Learning*, *Community College Journal of Research and Practice*, *Discourse Processes*, *Reading Research Quarterly*, *Journal of Educational Psychology*, *Scientific Studies in Reading*, *Journal of Literacy Research*, *Teachers College Record*, *Journal of Adolescent and Adult Literacy*, *Applied Psycholinguistics*, *Child Development*, *Reading and Writing: An Interdisciplinary Journal*,

*Learning Disabilities Research and Practice*

Reviewer, research panel: U.S. Department of Education, Institute of Education Sciences, Scientific Review Panels 2008-2015.

Member of editorial review boards: *Journal of College Reading and Learning* (2013-2016). *Journal of Research and Practice in Adult Literacy, Secondary, and Basic Education* (2015 continuing); *Community College Review* (2010-2013).