

Hope K. Gerde

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CURRENT ACADEMIC POSITION

Associate Professor, Human Development & Family Studies, Michigan State University, 2014-present
Assistant Professor, Human Development & Family Studies, Michigan State University, 2008-2014

EDUCATION

Ph.D., Child Development & Family Studies, Purdue University, West Lafayette, IN, August 2008
Dissertation: Longitudinal relations between teachers' talk and child language and literacy outcomes
Major Professor: Douglas R. Powell, Ph.D.

M.S., Child Development & Family Studies, Purdue University, West Lafayette, IN, May 2005
Thesis: Characteristics and effects of teachers' book reading behaviors in Head Start classrooms
Major Professor: Douglas R. Powell, Ph.D.

Bachelor of Arts, Psychology, Magna Cum Laude, Rollins College, Winter Park, FL, May 2002
Thesis: Using structural quality variables to predict high quality classroom environment in preschool
Major Professor: Sharon L. Carnahan, Ph.D.

AWARDS & HONORS

Great IDEA Award, Great Plains Interactive Distance Education Alliance, 2014
Michigan State University Outreach and Engagement Award; Nominee for the Peter C. Magrath Award
for Research in Outreach and Engagement, 2010
Outstanding Doctoral Student, Department of Child Development and Family Studies, Purdue
University, 2008
Beulah Gillaspie Outstanding Master's Student Award, Department of Child Development and Family
Studies, Purdue University, 2005
Outstanding Research in the Field of Psychology, Rollins College, 2002
James D. Upson Award for Outstanding Research in the Field of Clinical/Health Psychology, Rollins
College, 2002

GRANTS

FUNDED GRANT PROPOSALS

Building Capacity for Early Childhood Education in Rwanda. L. Apol, L. Skibbe, **H. Gerde**, (Co-PIs).
CASID International Strategic Partnership Funding, 2017, \$8,000.

Developing A Discourse Observation Tool and Online Professional Development to Promote Science,
Oral Language and Literacy Development from the **Start** of School (SOLID Start). T. Wright
(PI), A. Gotwals (Co-PI), **H. Gerde (Co-I)**. *National Science Foundation*, DR K-12, 2016-2020,
\$2,299,602.

- Development of the Improving Writing Resources and Interactions in Teaching Environments through Professional Development (IWRITE-PD) for Teachers of Economically Disadvantaged Children. **H. Gerde (PI)**, G. Bingham, & R. Bowles (Co-PIs). *Institute of Education Sciences* (R305A150210). 2015-2019. \$1,499,994.
- Cluster Randomized Trial of the Efficacy of Early Childhood Science Education for Low-Income Children. L. VanEgeren (PI), N. Lownds, **H. Gerde (Co-PI)**, C. Schwarz, S. Pierce, H. Brophy-Herb. *National Science Foundation*, 7/1/2011-6/30/2017, \$2,918,640, RC100753, **Note**. My specific role was to design and direct the coaching portion of the intervention. As part of this role, I developed an innovative online coaching protocol, collaborated with project trainers to integrate the training and coaching portions of the intervention and facilitated training for coaches and teachers.
- American Indian and Alaska Native Early Childhood Research Center. D. Novins (PI), J. Barnes, M. Sarche, A. Barlow, **H. Gerde (Investigator)**, *Administration for Children and Families*, 9/2011-8/2016, \$550,000 **Note**: my specific role on this grant was to continue collaboration with partner agencies regarding data collection, data management, and data analysis, training on data collection processes and coding of data building capacity within the communities to gather and use meaningful outcome data for program evaluation and improvement.
- University Passport Project. K. Wampler (PI), B. Ames, F. Villarruel, **H. Gerde (Co-PI)**. *US Department of Agriculture*. 5/2010-4/30-2011 \$77,264, RC065455 **Note**: I was a leader on this project focused on developing an online BA degree in early childhood education by developing and reviewing core syllabi, designing our distance-learning student supervision model and protocol, and working with university governance regarding approval of the new major.
- Design of a Measure of Children's Emergent Writing Development. **H. Gerde (PI)**. *Dr. Gwen Andrew Faculty Initiative Fund, College of Social Science, MSU*. 7/2011-6/2012, \$5,711.
- Evaluation of a Distance Learning Professional Development Model for Tribal Head Start Teachers. **H. Gerde (PI)**, J. Barnes, A. Belleau. *Innovations in University-Community Research Collaborations FACT Coalition Grant* 2009-2011, \$50,000 **Note**: This funding supported a state-wide RCT intervention study providing professional development for Tribal Head Start Teachers utilizing an innovative distance learning model for service delivery I developed.
- Teachers' Verbal Behavior Across Contexts and Child Literacy and Mathematics Growth in Preschool. **H. Gerde (PI)**. *Literacy Achievement Research Center*, 2009-2010, \$10,000.
- Wiba Anung: Building Teacher Capacity Through Collaborative Research with American Indian Head Start and Early Head Start Programs. H. Fitzgerald (PI), J. Barnes, A. Belleau, P. Farrell, M. Calcaterra, A. Parish, **H. Gerde (Co-I)**. *Administration for Children and Families*, 2006-2011 (Gerde joined 2008), \$400,000. **Note**: My role on this project was to develop partnerships with community partners, train tribal members to collect child and classroom level data developing capacity within the agencies to obtain high quality data to inform program evaluation and improvement.

SUBMITTED GRANT PROPOSALS

Development and Validation of Complementary Measures of Early Writing to Assess both Teacher Practice and Child Outcomes. R. Bowles (PI), **H. Gerde (Co-PI)**, G. Bingham (Co-PI). *US Department of Education, Institute of Education Sciences*. 2018-2022, \$1,400,000.

The Development and Feasibility of the Next Generation Head Start on Science (NGHSOS) Curriculum: Innovative Tools for Advancing Preschool Science Teaching and Learning. **H. Gerde (PI)**, C. Schwartz, T. Wright, B. Morris, B. Straits, L. Van Egeren, & N. Lownds (Co-PIs). *National Science Foundation, DR K-12*, 2017-2021, \$2,989,405. Well scored in first review. Will resubmit in next round.

GRANT PROPOSALS SUBMITTED BUT NOT FUNDED

Early Writing Instruction in Pre-kindergarten: Exploring the Malleable Factors. S. Cabell (PI), **H Gerde** & M. Invernizzi (co-PIs). *Institute of Education Sciences*. 2016-2019. \$1,499,994. Submitted 8-4-15.

Co-Principle Investigator (PI: L. Skibbe). Is handwriting necessary? A randomized controlled trial examining two modes of writing intervention on preschoolers' literacy outcomes. Spencer Foundation, \$49,996. Submitted March 2014.

Effects of Language and Literacy Professional Development for Head Start Teachers. D. Powell (PI), K. Diamond, **H. Gerde (Co-PI)** *Institute of Education Sciences* (Submitted, June 2011), \$3,485,726 Not Funded.

The Costs and Benefits of Modest Professional Development in Emergent Literacy for Child Care Providers." **H. Gerde (PI)**, N. Duke, A. Chudgar. *Institute of Education Sciences* (Well scored in first round. Revisions Submitted, June 2010) \$1,450,564 Not Funded.

Development and Feasibility Study of a Culturally Relevant Curriculum for Tribal Head Start. **H. Gerde (PI)**, J. Barnes, A. Belleau, H. Fitzgerald, P. Farrell, R. Bowles. *Institute of Education Sciences*. \$1,240,383 Not Funded.

Teachers' Verbal Behavior Across Contexts and Child Literacy and Self-regulation Growth in Preschool. **H. Gerde (PI)**, L. Skibbe. *International Reading Association Elva Knight Research Grant*, 2009-2010, \$10,000 Not Funded.

PUBLICATIONS**REFEREED JOURNAL ARTICLES IN PRESS**

***graduate student author, +community partner author**

*Schachter, R. E. & **Gerde, H. K.**, (in press). Designing personalized professional development: How recording and reflecting on practice can improve teaching. *Young Children*.

- Douglas, S. N. & **Gerde, H. K.** (in press). A strategy to support the communication of students with Autism Spectrum Disorder. *Intervention in School and Clinic*.
- Gerde, H. K.**, Skibbe, L. E., Wright, T. S., & Douglas, S. N. (2018). Evaluation of Head Start curricula for standards-based writing instruction. *Early Childhood Education Journal*.
https://doi.org/10.1007/s10643-018-0906-x
- Bingham, G. E., *Quinn, M. F., *McRoy, K., *Zhang, X., & **Gerde, H. K.** (2018). Writing and play: Providing meaningful writing opportunities in early childhood classrooms. *Early Childhood Education Journal*, 46(6), 601-611. https://doi-org.proxy2.cl.msu.edu/10.1007/s10643-018-0894-x
- Gerde, H. K.**, Pierce, S. J., Lee, K. S., & Van Egeren, L. A. (2018). Early childhood educators' self-efficacy in science, math, and literacy instruction and science practice in the classroom. *Early Education and Development*, 29, 70-90. doi.org/10.1080/10409289.2017.1360127
Ranked Top 5 of all articles published in Taylor and Francis's 3,000 journals
- Douglas, S. N., *Nordquist, E., *Kammes, R., & **Gerde, H.** (2017). Online Parent Communication Training for Young Children with Complex Communication Needs. *Infants and Young Children*, 30, 288-303. DOI: 10.1097/IYC.000000000000101
- Bingham, G. E., *Quinn, M. & **Gerde, H. K.** (2017). Examining early childhood teachers' writing practices: Associations between pedagogical supports and children's writing skills. *Early Childhood Research Quarterly*, 39, 35 – 46.
- Gerde, H. K.**, *Goetsch, M. E. & Bingham, G. E. (2016). Using print in the environment to promote early writing. *The Reading Teacher*, 70(3), 283-293. doi:10.1002/trtr.1508
- *Quinn, M. F., **Gerde, H. K.**, & Bingham, G. E. (2016). Help me where I am: Scaffolding writing in preschool classrooms. *The Reading Teacher*, 70(3), 353-357.
- *Weatley, B., **Gerde, H. K.** & Cabell, S. Q. (2016). Integrating Early Writing into Science Instruction in Preschool. *The Reading Teacher*, 70(1), 83-92.
- Skibbe, L. E., **Gerde, H. K.**, Wright, T. S., & *Samples-Steele, C. (2016). A content analysis of phonological awareness and phonics in commonly used Head Start curricula. *Early Childhood Education Journal*, 44(3), 225-233. 10.1007/s10643-015-0703-8.
- Gerde, H. K.**, Bingham, G. E., & *Pendergast, M. (2015). Reliability and validity of the writing resources and interactions in teaching environments (WRITE) for preschool classrooms. *Early Childhood Research Quarterly*, 31, 34-46.
- Gerde, H. K.**, Duke, N. K., Moses, A. M., Spybrook, J., & Shedd, M. K. (2014). How much for whom? Lessons from an efficacy study of modest professional development for child care providers. *Early Education and Development*, 25, 221-241. DOI: 10.1080/10409289.2013.788424

- Bowles, R. P., Pentimonti, J. M., **Gerde, H. K.**, & *Montroy, J. J. (2014). Item response analysis of uppercase and lowercase letter name knowledge. *Journal of Psychoeducational Assessment, 32*, 146-156
- Gerde, H. K.**, *Foster, T. D., & Skibbe, L. E. (2014). Beyond the pencil: Expanding the occupational therapists' role in the early childhood classroom. *The Open Journal of Occupational Therapy, 2*(1). 1-19.
- Gerde, H. K.**, *Schachter, R. E., & Wasik, B. A. (2013). Using the scientific method to guide learning: An integrated approach to early childhood curriculum. *Early Childhood Education Journal, 41*, 315-323. DOI: 10.1007/s10643-013-0579-4.
- Cabell, S. Q., Tortorelli, L. S., & **Gerde, H. K.** (2013). *How do I write . . . ?* Scaffolding preschoolers' early writing skills. *The Reading Teacher, 66*, 650-659. DOI: 10.1002/trtr.1173.
- *Froyen, L. C., Skibbe, L. E., Bowles, R. P., Blow, A. J., & **Gerde H. K.** (2013). Marital satisfaction, family emotional expressiveness, home learning environments and children's academic outcomes. *Journal of Marriage and Family. 75*, 42-55. DOI: 10.1111/j.1741-3737.2012.01035.x,
- Gerde, H. K.**, Skibbe, L. E., Bowles, R. P., & *Martoccio, T. L. (2012). Child and home predictors of children's name writing. *Child Development Research, 12*, 1-12.
- Gerde, H. K.**, Bingham, G. E., & Wasik, B. A., (2012). Writing in early childhood classrooms: Guidelines for best practice. *Early Childhood Education Journal, 40*, 351-359.
This article was the top downloaded article for ECEJ in 2012.
- Gerde, H. K.**, Barnes, J. V., +Belleau, A., *Rau, L., Farrell, P. A., +Parish, A., Calcaterra, M., & Fitzgerald, H. E. (2012). A Systematic Evaluation of the Cultural Content and Language Instruction in American Indian Head Start. *Journal of American Indian Education, 51*(2), 42-65.
- Gerde, H. K.**, & Powell, D. R. (2009). Teacher education, book reading practices, and children's language growth across one year of Head Start. *Early Education and Development, 20*, 211-237.
- Diamond, K. E., **Gerde, H. K.**, & Powell, D. R. (2008). Development in early literacy skills during the pre-kindergarten year in Head Start: Relations between growth in children's writing and understanding of letters. *Early Childhood Research Quarterly, 23*, 467-478.
This articles was ranked 14th in ECRQ's Top 25 list for 2009-2010.
- Powell, D. R., Diamond, K. E., Bojczyk, K. E., & **Gerde, H. K.** (2008). Head Start teachers' perspectives on early literacy. *Journal of Literacy Research, 40*, 422-460.

INVITED CHAPTERS

- Fitzgerald, H. E., Farrell, P., Barnes, J. V., +Belleau, A., **Gerde, H. K.**, Calcaterra, M., +Parish, A., & Rosenbaum, R. (2013). Wiba Anung: Building a community based initiative through community

based participatory research. In H. E. Fitzgerald & J. Primavera (Eds.), *Going public: Civic and community engagement*. East Lansing, MI: MSU Press.

Powell, D. R., & Gerde, H. K. (2006). Considering kindergarten families. In Gullo, D. (Ed.), *K-Today: Teaching and learning in the kindergarten year* (pp. 26-35). Washington, DC: National Association for the Education of Young Children.

OTHER PUBLICATIONS

Gerde, H. K., Bingham, G. E., & Bowles, R. P. (2017). iWRITE. A web-based professional development program. iwrite.hdfs.msu.edu

REFEREED JOURNAL ARTICLES UNDER REVIEW

*graduate student authors

Bingham, G. E., Quinn, M. F., & Gerde, H. K. (under review). Who writes what when?: Examining children's early composing. *Early Childhood Research Quarterly*.

Gerde, H. K., Apol, L. J., Skibbe, L. E., & Bucyanna, C. M. (under review). Creating high-quality early childhood education in Rwanda: Teacher dispositions, child-centered play, and culturally relevant materials. *Young Children*

Gerde, H. K., Skibbe, L. E., *Goetsch, M. E., & Douglas, S. N. (under review). Head Start teachers' beliefs and practices for letter knowledge. *Journal of Teacher Education*.

Gerde, H. K., Wright, T. S., & Bingham, G. E. (under review). Early childhood teachers' beliefs about and practices for writing. *Journal of Early Childhood Teacher Education*.

Schachter, R. E., Gerde, H. K., Hatton-Bowers, H. (under review). Guidelines for Selecting Professional Development for Early Childhood Teachers. *Early Childhood Education Journal*.

Groom, L. J., Gerde, H. K., Piasta, S. B., Bailet, L., & Zettler-Greeley, C. (in preparation). The early writing skills of children identified as at risk for literacy difficulty.

MEDIA

Gerde, Pierce, Lee, & Van Egeren, (2018). Early childhood educators' self-efficacy in science, math, and literacy instruction and science practice in the classroom. *Early Education and Development*.

MSU Today, Preschool teachers need better training in science. September 26, 2017

Reddit, September 27, 2017, 4004 comments

MiAEYC Weekly Newsletter, September 27, 2017, emailed to all MiAEYC members

Michigan Radio, MSU study finds need for more math and science instruction in preschools, October 2, 2017

Education Week, Helping Preschool Teachers Shake Off Fear of Science Education, October 6, 2017

Business Standard, Teaching science concepts in early childhood education may be beneficial, September 27, 2017

The Hechinger Report, Enhancing teacher preparation in science may be beneficial for children, November 15, 2017

PBS Newshour, <https://www.pbs.org/newshour/show/many-preschool-teachers-are-scared-of-teaching-stem-heres-a-solution-that-might-help>, March 6, 2018

TEACHING

Graduate

Prevention, Curricula, and Intervention Research in Early Childhood Education (HDFS 821)—2010-present

Michigan State University, Department of Human Development & Family Studies

Language and Literacy Development from Infancy through Early Childhood (age 8) (HDFS 827)—2009-present

Michigan State University, Department of Human Development & Family Studies

Research Methods—Teaching Assistant (CDFS 615), spring 2006

Purdue University, Department of Child Development & Family Studies

Undergraduate

Curriculum for Early Childhood Programs (HDFS 321 and HDFS 321 Lab)—2008-present

Michigan State University, Department of Human Development & Family Studies

Child Development Practicum (CDFS 212 and CDFS 212 Lab)—2007-2008

Purdue University, Department of Child Development & Family Studies

Other

Classroom Links to Early Literacy, 2006

Purdue University, Douglas Powell, Ph.D. & Karen Diamond, Ph.D., Principal Investigators
Literacy Coach: Coached in-service, Head Start teachers regarding best practices for promoting language and literacy in their classroom. Coaching sessions were conducted on-site as well as through the use of innovative technology enabling teachers to video their classrooms and review coaching feedback in a distance learning model. This work was funded by the Institute of Education Sciences (Grant Award # R305M040167).

Purdue University Laboratory Preschool, 2004-2005

Purdue University, Department of Child Development & Family Studies

Graduate Student Lead Teacher: Responsibilities included lead teaching in an inclusive classroom, providing written developmental information to parents and special service staff, adapting activities according to Individual Education Plans (IEP), and supervision of undergraduate practicum students.

Environmental Quality in Early Childhood Education, summer 2003

Universidad Catolica, Department of Education, Guayaquil, Ecuador and
Universidad Casa Grande, Department of Education, Guayaquil, Ecuador

Instructor: Taught in-service and pre-service teachers about quality environments, assessment, and curriculum development for children ages 3-8. Course taught in Spanish.

MENTORSHIP

Master's Thesis (*chair)

Arianna Pikus 2018
 Kyla McRoy* 2018
 Danielle Zeolla* 2018
 Valerie Rose 2018 (Speech Language Pathology)
 Meagan Goetsch* 2016
 Varsha Venugopal* 2016
 Jeongsoo Lee* 2016
 Brittany Motz 2016
 Jady Kim* 2015
 Carla Fortuna* 2014
 Amber Smith* 2014
 Ashley Karsten* 2013
 Heather Whitty* 2010

Doctoral Advisees (*Chair)

Teresa Barabe*, 2018
Position upon graduation: Assistant professor at Saginaw Valley State University
 Rachel Schachter, 2014
Position upon graduation: Institute for Education Sciences Post-Doctoral fellow at The Ohio State University, then Assistant professor at the University of Nebraska, Lincoln
 Alison Wainer, 2013
Position upon graduation: Assistant professor at Rush University Medical School
 Meagan Shedd, 2010
Position upon graduation: Assistant professor at Plymouth State University

SPONSORED STUDENT GRANTS

Writing is For Communication: Coding Early Writing for Composing, Spelling and Handwriting. *Provost Undergraduate Research Initiative Award* to Kelsey Johnson, Sydney Miller, & Rachel Stadwick, Michigan State University, 2017-2018, \$6,000

Coding teachers' beliefs and efficacy for early childhood science education. *Provost Undergraduate Research Initiative Award* to Derek Morgan, Michigan State University, 2015-2016, \$2,000

Feasibility of engagement in an online teacher professional development for writing. *Provost Undergraduate Research Initiative Award* to Asha Freeman, Michigan State University, 2015-2016, \$2,000

Young children's narrative skills and differences by age and gender. *Provost Undergraduate Research Initiative Award* to Ali Meier, Michigan State University, 2015-2016, \$2,000

Teacher Beliefs and Practices for Supporting Science Education. *Provost Undergraduate Research Initiative Award* to Susima Weerakoon, Michigan State University, 2014-2015, \$2,000

Teacher Beliefs and Practices for Supporting Literacy Development. *Provost Undergraduate Research Initiative Award* to Jacqueline Pitone, Michigan State University, 2013-2014, \$2,000

Children's Writing Development: Representations Across Writing Tasks. *Provost Undergraduate Research Initiative Award* to Amy Campbell, Michigan State University, 2012-2013, \$2,000

Evaluation of a Professional Development Program for American Indian Head Start Teachers. *Provost Undergraduate Research Initiative Award* to Linda Rau, Michigan State University, 2010-2011, \$2,000

Development of a Culturally Relevant Curriculum for American Indian Head Start. *Provost Undergraduate Research Initiative Award* to Mallory Gignac, Michigan State University, 2009-2010, \$2,000

Teachers' Verbal Behaviors with English Language Learners in Head Start." *Provost Undergraduate Research Initiative Award* to Linda Rau, Michigan State University, 2008-2009, \$2,000

PRESENTATIONS

NATIONAL AND INTERNATIONAL CONFERENCES

*graduate student author, **undergraduate student author, + community partner author

Bingham, G. E., Quinn, M. F., *Barria, R., & **Gerde, H. K.** (2018, November). Examining the nature, quality, and frequency of early writing supports in preschool classrooms. In Rowe, D. (Chair) *Adult support of emergent writers*. A symposium accepted to the Literacy Research Association's 68th Annual Conference, Indian Wells, CA.

Gerde, H. K., Bingham, G. E., Bowles, R. P., Quinn, M. F., *Zhang, X., & *McRoy, K. Z. (2018, November). Impact of the iWRITE professional development on Head Start teacher practices. In Rowe, D. (Chair) *Adult support of emergent writers*. A symposium accepted to the Literacy Research Association's 68th Annual Conference, Indian Wells, CA.

*Groom, L., Piasta, S. B., **Gerde, H. K.**, Logan, J., Zettler-Greenley, C., & Bailet, L. (2018, July). The emergent writing ability of preschool children considered at risk for later literacy difficulties. In **Gerde, H. K.** (Chair) *Writing development from preschool to third grade: Critical skills and contexts*. A symposium presented at the annual conference of the Society for the Scientific Study of Reading, Brighton, UK.

Bingham, G. E., Quinn, M. F., **Gerde, H. K.**, *Zhang, X., & *Barria, R. (2018, July). Early childhood teachers' knowledge and beliefs about writing: Associations with classroom practices and children's writing development. In Bingham, G. E. (Chair) *Writing development processes and practices: Attention to child, parent, and teacher factors*. A symposium presented at the annual conference of the Society for the Scientific Study of Reading, Brighton, UK.

- *Zhang, X. Bingham, G. E., **Gerde, H. K.**, & *McLendon, K. (2018, July). *Exploring the association between preschool literacy environment and children's early writing development*. A poster presented at the annual conference for the Society for the Scientific Study of Reading, Brighton, UK.
- Gerde, H. K.**, Bingham, G. E., *McRoy, K. Z., *Zhang, X. & Quinn, M. F. (2018, June). *Engaging practitioners in the development of innovative online teacher professional development for writing*. A poster presented at ACF's National Research Conference on Early Childhood, Washington DC.
- Quinn, M. F., Bingham, G. E., & **Gerde, H. K.** (2018, April). *Who writes what when: Examining children's early composing*. A poster presented at the annual meeting of the American Educational Research Association, New York, NY.
- Gerde, H. K. (Chair)** (2017, December). *What's the meaning of this? An examination of early writing development with attention to children's skills, assessment, and teachers' beliefs and practices*. A symposium presented at the annual conference of the Literacy Research Association, Tampa, FL.
- *McRoy, K., & **Gerde, H. K.**, (2017, December). When is Self-Regulation Meaningfully Contributing to Early Writing Development? In Gerde, H. K., (Chair) *What's the meaning of this? An examination of early writing development with attention to children's skills, assessment, and teachers' beliefs and practices*. A symposium presented at the annual conference of the Literacy Research Association, Tampa, FL.
- Bingham, G. E., & **Gerde, H. K.**, (2017, December). Meaningful Relations between Early Childhood Teachers' Knowledge, Beliefs, and Instructional Supports for Early Writing. In Gerde, H. K., (Chair) *What's the meaning of this? An examination of early writing development with attention to children's skills, assessment, and teachers' beliefs and practices*. A symposium presented at the annual conference of the Literacy Research Association, Tampa, FL.
- Gerde, H. K.**, Sheeran, L., Hong, S. Y., & Zigner, M. (2017, November). *Online Bachelor's Degree in Early Childhood Education for a Mobile Society: Providing Early Childhood Teachers Access to Quality Education in Their Own Communities*. A symposium presented at the Annual Conference of the National Association for the Education of Young Children, Atlanta, GA.
- Gerde, H. K.**, Bingham, G. E., Quinn, M., McRoy, K., Zhang, X. (2017, November). *Creating meaningful writing opportunities within daily routines and transitions*. A symposium presented at the Annual Conference of the National Association for the Education of Young Children, Atlanta, GA.
- Bingham, G. E., & **Gerde, H. K.**, (2017, September). *Early childhood teachers' writing beliefs and practices*. A paper presented at the 27th European Early Childhood Education Research Association annual conference, Bologna, Italy.

- Gerde, H. K. (Chair)** (2017, July). *Early and later writing development: An examination of important contexts across time*. A symposium presented at the Annual Meeting of the Society for Scientific Study of Reading, Halifax, Nova Scotia.
- Gerde, H. K., *McRoy, K., *Quinn, M., *Zhang, X., & Bingham, G. E.** (2017, April). *Feasibility of Innovative Online Teacher Professional Development for Writing*. A poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- **Meier, A., Gerde, H. K., Skibbe, L. E., Bowles, R. P., Piasta, S., & Justice, L. M.** (2017, April). *A Longitudinal Examination of Language Development by Gender*. A poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- *Quinn, M., Patterman, P., Bingham, G. E., & Gerde, H. K.** (2017, April). *Early Composing, Language, and Executive Function: Relations across the Prekindergarten Year*. A poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- Gerde, H. K., Bingham, G. E., Bowles, R. P., Quinn, M., McRoy, K. & Zhang, X. (2016, December). Feasibility study of innovative online teacher professional development for writing. A poster presented at the Annual Principal Investigators Meeting for the Institute of Education Sciences, Washington, DC.
- Bingham, G. E., & **Gerde, H. K.** (2016, December). *Early childhood teachers' environmental and interactional support for young children's writing*. In H. Gerde (Chair), *Write time, write place: Implications of the Common Core Writing Standards for preschool writing instruction*. A symposium presented at the annual conference of the Literacy Research Association, Nashville, TN.
- Gerde, H. K., Wright, T. S., Skibbe, L. E., & Douglas, S. N.** (2016, December). *Curricular supports for writing in Head Start classrooms*. In H. Gerde (Chair), *Write time, write place: Implications of the Common Core Writing Standards for preschool writing instruction*. A symposium presented at the annual conference of the Literacy Research Association, Nashville, TN.
- *Goetsch, M. E., & Gerde, H. K.** (2016, December). *Building emotional competence: Using book readings to develop emotional competence in the Head Start Classroom*. A paper presented at the Annual Conference of the Literacy Research Association, Nashville, TN.
- Gerde, H. K., & Bingham, G. E.** (2016, July). *Feasibility study of innovative online teacher professional development for writing*. In G. Bingham (Chair) *Early writing interventions*. A symposium presented at the Annual Meeting of the Society for Scientific Study of Reading, Porto, Portugal.

- *Quinn, M., Bingham, G. E., & **Gerde, H. K.** (2016, July). *Understanding children's early written composition using an item response model*. Spoken paper presented at the Annual Conference of the Society for the Scientific Study of Reading, Porto, Portugal.
- *Venugopal, V., **Gerde, H. K.**, & Van Egeren, L. E., (2016, July). Head Start Teachers' Science Beliefs and Practices. A poster presented at the National Research Conference on Early Childhood (Formerly Head Start's National Research Conference on Early Childhood), Washington, DC.
- Gerde, H. K.**, Schwarz, C. Van Egeren, L., Pierce, S. J., Brophy-Herb, H., Lownds, N., Morris, B. *Venugopal, V., Stein, M., Stoddard, D. (2016, June). *Cluster randomized trial of the efficacy of early childhood science education with low-income children*. A poster presented at the annual National Science Foundation Principle Investigators Meeting, Washington, DC.
- Gerde, H. K.**, *Quinn, M. E., & Bingham, G. E. (2016, May). Teachers' writing practices and children's writing development: Guidelines for best practice. A paper presented at the Fifth Annual Early Childhood Care and Education Conference, Moscow, Russia.
- Gerde, H. K.**, KyungSook, L., Van Egeren, L. E., Pierce, S. J., Schwarz, C., Brophy-Herb, H., & Morris, B. (2015, December). Impacts of a cluster randomized trial of the *A Head Start on Science* curriculum on children's literacy outcomes. In T. Wright (Chair) Building Knowledge in the Early Years of School: Integrating Science with Language and Literacy Instruction Symposium to be presented at the Literacy Research Association's 65th Annual Conference, Carlsbad, CA.
- Schachter, R. E., & **Gerde, H. K.** (2015, November). *Designing your own professional development: How recording your practice can help improve your teaching*. Poster presented at the Annual Conference for the National Association for the Education of Young Children, Orlando, FL.
- Lee, K., Barnes-Najor, J. V., **Gerde, H.**, +Belleau, A., Farrell, P., & Fitzgerald, H. E. (November, 2015). *A community based participatory research partnership: perceptions of children's adaptive behaviors in Tribal Head Start Programs*. Paper presented at the Santa Fe Boys Educational Foundation Conference on the Psychology of Boys at Risk: Indicators from 0-5. Santa Fe, NM.
- Fitzgerald, H. E., Lee, K., Barnes-Najor, J. V., **Gerde, H.**, +Belleau, A., Farrell, P. (November, 2015). *Head Start teachers' ratings of American Indian children's adaptive behaviors*. Poster presented at the Santa Fe Boys Educational Foundation Conference on the Psychology of Boys at Risk: Indicators from 0-5. Santa Fe, NM.
- Gerde, H. K.**, Sheeran, L., Hong, S.Y., Peterson, C., Luze, G., Ziegner, M., Ispa, J., Linscott, L., & Bischoff, R. (2015, September). Online Bachelor's Degree in Early Childhood Education for a Mobile Society: Providing Early Childhood Teachers Access to Quality Education in Their Own Communities. A paper presented at the Annual Meeting of the Native Children's Research Exchange, Denver, CO.

- Gerde, H. K.,** KyungSook, L., Van Egeren, L. E., Pierce, S. J., Schwarz, C., Brophy-Herb, H., & Morris, B. (2015, July). Quality preschool science education promotes Head Start children's literacy skills: Impacts of a cluster randomized trial of the *A Head Start on Science* curriculum and intensive distance coaching for Head Start teachers. In H. Gerde (Chair) *Language, literacy, and all that other stuff: Connections between reading, math, and science*. A symposium presented at the Annual Meeting of the Society for Scientific Study of Reading, Koa, HI.
- Bingham, G. E., **Gerde, H. K.,** & Quinn, M. (2015, July). Children's development of writing skills in early childhood: The impact of teacher scaffolding and environmental supports. In S. Martin-Chang (Chair) *The company you keep: Children's emergent literacy interactions in solitary, sibling, and adult-guided environments*. A symposium presented at the Annual Meeting of the Society for Scientific Study of Reading, Koa, HI.
- Gerde, H. K.,** & Linscott, L. (2015, April). Using Distance Education Methods to Provide Quality Education and Professional Development for Early Childhood Educators. Paper and workshop presented at the 4th Annual International Conference for Early Childhood Care and Education Research and Practice, Moscow, Russia.
- Bingham, G. E., **Gerde, H. K.,** & Quinn, M. (2015, March). Children's development of writing skills in early childhood: The impact of teacher scaffolding and environmental supports. In G. E. Bingham & H. K. Gerde (Chairs) *The Development and Promotion of Early Writing Skills: Child, Parental, and Teacher Contributions*. A symposium presented at the biennial meeting of the Society for Research in Child Development. Philadelphia, PA.
- Gerde, H. K.,** Wright, T. S., & Bingham, G. E., (2014, July). Early Childhood Teachers' Beliefs about and Practices for Writing. In M. A. Evans (Chair) *Parent and Teacher Beliefs: Do They Matter for Emergent Literacy?* A symposium presented to the Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.
- +Belleau, A., & **Gerde, H.** (July, 2014). Using research on children's academic readiness skills for program improvement. In J. V. Barnes (chair) *Supporting American Indian children's development through partnerships among research, practice, and policy*. A symposium presented at the 12th National Head Start Conference, Washington, DC.
- Fitzgerald, H. E., Barnes-Najor, J. V., Farrell, P. A. (Taos Pueblo), **Gerde, H. K.,** & +Belleau, A. (Ojibwe). (2014, June). Community based participatory research, American Indian early childhood education, and systems change. In H. E. Fitzgerald (Chair) *University-Community Partnerships, Infant Mental Health, and Systems Change*. An invited, plenary presentation for the 14th Congress of the World Association for Infant Mental Health, Edinburgh, Ireland.
- Lee, K. S., Farrell, P. A., **Gerde, H. K.,** Barnes-Najor, J. V., +Belleau, A., & Fitzgerald, H. E. (2014, June). *Parental Measures of Pre-K children's Behavior: Cultural variations*. A poster presented to the 14th Congress of the World Association for Infant Mental Health, Edinburgh, Ireland.

- Van Egeren, L. E., +Stein, T., **Gerde, H. K.**, Lee, K. S., & Pierce, S. J. (2014, June). *High stakes assessments of early childhood teacher quality: Implications for reliability*. A poster presented at the 14th Congress of the World Association for Infant Mental Health, Edinburgh, Ireland.
- Gerde, H. K.** & Wright, T. S. (2013, December). *We have a writing area: Preschool teachers' beliefs and practices for supporting writing development*. A paper presented at the 63rd Annual Conference of the Literacy Research Association. Dallas, TX.
- Bingham, G. E., **Gerde, H. K.**, *Pendergast, M. L., Quinn, M., & Ozturk, Z. (December, 2013). *Examining teacher writing supports and scaffolding practices in preschool classrooms*. Paper presented at the Annual Conference of the Literacy Research Association. Dallas, TX.
- Gerde, H. K.**, & Bingham, G. E., (2013, July). *Examining young children's early writing across two story writing tasks: Associations among language, composing, and early writing skills* A paper presented at the Meeting of the Society for the Scientific Study of Reading, Hong Kong, China.
- Bingham, G. E., & **Gerde, H. K.** (2013, April). *Psychometric and descriptive results of a comprehensive measure of environmental and teacher supports for writing in preschool classrooms*. A poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Gerde, H. K.**, Van Egeren, L., Pierce, S. J., & Lee, K. S. (2013, April). *Early childhood educators' self-efficacy in science, math, and literacy instruction and science practice in the classroom*. A poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Gerde, H. K.**, & Powell, D. R. (2013, April). Changes in Head Start teachers' extra-textual utterances during book reading and children's language and literacy outcomes. In D. K. Dickinson, (Chair). *Fostering language development in Head Start preschool classrooms*. A symposium presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Gerde, H. K.**, & Bingham, G. E., (2012, July). Examining Material and Interaction Supports for Children's Writing in Preschool Classrooms. In **H. K. Gerde** (Chair). *Writing in early childhood: Development, variation, and contextual supports*. A symposium presented at the Meeting of the Society for the Scientific Study of Reading, Montreal, Quebec, Canada.
- Gerde, H. K.**, Barnes, J. V., +Belleau, A., & *Whitty, H. E. (2012, June). Effects of Distance Learning Professional Development for Teachers of American Indian Head Start on Children's Math and Literacy Outcomes. In **H. K. Gerde** (Chair). *The Measurement of teacher-child interactions in American Indian/Alaska Native Head Start programs using the Classroom Assessment Scoring System (CLASS): A debate between culturally responsive and standardized assessment practices*. A symposium presented at the 11th National Head Start Research Conference, Washington, DC.
- Barnes, J. V., +Belleau, A., **Gerde, H. K.**, Farrell, P. A., *Lee, K. S., & Fitzgerald, H. E. (2012, July). *Community based participatory research in American Indian/Alaska Native Head Start*

programs: Creating high quality, culturally relevant classrooms. Invited presentation for the 150th Smithsonian American Folk Festival, Smithsonian Institute, Washington, DC.

- Van Egeren, L. A., **Gerde, H. K.**, Schwarz, C., Lownds, N., Pierce, S., *Reyes-Gastelum, D., Morris, B., Brophy-Herb, H., & Stein, M. (2012, June). *Cluster-randomized trial of the efficacy of early childhood science education with low-income children.* Poster presented at the 2012 Discovery Research K-12 PI Meeting, Arlington, VA.
- Gerde, H. K.**, Napp-Philo, J., Paz, J., Keenan, M., Barnes, J. V., (2012, June). *Making it work! Aligning culturally relevant curricular approaches with the Head Start Early learning Outcomes Framework.* A pre-conference intensive workshop presented at the 2012 National Indian Head Start Director's Association Annual Conference, Traverse City, MI.
- Fitzgerald, H. E., Lee, K., Barnes, J. V., Farrell, P. A., +Belleau, A., & **Gerde, H. K.** (2012, April). *Maternal smoking is related to teacher's perceptions of preschool children's externalizing and internalizing behavior problems.* A poster presented at the 13th World Congress of the World Association for Infant Mental Health in Cape Town, South-Africa.
- Gerde, H. K.**, *Foster, T., *Karsten, A., Skibbe, L. E., & Barnes, J. V. (2011, July). *Relations between name writing, dictation, and letter knowledge for American Indian children in Head Start.* Poster presented at the Meeting of the Society for the Scientific Study of Reading, St. Pete Beach, FL.
- Gerde, H. K.**, Barnes, J. V., *Whitty, H. E., +Belleau, A., & Fitzgerald, H. E. (2011, April). *Effects of Distance Learning Professional Development for Teachers of the American Indian Head Start on Children's Math and Literacy Outcomes.* Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- *Froyen, L. C., Skibbe, L. E., Blow, A. J., Bowles, R. P., & **Gerde, H. K.** (2011, April). *The influence of marital satisfaction, emotional expressivity and the home learning environment on children's academic outcomes.* Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Farrell, P., Lee, K. S., Barnes, J. V., **Gerde, H. K.**, Fitzgerald, H. E., & +Belleau, A. (2011, April). *The relations of quality of family environment and parenting belief to young children's socioemotional functioning.* Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- *Froyen, L., Blow, A., Skibbe, L. E., Bowles, R. P., & **Gerde, H. K.** (2010, November). *The role of marital satisfaction and family emotional expressiveness on the home learning environment and children's academic outcomes.* Poster presented at the National Council on Family Relations, Minneapolis, MN.
- Gerde, H. K.**, *Martoccio, T., **Smith, K., Skibbe, L., & Bowles, R. (2010, July). *The longitudinal relation between preschool children's name writing, letter knowledge, and self-regulation.* Poster presented at the seventeenth Annual Meeting of the Society for the Scientific Study of Reading.

- *Whitty, H. A., **Gerde, H. K.**, Brophy-Herb, H., & Schiffman, R. (2010, July). *Eat your veggies! How caregivers' control of child feeding relates to child behavior and health outcomes*. Poster presented at the biennial World Congress of the World Association for Infant Mental Health.
- Gerde, H. K.**, Barnes, J. V., Fitzgerald, H., +Belleau, A., Farrell, P., Calcaterra, M. & +Parish, A. (2010, July). *Growth in children's language, cognitive, and social skills across one year of American Indian Head Start*. Poster presented at the biennial World Congress of the World Association for Infant Mental Health.
- Barnes, J. V., **Gerde, H. K.**, +Belleau, A., Farrell, P. A., Lee, K. S., & Fitzgerald, H. E. (2010, June). *Improving children's academic readiness through high quality Tribal Head Start programs*. Paper presented at the Division 45 Conference of the American Psychological Association.
- Farrell, P. A., Fitzgerald, H. E., Barnes, J. V., **Gerde, H. K.**, +Belleau, A., & Lee, K. S. (2010, June). *Parent and teacher ratings of children's adaptive behavior in American Indian Head Start Programs*. Poster symposium presented at the 10th National Head Start Research Conference, Washington, DC.
- Gerde, H. K.**, Diamond, K. E., & Hanson, M. (2010, June). *Head Start teachers' verbal behaviors in classrooms consisting of primarily English language learners and native speakers of English*. Poster presented at the 10th National Head Start Research Conference, Washington, DC.
- Gerde, H. K.**, & +Belleau, A. (2010, June). *Cutting-edge professional development that works! The Wiba Anung professional development program*. A workshop presented at the National Indian Head Start Directors Association Conference, San Diego, CA.
- *Martoccio, T., **Gerde, H. K.**, & Skibbe, L. (2010, April). *Growth of self-regulation in preschoolers*. Paper presented at the 21st Biennial Conference on Human Development.
- Gerde, H. K.**, & Powell, D. R. (2009, April). *Relation of teachers' educational background to their teaching practices and children's literacy outcomes*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver.
- O'Leary, P. M., **Gerde, H. K.**, Powell, D. R., & Diamond, K. E. (2009, April). *Teachers verbal behavior across contexts in Head Start classrooms*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver.
- Gerde, H. K.**, Diamond, K. E., & Powell, D. R. (2008, June). *Development in early literacy skills during the pre-kindergarten year in Head Start: Growth in children's writing and understanding of letters*. Poster presented at the 9th National Head Start Research Conference, Washington, DC.
- Gerde, H. K.**, & Powell, D. R. (2007, March). *Head Start teacher education background as a predictor of the quality of group book reading behaviors*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston.

Lin, F. K., O'Leary, P. M., Powell, D. R., Diamond, K. E., & Gerde, H. K. (2007, March). *Variations in preschoolers' literacy skills by race, ethnicity, family environment, and community size*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston.

Gerde, H. K., & Powell, D. R. (2006, June). *Characteristics of teachers' book reading behaviors in Head Start classrooms*. Poster presented at the 8th biennial National Head Start Research Conference, Washington, DC.

Powell, D. R., Diamond, K. E., & Gerde, H. K. (2006, February). *Implementing a professional development intervention to improve Head Start children's language and literacy outcomes*. Paper presented at the biannual conference on research innovations in early intervention, San Diego, CA.

Gerde, H. K., & Robbins, C. M. (2005, December). *Book selection as diverse as the children who read them*. Workshop presented at the national conference for the National Association for the Education of Young Children, Washington, DC.

Powell, D. R., Diamond, K. E., Bojczyk, K. E., Mathers, C. L., Gerde, H. K., & Ritchson, A. D. (2005, April). *Effects of a professional development intervention to improve Head Start children's language and literacy outcomes*. Poster presented at the biennial conference for the Society for Research in Child Development, Atlanta, GA.

Gerde, H. K., & Carnahan, S. L. (2004, November). *Environments in early childhood education: Using structural quality variables to predict high quality classroom environment*. Poster presented at the national conference for the National Association for the Education of Young Children, Anaheim, CA.

Gerde, H. K., & Camchong, M. H. (2004, November). *Seamos siempre maestros y estudiantes: Learning to teach on unfamiliar ground*. Workshop presented at the national conference for the National Association for the Education of Young Children, Anaheim, CA.

STATE AND REGIONAL CONFERENCES

*graduate student author, **undergraduate student author, + community partner author

**Meier, A. N., Gerde, H. K., Skibbe, L. E., Bowles, R. P., Piasta, S. & Justice, L. M. (2018, March). *A longitudinal examination of language development by gender*. A poster presented at the Michigan Speech Language Hearing Association (MSHA) annual conference. Kalamazoo, MI.

**Meier, A., & Gerde, H. K. (2016, July). *A Longitudinal Examination of Language Development by Gender*. University Undergraduate Research and Arts Forum, East Lansing, MI.

**Meier, A., & Gerde, H. K. (2016, April). *Gender Differences in Language Development Through Narratives*. University Undergraduate Research and Arts Forum, East Lansing, MI.

- **Wesenberg, C., **Morgan, D., & **Gerde, H. K.** (2016, April). Using Video Exemplars in Teacher Professional Development. University Undergraduate Research and Arts Forum, East Lansing, MI.
- Gerde, H. K.** (2015, August). *Integrating writing into early childhood science education*. Invited lecture presented at the Learn4Life Language and Early Literacy Conference, Columbus, OH.
- **Weerakoon, S. A., & **Gerde, H. K.** (2015, May). *Promoting letter knowledge in early childhood classrooms*. A presentation given at the Annual Conference of the Michigan Association for the Education of Young Children, Grand Rapids, MI.
- **Weerakoon, S. A., & **Gerde, H. K.** (2015, April). *Head Start teachers beliefs and practices for supporting letter knowledge: Individualization of instruction*. A poster presented at the University Undergraduate Research and Arts Forum, East Lansing, MI.
- Gerde, H. K.** (2014, August). *Writing in early childhood classrooms: Guidance for best practice*. Invited lecture presented at the Learn4Life Language and Early Literacy Conference, Columbus, OH.
- Gerde, H. K.** (2014, May). *Language and literacy development for young children: Implications from current research*. Keynote Address presented at the Michigan Head Start Association Spring Assembly, Bay City, MI.
- **Pitone, J. & **Gerde, H. K.** (2014, April). *Early childhood educators' beliefs and practices for teaching letter knowledge to preschoolers*. A poster presented at the University Undergraduate Research and Arts Forum, East Lansing, MI. **First Prize winning poster presentation 2014.**
- **Ma, Z. & **Gerde, H. K.** (2013, April). *Assessing strengths, weakness, opportunities and threats of a newly developed online bachelors' degree in early childhood education*. A poster presented at the University Undergraduate Research and Arts Forum, East Lansing, MI.
- **Blair, S., **Johnson, K., & **Gerde, H. K.** (2010, April). *The influence of maternal education on children's language and literacy skills when they enter preschool*. Poster presented at the University Undergraduate Research and Arts Forum, East Lansing, MI.
- **Rau, L., **Gignac, M., & **Gerde, H. K.** (2010, April). *The process of developing a culturally relevant, developmentally appropriate curriculum for American Indian Head Start programs*. Poster presented at the University Undergraduate Research and Arts Forum, East Lansing, MI.
- **Rau, L., & **Gerde, H. K.** (2009, April). *Preschool teachers' verbal behaviors with native and non-native speakers of English*. Poster presented at the University Undergraduate Research and Arts Forum, East Lansing, MI.
- **Gurney, T. M., & **Gerde, H. K.** (2009, April). *Relationship between preschool children's writing and knowledge of letters and its development over the school year*. Poster presented at the University Undergraduate Research and Arts Forum, East Lansing, MI.

Gerde, H. K. (2009, March). *Children's growth in writing ability across the preschool year: Implications for practice*. Invited talk presented at the Michigan Reading Association, Grand Rapids, MI.

Carnahan, S. L., & **Gerde, H. K.** (2002, April). *Environmental quality in early childhood classrooms*. Paper presented at the annual conference of the Southeastern Psychological Association, Orlando, FL.

CONSULTING ON GRANT FUNDED RESEARCH

Enhancing the Quality of Early Childhood Education Through Distance Education

Kathleen Strasser PI, *Pontificia Universidad Católica de Chile*

I serve as consultant on this research funded by the Department of Education, Chile.

Development and Validation of Systematic Assessment of Book Reading (SABR)

Jill Pentimonti (PI), *Ohio State University*

I serve as consultant for this research funded by the Department of Education, Institute of Education Sciences.

Writing into Literacy

Sonia Cabell (PI), *University of Virginia, Center for the Advanced Study of Teaching and Learning*

I served as consultant for this grant due to my expertise in children's writing development and classroom practice for supporting writing and literacy.

Examining the Read Right from the Start Georgia Pre-Kindergarten Professional Development Program: Coaching Model Evaluation

Nicole Patton-Terry (PI) & Gary Bingham (Co-PI), *Georgia State University*

This intervention research is funded through the United Way of Greater Atlanta. I serve as a consultant on the coaching process and general intervention implementation methodology.

PROFESSIONAL CONSULTING

Genesee County Head Start

Beth Hackett, Director Genesee County Head Start, 2014-2015

Teacher educator: Provided full group and small group professional development for 240 lead and assistant Head Start teachers. I trained eight graduate students to facilitate small-group sessions in conjunction with the full-group plenary talks.

Traverse City Head Start

Dru O'Connor, Director Traverse City Head Start, 2014-2015

Teacher educator: Provided full group and small group professional development for 150 lead and assistant Head Start teachers. I trained four graduate students to facilitate small-group sessions in conjunction with the full-group plenary talks.

Inter-Tribal Council of Michigan, Sault Saint Marie Tribe of Chippewa Indians Head Start
Ann Belleau, Director Inter-Tribal Council of Michigan Head Start

Teacher educator: Provided individual professional development coaching online to 73 teachers and teaching assistants from the American Indian Early Head Start/Head Start programs in Michigan. The course ended in a face-to-face session at the Head Start centers in which teachers presented posters articulating how they enhanced their practice during the course/coaching.

MAXIMUS Government Consulting Group, 2004

Jennifer M. Benning, Ph.D.,

Consultant: Responsibilities included conducting annual peer reviews for Community Based Family Resources and Support (CBFRS) Grant funded programs throughout the state of Indiana. Reviews consisted of an intensive interview with program coordinators, staff, and participants, an observation of the grant funded program, and a comprehensive written report.

PROFESSIONAL SERVICE TO THE FIELD

Panel Member, grant reviewer for panel Early Childhood Education/Special Education and Intervention, US Department of Education, Institute of Education Sciences, 2016-2020

Member, Publications Committee, The Society for the Scientific Study of Reading, 2017-present

Steering Committee and Awards Chair, Promoting Opportunities for Women in Education Research
2016-present

Editorial Board Member, Early Childhood Research Quarterly, 2018-present (reviewer 2007-present)

Action Editor, Reading Research Quarterly, 2017-present

Reviewer, Early Education and Development, 2011-present

Reviewer, Journal of Literacy Research, 2009-present

Reviewer, Early Childhood Education Journal, 2012-present

Reviewer, Infant Mental Health Journal, 2009-present

Member, IHE Early Childhood Education Advisory Council, Michigan Department of Education, 2008-present

Reviewer, Proposals for the Biennial meeting for the Society for the Research in Child Development
2010, 2014, 2016

Reviewer, Proposals for Annual Conference of the Literacy Research Association

Reviewer, Hugh H. McKean Grant for Faculty Research, Rollins College, Winter Park, FL 2010

ACADEMIC SERVICE TO THE UNIVERSITY

Chair, Department Awards Committee, Department of Human Development & Family Studies, 2017-2019

Chair, Department Advisory Committee, Department of Human Development & Family Studies, 2015-2017

Chair, Great Plains IDEA Early Childhood Education Faculty, 2015-2017

Member, Graduate Education Committee, College of Social Science, 2014-2015

Member, Graduate Education Committee, Department of Human Development & Family Studies, 2012-2014: Revised Graduate Student Comprehensive Exam process, revised Child Development MS degree requirements

Member, College Research Committee, College of Social Science, 2011- 2014
Revised College Research Plan

Co-Chair, Early Childhood Curriculum Development Working Group, Department of Human Development & Family Studies 2008-2011

Led undergraduate curriculum revisions to meet state standards for Teacher Education/Child Development major and Early Childhood Endorsement (ZS) program. This included completion of state applications for review by Michigan Department of Education requiring alignment of course standards and evaluation procedures for each course to the new state standards. Also, I led the approval process of the revisions through the department and university governance. As part of this process, I served as a state-appointed reviewer for applications of other universities applying for state approval for both the ZS endorsement and preschool teaching.

Member, Study of Early Education and Development (SEEDs) Group, Department of Human Development & Family Studies, 2008-present

Member, Undergraduate Education Committee, Department of Human Development & Family Studies 2008-2009, Led process for moving the revised undergraduate child development major through university governance to successful approval.

PROFESSIONAL ORGANIZATION AFFILIATION

Society for Research in Child Development, 2003-present

Society for the Scientific Study of Reading, 2008-present

International Reading Association, 2008-present

National Association for the Education of Young Children, 2003-present

American Psychological Association, 2001-2003

LANGUAGE PROFICIENCY

Spanish Speak, read, and write fluently.