Michael Kibby is a literacy professor in the Department of Learning and Instruction (LAI) and director of the Graduate School of Education’s Reading Center. The center educates reading specialists, conducts research, and is a community resource by providing diagnoses and re-mediation to children with reading difficulties. The rationale and processes of diagnosis and re-mediation are elaborated in Kibby’s 1995 monograph, *Practical Steps to Informing Literacy Instruction: A Diagnostic Decision-Making Model*. He also published a chapter, with former LAI faculty member Laura Klenk, on reading re-mediation in the *Handbook of Research on Reading, III*; and a chapter, with Reading Center associate director Debra Dechert, on the role of teacher reflection in becoming a reading teacher.

Kibby’s current research foci are reading fluency and meaning vocabulary. He is analyzing data from the third of three fluency experiments; results of the first two experiments were presented at NRC (National Reading Conference) and IRA (International Reading Association) conferences. He is currently working with former student Poonam Arya (Ph.D., 1998, LAI), now a professor at Wayne State University.

In research partly funded by the National Science Foundation, Kibby, William Rapaport (UB associate professor of computer science), and Karen Wieland (LAI doctoral student) are studying contextual vocabulary acquisition (CVA)—how readers use context to gain a sense of a word’s meaning when they encounter an unknown word while reading. Their latest work, with Debra Dechert, is a chapter on teaching CVA strategies. Rapaport and Kibby are now developing a curriculum for teaching CVA.

From 2002-2005, Kibby was on the National Assessment of Educational Progress-Reading (NAEP-R) 2009 Framework Planning Committee. On this committee, he helped create the framework for NAEP-R’s first-ever meaning vocabulary scale. He is currently a member of the NAEP-R Standing Committee and on the subcommittee developing the meaning vocabulary scale.

At a university where research trumps teaching, Kibby probably should not admit that, professionally, teaching is his first love. He likes to think (he says, “perhaps deluding myself”) that a professor’s tutelage and mentoring should change forever what his students know and how they think. It is likely that this philosophy lead to his Chancellor’s Award for Excellence in Teaching in 1994.

Perhaps Kibby values teaching so because of what he teaches. Children who fail to learn to read, fail a life goal—and they know and feel it. So when traditional programs have not succeeded and a reading teacher is sought, that reading teacher must create success. Kibby believes that every reading teacher he teaches must, and will be the catalyst in changing a child who failed in reading, to a child who succeeds in reading. The responsibility is significant because failure on the part of a reading teacher has such disastrous consequences for his/her students.

Kibby’s current teaching includes Clinical Literacy Assessment and Instruction, Clinic-based Practicum in Reading, and an occasional doctoral seminar on meaning vocabulary. He created and taught for 12 years the two-semester Analysis of Research in LAI, a first-year Ph.D. course that teaches the analysis, synthesis, and critical evaluation of the various genres of social-science research.

Kibby served as LAI department chair from 1988-2000 and associate dean for technology from 1999-2000. He served on the Williamsville School Board for 13 years (president for 3 years) and the Village of Williamsville Board of Trustees for 8 years.