

## **Matthew Quirk, Ph.D.**

Curriculum Vitae 5-29-09

Title: Assistant Professor  
Department of Counseling, Clinical, and School Psychology  
University of California, Santa Barbara

Department Address: 1329 Phelps Hall  
Santa Barbara, CA 93106-9490  
Email: mquirk@education.ucsb.edu  
Phone: (805)893-5914  
Fax: (805)893-3375

### **Education**

2005 Ph.D. Educational Psychology- Applied Cognition and Development  
University of Georgia, Athens, GA

2002 MA Educational Psychology- Applied Cognition and Development  
University of Georgia, Athens, GA

1999 BS Elementary/ Kindergarten Education  
Pennsylvania State University, University Park, PA

### **Professional Experience**

July 2007-Present Assistant Professor  
Department of Counseling, Clinical, and School Psychology  
University of California, Santa Barbara

August 2005- July 2007 Assistant Professor  
Department of Teacher Education  
California State University, Long Beach

August 2001-May 2003 2<sup>nd</sup> Grade Remedial Reading Teacher  
Fowler Drive Elementary Athens, GA

June 2000-August 2000 Lead Pre-K Teacher  
University of Georgia Athens, GA

### **Recent Publications**

Quirk, M., Schwanenflugel, P. J., & Webb, M. (2009). A short-term longitudinal study of the relationship between motivation to read and reading fluency skill in second grade. *Journal of Literacy Research, 41*, 196-227.

- Quirk, M., Unrau, N., Ragusa, G., Rueda, R., Lim, H., Bowers, E., Velasco, A., Honda, K., Nemerouf, A., & Loera, G. (in press). Teacher beliefs about reading motivation and their enactment in classrooms: The development of a survey questionnaire. *Reading Psychology*.
- Schwanenflugel, P. J., Kuhn, M. R., Morris, R. D., Morrow, L. M., Meisinger, E. B., Woo, D. G., & Quirk, M. (in press). Insights into fluency instruction: Short- and long-term effects of two reading programs. *Literacy Research and Instruction*.
- Quirk, M. (2008). Motivating reading fluency. In M. Kuhn & P. Schwanenflugel (Eds.), *Fluency in the classroom: Solving problems in the teaching of literacy* (pp. 75-91). New York: Guilford.
- Knudson, R. E., Zitzer-Comfort, C., Quirk, M., & Alexander, P. (2008). The California State University Early Assessment program. *The Clearinghouse*, 81, 227-231.
- Kamphaus, R., Quirk, M., & Kroncke, A. (2006). Learning disabilities assessment. In R. Kamphaus & J. Campbell (Eds.), *Psychodiagnostic assessment of children: Dimensional and categorical approaches* (pp. 87-118). Hoboken, NJ: John Wiley and Sons.
- Quirk, M., & Schwanenflugel, P. J. (2004). Do supplemental remedial reading programs address the motivational issues of struggling readers? An analysis of five popular programs. *Reading Research and Instruction*, 43, 1-19.

## **Presentations**

### **National Conferences**

- Ragusa, G., Quirk, M., Unrau, N., & Rueda, R. (2009, April). *Reading Motivation and Struggling Urban Readers: Its Relationship to Reading Activity, Achievement, and Interest*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.
- Quirk, M., Velasco, A., & Bowers, E. (2008, May). *What did I Read?: Strategic Interventions for Struggling Readers in Urban Settings*. Paper presented at the meeting of the International Reading Association, Atlanta, GA.
- Quirk, M., Rueda, R., Ragusa, G., Unrau, N., Lim, H., Bowers, E., & Velasco, A. (2008, March). *A Cross-sectional study of reading engagement for struggling readers from Urban Schools*. Paper presented at the meeting of the American Educational Research Association, New York, NY.
- Quirk, M., Lim, H., Ragusa, G., & Rueda, R. (2007, November). Teachers' beliefs about motivation for reading. In M. Quirk (Chair), *Teacher Beliefs about Reading Motivation and its Enactment in Urban Classrooms*. Alternative format session conducted at the meeting of the National Reading Conference, Austin, TX.

- Bowers, E., Quirk, M., & Fitts, S. (2007, November). *Teachers' understandings of developing academic language and literacy for second language learners and students of linguistically diverse backgrounds*. Roundtable session conducted at the meeting of the National Reading Conference, Austin, TX.
- Quirk, M. (2006, December). *An examination of the developmental relationship between motivation to read and reading fluency skill in second grade students*. Paper presented at the meeting of the National Reading Conference, Los Angeles, CA.
- Quirk, M. (2006, December). Motivating the development of reading fluency. In P. Schwanenflugel (Chair), *Teaching Children to Become Fluent Readers: Theory to Practice*. Symposium conducted at the meeting of the National Reading Conference, Los Angeles, CA.
- Quirk, M. (2006, October). Training teachers to conduct case studies in their classrooms. In C. Comfort (Chair), *Bridging the 12 - 13 reading and writing gap: High school/university collaboration in teacher preparation for English*. Symposium conducted at the meeting of the College Reading Association, Pittsburgh, PA.
- Quirk, M. (2005, May). *Do supplemental remedial reading programs address the motivational issues of struggling readers? An analysis of five popular programs*. Poster session presented at the annual meeting of the International Reading Association, San Antonio, TX.
- Quirk, M. (2005, April). *Measurement of motivation to read: A critical analysis of published instruments*. Poster session presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

### **Regional Conferences**

- Sullivan, K., Singh, R., Furlong, M., & Quirk, M. (2009, March). *Response To Intervention and Reading Assessment: What can we learn from case studies?* Paper accepted for presentation at the meeting of the California Association of School Psychologists, Riverside, CA.
- Lilles, E., Furlong, M. J., & Quirk, M. (2009, March). *A three-year follow-up of a First 5 preschool-to-kindergarten bridging initiative*. Paper presented at the annual meeting of the California Association of School Psychologists, Riverside, CA (March).
- Quirk, M. (2005, November). *The Impact of Motivation to Read on Reading Skill Development*. Paper presented at the meeting of the California Educational Research Association, Long Beach, CA.
- Quirk, M. (2003, February). *Do 2<sup>nd</sup> and 3<sup>rd</sup> grade students make causal inferences when reading expository texts?* Poster session presented at the annual meeting of the Eastern Educational Research Association, Hilton Head, SC.

### **Professional Presentations**

Furlong, M. J., Quirk, M., Beem, S., & Saeki, E. (2009, May). *Response to intervention and reading assessment: The current state of RTI in California*. Paper presented at a quarterly meeting of the Ventura County Association of School Psychologists, Ventura, CA.

Quirk, M. (2008, April). *Tutoring students in reading (grades K-8): Developmental and instructional considerations*. Professional development seminar presented at the Gevirtz Research Center's Supplemental Education Services meeting.

### **Funded Research Projects**

2008-Present      *Co-Researcher: School Readiness Longitudinal Research Project*  
Michael Furlong and Erika Felix (Co-PIs)  
Grant: Funded by Santa Barbara County's First 5 Commission for the past three years; supported through the 2010-2011 academic year  
Description: Research project investigating the impact of social outreach on school readiness and the predictive utility of various indicators of school readiness on longitudinal academic outcomes

2007-Present      *Co-Principal Investigator: Santa Barbara Reading Assessment Project*  
Matthew Quirk and Michael Furlong (Co-PIs)  
Grant: Funded by the Errett Fisher Foundation  
Description: Development, implementation, and research on a response to intervention framework in collaboration with the Santa Barbara Elementary School District

### **Research Awards and Honors**

January 2009      Invited to participate in the 2009 School Psychology Research Collaboration Conference (SPRCC) as an Early Career Scholar

March 2008      *UCSB Regents' Junior Faculty Fellowship Award* to support ongoing research on students' motivation to read

November 2007      *UCSB Faculty Enrichment Award* to support ongoing research focused on motivational and reading developmental issues with students from ethnically and linguistically diverse backgrounds

### **Other Research Projects**

June 2006-Present      *Motivation, Instruction, Cognition, Literacy, and Learning (M.I.C.L.L.)*  
Participating researcher in a multi-institution research group conducting a series of ongoing studies examining the academic motivation and literacy development of students in urban classrooms. The group consists of researchers from the University of California, Santa Barbara; University of

Southern California; California State University, Los Angeles; and the  
California State University, Fullerton

**Professional Affiliations**

- Since 2007 Member, Motivation in Education SIG (AERA)
- Since 2007 Member, California Association of School Psychologists
- Since 2007 Member, National Reading Conference
- Since 2004 Member, American Educational Research Association
- Since 2003 Member, International Reading Association