

## JUDITH A. SCOTT

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### Business Address:

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### Employment

2000-present      **Associate Professor of Education**, University of California, Santa Cruz.  
1989–2000      **Associate/Assistant Professor**, Faculty of Education, Simon Fraser University.

### Education

#### Degrees:

Doctor of Philosophy in Educational Psychology with a Learning & Instruction emphasis. University of Illinois at Urbana-Champaign. 1991.  
Master of Arts in Curriculum and Instruction. Education Department, University of California-Davis. 1986.  
Bachelor of Arts Degree in American Studies, University of California-Davis. Emphasis in American Education. Graduated with Honors. 1977.

### Credentials:

Specialist Instruction Credential in Reading, University of California-Davis. 1983.  
Single Subject Teaching Credential in Social Science, UC Davis. 1981.  
Multiple Subject Teaching Credential, UC Davis 1977.

### Recent Awards and Grants

2008-              Co-Principal Investigator, *Central California Writing Project*. California Subject Matter Project. University of California, Office of the President.

2008-2011      Principal Investigator, *Explicit Scaffolding for Word Learning in Context through Multimedia Multilingual Word Annotation*. The tecWAVE project (TEaching with Computers: Word Annotations for Vocabulary Education). United States Department of Education: Institute of Education Sciences National Center for Educational Research. Educational Technology Research Grant.

2006-2009      Principal Investigator, *Vocabulary Development Through Writing: A Key to Academic Success*. The VINE project (Vocabulary Innovations in Education). United States Department of Education: Institute of Education Sciences National Center for Educational Research. Reading and Writing Education Research Grant.

2006              Winner, John Chorlton Manning Public School Service Award, International Reading Association

2000-03        Co-Director. *Instructional Partners of English Language Learners*. California Professional Development Institute. University of California, Office of the President.

### Scholarship: Recent Publications

- Scott, J., Nagy, B. & Flinspach, S. (2008). More than merely words: Redefining vocabulary learning in a culturally and linguistically diverse society. In A. Farstrup & J. Samuels (Eds.). *What Research Has to Say About Vocabulary Instruction*. (pp.182-210) Newark, Delaware: International Reading Association.
- Scott, J., Hoover, M., Flinspach, S. & Vevea, J. (2008). A multiple-level vocabulary assessment tool: Measuring word knowledge based on grade-level materials. In Y. Kim, V. Risko, D. Compton, D. Dickinson, R. Jimenez, K. Leander, (Eds.) *57th Annual Yearbook of the National Reading Conference*. (pp. 325-340). Oak Creek, WI: National Reading Conference.
- Scott, J., Skobel, B. & Wells, J. (2008). *The Word Conscious Classroom: Building the Vocabulary Readers and Writers Need*. NY: Scholastic- Theory into Practice series.
- Scott, J., Lubliner, S. & Hiebert, E.H. (2006). Constructs Underlying Word Selection and Assessments Tasks in the Archival Research on Vocabulary Instruction. In C M. Fairbanks, J. Worthy, B. Maloch, J. Hoffman, & D. Schallert (Eds.) *National Reading Conference Yearbook*. Oak Creek, WI: National Reading Conference
- Scott, J.A. (2005). Creating opportunities to acquire new word meanings from text. In E. H. Hiebert and M. Kamil (Eds.). *Teaching and learning vocabulary: Bringing research to practice*. (pp. 69-91). Mahwah, NJ: Erlbaum.
- Nagy, W. E. & Scott J. A. (2004). Vocabulary Processes. Reprinted in R. Ruddell and N. J. Unrau , (Eds.), *Theoretical Models and Processes of Reading, Fifth Edition*. (p.574-593) Newark, DE: International Reading Association.
- Scott, J.A. (2004). Scaffolding vocabulary learning: Ideas for equity in urban settings. In D. Lapp, C. Block, E. Cooper, J. Flood, N. Roser, and J.Tinajero (Eds.) *Teaching all the children: Strategies for developing literacy in an urban setting*. (p. 275-293) NY: Guilford
- Scott, J. & Nagy, W.E. (2004). Developing word consciousness. In J. Baumann and E. Kame'enui (Eds.) *Vocabulary Instruction: Research to Practice*, (p. 201-217) NY: Guilford
- Scott, J., Jamieson-Noel, D. & Asselin, M. (2003). Vocabulary instruction throughout the day in 23 Canadian Upper-Elementary Classrooms. *Elementary School Journal*, 103(3), 269-286.

#### **Recent University of California Service:**

2008-present	Member, University Committee on Preparatory Education (UCOPE).
2008-present	UCSC Institutional Review Board - member
2008-present	Chair, UC Santa Cruz Academic Senate Committee on Preparatory Education
2007-present	Graduate Director, Doctoral programs in Education
2007-present	Executive Committee, Education Dept.
2004-present	Chair, Ph.D. specialization of Language, Literacy and Culture

#### **Editorial Review Board: Journal of Literacy Research**