

A. Educational Background:

School	Degree	Field
Hofstra University	Ph. D.	Education- Literacy Specialization
Lehman College	M. S. Ed.	Education- Literacy Specialization
Hunter College	B.A.	Political Science

B. Full-Time Teaching Experience:

Institutions	Rank
Mercy College Dobbs Ferry, NY)	Associate Professor
St. John's University (Queens, NY)	Associate Professor (tenured) and Director, Ph. D. in Literacy Program
Nova Southeastern University (Ft. Lauderdale, FL)	Associate Professor and Coordinator, "America Reads" Program
Valdosta State University (Valdosta, GA)	Professor
Baruch College (City University of New York)	Associate Professor (tenured)
Baruch College	Assistant Professor
Office of Adult and Continuing Education, NYC Board of Education	Coordinator
New York City Vocational Training Center NYC Board of Education	Coordinator/ Teacher
Literacy Volunteers	Associate Director

of NYC (Curriculum)

LaGuardia Community College
(Riker's Island Correctional Institute, Queens, NY) Educational Coordinator Training

Herbert H. Lehman College, CUNY Sub. Asst. Professor

College of New Rochelle (New Rochelle, NY) Asst. Prof.

Bronx Community College, CUNY Instructor (Adj.) Coordinator, Study Skills

Board of Education New York City
P.S. 150
Bronx, N.Y. Teacher

C. Publications:

Kraemer, L., **McCabe, P.**, & Sinatra, R. (2012). The effects of read-alouds of expository text on first graders' listening comprehension and book choice. *Literacy Research and Instruction*, 51(1), 165-178.

McAlleny, A. L., & **McCabe, P.** (Eds.) (2012). Introduction to the role of curriculum-based measurement in Response to Intervention. *Reading Psychology*, 33, 1-7.

McCabe, P. (2009). Enhancing adolescent self-efficacy for literacy. In K. Wood & W. Blanton (Eds.), *Literacy instruction for adolescents* (pp. 77-113). New York: Guilford Press.

Greenwood, S., & **McCabe, P.** (2008). How learning contracts motivate students. *Middle School Journal*, 39(5), 13-21.

McCabe, P., Kraemer, L., Miller, P., Parmar, R., & Ruscica, M. (2006). The effect of text format upon underachieving first year college students' self-efficacy for reading and subsequent reading comprehension. *Journal of College Reading and Learning*, 37(1), 19-42.

Margolis, H., & **McCabe, P.** (2006). Motivating struggling readers in an era of mandated instructional practices. *Reading Psychology*, 27(5), 435-455.

McCabe, P. (2006). Convincing students they can learn to read: Crafting self-efficacy prompts! *The Clearing House*, 79(6), 252-257. Reprinted in K. M. Cauley, K., & G. M. Pannozzo (Eds.). *Educational Psychology Annual Editions*, (23rd. ed). (2008). pp. 134-140. New York: McGraw-Hill.

- Margolis, H., & **McCabe, P.** (2006). Improving self-efficacy and motivation: What to do, what to Say! *Intervention in School and Clinic, 41*(4), 218-227.
- McCabe, P., & Greenwood, S. (2005). Using the learning contract to enhance students' self-efficacy for reading and writing in the middle school. *Middle School Journal, 36*(4), 13-19.
- Margolis, H., & **McCabe, P.** (2004). Resolving struggling readers' homework difficulties: A social cognitive perspective. *Reading Psychology, 25*(4), 225-260.
- Margolis, H., **McCabe, P.**, & Alber, S. (2004). Resolving struggling readers' homework difficulties: How elementary school counselors can help. *Journal of Educational and Psychological Consultation, 15*(1), 79-110.
- McCabe, P. (2003). Working with the textbook: How to enhance student motivation. *Social Education, 67*(5), 274-277.
- Margolis, H., & **McCabe, P.** (2003). Self-efficacy: A key to improving the motivation of struggling learners. *Preventing School Failure, 47*(4), 162-169. [Reprinted three times, once with slight modifications in *The Clearing House* (2004, July/August), 77(6), 241-249; in *Educational Psychology-Annual Editions-Twentieth Edition, 2005-2006, 21st ed. 2006-2007*; and in *McGraw-Hill Education-Annual Editions-33rd ed., 2006-2007, McGraw-Hill. **
- McCabe, P., & Miller, P. (2003). Attitude change reported by college students who tutored children in reading. *Journal of College Reading and Learning, 34*(1), 44-60. (reprinted in J. L. Higbee, L. MacDonald, D. Van Blerkom, E.M. Payne, & R. Smilkstein (Eds.) (2007). *Best Practices in College Reading and Learning*. El Dorado, KS: College Reading and Learning Association.)
- McCabe, P. (2003). Enhancing self-efficacy for high-stakes reading tests! *The Reading Teacher, 57*(1), 12-20. (reprinted in S. J. Barrentine, & S. M. Stokes (Eds.) (2005). *Reading assessment: Principles and practices for elementary teachers*. Newark, DE: International Reading Association.)
- McCabe, P., Margolis, H., & Barenbaum, E. (2001). A comparison of the Woodcock-Johnson Psychoeducational Battery-Revised and Qualitative Reading Inventory-II instructional reading levels. *Reading & Writing Quarterly, 17*(4), 279-289.
- McCabe, P., & Margolis, H. (2001). Enhancing the self-efficacy of struggling readers. *The Clearing House, 75*(1), 45-49.
- Margolis, H., & **McCabe, P.** (1997). Homework challenges for students with reading and writing problems. *Journal of Educational and Psychological Consultation, 8*(1), 41-74.
- McCabe, P. (1996). A case grammar analysis of the representation of African-Americans in current fifth grade social studies texts. *Reading Horizons, 36*(5), 380-401.
- Margolis, H., & **McCabe, P.** (1996). Resistant readers? Look a little closer! *Special Services in the Schools, 12*(1), 19-47.
- McCabe, P. (1995). The effect of multiple read along listening on the word recognition and comprehension

ability of secondary students with reading disabilities. *Journal of Clinical Reading: Research and Programs*, 5(1), 1-16.

McCabe, P., & Smergut, P. (1994). Supported employment for youth with disabilities: A successful community referenced employment-training program. *Journal for Vocational Special Needs Education*, 17(1), 25-29.

McCabe, P. (1994). Helping mainstreamed reading disabled students comprehend social studies textbooks: Give 'em the He-V-G-V's. *Canadian Social Studies*, 28(3), 106-109.

McCabe, P. (1993). Considerateness of fifth grade social studies texts. *Theory and Research in Social Education*, 21(2), 128-142.

McCabe, P. (1992). The multidimensional reading instruction observation scale. *Reading Horizons*, 33(2), 167-177.

McCabe, P. (1992). Teaching adult new readers to read through creative plays. *Reading Research and Instruction*, 32(1), 97-103.

McCabe, P. (1992). Getting past learner apprehension: Enhancing learning for the adult beginning reader. *Adult Learning*, 3(4), 19-20.

McCabe, P. (1991). Low level lead toxicity: The hidden challenge for educators. *Childhood Education*, 68(2), 88-92.

McCabe, P., Margolis, H., & Mackie, B. (1991). The consistency of reading disabled students' instructional levels as determined by the Metropolitan Achievement Test and the Ekwall Informal Reading Inventory. *Reading Research and Instruction*, 30(3), 53-62.

McCabe, P. (1990). The reading teacher as a workplace literacy consultant. *Reading Horizons*, 31(1), 14-21.

Margolis, H., McCabe, P., & Schwartz, E. (1990). Using cooperative learning to facilitate mainstreaming in the social studies. *Social Education*, 54(2), 111-114, 120.

McCabe, P., & Margolis, H. (1988). The continued use of norm-referenced tests to place students in reading materials. *Journal of Reading, Writing, and Learning Disabilities International*, 4, 107-114.

Margolis, H., & **McCabe, P.** (1988). Overcoming resistance to a new remedial program. *The Clearing House*, 62(3), 131-34. (Reprinted with permission in 1989, *The Education Digest*, 60, 58-61.)

Margolis, H., & **McCabe, P.** (1988). The use of test results by elementary school teachers to place students in basal and content area materials. *Ohio Reading Teacher*, 22(4), 6-14.

Margolis, H., & **McCabe, P.** (1988). The reliability of the Analytic Reading Inventory with disabled readers. *Reading Instruction Journal*, 31, 7-10.

McCabe, P. (1984). Reading critically: A survival skill. *Reading World*, 24, 64-68.

McCabe, P. (1984). Stretch your budgets: Have schools and libraries cooperate. *Journal of Reading*, 27(8),

632-35.

McCabe, P. (1981). The effect upon comprehension of mathematics material repatterned on the basis of oral language. *Reading World*, 21(4), 146-54.

McCabe, P. (1981). Cohesive ties in text. *Language Arts*, 58(8), 945-46.

McCabe, P., & Pehrsson, R. (1980). An examination of causal relationships as perceived and written by normally hearing and hearing impaired subjects. *Volta Review*, 82(4), 221-28.

McCabe, P. (1975). An "Rx." for reading attitude change. *Elementary English*, 52(1), 43-45.

D. Draft Manuscripts

CLOSE: A Literacy Instruction Plan for Informational Text (in draft)

E. Other Professional Experience and Non-Peer Reviewed Publication:

Literacy Consultant, GED Programs, Youth Development Institute (10/12-6/13)

Associate Editor for Manuscript Submissions, *Reading and Writing Quarterly* (1/90 to 9/13)

Invited external reviewer for faculty member's tenure consideration at Geneseo State University

Member, *Reading Psychology* Editorial Review Board, (2005-present)

Reviewed:

- Wepner, S. B. & Gambrell, L. B. (Eds.) (2007). *Beating the odds: Getting published in the field of literacy*. Newark, DE: International Reading Association
- The Wide Range Achievement Test-Expanded, Early Reading Assessment. *The Sixteenth Mental Measurement Yearbook*. Lincoln, NE: Buros Institute of Mental Measurement, pp. 1134-1136.
- Gates-MacGinitie Reading Tests, (4th ed.), Forms S and T. In *The Sixteenth Mental Measurement Yearbook*. Lincoln, NE: Buros Institute of Mental Measurement, pp. 402-404.

Member, International Reading Association Book and Manuscript Review Board (2004-2005).

Member, International Reading Association Subcommittee on Outstanding Dissertation (2003-2004)

Literacy Staff Developer, Farmington, New Mexico School District, Literacy Academy, January 2001, 2002,

2003

Reviewed: Allington, R. (2000). *What really matters for struggling readers*. New York: Longman.
(Pre-publication review for publisher)

Reviewed: Gillet, J.W. and Temple, C. (2000). *Understanding reading programs*. New York: Longman.
(Pre-publication review for publisher)

Reviewed (with colleague): *Qualitative Reading Inventory II*, by L. Leslie and J. Caldwell, New York: Longman, 1997. Appeared in (1999) *Journal of Educational and Psychological Consultation*, 10 (4), 385-393.)

Editor, International Reading Association's Special Interest Group on Adult Literacy Newsletter (5/94 to 6/96)

F. Program Appearances

Speaker, "Enhancing student self-efficacy for reading: What to do, what so say!" (10/17/13)

Panel Reactor/Discussant, "Helping Beginning and Struggling Readers and Writers Develop Self-Regulated Strategies," American Educational Research Association annual conference, Montreal, Canada, April, 2005.

Speaker, "Restructuring Text in the Social Studies," 23rd. Southwestern IRA Regional Conference, Albuquerque, NM, January 2001.

Chairperson, "America Reads: Two Programs in Action," 19th Southeast IRA Regional Conference, New Orleans, LA, December 1998.

Speaker, "Helping Students with Reading and Writing Disabilities Comprehend the All Too-Intimidating Textbook," Learning Disabilities Association of New Jersey annual conference, Atlantic City, N. J. October, 2000

G. Membership in Professional Societies:

Member, IRA Outstanding Dissertation Committee, (2003-2004)

Co-Chairperson, New York State Reading Association, Adult/Occupational Literacy Committee (1989 to 1992)

International Reading Association

Florida Reading Association

Georgia Reading Association

H. Other Relevant Activities:

Bi-weekly newspaper articles, "Parents and Reading," Valdosta Daily Times (Valdosta, GA, 1995-1996)

I. Courses Taught:

Mercy College, NY

Approaches to Literacy, Early Childhood through Adolescence (EDU 507)

Reading and Writing in the Content Areas (EDU 643)

Seminar: Organization and Administration of Literacy Programs (EDU 658)

St. John's University, Queens, NY

Approaches, Materials, and Performance Evaluation for Literacy Development (EDU 3220)

Strategies for Teaching Literacy in the Content Areas for Grades 3-12 (EDU 3270)

Literacy and Assessment Strategies for Diverse Learners (EDU 3240)

Theoretical Processes and Models of Literacy Instruction (EDU 3282) (doctoral)

Research Perspectives in Literacy (doctoral) (EDU 3285) (doctoral)
Trends and Issues in Reading (doctoral) (EDU 3290) (doctoral)
Integrative Research Seminar in Education (EDU 7297)

Nova Southeastern University, Ft. Lauderdale, FL

Methods of Teaching Literacy in the Elementary School (ELE 3310)
Methods of Assessing Literacy in the Elementary School (ELE 3320)

Valdosta State University, Valdosta, GA

Teaching Literacy in the Elementary School
Assessing Literacy in Reading

Baruch College, CUNY:

Methods of Teaching Literacy in the Elementary School
Methods of Assessing Literacy in the Elementary School
Research Perspectives in Reading Education