

PROMOTION RECOMMENDATION
The University of Michigan-Dearborn
College of Education, Health, and Human Services

Danielle L. DeFauw, assistant professor of education, Department of Education, College of Education, Health, and Human Services, is recommended for promotion to associate professor of education, with tenure, Department of Education, College of Education, Health, and Human Services.

Academic Degrees:

Ph.D.	2010	Oakland University, Reading Education, Rochester, MI
M.A.	2003	University of Michigan-Flint, Literacy K-12 Specialization, Flint, MI
B.S.	2000	University of Michigan-Flint, Elementary Education, Flint, MI

Professional Record:

2011 – present Assistant Professor, University of Michigan-Dearborn

Summary of Evaluation:

Teaching: Professor DeFauw's teaching is rated as excellent. She is an excellent reading and language arts educator. She teaches seven courses including undergraduate classes in the elementary and secondary teacher certification programs as well as graduate courses in the M.A. in education. She recently has taken over EDA 205, Introduction to Education, and revised it to include more student engagement in the community. Student evaluations are consistently high with overall course ratings ranging from 3.7 to 5.0 and overall instructor ratings ranging from 4.06 to 5.0. Professor DeFauw has been involved in curriculum development by having three courses approved for the Dearborn Discovery Core.

Research: Professor DeFauw's research is rated as excellent. Her scholarship focuses on authentic writing instruction provided by pre-service and in-service teachers to K-12 students. She has published eight articles in peer reviewed journals, given 11 conference presentations and conducted 23 school district professional development sessions. She has received numerous campus grants with several of them to sponsor the Young Authors' Festival, which is held on campus in conjunction with staff from the Mardigian Library.

Recent and Significant Publications:

- DeFauw, D. L. (2016). Fourth-grade students' perceptions of their teacher as a writer. *Michigan Reading Journal*, 48(3), 7-16.
- DeFauw, D. L. (2016). Drawing Children Into Reading: A qualitative case study of a preschool drawing curriculum. *Early Child Development and Care*, 186(4), 624-641. doi: 10.1080/03004430.2015.1052422.
- DeFauw, D. L. (2016). Supporting boy writers. *Literacy Practice & Research*, 41(2), 52-53.
- DeFauw, D. L. (2015). Using authentic writing contests to prepare third graders for high stakes standardized assessments. *Language Arts Journal of Michigan*, 31(1), 9-19.

- DeFauw, D. L., & Taylor, J. A. (2015). Art and culture in the English Language Arts: Research findings and educators' perspectives. *Journal of Reading Education*, 40(2), 3-12.
- DeFauw, D. L., & Saad, K. (2014). Creating science picture books for an authentic audience. *Science Activities: Classroom Projects and Curriculum Ideas*, 51(4), 101-115. doi: 10.1080/00368121.2014.922524.
- DeFauw, D. L. (2014). Motivating young writers: An interview with author/illustrator Ryan Hipp. *Michigan Reading Journal*, 46(2), 31-37.
- DeFauw, D. L. (2013). 10 writing opportunities to 'teach to the test'. *The Reading Teacher*, 66(7), 569-573. doi:10.1002/TRTR.1161.

Service: Professor DeFauw's service is rated as excellent. She performs professional service at numerous levels including the unit, institution and profession. She has been a member of 17 different committees/service activities. Professor DeFauw does this important work with consistent excellence and utter attention to detail, without sacrificing or even diminishing her own perceptive contributions to the committee's discussions. Professor DeFauw is also active at the state level serving on committees as a UM-Dearborn CEHHS representative.

External Reviewers:

Reviewer A: "Dr. DeFauw has established her voice in the areas of writing instruction and the teacher as writer. She is a prolific writer. Her resume reflects a steady stream of scholarly activity, including case study research and action research in collaboration with classroom practice. I was particularly impressed with her writing and the detailed description of methodology. She was able to make her research accessible for a variety of audiences, from the highly esteemed and competitive journals, such as *The Reading Teacher* and *Journal of Reading Education* to a more practitioner audience as we would expect in *Science Activities: Classroom Projects and Curriculum Ideas*."

Reviewer B: "I would rate the quality of her scholarship as exceptionally high. Her ability to speak to teachers who are involved in teaching children how to become authors is authentic and practical. Qualitative research, as in *Drawing Children into Reading*, is important to illustrate the day-to-day efforts of our elementary teachers when teaching children. Her scholarship continues to expand the field of writing instruction that began in the 1980s by scholars such as Graves, Atwell, and Calkins. Her work shows great promise and I look forward to reading Dr. DeFauw's articles in the future."

Reviewer C: "I am impressed that Dr. DeFauw is sole author of six of her nine published articles and that she has this many articles in only five years. While I am a strong proponent of collaborative writing, and was impressed with her co-authored pieces as well, I also think it is important that professors have the ability to write and publish alone. The journals in which she is published are also impressive. In the field of literacy, it is noteworthy to have been published in the national peer-reviewed journal, *The Reading Teacher*, which is one of the top journals in our field and has a low acceptance rate."

Reviewer D: "In my professional opinion, Dr. DeFauw's [sic] has made considerable contributions to both the state, local, and national literacy associations. She has published several articles in national peer-reviewed publications with a focus on writing instruction. Her

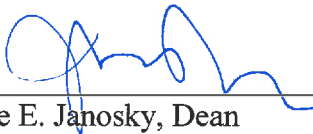
article ‘Creating science picture books for an authentic audience’ served as an inspiration for one of my math/science graduate students as part of his teacher research project associated with the National Writing Project.”

Reviewer E: “Her publications are indicative of a strong work ethic, an organizational mindset, and a desire to become a contributing member of her college and the larger literacy research field. Her research illuminates strong partnerships with K-12 schools and teachers that will enable her to continue to utilize authentic settings for future projects. ...Danielle’s body of work demonstrates strong potential for becoming a proficient and established professional with the literacy research community.”


Reviewer F: “First, I am impressed with the quality of Dr. DeFauw’s publications. Not only is she a prolific author, but five of the nine publications were in peer reviewed journals that are widely read by the literacy community, nationally and abroad. Dr. DeFauw was the sole author on three of those five publications. Every literacy researcher wants to be published in *The Reading Teacher*, as it is one of the International Literacy Association (ILA, formerly International Reading Association) journals, and Dr. DeFauw made that breakthrough with a solo publication.”

Summary of Recommendation:

Professor DeFauw embodies the teacher-scholar model by bringing theory to practice and incorporating her research into her teacher education courses, as she engages her students to develop their understandings of language and literacy through reflective practices and readings. Her scholarship informs both practitioners and researchers. Her sustained work with the Young Authors’ Festival provides valuable community outreach for the college and university. We are pleased to recommend, with strong support of the College of Education, Health, and Human Services Executive Committee, Danielle L. DeFauw for promotion to associate professor of education, with tenure, Department of Education, College of Education, Health, and Human Services.



Janine E. Janosky, Dean
College of Education, Health, & Human Services



Daniel Little, Chancellor
University of Michigan-Dearborn

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