

## **Diane Barone**

**Immediate Past Board President  
2016–2017**

**Diane Barone** is a foundation professor of literacy studies and the director for professional specialized studies at the University of Nevada. Diane won the International Reading Association (IRA) John Chorlton Manning Award for Public School Service in 2010 and the LRA Albert Kingston Award in 2009. She was inducted into the Reading Hall of Fame in 2014. She served on the IRA Board of Directors from 2005 to 2008. Diane served as the Vice President of the IRA Board of Directors in 2014–2015, as President in 2015–2016, and will serve as Immediate Past Board President in 2016–2017.



Diane has served on and chaired many ILA committees. She was chair of the Association's annual convention in Reno, Nevada, in 2004, the Outstanding Dissertation Committee, Committee on Grants and Awards, and the Intermediate Area of Children's and Young Adult Book Awards. She was liaison to the Urban Initiative Committee, Technology Committee, and Asian affiliates. She was coeditor of *Reading Research Quarterly* with John Readence and coeditor of *The Reading Teacher* with Marla Mallette.

Diane has been a professor at the University of Nevada since 1994. She teaches children's literature; young children's literacy development, instruction, and assessment; and qualitative research. Diane earned her undergraduate degree at Case Western Reserve University in Cleveland, Ohio. She completed her master's degree in early childhood education at Kent State University in Kent, Ohio. She earned her doctorate at the University of Nevada, where she also taught a classroom of first, second, and third graders.

Diane's dissertation work centered on young children's written response to literature and was grounded in instructional practice within a classroom. This study set the foundation for future research, as all of her studies are conducted within classrooms. Her research focuses on young children's literacy development and instruction in high-poverty schools. She has conducted two longitudinal studies of literacy development: one, a four-year study of children prenatally exposed to crack/cocaine and two, a seven-year study of children, predominantly English learners, in a high-poverty school. Her most recent research is studying students' literacy practices in collaboration with a fifth-grade teacher. She has had articles published in journals such as *Reading Research Quarterly*, *Journal of Literacy Research*, *Elementary School Journal*, *The Reading Teacher*, *Gifted Childhood Quarterly*, and *Research in the Teaching of English*. She has written several books: *Resilient Children* (International Reading Association, 1999), *Literacy and Young Children* (Guilford, 2002), *Your Core Reading Program and Children's Literature* (Scholastic, 2008), and *Best Practices in Early Literacy Instruction* (Guilford, 2013). She collaborates with teachers in public schools to enhance student learning in literacy, and she has mentored teachers seeking National Board Certification.

### **Presentation Topics**

- The importance of read-alouds
- Supporting student engagement with new children's books
- Early literacy
- English learners