

**Lia E. Sandilos, Ph.D., NCSP**  
Assistant Professor of School Psychology  
Department of Education and Human Services  
College of Education  
Lehigh University  
Bethlehem, PA

## **EDUCATION**

- 2012 Ph.D. School Psychology (APA approved)  
Pennsylvania State University  
Dissertation title: *Measuring quality in rural kindergarten classrooms: Reliability and validity evidence of the Classroom Assessment Scoring System, Kindergarten - Third Grade*
- 2010 M.Ed. School Psychology  
Pennsylvania State University
- 2007 B.A. Psychology (major), Classical and Mediterranean Studies (minor),  
Pennsylvania State University

## **CERTIFICATION/LICENSURE**

- 2022-present Pennsylvania Licensed Psychologist (#PS019656)
- 2013-present National Certification  
*Nationally Certified School Psychologist (NCSP)*

## **PROFESSIONAL POSITIONS**

- 2022-present *Assistant Professor of School Psychology*  
Lehigh University, College of Education  
School Psychology Program
- 2017-2022 *Assistant Professor of School Psychology*  
Temple University, College of Education and Human Development  
School Psychology Program;  
Faculty Affiliate of The Center for Assessment, Evaluation, and  
Education Policy Analysis
- 2014-2017 *Institute of Education Sciences (IES) Postdoctoral Research Associate*  
University of Virginia, Curry School of Education  
Center for Advanced Study of Teaching and Learning (CASTL)
- 2012-2014 *Postdoctoral Research Fellow for National Institutes of Health (NIH) Grant*  
Temple University, Department of Communication Sciences Disorders  
Language and Literacy in Diverse Contexts Lab

- 2009-2011 *Graduate Research Assistant*  
The Pennsylvania State University, The Prevention Research Center  
The Family Life Project
- 2008-2009 *Graduate Assistant, Computer Help Desk Consultant*  
The Pennsylvania State University, Information Technology Services Help Desk
- 2006-2008 *Instructional Assistant*  
Spring-Ford Area School District  
Collegeville, PA

### **FUNDED GRANTS**

1. Becoming Ethical People: A Study of Character Development among Students in EL Education Schools (October 2018-September 2021). Grant funded by the Templeton Foundation (Total Funds - \$715,156; Temple Subcontract - \$73,050). PIs: Sara Rimm-Kaufman, Co-PIs: Lia Sandilos & Beth Miller.
2. Understanding and Supporting Teacher Professional Well-Being (January 2019-June 2020). Grant-in-Aid Award from Temple University (Total funds: \$3,000). PI: Lia Sandilos.
3. Transforming School L.I.F.E for ELs. (September 2016-December 2021). Grant Funded by the U.S. Department of Education (\$2,700,000). PI: Tamara Sniad, Co-PI: Jill Swavely, Project Evaluator: Lia E. Sandilos.
4. Alleghany Highlands-UVa Collaborative (May 2015-April 2016). Grant Funded by the Alleghany Foundation (\$85,000.00). PI: Sara E. Rimm-Kaufman, Co-PI: Lia E. Sandilos (Grant # 315010).

### **AWARDS/HONORS**

- 2020 Recipient of the 2020 College of Education Advising/Mentoring Award
- 2017 School Psychology Research Collaboration Conference (SPRCC), Society for the Study of School Psychology (August, 2017)  
*Early Career Scholar*
- 2014 Temple University, College of Health Professions and Social Work  
*Meritorious Award for Scientific Poster Presentation* on “Depression, control, and climate: An examination of factors impacting teaching quality in preschool classrooms.”

### **PEER-REVIEWED PUBLICATIONS**

*Notes.* \*=student author.

1. **Sandilos, L. E.,** Neugebauer, S. R., DiPerna, J. C., Hart, S., & Lei, P. (in press). Social emotional learning for whom? Implications of a universal SEL program and teacher well-being for teachers’ interactions with students. *School Mental Health*.

2. Neugebauer, S. R., **Sandilos**, L. E., DiPerna, J. C., & Hart, S. (in press). 41 teachers, 41 different ways: Exploring teacher implementation of a universal social-emotional learning program under routine conditions. *The Elementary School Journal*.
3. **Sandilos**, L. E. & DiPerna, J. C. (2022). Development and initial validation of the Measure of Stressors and Supports for Teachers (MOST). *Assessment for Effective Intervention*, 47, 187-197.
4. Gilmour, A. F., Neugebauer, S. R., & **Sandilos**, L. E. (2022). Moderators of the association between teaching students with disabilities and general education teacher turnover. *Exceptional Children* (online publication available).
5. Gilmour, A. F., **Sandilos**, L. E., \*Pilny, W., & \*Schwartz, S., & Wehby, J. H. (2021). Teaching students with emotional/behavioral disorders: Teachers' burnout profiles and classroom management. *Journal of Emotional and Behavioral Disorders*. Online publication available.
6. Styck, K. M., Anthony, C. J., **Sandilos**, L. E., & DiPerna, J. C. (2021). Examining rater effects on the Classroom Assessment Scoring System. *Child Development*, 92, 976-993.
7. Soland, J. & **Sandilos**, L. E. (2020). English language learners, self-efficacy, and the achievement gap: Understanding the relationship between academic and social-emotional growth. *Journal of Education for Students Placed at Risk*, 26, 20-44.
8. **Sandilos**, L. E., Goble, P., & \*Schwartz, S. (2020). Professional development as a buffer in the relation between teacher burnout and interaction quality in Head Start classrooms. *Early Education and Development*, 31, 1169-1185.
9. **Sandilos**, L. E., Baroody, A., Rimm-Kaufman, S. E., & Merrit, E. (2020). English language learners' achievement in math and science: Examining the role of self-efficacy. *Journal of School Psychology*, 79, 1-15.
10. Neugebauer, S., **Sandilos**, L. E., Coyne, M., McCoach, B. & Ware, S. (2019). Highly potent and vastly conditional instructional practices: Variations in use and utility of language interactions for kindergarten. *Early Education and Development*, 31, 541-560.
11. **Sandilos**, L. E., Sims, W., Norwalk, K. E., & Reddy, L. (2019). Converging on quality: Examining multiple measures of teaching effectiveness. *Journal of School Psychology*, 74, 10-28.
12. Goble, P., **Sandilos**, L. E., & Pianta, R. C. (2019). Gains in teacher-child interaction quality and children's school readiness skills: Examining thresholds. *Journal of School Psychology*, 73, 101-113.
13. **Sandilos**, L. E., Whittaker, J. E., Vitello, V., & Kinsey, M. (2019). Exploring associations between preschoolers' school readiness profiles and the teacher-student relationship: A latent transition approach. *Journal of Applied Developmental Psychology*, 62, 185-198.
14. Rimm-Kaufman, S.E. Donnan, M. F., Garcia, D., Snead-Johnson, M., Kotulka, E., & **Sandilos**, L. E. (2019). Reflections and recommendations for taking a partnered approach to school change in a rural community. *The Foundation Review*, 10, 103-118.

15. Cohen, J. J., Ruzek, E., & **Sandilos, L. E.** (2018). Does teaching quality cross subjects? Understanding consistency in elementary teacher practice across the school day. *AERA Open, 4*, 1-16.
16. **Sandilos, L. E.**, Goble, P., Rimm-Kaufman, S. E., & Pianta, R. C. (2018). Does professional development reduce the influence of teacher stress on teacher-child interactions? *Early Childhood Research Quarterly, 42*, 280-290.
17. **Sandilos, L. E.**, & Rimm-Kaufman, S. E., & Cohen, J. J. (2017). Warmth and demand: Exploring the relation between students' perceptions of the classroom environment and student achievement growth. *Child Development, 88*, 1321-1337.
18. Sawyer, B. E., Atkins-Burnett, S., **Sandilos, L. E.**, Hammer, C. S., López, L. & Blair, C. (2017). Variations in classroom language environments of preschool children who are low-income and linguistically diverse. *Early Education and Development, 29*, 398-416.
19. Wollersheim Shervey, S. A., **Sandilos, L. E.**, DiPerna, J. C., & Lei, P. (2017). Social validity of the Social Skills Improvement System - Classwide Intervention Program (SSIS-CIP) in the primary grades *School Psychology Quarterly, 32*, 414-421.
20. Leis, M., Rimm-Kaufman, S. E., Paxton, C. L. C., & **Sandilos, L.** (2017). Leading Together: Strengthening Relational Trust in the Adult School Community. *Journal of School Leadership, 27*, 841-869.
21. Von Der Embse, N. P., **Sandilos, L. E.**, Pendergast, L., & Mankin, A. (2016). Teacher stress, teaching efficacy, and job satisfaction in response to test-based educational accountability policies. *Learning and Individual Differences, 50*, 308-317.
22. Sawyer, B. L., Cycyk, L. M., **Sandilos, L. E.**, & Hammer, C. S. (2016). 'So many books they don't even all fit on the bookshelf': An examination of low-income mothers' home literacy practices, beliefs and influencing factors. *Journal of Early Childhood Literacy*. Online publication available.
23. **Sandilos, L. E.**, Wollersheim-Shervey, S., DiPerna, J. C., Lei, P., & Cheng, W., (2016). Structural validity of CLASS K-3 in primary grades: Testing alternative models. *School Psychology Quarterly, 31*, 1-14.
24. Sawyer, B. E., Hammer, C. S., Cycyk, L. M., Lopez, L., Blair, C., **Sandilos, L. E.**, & Komaroff, E. (2016). Preschool teachers' language and literacy practices with dual language learners. *Bilingual Research Journal, 39*, 35-49.
25. **Sandilos, L. E.**, Cycyk, L. M., Hammer, C. S., Sawyer, B. E., Lopez, L. M., & Blair, C. (2015). Depression, control, and climate: An examination of factors impacting teaching quality in preschool classrooms. *Early Education and Development, 26*, 1111-1127.

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<sup>1</sup> Paper nominated for AERA Classroom Observation SIG Exemplary Paper Award

26. **Sandilos**, L. E., Lewis, K., Komaroff, E., Hammer, C. S., Scarpino, S. E., Goldstein, B., Lopez, L., & Rodriguez, B. (2015). Analysis of bilingual children's performance on the Woodcock-Muñoz Language Survey-R (WMLS-R). *Language Assessment Quarterly*, *12*, 386-408.
27. Lewis, K., **Sandilos**, L. E., Hammer, C. S., & Sawyer, B. (2015). Head start mothers' home environment and bilingual children's preschool language skills. *Early Education and Development*, *27*, 478-494.
28. **Sandilos**, L. E., & DiPerna, J. C. (2014). A review of empirical evidence and practical considerations for early childhood classroom observation scales. *NHSA Dialog*, *17*, 105-120.
29. **Sandilos**, L. E., & DiPerna, J. C., & The Family Life Project Key Investigators (2014). Measuring quality in kindergarten classrooms: Structural analysis of the Classroom Assessment Scoring System, Kindergarten – Third Grade (CLASS K-3). *Early Education and Development*, *25*, 894-914.
30. Hammer, C. S., Hoff, E., Uchikoshi, Y., Gillanders, C., Castro, D., & **Sandilos**, L. E. (2014). The language and literacy development of dual language learners: A critical review. *Early Childhood Research Quarterly*, *29*, 715-733.
31. **Sandilos**, L. E., & DiPerna, J. C. (2011). Interrater reliability of the Classroom Assessment Scoring System Pre-K (CLASS Pre-K). *The Journal of Early Childhood and Infant Psychology*, *7*, 65-85.

#### **OTHER PUBLICATIONS** (Not Blind Peer Review)

Notes. \*=student author

1. McLean, L., & **Sandilos**, L. (2022). *Teachers' well-being: Sources, implications, and directions for future research*. Routledge. <https://doi.org/10.4324/9781138609877-REE153-1>
2. Rimm-Kaufman, S. E., & **Sandilos**, L. E. (2022). *What middle schoolers can teach us about respect*. Greater Good Magazine. [https://greatergood.berkeley.edu/article/item/what\\_middle\\_schoolers\\_can\\_teach\\_us\\_about\\_respect](https://greatergood.berkeley.edu/article/item/what_middle_schoolers_can_teach_us_about_respect)
3. **Sandilos**, L., Kaplan, A., & Wabnik, A. (2021). Fostering student engagement and psychosocial development: A participatory action research approach. In E. Cole, & J. A. Siegel (Eds.), *Mental health consultation and interventions in school settings: A scientist-practitioner's guide*.
4. **Sandilos**, L. E., & \*Darmer, K. (2020). Review of the Mayer-Salovey-Caruso Emotional Intelligence Test-Youth Research Version. *Buros Mental Measurements Yearbook (Vol. 20)*. Lincoln, NE: Buros Institute of Mental Measurements.
5. **Sandilos**, L. E., & \*Rushworth, S. (2020). Review of the BASC-3 Flex Monitor. *Buros Mental Measurements Yearbook (Vol. 20)*. Lincoln, NE: Buros Institute of Mental Measurements.
6. Rimm-Kaufman, S. & **Sandilos**, L. (2017), School transition and school readiness: An outcome of early childhood development. In *Encyclopedia on Early Childhood Development*. Retrieved from <http://www.child-encyclopedia.com/school-readiness/according-experts/school-transition-and-school-readiness-outcome-early-childhood>

7. Rimm-Kaufman, S. E. & **Sandilos**, L. E. (2015). *Improving relationships between teachers and students to provide essential supports for learning*. American Psychological Association. Publication available online at <http://www.apa.org/education/k12/relationships.aspx>
8. **Sandilos**, L. E. (2016). Review of the HOPE Teacher Rating Scale. *Buros Mental Measurements Yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.
9. DiPerna, J. C., & **Sandilos**, L. E. (2014). Review of the Emotional Quotient Inventory 2.0. *Buros Mental Measurements Yearbook (Vol. 19)*. Lincoln, NE: Buros Institute of Mental Measurements.

### **MANUSCRIPTS UNDER REVIEW**

1. \*Kane, C., **Sandilos**, L. E., & Hammer, C. S., Komaroff, E., Bitetti, D., & Lopez, L. (under review). Teacher language quality practices in preschool classrooms with dual language learners.
2. Gilmour, A., & **Sandilos**, L. (under review). The crucial role of administrators in shaping working conditions for teachers of students with EBD.

### **MANUSCRIPTS IN PREPARATION**

\*Denotes student author

1. **Sandilos**, L. E. & Rimm-Kaufman, S. E., Soland, J., & Thompson, C. (in preparation). A mixed methods study on how classroom experiences cultivate respect in middle school students in EL Education and comparison schools.
2. **Sandilos**, L. E., Goble, P., \*Kane, C., & \*Ezra, P. (in preparation). Head Start classroom demands and resources: Identifying associations with teacher burnout.
3. \*Pfister, T. A., Rimm-Kaufman, S. E., & **Sandilos**, L. E. (in preparation). "Honoring their experiences": Transformative empathy in middle school settings in EL Education and comparison schools.

### **MEDIA COVERAGE**

*Illinois Newsroom*. (2021, August 9). Pandemic exacerbates lack of mental and emotional support for teachers. Retrieved from <https://illinoisnewsroom.org/pandemic-exacerbates-lack-of-mental-and-emotional-support-for-teachers/>

*UVA Today*. (2017, March 8). Students, especially African Americans, thrive with warm, demanding teachers. Retrieved from <https://www.news.virginia.edu/content/students-especially-african-americans-thrive-warm-demanding-teachers>

*NewsRadio WINA*. (2017, March 10). Warm, demanding teachers help students, especially African Americans. Retrieved from <http://wina.com/podcasts/warm-demanding-teachers-help-students-especially-african-americans/>

**CONFERENCE PRESENTATIONS**

\*Denotes student author

1. Goble, P., **Sandilos, L.**, \*Kane, C., & \*Ezra, P. (2022, June). Head Start classroom demands and resources: Identifying associations with teacher burnout. National Research Conference on Early Childhood (NRCEC).
2. **Sandilos, L. E.**, Rimm-Kaufman, S. E., & Thompson, C. (2022, April). How do teachers cultivate student respect during the middle school years? Paper symposium at American Education Research Association (AERA) Conference.
3. Gilmour, A., **Sandilos, L. E.**, \*Pilny, B., & Wehby, J. (2021, March). Teaching students with emotional/behavioral disorders: Teachers' burnout profiles and classroom management. Paper presentation at the Council for Exception Children (CEC Live).
4. **Sandilos, L. E.**, Rimm-Kaufman, S. E., \*Hunt, A., & Soland, J. (2021, April). Do classroom experiences contribute to middle schoolers' development of ethical character? Paper symposium presented at the Society for Research in Child Development (SRCD).
5. **Sandilos, L. E.**, Goble, P., & \*Schwartz, S. (2021, April). Examining the Influence of SEL Interventions on the Relation Between Burnout and Teacher-child Interactions. Paper symposium presented at the Society for Research in Child Development (SRCD).
6. \*Kane, C., **Sandilos, L. E.**, Hammer, C. S., & Komaroff, E. (2021, April). Teacher language quality in preschool classrooms with dual language learners. Poster presented at the Society for Research in Child Development (SRCD).
7. Gilmour, A. F., Neugebauer, S. R., & **Sandilos, L. E.** (2020, November). Moderators of the association between teaching students with disabilities and teacher turnover. Association for Public Policy Analysis and Management (APPAM) virtual conference.
8. Neugebauer, S. R., & **Sandilos, L. E.**, (2020, February). Exploring quality language interactions for dual language learners. Paper presented at the National Association of School Psychologists (NASP) conference, Baltimore, MD.
9. \*Schwartz, S., \*Pilny, B., & **Sandilos, L. E.** (2020, February). Exploring the impact of three social-emotional learning programs on teacher-child relationships in pre-k. Poster presented at the National Association of School Psychologists (NASP) conference, Baltimore, MD.
10. **Sandilos, L. E.**, & Goble, P. (2019, March). *Professional development as a buffer in the relation between teacher burnout and interaction quality*. Paper symposium presented at the Society for Research in Child Development (SRCD).
11. \*Darmer, K., & **Sandilos, L.** (2019, February). *No smiling until Christmas: A review of teacher well-being research and the development of the Teacher Professional Well-Being Survey*. Poster presented at the National Association of School Psychologists (NASP).

12. **Sandilos**, L. E., Goble, P., Rimm-Kaufman, S. E., & Pianta, R. C. (2018, April). *Does professional development reduce the influence of teacher stress on teacher-child interactions?* Paper symposium presented at the American Education Research Association (AERA) conference, New York, NY.
13. **Sandilos**, L. E., DiPerna, D. C., & Lei, P. (2018, February). *Engagement, motivation, and achievement: Investigating that moderating influence of teacher-child interactions.* Poster presented at the National Association of School Psychologists (NASP) conference, Chicago, IL.
14. **Sandilos**, L. E., Fant Donnan, M., Snead-Johnson, M., & Kotulka, E. (2017, October). *The Alleghany Highlands-UVa collaborative project.* Presentation at the National Forum to Advance Rural Education, Columbus, Ohio.
15. **Sandilos**, L. E., Whittaker, J. V., Vitiello, V., & Kinsey, M. (2017, April). *Exploring preschoolers' school readiness profiles: A latent transition approach.* Paper symposium presented at the Society for Research in Child Development (SRCD), Austin, TX.
16. **Sandilos**, L. E., Rimm-Kaufman, S. E., & Cohen, J. J. (2017, April). *Mindset and teacher-student interactions quality in later elementary grades.* Poster presented at the Society for Research in Child Development (SRCD), Austin, TX.
17. Rimm-Kaufman, S. E., **Sandilos**, L. E., Leis, M., Garcia, D., & Donnan, M. F. (2016, August). *A partnered approach to using data to improve rigor and relationships in rural schools.* Poster presented at the American Psychological Association (APA) conference, Denver, Colorado.
18. **Sandilos**, L. E., Wollersheim-Shervey, S., DiPerna, J. C., Lei, P. & Cheng, W. (2016, April). *Validity of teacher-child interactions in primary grades: Testing alternative CLASS K-3 models.* Symposium presentation at the American Educational Research Association (AERA) conference, Washington, DC.
19. **Sandilos**, L. E., Goble, P., Pianta, R., & Rimm-Kaufman, S. E. (2015, December). *Relations between teachers' feelings of stress and teacher-child interactions in pre-kindergarten classrooms.* Poster presented at the IES Principal Investigators Meeting 2015, Washington, DC.
20. **Sandilos**, L. E., Wollersheim-Shervey, S., DiPerna, J. C., Cheng, W., & Lei, P. (2015, August). *Structural validity of CLASS K-3 in primary grades: Testing alternative models.* Poster presented at the American Psychological Association (APA) conference, Toronto, Canada.
21. **Sandilos**, L. E., Rimm-Kaufman, S. E., & Cohen, J. J. (2015, August). *Examining the effects of teachers' warmth and demand on African American students' achievement.* Poster presented at the American Psychological Association (APA) conference, Toronto, Canada.
22. Lewis, K., **Sandilos**, L. E., Hammer, C. S., & Lopez, L. (2015, March). *The home literacy and language environment of preschool dual language learners.* Poster presented at the Society for Research in Child Development (SRCD), Philadelphia, PA.
23. Sawyer, L. B., Cycyk, L. M., **Sandilos**, L. E., & Hammer, C. S. (2015, March). *Language and literacy beliefs and practices of African-American and Puerto Rican mothers of children in Head Start.* Poster presented at the Society for Research in Child Development (SRCD), Philadelphia, PA.



24. Wollersheim, S. S., **Sandilos**, L. E., & DiPerna, J. C. (2015, February) *Exploring the relationship between CLASSroom quality and childhood outcomes*. Paper presentation at National Association of School Psychologists (NASP) conference, Orlando, FL.
25. Boyer, J., Lewis, K., & **Sandilos**, L. E. (2015, February). *Preparing teachers for MTSS assessment: A role for school psychologists*. Poster presented at National Association of School Psychologists (NASP) conference, Orlando, FL.
26. **Sandilos**, L. E., Hammer, C. S., Komaroff, E., Sawyer, B. L., & Cycyk, L. (2014, July). *Teacher language quality in prekindergarten classrooms with DLLs*. Poster presented at the Head Start Research conference, Washington, DC.
27. Sawyer, B. L., Cycyk, L., Hammer, C. S., & **Sandilos**, L. E. (2014, July). *Language and literacy beliefs and practices of African-American and Puerto Rican mothers of children in Head Start*. Poster presented at the Head Start Research conference, Washington, DC.
28. **Sandilos**, L. E., Cycyk, L., Hammer, C. S., & Sawyer, B. L. (2014, February). *Factors impacting teaching quality in prekindergarten classrooms with DLLs*. Poster presented at the National Association of School Psychologists (NASP) conference, Washington, DC.
29. Pendergast, L., Wollershiem-Shervey, S., & **Sandilos**, L. (2014, February). *Factors influencing school psychology internship choices: A pilot study*. Poster presented at the Trainers of School Psychology (TSP) conference, Washington, DC.
30. **Sandilos**, L. & DiPerna, J. (2013, April). *Structure and stability of CLASS K-3 when used in rural kindergarten classrooms*. Poster presented at the Society for Research in Child Development (SRCD) conference, Seattle, WA.
31. **Sandilos**, L., & DiPerna, J. (2012, February). *Measuring quality in early childhood classrooms: Reliability and validity of the Classroom Assessment Scoring System (CLASS K-3)*. Poster presented at National Association of School Psychologists (NASP) conference, Philadelphia, PA.
32. Wollersheim-Shervey, S., **Sandilos**, L., Greenberg, M. T., & The Family Life Project Key Investigators (2012, February). *Effects of home chaos and socioeconomic status on early math skill*. Poster presented at National Association of School Psychologists (NASP) conference, Philadelphia, PA.
33. **Sandilos**, L., Wollersheim-Shervey, S., Coccia, M., Greenberg, M. T., & The Family Life Project Key Investigators (2011, August). *Differences in attention between preschool children born full-term and late preterm*. Poster presented at American Psychological Association (APA) conference, Washington, D.C.
34. **Sandilos**, L., & DiPerna, J. (2010, August). *Reliability of the Classroom Assessment Scoring System PreK(CLASS Pre-K)*. Poster presented at American Psychological Association (APA) conference, San Diego, CA.

**TEACHING EXPERIENCE**

- Fall 2022 *Faculty Instructor*  
 Social Emotional Learning in Context (EDUC 406)  
 Lehigh University, College of Education
- Online (synchronous) graduate education course (Social, Emotional, and Behavioral Wellness [SEBW] certificate)
- Spring 2021-Fall 2021 *Faculty Instructor & Clinic Coordinator*  
 School Psychology Psychoeducational Clinic (SPSY 9687)  
 Psychoeducational Clinic Supervision (SPSY 9688)  
 Temple University, College of Education and Human Development
- Graduate education clinic & supervision courses for educational specialist and doctoral school psychology student
- Fall 2017 & Fall 2019 *Faculty Instructor*  
 Honors Meaning of Madness (ED-SPSY 0928)  
 Temple University, College of Education and Human Development
- Undergraduate honors general education course on mental illness
- Spring 2018-2020 *Faculty Instructor*  
 Academic Assessment and Intervention (ED-SPSY 8621), Spring Semester  
 Temple University, College of Education and Human Development
- Graduate education course for educational specialist and doctoral school psychology students
- Summer 2015 *Co-Instructor*  
 Virginia Education Science Training (VEST) Summer Workshop: Navigating the Measures of Effective Teaching Data Set  
 University of Virginia, Curry School of Education
- Taught two-day summer workshop for doctoral students in the Curry School of Education
- Spring 2014 *Adjunct Faculty*  
 Assessment in Early Childhood (ECED 3205), Spring Semester  
 Temple University, Department of School Psychology
- Taught undergraduate education course on assessment and data-based decision making

**CLINICAL/APPLIED EXPERIENCE**

- 2011-2012 *Full-time Certified School Psychologist and Doctoral Intern*  
Counseling or Referral Assistance (CORA) Services, Inc.  
Philadelphia, PA
- Conducted psychoeducational evaluations, consulted with teachers, and developed academic and behavioral interventions in Philadelphia public (run by Mastery Charter) and non-public schools
- 2010-2011 *Mobile Clinician and (Master's level) Independent Contractor*  
The Pennsylvania State University CEDAR School Psychology Clinic
- Conducted psychoeducational evaluations for local school districts in need of contracted school psychological services
- 2009-2010 *School Psychology Practicum Student and Response to Intervention (RtI) Instructor*  
State College Area School District  
State College, PA
- Assisted with implementation of Response to Intervention (RtI), completed psychoeducational evaluations of students in preschool through secondary grades
- 2008-2011 *Student Clinician and Student Supervisor*  
The Pennsylvania State University CEDAR School Psychology Clinic
- Conducted and supervised psychoeducational evaluations to determine appropriate psychological and educational services for children and adolescents

**PROFESSIONAL SERVICE**

- Service to Temple University and the College of Education and Human Development*
- 2020-2022 Faculty Coordinator for Temple's Psychoeducational Clinic
- 2019-2022 Course Coordinator & Teaching Apprentice Mentor  
for Meaning of Madness GenEd
- 2019-2022 Member of the College of Education PhD Committee
- 2018-2019 Member of the College of Education Budget Committee
- 2018-2019 Member of the College of Education Public Policy Committee
- 2018 Member of the College of Education Awards Committee
- 2018 Member of the College of Education Commencement Speaker Search Committee
- Service to Temple University's School Psychology Program*
- 2020-2021 Member of the School Psychology APA Accreditation preparation committee
- 2018-2019 Faculty Sponsor for the Temple Association of School Psychologists
- 2017-2022 Co-Faculty Leader of the WIISE (Well-being, Instruction, and Interactions in the School Environment) Doctoral Research Group at Temple University

*Service to the Field*

- 2017-present Editorial Board Member, *Journal of School Psychology*  
2022-present Editorial Board Member, *Journal of Psychoeducational Assessment*  
2017-present Peer Reviewer, *Journal of Applied Developmental Psychology*  
2016 Peer Reviewer, APA 2016 conference, Division 16 - School Psychology  
2014 Peer Reviewer, U.S. Department of Education *Preschool Development Grants*  
2014-present Peer Reviewer, *Early Childhood Research Quarterly*  
2013-present Measures Reviewer, *Buros Mental Measurements Yearbook*
- 2016 Session chair at SREE for session 6B: *Social and Emotional Learning Interventions in Educational Settings & International Perspectives on Educational Effectiveness Implementation and Impacts of SEL Programs & Practice*

**PROFESSIONAL AFFILIATIONS**

- 2009-present American Psychological Association (APA)  
Division 16 – School Psychology
- 2007-present National Association of School Psychologists (NASP)