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## **Educational Background**

### **Graduate School**

- University of Oregon, Eugene. Ph.D., Curriculum and Instruction, August, 1987
- University of California, Berkeley, summers of 1977 and 1974.
- Oregon College of Education, Monmouth, M.S., Education, Learning Disabilities, 1976.

### **Undergraduate School**

- Duke University, Durham, North Carolina, B.A., Elementary Education, 1973.

### **Professional Experience:**

- Professional In-Service Education for teachers at Humble Hearts School, Nairobi, Kenya, summers 2007, 2008, 2010.
- Built a library with hundreds and hundreds of books at Humble Hearts School in conjunction with high school and graduate students over the course of 3 years.
- SOLES GLOBAL Program, Summer, 2010. Took graduate students to Kenya; developed and taught EDUC 579 Literacy and Learning in Developing Countries. Part of the community service learning component included building 16 classrooms with benches and tables.
- Lectura, A.P.P.L.E. in Lithuania, co-taught 17 teachers from different parts of Lithuania Summer 2006.
- Founding member of Trillium Charter School in Portland, Oregon. Consultant and facilitator of 2 retreats per year for faculty and School Board Member, 2001 to 2009.
- School Board member of San Diego Cooperative Charter School (2005 to 2009).
- Associate Professor of Education, University of San Diego. September 1987 to present.
- Supervision of Student Teachers. 1985 to present.
- Director, Manchester Family Child Development Center, USD. August 1996 to January 1998.
- Worked with administrators and teachers in Curacavi, Chile. Summer, 1996.
- Co-taught Creative Writers on the Net; on-line course for high school students from 12 different schools in Kalamazoo, Michigan. 1996-1997.
- Classroom teacher, 6<sup>th</sup> grade: Nuestros Pequeños Hermanos; Tegucigalpa, Honduras. Fall, 1994.
- Adjunct Faculty Member Lewis and Clark College; Portland, Oregon. 1984-1986.
- Graduate Teaching Fellow, University of Oregon; Eugene, Oregon. 1982-1985.

- Classroom Teacher, K-2<sup>nd</sup> Grade; Mill Creek School, Salem, Oregon. 1985-1986
- Assistant Director & Teacher of the Early Childhood Center at the University of Oregon, a lab school, which included mainstreamed children with disabilities. Eugene, Oregon. 1984-1985.
- Classroom Teacher, 1st grade, Port Orford-Langlois District, 2-CJ, Oregon. 1980-1982.
- Classroom Teacher, 3<sup>rd</sup> grade, Beauvoir Elementary School. Washington, DC. 1977-1979.
- Special Education Teacher, grades 1-3; Independence Oregon. 1976-1977.
- Title 1 Reading Teacher, grades 1-3, Independence Oregon. Summer 1976.
- Classroom Teacher, 4<sup>th</sup>-6<sup>th</sup> grade; Queen of Peace Elementary School; Salem, Oregon. 1973-1976.

### **Publications**

Barnes, D., Lawson-Durward, J., Wheetley, J. 2010). Surf tsunamis: In search of the perfect wave in the perfect place. Culver City, CA: Interact.

### **Refereed Articles**

Barnes, D. (1999). Causes of dropping out from the perspective of education theory. In Randall, L., Anderson J. (Eds.), *Schooling for success; Preventing repetition and dropout in Latin American primary schools*. Columbia University Seminar Series, Armonk, NY: M.E. Sharpe.

Barnes D. (1993). We've come a long way baby. *Rethinking Schools*. VII (3).

Barnes, D. (1993). What's important, anyway? *The California Reader: A Quarterly Publication of the California Reading Association*.

Barnes, D., & Lawson, J. (1991). Learning about history through literature. *Social Studies Review* 30 (2) pp. 41-47.

Barton, L. [pseudonym] (1992). But still she gives the test. *The Whole Language Teacher*, VII (2) p. 6.

Chaille, C., Barnes, D., Bessel-Browne, T., Quigley, K. (1984) Effects of early childhood education programs. *National Association of Elementary School Principals*, 1 (1).

Infantino, R. & Barnes, D. (1991). Teaching prospective teachers about whole language. *California English*, 27 (1), pp. 18-19.

Barnes, D. (1990). Quilt crazy. *Instructor Magazine*, C (3), p.80.

### **Non-refereed articles**

Barnes, D. (1990, fall). Bridging the gap between research and practice: Using predictable materials vs. pre-primers to teach beginning sight words. *The Whole Language Teacher*, V (1) pp. 1-2.

Barnes, D. (1991). Bridging the gap between research and practice: The effects of group size on interactive storybook reading. *The Whole Language Teacher*, V (2), pp.1, 3.

Barnes, D. (1991). Bridging the gap between research and practice: Classroom storybook reading: the creation of texts and learning opportunities. *The Whole Language Teacher*, V (3), pp. 4-5.

Barnes, D. (1991). Bridging the gap between research and practice: Ability grouping. *The Whole Language Teacher*, VI (1), p.3.

Barnes, D. (1991). Bridging the gap between research and practice: Non-ability grouped, multilevel instruction: A year in a first grade classroom *The Whole Language Teacher*, VI (2), pp. 6-7.

Barnes D. (1992) Bridging the gap between research and practice: I wonder if it's still true? Report card on basal readers. *The Whole Language Teacher*, VI (3).

Barnes D. (1992) Bridging the gap between research and practice: Pen pals. *The Whole Language Teacher*, VI (1) pp. 2-3.

Barnes D. (1992) Bridging the gap between research and practice: Bad spellers of the world untie! *The Whole Language Teacher*, VII (2) pp. 2, 6.

Barnes D. (1993) Bridging the gap between research and practice: Multi-Aged Grouping. *The Whole Language Teacher*, VIII (2) p. 7.

Barnes D. (1993) Bridging the gap between research and practice: What is whole language (part 1) *The Whole Language Teacher*, VII (3) p. 7.

Barnes D. (1993) Bridging the gap between research and practice: What is whole language (part 2) *The Whole Language Teacher*, VII (3) p. 7.

Barnes D. (1994) Bridging the gap between research and practice: When you don't speak their language. *The Whole Language Teacher*, VIII (3) pp. 6- 7.

Barnes, D., & DeRoche, E. (1991). Learning through the news: The weather page—part 1. *NIE Information Services Bulletin*.

Barnes, D., & DeRoche, E. (1991). Learning through the news: The weather page—part 2. *NIE Information Services Bulletin*.

Nagel, A., Anderson-Cruz, H., Barnes, D., Hamm, D., Preston, F. & Vogt, M. *Developing effective teachers of reading for California's schools: An action agenda*. White paper commissioned by State of California Association of Teacher Educators.

Barnes, D. (Dissertation, 1987) *Is This a Story? Preschool Children's Responses to Written Vignettes*.

## **Presentations**

The Politics of GLBTQ Books for Elementary, High school, and University Students. National Council of Teachers of English, Nashville, Tennessee, November, 2006.

Adolescent Literature that includes GLBTQ characters. Rancho Bernardo High School. The Gay/Straight Alliance. October 26, 2006.

Queering Teacher Education: Addressing Gay, Lesbian, Bisexual, Transgendered, and Queer (GLBTQ) Issues in Teacher Education. American Educational Research Association. Chicago, Illinois, April, 2003.

Using Assessment to Inform Instruction Presented to Santee middle and high school teachers; April 15, 1999.

Technology Helps to Create a Community of Learners: Modeling a Constructivist Framework in a Graduate Course. Co-presentation with Mary Williams, Association of Teacher Educators; Washington DC; February 1997.

The World at Our Fingertips: Creative Writers on the Internet Presented with Virginia Little, Amy Eunice, and Marta Brill; Computer Professionals for Social Responsibility conference; Seattle, Washington; March 2, 1997.

Initial report to members of SCATE organization on progress of white paper response to "Every Child a Reader"; San Diego; November 1996.

Using Big Books and Predictable Materials to Promote Reading and Writing (in Spanish) Elementary school in Curacavi, Chile; Summer 1996.

Honduran Children's Understanding of Story Faculty of University of San Diego; March 1995.

Using the Newspaper for Interesting Learning Experiences (in Spanish) Faculty of Nuestros Pequeños Hermanos; Tegucigalpa, Honduras; June 1994.

Using Bulletin Board Technology in Reading Courses Co-presented with Virginia Little; Whole Language Umbrella; San Diego; July 1994.

Infusing Multicultural Information and Activities into the Language: Arts/Reading Curriculum Co-presented with Dr. Robert Infantino; Poway School District; May 19, 1994.

*Celebrating Diverse Families: Lesbian, Gay & Bisexual Literature for Children and Adolescents* Co-presented with Dr. Rita Marinoble; Greater San Diego Council of Teachers of English; Kona Kai Resort; San Diego; December 9, 1993.

*Parents Helping Their Children* Read/San Diego Tutor Conference SDSU; Aztec Center; San Diego; May 8, 1993.

*Using Children's Literature to Explore Math Concepts* San Diego City School Special Educators; May 18, 1993

*How to Encourage Reading and Writing for Pre-School Children* Faculty; Manchester Family Child Development Center; January 13, 1993.

*Reaching Beyond Ourselves: Describing Elementary School Practices and Programs to Parents, Politicians, and Business People.* Joint presentations; National Council of Teachers of English conference; Louisville, Kentucky; November 21, 1992.

*Assessment in Early Childhood Literacy*

Faculty; Manchester Family Child Development Center, October 20, 1992.

*How to help the Adult Learner by Understanding Whole Language*

Conference "Working Between Their Ears" Second Annual READ/ San Diego Tutor Conference; SDSU; October 10, 1992.

*How to Get Them to Read*

A Whole Language Experience '92; A Child Centered Approach to Teaching; Restructuring for Success: An Integrated Curriculum with John Archambault and Bill Martin Jr.; University of San Diego; August 5, 1992.

*Literature and writing*

Dr. Infantino's writing class; Guadalajara, Mexico; Summer, 1992.

*Classroom Intervention to Turn Off the Television*

Information about a project completed in an a4th grade classroom at a colloquia at the University of San Diego for SOE faculty; May 8, 1992.

*Lesbian and Gay Literature for Children and Adolescents*

Presentation at the "Lesbian and Gay Educational Issues Forum" jointly sponsored by San Diego Teachers Association and the Human Rights Committee; San Diego; May 7 1992.

*How to "Unplug the Plug in Drug" (Television)*

Conference "Empowering Children and Adults"; San Diego Association For the Education of Young Children; Southwestern College; March 28, 1992.

*Art and Literacy*

Teacher Advisory Council Meeting; University of San Diego; March 27, 1992.

*Alternative Ways to Respond to Literature*

Dr. Patterson's MFCC 228 Psychopathology class; February 3, 1992; and in MFCC 231 Ethnicity and Gender Issues; February 6, 1992.

*Early Writing---Concepts About Print and Invented Spelling*

San Diego Association for the Education of Young Children Conference; Grossmont College; March 16, 1991.

*The Newspaper and Children's Literature*

NIE conference EDUC x 549c Teaching for Freedom at Sports Club; Jack Murphy Stadium; June 25, 1991.

*What's New in Children's Literature?*

Two day class where students were able to get credit through our continuing education office; June 22, 23, 1991.

*Early Writing---Concepts About Print and Invented Spelling*

San Diego Association for the Education of Young Children conference; Grossmont College; March 16, 1991.

*What is Whole Language?*

Parent meeting at the Children's School; February 20, 1991.

*Using Children's Literature to Encourage Writing*

Promising Practices V: Writing to Learn Across the Curriculum, Mission Bay Conference Center; December 12, 1990.

*Children's Literature and the Modern American Family*

Co-presented with Drs. Patterson and Utesch; National Council on Family Relations; Seattle, Washington; November 13, 1990.

*Grouping Practices—How Do They Feel?*

1990 California Association for Cooperation in Education Membership Conference; La Jolla Hyatt Regency Hotel; November 9, 1990.

*How Parents Can Promote Literacy Development*

County wide conference—"Home-School Community: Team Building for Student Success"; San Diego City Schools; Crawford High School; October 6, 1990.

*Integrating the Curriculum*

Mentor teachers in Solana Beach School District; February 9, 1989.

*Is This a Story? Preschool Children's Responses to Written Vignettes (Paper)*

National Reading Conference; Tucson, Arizona; December 1, 1998.

*Using Children's Books to Encourage Writing*

San Diego Area Writing Project and Greater San Diego Council of Teachers of English; Lake Arrowhead Retreat; Spring 1988.

*What Makes A Good Early Childhood Center?*

Pediatric doctors at the University of California, San Diego, May 10, 1988.

## **Teaching Experience**

### **Undergraduate Courses**

#### **University of San Diego**

Education 383P/583P Methods of Teaching Reading and Language Arts

Education 134/234 Methods of Teaching Reading—Secondary

Education 132 Curriculum and Methods of Teaching

Education 39 Team-taught course sponsored by the Social Issues Committee: Using Children and Adolescent Literature to Explore Issues of Human Dignity

Education 33 Adolescent and Children's Literature

CC & I Language Acquisition and Development

Education/Sociology 194 Children's Literature and Gender Identity

EDUC 579 Literacy and Learning in Developing Countries

#### **University of Oregon, Eugene**

Elem ED 340 Classroom Management

Elem ED 339 Teaching Language Arts and Literature in the Elementary School

### **Graduate Courses**

#### **University of San Diego**

Education 583P Methods of Teaching Reading and Language Arts  
Education 234 Methods of Teaching Reading  
Education 519 Literature for Children and Adolescents  
Education 232 Curriculum and Methods of Teaching  
Education 515 Advanced Theories of Reading  
Education 516 Innovations in Reading: Methods and Materials  
Education 194B Using Adolescent and Children's Literature to Explore GLB and Straight Identities  
EDUC 337/537 Using Adolescent and Children's Literature to Explore LGBTQ Issues

**Lewis and Clark College, Portland, Oregon**

ED 530 Children's Writing  
ED 532 Basic Skills in Reading  
C & I 407 G Language Development

*Honors*

Awarded the following Irvine Grants:

- Honduran Children's Sense of Story. Nuestros Pequeños Hermanos, an orphanage in Tegucigalpa, Honduras.
- In-service education with teachers, and children's attitudes toward reading in Curacavi, Chile.