

VITA
Barbara K. Gunn

PERSONAL INFORMATION

Present Position: Senior Research Scientist
Oregon Research Institute

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Springfield, Oregon 97477
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ACADEMIC BACKGROUND

Colleges and Universities Attended (Degree, School, Area and Years of Study):

Bachelor of Arts: California State University, Sacramento,
California, Social Science, 1968-1971

Teacher Certification: University of Washington, Seattle,
Washington, Elementary and Secondary
Certification, 1984-1986

Doctor of Philosophy: University of Oregon, Eugene, Oregon
Special Education, 1992-1996

PROFESSIONAL EXPERIENCE

July, 2015 - **Senior Research Scientist**, Oregon Research Institute

January, 2007 - June, 2015 **Research Scientist**, Oregon Research Institute

August, 2001 – January, 2007 **Associate Research Scientist**, Oregon Research Institute

Sept, 1996 – August, 2001 **Research Associate**, Oregon Research Institute

July, 1995- September, 1996 **Research Assistant II**, Oregon Research Institute

Sept, 1992 – August, 1995 **Research Assistant**, University of Oregon,
National Center to Improve the Tools of Educators

Sept, 1986 - June, 1992 **Elementary Teacher:**
Fourth, Fifth Grades - Pleasant Hill School District
Pleasant Hill, Oregon
First, Third Grades – Central Kitsap School District
Bremerton, Washington

EXTERNAL CONSULTING

Literacy Trust of New York City, Academic Advisor, March 2022 -
Oregon Department of Education English Language Arts Instructional Materials
Evaluation Committee, May-August, 2021
Oregon Department of Education English Language Arts Criteria Development
Committee, October, 2019
Panelist, Research and Policy Forum on Observing Special Education Teachers, Educational
Testing Service, May, 2012
Reviewer, National Center for Educational Evaluation, February, 2011
Consultant, Oregon State Department of Education, July 2006
Reviewer, Bilingual Education, Institute of Education Sciences, April, 2005
Reviewer, Reading First Curriculum Review, 2003-2004
Evaluator, Oregon Reading First, 2004-2006
Review Panel, National Council on Teacher Quality, 2001
Consultant, Sopris West Publishing, 2000
Reviewer, Maryland School Performance Assessment Program, 2000
Consultant, Packard Humanities Foundation, 1999-2001

REVIEW PANELS

Multi-Center Clinical Trials Review Panel, National Eye Institute, 2017
Principal Member, Reading and Writing Panel, Institute of Education Sciences, 2007-2016
Special Education Review Panel, Institute of Education Sciences, 2005-2007
Research and Development Center Review Panel, Institute of Education Sciences, 2004-2006

HONORS

Selected by Gov. John Kitzhaber as the State of Oregon Change Agent in
Education for work developing evidence-based early childhood literacy curricula, 2011

JOURNAL REVIEWS

Society for the Scientific Study of Reading
Early Childhood Research Quarterly
Journal of Research on Educational Effectiveness
Instructional Science
Elementary School Journal

GRANT PROPOSALS CURRENTLY FUNDED

Smolkowski, Keith, Principal Investigator
Cil, Gunn, & Kosty, Co-Investigators
U.S. Department of Education, 2022 – 2027
Institute of Education Sciences
Reading Mastery Project

COMPLETED LAST 5 YEARS

Gunn, Barbara, Principal Investigator
Chaparro, Smolkowski, & Vadasy, Co-Investigators
U.S. Department of Education, 2015 – 2020
Institute of Education Sciences
An Investigation of Direct Instruction Spoken English for At-Risk English Learners

Marquez, Jessie & Gunn, Barbara, Principal Investigators
National Institute of Child Health and Human Development, 2017-2019
Teacher Education: Promoting Reading Readiness (TEPRR; Phase 2)

Marquez, Brion, Principal Investigator
Walker, Smolkowski & Gunn, Co-Investigators
U.S. Department of Education, 2015 – 2019
Institute of Education Sciences
Evaluation of We Have Skills, a Multimedia Classroom Level Social Skills Program for Elementary Students

PUBLICATIONS:

- Chararro, E.A., Smolkowski, K., Gunn, B., Vadasy, P., & Dennis, C. (2022). Evaluating the efficacy of an English language development program for middle school English learners. *Journal of Education for Students Placed at Risk (JESPAR)*, DOI: 10.1080/10824669.2022.2045993
- Gunn, B., Smolkowski, K., Strycker, L. A., & Dennis, C. (2021). Measuring explicit instruction using *Classroom Observations of Student-Teacher Interactions*. *Perspectives on Behavior Science*, 44(2), 267-283. doi: 10.1007/s40614-021-00291-1
- Gunn, B., Marquez, J. Compton, N., & Smolkowski, K. (2021). Helping young children develop emergent language and literacy skills: The roles of curriculum, training, and coaching. *NHSA Dialog*, 24(1), 21-36.
- Gunn, B., Marquez, J. Compton, N., & Smolkowski, K. (2021). Curriculum, training and coaching to support the development of emergent language and literacy skills. *NHSA Dialog*, 24(1), 67-72.
- Gordon, J. S., Andrews, J. A., Hampson, S. H., Gunn, B., Christiansen, S. M., & Jacobs, T. (2017). Postintervention Effects of Click City® Alcohol on Changing Etiological Mechanisms Related to the Onset of Heavy Drinking. *Health Education & Behavior*, 1090198116683678. doi: 10.1177/1090198116683678
- Andrews, J. A., Gordon, J. S., Hampson, S. H., Gunn, B., Christiansen, S. M., Slovic, P. (2013). Long-term Efficacy of Click City(R): Tobacco: A school-based tobacco Prevention program. *Nicotine & Tobacco Research*, DOI:10.1093/ntr/ntt106.
- Smolkowski, K., & Gunn, B. (2012). Reliability and validity of the Classroom Observations of Student-Teacher Interactions (COSTI) for kindergarten reading instruction. *Early Childhood Research Quarterly*, 27(2), 316-328.
- Andrews, J. A., Gordon, J.S., Hampson, S. H., Christiansen, S. M., Gunn, B., Slovic, P., & Severson, H. H. (2012). Short-term Efficacy of Click City®: Tobacco: Changing Etiological Mechanisms Related to the Onset of Tobacco Use. *Prevention Science*.
- Gunn, B., Vadasy, P., & Smolkowski, K. (2011). Instruction to Help Young Children Develop Language and Literacy Skills: The Roles of Program Design and Instructional Guidance. *NHSA Dialog*, 14(3), 157-173
- Gunn, B. K., Smolkowski, K., & Vadasy, P. (2011). Evaluating the effectiveness of Read Well Kindergarten. *Journal of Research on Educational Effectiveness*, 4(1), 53-86.
- Sprick, M., Howard, L., Bird, H., Watanabe, A., Jones, S., Gunn, B. (2009). *Read Well First Grade: Composition*. Colorado: Sopris West.
- Sprick, M., Jones, S. V., Dunn, R., & Gunn, B. (2008). *Read Well Kindergarten: Critical Foundations in Beginning Reading* 2nd Edition. Colorado: Sopris West.
- Gunn, B., Feil, E., Seeley, J., Severson, H., & Walker, H., (2006). Promoting school success: Developing social skills and early literacy in Head Start classrooms. *National Head Start Association Dialog*.

- Gunn, B., Smolkowski, K., Biglan, A., Black, C., & Blair, J. (2005). Fostering the development of reading skill through supplemental instruction: Results for Hispanic and non-Hispanic students. *Journal of Special Education, 39*(2), 66-86.
- Sprick, M., Jones, S. V., Dunn, R., & Gunn, B. (2004). *Read Well Kindergarten: Critical Foundations in Beginning Reading*. Colorado: Sopris West.
- Gunn, B. (2003). Supplemental reading instruction to develop second language literacy. In E. Durán (Ed.) *Systematic Instruction in Reading for Spanish Speaking Students*. Illinois: Charles. C. Thomas.
- Barrera, M., Jr., Biglan, A., Taylor, T.K., Gunn, B.K., Smolkowski, K., Black, C., Ary, D.V., & Fowler, R.C. (2002). Early elementary school intervention to reduce conduct problems: A randomized trial with Hispanic and non-Hispanic children. *Prevention Science, 3*(2), 83-94.
- Gunn, B., Biglan, A., Smolkowski, K. & Black, C. (2002). Supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school: A follow-up. *Journal of Special Education*.
- Gunn, B. (2002). Teacher Education for Teaching Reading in the California State University System. Prepared for the National Council on Teacher Quality, Washington, D.C.
- Smith, S. B., Simmons, D. C., Gleason, M., Kame'enui, E. J., Baker, S. Sprick, M., Gunn, B., Thomas, C., Chard, D., Plasencia-Peinado, J., & Peinado, R. (2001). An analysis of phonological awareness instruction in four kindergarten basal reading programs. *Reading and Writing Quarterly, 17*, 25-51.
- Gunn, B. K., Simmons, D. C., & Kame'enui, E. J. (2001) Emergent Literacy: Research Bases. In CORE, Inc (Ed.), *Reading Research Anthology*. Arena Press, CA.
- Gunn, B. K. (2001). *Comprehension instruction: A synthesis of the research*. Prepared for the Packard Humanities Institute, San Francisco, CA.
- Gunn, B. K., Biglan, A., Smolkowski, K., & Ary, D. V. (2000). The efficacy of supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school. *Journal of Special Education, 34*(2), 90.
- Gunn, B. K. (2000). *Review of the Maryland Statewide Assessment of Reading*. Prepared for the Abell Foundation, Baltimore, MD.
- Kame'enui, E. J., & Gunn, B. (1999). *Open Court Implementation Study*. Prepared for the Packard Humanities Institute, San Francisco, CA.
- Metzler, C. W., Taylor, T.K., Gunn, B., Fowler, R.C., Biglan, T., & Ary, D. (1998). A comprehensive approach to the prevention of behavior problems: Integrating effective practices to strengthen behavior management programs in schools. *Effective School Practices, 17* (2), 8-24.
- Simmons, D. C., Gunn, B., Smith, S. B., & Kameenui, E. J. (1994). Phonological awareness: Applications of instructional design. *Learning Disabilities Forum, 19*, 7-10.
- Gunn, B. K., Simmons, D. C., & Kame'enui, E. J. (1998). Emergent Literacy: Research bases. In: *What Reading Research Tells us About Children with Diverse Learning Needs: Bases and Basics*. Mahwah NJ: Lawrence Erlbaum Associates, p. 19-50.
- Gunn, B. K., Simmons, D. C., & Kame'enui, E. J. (1998). Emergent Literacy: Instructional and curricular basics and implications. *What Reading Research Tells us About Children with Diverse Learning Needs: Bases and Basics* Mahwah NJ: Lawrence Erlbaum Associates, p. 51-59.
- Biglan, T., Metzler, C. W., Fowler, R. C., Gunn, B., Taylor, T. K., Rusby, J., & Irvine, B. (1997). Improving childrearing in America's communities. In P. A. Lamal (Ed.), *Cultural contingencies: Behavioral Analytic Perspectives on Cultural Practices* (pp. 185-213). Westport, CT: Praeger.
- Gunn, B., & Kame'enui, E. K., (1996). An investigation of three approaches to teaching phonological awareness to first-grade students and the effects on word recognition. Unpublished doctoral dissertation, University of Oregon, Eugene.
- Kame'enui, E. J., Simmons, D. C., Baker, S., Chard, D., Dickson, S., Gunn, B., Lin, S. J., & Sprick, M. (1995). Effective strategies for teaching beginning reading. In E. J. Kame'enui & D. W. Carnine

(Eds.), *Effective Teaching Strategies That Accommodate Diverse Learners* (pp. 45-70).
Alexandria, VA: ASCD.

Kame'enui, E. J., Simmons, D. C., Gunn, B., & Baker, S. (1994, February). *Applying curriculum design principles across text structures; A sameness analysis. The Pacific Coast Research Conference Monograph, 3.*

Simmons, D. C., Chard, D., Dickson, S., Gunn, B., Landsom, D., & Kame'enui, E. (1993). Integrating reading comprehension and writing: Applications of curriculum design principles. *The Oregon Conference Monograph, 5*, 26-35.