

## VITA

**ROBERT C. CALFEE**

**January 16, 2013**

Date of birth: January 26, 1933

### Academic History

September 1959 - August 1963 Ph.D. University of California, Los Angeles  
- August 1960 M.A. University of California, Los Angeles  
September 1958 - June 1959 B.A. University of California, Los Angeles  
September 1951 - June 1952 University of California, Los Angeles

### *Professional Experience*

July 1, 2007 to Present  
Professor of Education, Emeritus On Recall  
School of Education  
Stanford University

July 1, 2005 to Present  
Professor of Education Emeritus  
Graduate School of Education  
University of California at Riverside

August 1, 2003 to June 30, 2005  
Distinguished Professor of Education  
Graduate School of Education  
University of California at Riverside

July 1, 1998 - July 30, 2003  
Dean and Professor of Education  
School of Education  
University of California at Riverside

September 1971 - June 1998  
Professor of Education and Psychology  
School of Education, Stanford University

September 1984 - August 1986  
Associate Director, The Study of Stanford and the Schools

June 1980 - June 1981  
Director, Stanford Teacher Education Program

September 1976 - August 1980

Associate Dean, Research and Development  
School of Education, Stanford University  
Director, Center for Educational Research at Stanford (CERAS)

September 1969 - August 1971

Associate Professor  
School of Education, Stanford University

September 1966- August 1969

Associate Professor  
Department of Psychology, University of Wisconsin, Madison

September 1964 - August 1966

Assistant Professor  
Department of Psychology, University of Wisconsin, Madison

September 1963 - August 1964

Research Associate  
Department of Psychology, Stanford University

### Professional Organizations

American Association for the Advancement of Science  
American Educational Research Association  
American Psychological Association  
American Psychological Society  
International Reading Association  
National Conference of Research in English  
National Council for Measurement in Education  
National Council of Teachers of English  
National Society for the Study of Education  
National Reading Conference  
The Orton Society  
Psychonomic Society  
Sigma XI

### Honors

Guggenheim Memorial Fellowship, 1972

Fellow, Division 15 (Educational Psychology) of American Psychological Association (Elected 1976)

Fellow, Division 3 (Experimental Psychology) of American Psychological Association (Elected 1986)

Fellow, Center for Advanced Study in the Behavioral Sciences, 1981/82

Fellow, American Association for the Advancement of Science (Elected 1990)

Member, California Reading Association Hall of Fame (1992)

Member, International Reading Association Hall of Fame (1993); President, 2000-2001

Oscar Causey Award for Outstanding Contributions to Reading Research, National Reading Conference (December 2003)

Jeanne Chall Inaugural Lecture, Harvard University, April 7, 2005

Lifetime Achievement Award, National Conference for Research in Language and Literacy, May 4, 2009, Minneapolis MN

### Elected/Appointed Positions

Trustee, Palo Alto Unified School District, 1984 - 1987

Editor, Journal of Educational Psychology (APA), 1985-1990

Editor, Educational Assessment (LEA), 1992 - 1998

Book Review Editor, Issues in Education, (JAI Press), 1996-2004

Board of Directors, National Society for the Study of Education, 1995-1998 (Chair, 1997-98)

Board of Directors, Society for Scientific Study of Reading, 1995-1999

Vice-chair, State of California Commission for the Establishment of Academic Content and Performance Standards, 1996-1998

National Research Council, Test Equivalency and Linkage, 1998

Advisory Board, Journal of Educational Psychology, 1998-2010, 2012-

Board of Directors, National Society for the Study of Education, 2000-04 (Chair, 2003-04)

Advisory Board, Research in the Teaching of English, 2003-2003

Advisory Board, Reading Research Quarterly, 2004-2008

Advisory Board, Educational Psychology Review, 2004-2008

Advisory Board, Hidden Valley Music Ranch, 2004-

Education Officer, Moonshoot Japan Inc., 2010-

Education Officer, Global Educational Learning, 2009--

Faculty Fellow, Center for Learning and Teaching, Stanford University, 2009--

Advisory Board, California Test Bureau, 2012 –

California English Language Arts Framework Commission, 2013—

Formative Assessment Advisory Committee, Smarter Balance Assessment Consortium, 2013

#### Consulting Positions

Delaware Technical Advisory Group, 1997-2009

Co-Director, Performance Assessment for California Teachers, 2002-2004

Co-Director, University of California Literacy Initiative, 2002-2004

Chairman, Educational Advisory Board, LeapFrog Inc., 2002-2007

National Assessment of Educational Assessment, Reading Framework Planning Committee, 2002-2004

Vice Chair, Department of Energy Task Force on Science and Mathematics Education, 2004-2006

International Advisory Board, *Education as Change*, University of South Africa, Johannesburg, 2008-2009

*Other Positions*

United States Air Force, 1953-1957

## PUBLICATIONS

- Parducci, A., Calfee, R. C., Marshall, L. M., & Davidson, L. P. (1960). Context effects in judgments: Adaptation level as a function of the mean, midpoint and median of stimuli. Journal of Experimental Psychology, 60, 65-77.
- Atkinson, R. C., Calfee, R. C. (1964). Effects of forced choice trials on free-choice behavior in rats. Psychonomic Science, 1, 55-56.
- Atkinson, R. C., Calfee, R. C., Sommer, G. R., & Jeffrey, W. E. (1964). A test of three models for stimulus compounding with children. Journal of Experimental Psychology, 67, 52-57.
- Atkinson, R. C., & Calfee, R. C. (1964). An automated system for discrete-trial with animals. Psychological Reports, 14, 424-426.
- Atkinson, R. C., & Calfee, R. C. (1965) Mathematical learning theory. In B. B. Wolman & E. Nagel (Eds.), Psychology and the theory of science. New York: Basic Books.
- Calfee, R. C., Atkinson, R. C., & Shelton, T., Jr. (1965) Mathematical models for verbal learning. In N. Weiner & J. P. Schade (Eds.), Progress in brain research, Vol. 17, Cybernetics of the nervous system. Amsterdam: Elsevier.
- Calfee, R. C., & Atkinson, R. C. (1965). Paired-associate models and the effects of list length. Journal of Mathematical Psychology, 2, 254-256.
- Calfee, R. C., Atkinson, R. C. (1966). Two-choice behavior under limiting cases of contingent reinforcement schedules. Journal of Comparative Physiological Psychology, 62, 193-200.
- Calfee, R. C., Hetherington, E. M., & Waltzer, P. (1966). Short-term memory in children as a function of display size. Psychonomic Science, 4, 153-154.
- Cole, M., Calfee, R. C., & Keller, L. (1966). Reward structure and payoff preferences in human learning. Psychonomic Science, 5, 169-170.
- Calfee, R. C. (1968). Choice behavior during long-term probabilistic schedules. Journal of Comparative Physiological Psychology, 65, 232-237.
- Calfee, R. C., & Peterson, R. E. (1968). Effect of list organization on short-term probe recall. Journal of Experimental Psychology, 78, 468-474.
- Calfee, R. C. (1968). [Review of The psychology of learning and motivation, Vol. 1, by Kenneth and Janet Taylor Spence.] American Scientist, 56, 454A-455A.

- Calfee, R. C. (1968). Interpresentation effects in paired-associate learning. Journal of Verbal Learning and Verbal Behavior, 7, 1030-1036.
- Calfee, R. C. (1969). Recall and recognition memory in concept identification. Journal of Experimental Psychology, 81, 436-440.
- Calfee, R. C., & Venezky, R. L. (1969). Component skills in beginning reading. In K. S. Goodman & J. T. Fleming (Eds.), Psycholinguistics and the teaching of reading (pp. 91-110). Newark: DE: International Reading Association.
- Venezky, R. L., Calfee, R. C., & Chapman, R. (1969). Skills required for learning to read: A preliminary analysis. Education, 89, 198-302.
- Chase, W. C., & Calfee, R. C. (1969). Modality and similarity effects in short-term recognition memory. Journal of Experimental Psychology, 81, 510-514.
- Calfee, R. C. (1970). The role of mathematical models in optimizing the learning process. Scientia, 90, 317-341.
- Calfee, R. C. (1970). Short-term retention in normal and retarded children as a function of memory load and list structure. Child Development, 41, 145-161.
- Venezky, R. L., & Calfee, R. C. (1970). The reading competency model. In H. Singer & R. Ruddell (Eds.), Theoretical models and processes of reading. Newark, DE: International Reading Association.
- Calfee, R. C. (1970). Information-processing models and curriculum design. Educational Technology, 10, 30-38. (Reprinted in R. W. Burns & G. D. Brooks (Eds.), Curriculum design in a changing society. Englewood Cliffs, NJ: Educational Technology Publications.)
- Stark, K., & Calfee, R. C. (1970). Recoding strategies in short-term memory. Journal of Experimental Psychology, 85, 36-39.
- Calfee, R. C. (1970). Effects of payoff on detection in a symmetric auditory detection task. Psychological Reports, 31, 895-901.
- Chapman, R., Calfee, R. C., & Venezky, R. L. (1970). Basic language skills in kindergartners. In W. K. Durr (Ed.), Reading difficulties: Diagnosis, correction and remediation. Newark, DE: International Reading Association.
- Calfee, R. C., & Jameson, P. (1971). Visual search and reading. Journal of Educational Psychology, 62, 501-505.

- Leslie, R., & Calfee, R. C. (1971). Visual search through word lists as a function of grade level, reading ability and target repetition. Perception and Psychophysics, 10, 169-171.
- Calfee, R. C., & Anderson, R. (1971). Presentation rate effects in paired-associate learning. Journal of Experimental Psychology, 88, 239-245.
- Calfee, R. C. (1971). Zero defects and optimal allocation strategies in education. Educational Technology, 3, 11-12.
- Calfee, R. C., Chapman, R., & Venezky, R. L. (1972) How a child needs to think to learn to read. In L. Gregg (Ed.), Cognition in learning and memory (pp. 139-182). New York: John Wiley.
- Calfee, R. C. & Floyd, J. (1972). The independence of cognitive processes: Implications for curriculum research. In Cognitive processes and science instruction. Bern, Switzerland: Verlag Hans Huber.
- Calfee, R. C. (1975). Human experimental psychology, New York: Holt, Rinehart and Winston.
- Calfee, R. C., Fisk, L., & Piontkowski, D. (1975). "On-off" tests of cognitive skills in reading acquisition. In M. P. Douglass (Ed.), Claremont Reading Conference 39th Yearbook 1975. Claremont, CA: Claremont Graduate School.
- Calfee R. C. (1975). [Review of Comparative reading: Cross-national studies of behavior and processes in reading and writing by Downing.] Journal of Reading Behavior, 7, 310-312.
- Calfee, R. C. (1975). Memory and cognitive skills in reading acquisition. In D. Duane & M. Rawson (Eds.), Reading, perception, and language. Baltimore, MD: York Press.
- Calfee, R. C. (1976). Sources of dependency in cognitive processes. In D. Klahr (Ed.), Cognition and instruction: 10th Annual Carnegie-Mellon Symposium on Cognition. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Calfee, R. C., Arnold R. D., & Drum, P. A. (1976). [Review of The psychology of reading by E. J. Gibson, & H. Levin.] In Proceedings of the National Academy of Education.
- Calfee, R. C. (1976) Research perspectives from the behavioral sciences: Some new (and not so new) directions. In S. W. Lundsteen (Ed.), Help for the teacher of written composition: New directions in research. Urbana, IL: Clearinghouse on Reading and Communication Skills.
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- Calfee, R. C. (1976). A proposal for practical (but good) research on reading. Research in the Teaching of English, 10, 41-50.
- Calfee, R. C. (1977). Assessment of independent reading skills: Basic research and practical applications. In A. S. Reber & D. L. Scarborough (Eds.), Toward a psychology of reading. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Calfee, R. C., & Elman, A. (1977). The application of mathematical learning theories in educational settings: Possibilities and limitations. In H. Spade & W. Kempf (Eds.), Structural models of thinking and learning. Bern, Switzerland: Hans Huber.
- Calfee, R. C. (1977). The relation of auditory, visual, and auditory-visual matching to reading performance in Israeli children. The Journal of Genetic Psychology, 130, 181-189.
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- Calfee, R. C., & Drum, P. A. (1978) Learning to read: Theory, research, and practice. Curriculum Inquiry, 8, 183-249.
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- Calfee, R. C., & Juel, C. L. (1978). How theory and research on reading assessment can serve decision-making. In R. Beach & P. D. Pearson (Eds.), Perspectives on literacy: Proceedings of the 1977 Perspectives on Literacy Conference. Urbana, IL: National Council of Teachers of English.
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- Drum, P. A., & Calfee R. C. (1979). The compensatory reading survey. In R. C. Calfee & P. A. Drum (Eds.), Teaching reading in compensatory classes. Newark, DE: IRA
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- Drum, P. A., & Calfee, R. C. (1979). Compensatory reading programs, what they are, and are they different? In R. C. Calfee & P. A. Drum (Eds.), Teaching reading in compensatory classes. Newark, DE: IRA.
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- Drum, P. A., Calfee, R. C., & Cook, L. K. (1980). The effects of surface structure variables on performance in reading comprehension. Reading Research Quarterly, 16, 486-514.
- Calfee, R. C., & Spector, J. E. (1981). Separable processes in reading. In F. J. Pirozzolo & M. C. Wittrock (Eds.), Neuropsychological and cognitive processes in reading. New York: Academic Press.
- Calfee, R. C. (1981). Cognitive psychology and educational practice. In D. C. Berliner (Ed.), Review of research in education (pp. 3-74). Washington DC: American Educational Research Association.
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- Calfee, R. C., & Sutter, L. M. (1982). Oral language assessment through formal discussion. Topics in Language Disorders, 2, 45-55.
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- Calfee, R. C. (1983). The design of reading research. Journal of Reading Behavior, 15, 59-80.

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- Calfee, R. C. (1983). Standards, evidence and equity: Implications of the 1983 Debra P. decision. Education Measurement: Issues and Practice, 2, 11-12.
- Calfee R. C. (1983). [Review of F. Vellutino, Dyslexia: Theory and research.] Applied Psycholinguistics, 4, 69-70.
- Haertel, E., & Calfee, R. C. (1983). School achievement: Thinking about what to test. Journal of Educational Measurement, 20, 119-132.
- Calfee, R. C., & Piontkowski, D. C. (1984). Design and analysis of experiments. In P. D. Pearson (Ed.), Handbook of research in reading. New York: Longman.
- Calfee R. C., & Piontkowski, D. C. (1984). Grouping: Instructional purposes. In T. Jusen & T. N. Postlethwaite (Eds.), International encyclopedia of education. (pp. 2099-2107). Oxford, England: Pergamon Press.
- Calfee, R. C., & Curley, R. G. (1984). Structures of prose in the content areas. In J. Flood (Ed.), Understanding reading comprehension. Newark, DE: International Reading Association.
- Calfee, R. C. (1984). Applying cognitive psychology to military training: Reflections on the Tri-Services Conference. In T. G. Sticht, F. R. Chang & S. Wood (Eds.), Proceedings of the Tri-Services Cognitive Science Synthesis Conference. Monterey, CA: Naval Post-Graduate School. Reprinted as Applying cognitive psychology to job training (1986), Advances in reading/language research (Vol. 4) (pp. 231-244). Greenwich, CT: JAI Press.
- Calfee, R. C. (1984). Applying cognitive psychology to educational practice: The mind of the reading teacher. Annals of Dyslexia, 34, 219-240.
- Freedman, S. W., & Calfee, R. C. (1984). Understanding and comprehending. Written Communication, 1, 459-490.
- Calfee, R. C. (1985). Building a conceptual foundation for improved reading instruction. In J. Osborn, P. T. Wilson & R. C. Anderson (Eds.), Reading education: Foundations for a literate America. Lexington, MA: Lexington Books.
- Calfee, R. C. (May 1985). Computer literacy and book literacy: Parallels and contrasts. Educational Researcher, 8-13.

- Calfee, R. C. (1985). Experimental methods in psychology. New York: Holt, Rinehart and Winston.
- Calfee, R. C., & Drum, P.A. (1986). Research on teaching reading. In M. C. Wittrock (Ed.), Third handbook on research on teaching. (pp. 804-849). New York: Macmillan.
- Calfee, R. C. (1986). Not quite an introduction. [Review of A. Kennedy, The psychology of reading.] Contemporary Psychology, 31, 888.
- Calfee, R. C., & Henry, M. K. (1986). Project READ: An inservice model for training classroom teachers in effective reading instruction. In J. V. Hoffman (Ed.), Effective teaching of reading: Research into practice. Newark, DE: International Reading Association.
- Calfee, R. C. (1986). Curriculum and instruction: Reading. In B. I. Williams, P. A. Richmond & B. J. Mason (Eds.), Design for compensatory education. Washington, DC : Research and Evaluation Associates.
- Calfee, R. C. (1986). Editorial. Journal of Educational Psychology, 78, 81-82.
- Calfee, R. C. (1987) K.I.S.S.: The virtues of simplemindedness. [Review of D. R. Olson, N. Torrance & A. Hildyard (Eds.), Literacy, language, and learning: The nature and consequences of reading and writing.] Contemporary Psychology, 32, 14-16.
- Calfee, R. C. (1987). Right question but . . . [Review of Singer, H. & Dolan, D., Reading and learning from text.] Contemporary Psychology, 32, 81-82.
- Calfee, R. C. (1987). The school as a context for assessment of literacy. The Reading Teacher, 40, 738-743.
- Calfee, R. C. (1987). The design of comprehensible text. In J.R. Squire (Ed.), The dynamics of language learning: Research in the language arts. Urbana, IL: National Conference of Research in English.
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- Calfee, R. C. (1987). Those who can explain, teach . . . Educational Policy, 1, 9-28. Also in L. Weise, P.G. Altbach, G. P. Kelly, H. G. Petrie & S. Slaughter (Eds.), Crisis in teaching. Albany, NY: State University of New York Press.
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- Calfee, R. C. (1987). Introduction: Background to the study. In R. C. Calfee (Ed.), The study of Stanford and the schools: Views from the inside. Part II: The research. Stanford University, School of Education.
- Calfee, R. C., Haertel, E., Barr, B., Brewer, A., Chambliss, M., Ferrara, S., Korpi, M., & Prescott, B. (1987). Who's in charge here? Testing, teaching, and learning. In R. C. Calfee (Ed.), The study of Stanford and the schools: Views from the inside. Part II: The research. Stanford University, School of Education.
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- Calfee, R. C., & Hiebert, E. (1988). The teacher's role in using assessment to improve learning. In C. V. Bunderson (Ed.), Assessment in the service of learning (pp. 45-61). Princeton, NJ: Educational Testing Service.
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