

**Jane Fleming**  
**(312) 893-7193**  
**jffleming@erikson.edu**

### **Education and Training**

Post-Doctoral Training August 1999-July 2001	<b>University of Illinois at Chicago</b> , Chicago, IL NIMH Prevention Research Training Program in Urban Children's Mental Health
Ph.D. December 1999	<b>Northwestern University</b> , Evanston, IL Communication Sciences and Disorders Concentration in Reading Development and Reading Disabilities
M.A. December 1995	<b>Northwestern University</b> , Evanston, IL Communication Sciences and Disorders, Program in Learning Disabilities
B.A. May 1989	<b>University of Pennsylvania</b> , Philadelphia, PA Department of Psychology, Concentration in Education, Minor in Mathematics

### **Current Certifications**

Illinois Type 03 Teaching Certificate #1900525 (Elementary)  
Illinois Type 09 Teaching Certificate #1900526 (Secondary)  
Illinois LBS I Teaching Certificate #1562945 (Special Education)

### **Experience**

#### **Erikson Institute, Assistant Professor** (*August 2008 – present*)

Conduct educational research with the goal of promoting reading success among urban youth. Serve as principal investigator on three research projects: 1) examining the role that culturally relevant children's literature plays in the reading development of young children; 2) researching the impact of high-quality classroom libraries on student engagement and reading achievement; and 3) investigating diversity and features of short chapter book series for supporting transitional readers in diverse classrooms. Teach graduate courses in literacy methods, mathematics methods, and advanced teaching methods. Develop courses to be more responsive to cultural and linguistic diversity. Supervise student teachers in Chicago Public Schools.

#### **University of Illinois at Chicago, Visiting Assistant Professor in Education** (*July 2005- July 2008*)

Taught undergraduate and graduate courses in literacy development and children's literature and supported supervision of teacher candidates in Chicago Public Schools. Served as co-investigator on UIC College of Education Data Team, investigating UIC's placement and hiring relationships with schools in high-poverty communities. Directed new teacher induction program for first- and second-year teachers in CPS.

#### **University of Missouri – St. Louis, Assistant Professor in Education** (*August 2002-July 2005*)

Conducted research on urban teacher preparation and culturally responsive instruction. Led team in securing \$3.2 million Department of Education Teacher Quality Enhancement Grant to support the development of "Communities of Practice" with St. Louis Public Schools. Taught undergraduate and graduate level courses in reading development and assessment of reading abilities and disabilities; Coordinated UM-St. Louis Reading Center activities for teachers working toward MO Reading Specialist certification; Developed new internship program at the undergraduate level, increasing the length and intensity of required school-based experience; Supervised field experiences in St. Louis Public Schools.

**UIC Big City Teacher Preparation Initiative, Research Associate** (*August 2001- July 2002*)

Coordinated research for teacher preparation initiative aimed at preparing greater numbers of high-quality teachers for work in Chicago neighborhood schools; Conducted survey research focused on teacher candidates' development of cultural competence for working in ethnically and linguistically diverse school settings.

**NIMH Prevention Research Training Program, Research Fellow** (*July 1999-Aug 2001*)

Completed post-doctoral training at the University of Illinois at Chicago. Collaborated with faculty in psychology and education on school-based projects to promote educational success and mental health for urban children.

**Institute for Policy Research, Northwestern University, Research Associate** (*June 1997- June 1999*)

Worked with team of researchers on the Chicago Comer School Evaluation Project. Analyzed data from the Chicago Public Schools-based longitudinal study of the school reform model. Examined school, family, and peer-group influences on the academic achievement and mental health of urban adolescents.

**Northwestern University School of Education and Social Policy, Adjunct Professor** (*June 1998- July 1999*)

Taught graduate level survey courses on educating exceptional children in inclusive classrooms.

**DePaul University School of Education, Adjunct Professor** (*Sept. 1996 - June 1998*)

Taught undergraduate elementary education courses in reading development. Coordinated and supervised clinical experiences in Chicago area elementary schools.

**DePaul University Productive Learning Strategies Program, Program Clinician** (*Sept. 1997- June 1998*)

Provided academic support to adults with learning disabilities enrolled in undergraduate programs at DePaul.

**Northwestern University Learning Disabilities Clinic, Clinic Supervisor** (*June 1995- June 1997*)

Supervised and advised graduate students providing remediation services to students with learning disabilities.

**Northwestern University Learning Disabilities Clinic, Diagnostic Clinician** (*Sept. 1993- Dec. 1994*)

Conducted diagnostic evaluations for children with learning difficulties.

**Parkmont School, Washington, D.C. Middle School Teacher** (*Sept 1989-Aug. 1993, Summer 1994*)

Taught mathematics and science courses to middle grades students in diverse independent school; Served as remedial reading and writing resource teacher.

**Research Grants**

Fleming, J., Hoagland, C., Hoewisch, A., Catapano, S., Song, K. & Granger, C. Taking Communities of Practice to Scale in Urban Schools. 2004-2007. U.S. Department of Education, \$3,177,000.

Chou, V., Fleming, J., & Burke, K. M. The Best Teachers for Chicago's Neighborhood Schools: Learning from Staying. 2003-2004. The Chicago Community Trust, \$1,220,000.

Hoagland, C., Fleming, J., & Scordias, M. Mapping Urban Community Resources. 2003-2004. Great Cities' Universities Urban Educator Corps, \$19,982.

Sherman, H., Hoagland, C., Malcolm, D., Fleming, J., Hoewisch, A., & Austin, Y. Enhancing Teaching, Learning and Literacy in Urban Education. 2003. Great Cities' Universities, Urban Educator Corps, \$17,500.

Chou, V., Burke, K.M., & Fleming, J. A Neighborhood Commitment: Closing the Gap Between the University and our Community Schools. 2002-2003. The Chicago Community Trust, \$250,000.

Chou, V., Fleming, J., Burke, K.M., Nishimura, M., & Wink, D. A Model for Urban Education in Teacher Preparation. 2002. Great Cities' Universities, Urban Educator Corps, \$22,000

Chou, V., Burke, K.M., & Fleming, J. Someone You Should Meet: New Alliances in Preparing Good Urban Teachers. 2002. The Chicago Community Trust, \$20,000.

### **Publications**

Talbott, E., Fleming, J., Karabatsos, G., & Dobria, L. (in press). Making sense of classification of students of color into special education: School context matters. *International Journal of Special Education*.

Catapano, S., Fleming, J., & Elias, M. (2009). Building an effective classroom library. *Journal of Language and Literacy Education*, 5(1), 59-73.

Fleming, J., Greenlee, A., Gutstein, E., Lipman, P., & Smith, J. (2009, February). Examining CPS' plan to close, phase out, consolidate, turn-around 22 schools. Data and Democracy Project: Investing In Neighborhoods Research Paper Series. Chicago: Collaborative for Equity and Justice in Education, University of Illinois at Chicago.

Fleming, J., Chou, V., Radinsky, J., Roarty, D. (2007, July). Building teacher preparation relationships with schools: Going where schools need teachers most. *Ed: data briefings on teacher preparation in Chicago area schools*, 2(1), 1-4. Chicago: University of Illinois at Chicago.

Fleming, J. Catapano, S., Reynolds, T. (2005). Building communities of practice for urban teacher preparation. Proceedings of the Annual Meeting of the U.S. Department of Education, Teacher Quality Enhancement Grants Program, November 2004, Phoenix, AZ.

Fleming, J., Chou, V., Ransom, S., Nishimura, M. & Burke, K. (2004). Putting literacy learning in context: What practicing teachers say about the realities of teaching in urban schools. In D. Lapp (Ed.), *Teaching all the children*. New York: Guilford Publications, Inc.

Fleming, J. & Bay, M. (2004). Social and emotional learning in teacher preparation standards: Implications for teacher educators. In Zins, J.E., Weissberg, R.P., Wang, M.C. & Walberg, H.J. (Eds.), *Building school success through social and emotional learning: Implications for practice and research*. New York: Teachers College Press.

Carlisle, J.F. & Fleming, J. (2003). Lexical processing of morphologically complex words in the elementary years. *Scientific Studies of Reading*, 7, 239-253.

Talbott, E. & Fleming, J.E. (2003). The role of social contexts and special education in the mental health problems of urban adolescents. *Journal of Special Education*, 37, 111-123.

Fleming, J., Cook, T.D. & Stone, A.S. (2002). Interactive effects of perceived social contexts on the reading achievement of urban middle schoolers with and without learning disabilities. *Learning Disabilities Research & Practice*, 17, 47-64.

Carlisle, J.F., Fleming, J.E. & Gudbrandsen, B. (2000). Incidental word learning in science classes. *Contemporary Educational Psychology*, 25, 184-211.

Fleming, J. (1998). The science of learning. *Dialogue*. Northwestern University, Evanston, IL.

### **Publications in preparation**

Fleming, J., Jordan, L., Reynolds, T., Smith, A. (under review). Urban children's literature: Guidelines for recognizing a critical subgenre. Manuscript submitted for publication.

Fleming, J. (under review). Engaging beginning teachers as experts in professional development. Manuscript submitted for publication.

Fleming, J. & Catapano, S. (in preparation). One year later: Examining the lasting effects of an urban literacy professional development project.

Fleming, J. & Catapano, S. (in preparation). Increasing the quality of classroom libraries for literacy instruction.

### **Peer-Reviewed Presentations**

Fleming, J. & Carrillo, S. (accepted 2011, November). A missing link in closing reading achievement gaps: Transitional chapter book series with primary characters of color. National Association for the Education of Young Children (NAEYC) Annual Conference & Expo, Orlando, FL.

Fleming, J. & Carrillo, S. (accepted 2011, October). No "mirrors" in my teacher's classroom: Restrictions in access to culturally relevant literature for children in city schools. National Black Child Development Institute, Nashville, TN.

Fleming, J. & Catapano, S. (2011, June). "Because he looks like me!" Making culturally relevant classroom libraries a core component of literacy programs in urban schools. Presentation at the National Association for the Education of Young Children (NAEYC) National Institute for Early Childhood Professional Development, Providence, RI.

Fleming, J. & Catapano, S. (2011, May). Using high quality urban children's literature to support beginning readers. Presentation at the International Reading Association (IRA) Annual Convention, Orlando, FL.

Fleming, J. (2011, April). Community-based early field experiences as a catalyst for preservice teacher development (Chair). Symposium at the American Educational Research Association (AERA) Annual Convention, New Orleans, LA.

Fleming, J. & Catapano, S. (2010, November). Engaging young children in urban schools with literature that reflects their lives. Presentation at the National Black Child Development Institute (NBCDI) Annual Conference, Anaheim, CA.

Catapano, S. & Fleming, J. (2010, November). Pre-service teachers' field experiences in urban early childhood settings: Examining the best preparation, practices and programs that we can offer. National Association of Early Childhood Teacher Educators (NAECTE) Researchnet Group. National Association for the Education of Young Children (NAEYC) Annual Conference & Expo, Anaheim, CA.

Catapano, S. & Fleming, J. (2010, October). Evaluating teacher development in literacy instruction through an online PLC on classroom libraries. Consortium on Research on Educational Accountability and Teacher Evaluation (CREATE) National Evaluation Institute, Williamsburg, VA.

Fleming, J. & Catapano, S. (2009, November). Building the culturally and academically relevant classroom library: How to organize, what to select, where to look. Paper presented at the Annual Conference of the National Association for the Education of Young Children (NAEYC), Washington, DC.

- Fleming, J., Catapano, S., Slapac, A., & Huisman, S. (2009, April). Innovative strategies for supporting and retaining new teachers in hard-to-staff schools (Chair). Symposium at the American Educational Research Association (AERA) Annual Convention, San Diego, CA.
- Fleming, J. (2009, April). Engaging beginning teachers as experts in professional development. Paper presented at the American Educational Research Association (AERA) Annual Convention, San Diego, CA.
- Fleming, J., McKay, C., Humphries, M., & Katsarou, E. (2009, April). 'Urbanizing' teacher education curricula to prepare community-focused teachers for city schools (Chair). Symposium at the American Educational Research Association (AERA) Annual Convention, San Diego, CA.
- Fleming, J. (2009, April). Familiarizing teachers with high-quality urban children's literature. Paper presented at the American Educational Research Association (AERA) Annual Convention, San Diego, CA.
- Fleming, J. (2008, April). Engaging beginning teachers as experts in professional development. Paper presented at the Annual Conference of the American Education Research Association (AERA), San Diego, CA.
- Fleming, J., Jordan, L., Reynolds, T., & Smith, A. (2007, April). Selecting high-quality, urban-themed literature to engage beginning readers. Paper presented at the Annual Conference of the American Education Research Association (AERA), Chicago, IL.
- Fleming, J., Hanks, A., Catapano, S., & Song, K., (2007, April). Steeped in reality: A community-based model of urban teacher preparation. Symposium at the Annual Conference of the American Education Research Association (AERA), Chicago, IL.
- Fleming, J. (2007, March). Seeing double: Paired observations to improve mentoring of novice teachers in high-need urban schools. Presentation at the Annual Conference of the Beginning Teacher Center (BTC), Boston, MA.
- Chou, V., Fleming, J. & Radinsky, J. (2006, April). Going where the greatest needs are: Gauging progress in urban teacher education by our impact on the hardest-to-staff schools. Paper presented at the Annual Conference of the American Education Research Association (AERA), San Francisco, CA.
- Fleming, J. Catapano, S., Reynolds, T. (2005, November). Building communities of practice for urban teacher preparation. Paper presented at the Annual Meeting of the U.S. Department of Education, Teacher Quality Enhancement Grants Program, November 2004, Phoenix, AZ.
- Fleming, J. (2004, April). Taking communities of practice to scale in urban teacher preparation. Paper presented at the Annual Conference of the American Educational Research Association (AERA), San Diego, CA.
- Fleming, J., Chou, V., Radinsky, J., Ryan, A.M., & Nishimura, M. (2004, April). Roadblocks and resolutions in working to provide the best teachers to the hardest to staff Chicago schools. Symposium at the Annual Conference of the American Educational Research Association (AERA), San Diego, CA.
- Radinsky, J., Fleming, J., Miltner, D. & Chou, V. (2004, February). Urban teacher education: Innovative approaches to meeting the needs of urban schools and communities. Symposium at the Annual Conference of the American Association of College Teacher Educators (AACTE), Chicago, IL.
- Chou, V., Fleming, J., & Ransom, S. (2003, May). Putting literacy learning in context: What practicing teachers say about the realities of working with children in urban schools. Paper presented at the Pre-conference Institute, *Teaching all of the children in your classroom: Strategies for developing the literacy of every child in an urban setting*. Annual Conference of the International Reading Association (IRA), Orlando, FL.

- Fleming, J., Burke, K.M., Ransom, S., & Nishimura, M. (2003, April). Defining "urban:" What practicing teachers say about the realities of urban classrooms and their advice for preparing beginning teachers for success in city schools. Paper presented at the Annual Conference of the American Educational Research Association (AERA), Chicago, IL.
- Radinsky, J., Fleming, J., Miltner, D., & Bridge, C. (2003, April). Examining relationships between teacher education and urban schools: Data as a tool for reflection. Paper presented at the Annual Conference of the American Educational Research Association (AERA), Chicago, IL.
- Fleming, J. (2003, February). The academic job search: Advice from newly hired assistant professors. Presentation at the University of Missouri Teaching Renewal Conference, Columbia, MO.
- Fleming, J.E. (2002, November). Among friends: Building classroom communities and promoting social development in the early grades. Presentation at the 34<sup>th</sup> Annual Crucial Early Years Conference, St. Louis, MO.
- Fleming, J., Ryan, A.M., Radinsky, J., & Chou, V. (2002, April). Assessing teacher education programs' effectiveness in preparing teacher candidates for work in culturally diverse urban schools. Paper presented at the Annual Conference of the American Educational Research Association (AERA), New Orleans, LA.
- Fleming, J., Ryan, A.M., Olmedo, I. & Ransom, S. (2002, April). Beyond diversity 101: Developing cultural competence at multiple levels of teacher education. Presentation at the Annual Conference of the American Educational Research Association (AERA), New Orleans, LA.
- Fleming, J., Ransom, S., & Radinsky, J. (2001, March). Research to inform practice in preparing teachers to teach in a diverse society: Teaching everybody's children (Chair). Symposium at the Annual Conference of the Association for Supervision and Curriculum Development (ASCD), Boston, MA.
- Ransom, S., Ryan, A. M., Radinsky, J., and Fleming, J. (2001, March). Helping students develop deeper understandings of diversity through critical moments in history: Strategies for using multiple texts and computer-based data. Presentation at the annual meeting of the Association for Supervision and Curriculum Development (ASCD), Boston MA.
- Fleming, J. & Talbott, E. (2001, February). The relation of social contexts to the externalizing and internalizing problems of urban adolescents. Poster presentation at the Pacific Coast Research Conference, La Jolla, CA.
- Carlisle, J.F. & Fleming, J. (2000, December). The emergence of morphological awareness in the elementary years. Paper presented at the National Reading Conference, Scottsdale, AZ.
- Fleming, J. (2000, April). Not simply academic: A comparison of the social contexts of the lives of the lives of urban adolescents with and without learning disabilities. Paper presented at the Annual Conference of the Council for Exceptional Children (CEC), Vancouver, B.C.
- Talbott, E. & Fleming, J. (2000, February). To build a model: Linking academic interventions and social outcomes for urban youth. Poster presentation at the Pacific Coast Research Conference, La Jolla, CA.
- Carlisle, J.F., Fleming, J. & Gudbrandsen, B. (1997, December). Depth of understanding of words in a science unit. Paper presented at the National Reading Conference, Scottsdale, AZ.
- Carlisle, J.F., Fleming, J. & Gudbrandsen, B. (1996, January). Learning words through oral and experiential contexts. Paper presented at the Pacific Coast Research Conference, LaJolla, CA.

### **Invited Presentations**

University of Illinois at Chicago, Elementary Education Mentor Institute, June 2011.  
University of Pennsylvania, Graduate School of Education, Philadelphia, PA, February 2011.  
Open Books IGNITE Educator Series, Chicago, IL, January 2011.  
Chicago Public Schools, Office of Early Childhood Education, Chicago, IL, June 2010.  
Educational Alliance, New York, NY, November 2009.  
Chicago Public Schools Department of Libraries and Information Services, Chicago, IL, November 2009.  
University of North Carolina, Watson School of Education, Wilmington, NC. October, 2009.  
Chicago Cares Discovery Program, Chicago, IL, June 2009.  
Chicago Public Schools, Dept. of Elementary Schools & Support, Homeless Education Program, April 2009.

### **Awards and Honors**

May 2004	<b>Outstanding Faculty Award 2003-2004</b> University of Missouri - St. Louis, College of Education
May 2002	<b>AMOCO Silver Circle Award for Excellence in Teaching</b> University of Illinois at Chicago, College of Education
April 2000	<b>CEC 2000 Dissertation Award</b> Council for Exceptional Children, Division for Learning Disabilities
Aug. 1999	<b>NIMH Prevention Research Postdoctoral Fellowship</b> National Institute of Mental Health
Sept. 1998	<b>Alumnae Dissertation Fellowship</b> Northwestern University
May 1995	<b>H.R. Myklebust Award for Scholarship and Clinical Excellence</b> Northwestern University, School of Speech
Sept. 1993	<b>University Fellowship</b> The Graduate School at Northwestern University

### **Selected Professional and Community Service**

Kids Like Us, Chicago, Board of Directors, 2008-present  
Open Books, Chicago, Advisory Board Member, 2008-present  
Carpenter Elementary School, Chicago Public Schools, Local School Council, 2008-2010  
Kohl/McCormick StoryBus, Annual Fairy Tale Festival Organizer, November 2006-2007

Occasional Reviewer	American Educational Research Association Learning Disabilities Research & Practice Guilford Press
---------------------	--

Memberships	American Educational Research Association (AERA) National Association for the Education of Young Children (NAEYC) National Black Child Development Institute (NBCDI) International Reading Association (IRA) Organization of Teacher Educators in Reading (OTER)
-------------	--