

**L. Brook E. Sawyer**  
College of Education, Lehigh University  
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## **EDUCATION**

Doctor of Philosophy, Educational Psychology  
University of Virginia, Charlottesville, VA (2003)  
Dissertation: *Teacher collaboration in context of Responsive Classroom® approach.*

Master of Science in Education, Psychological Services  
University of Pennsylvania, Philadelphia, PA (1997)

Bachelor of Science in Education, Elementary Education  
University of Delaware, Newark, DE (1996)  
Graduated *magna cum laude*.

## **EMPLOYMENT HISTORY**

Associate Professor, Teaching, Learning, and Technology  
Lehigh University, Bethlehem, PA (2018-present)

Assistant Professor, Teaching, Learning, and Technology  
Lehigh University, Bethlehem, PA (2012-2018)

Research Associate, Department of Communication Sciences and Disorders  
Temple University, Philadelphia, PA (2011-2012)

Research Scientist, School of Teaching and Learning  
The Ohio State University, Columbus, OH (2010- 2011)

Research Faculty, Child and Family Studies Research Programs  
Thomas Jefferson University, Philadelphia, PA (2004- 2010)

Guidance Counselor, Elementary School  
Clifton Avenue Grade School, Lakewood, NJ (2003- 2004)

Teacher, Middle School  
Moultrie Middle School, Mount Pleasant, SC (1998- 2000)

## **OTHER PROFESSIONAL EXPERIENCE**

Research Consultant, Northeast Foundation for Children, Turners Falls, MA (2007-2012)

Adjunct Instructor, Muhlenberg College, Allentown, PA (2007-2008)

## **Publications and Creative Activities**

### **Books: Authored**

Cassetta, G., & **Sawyer, B.** (2015). *Classroom management matters: The social-emotional learning approach children deserve*. Portsmouth, NH: Heinemann.

Cassetta, G., & **Sawyer, B.** (2013). *No more taking away recess and other problematic discipline practices*. Portsmouth, NH: Heinemann.

### **Books: Editorship**

Sonnenschein, S., & *Sawyer, B.E.* (in press). *Academic Socialization of Young Black and Latino Children - Building on Family Strengths*. New York: Springer Publishers.

### **Book Chapters: Peer-Reviewed**

\* *Student Collaborator*

**Sawyer, B.E.**, Manz, P.H., Martin, K.A. \*, Hammond, T.C., & Garrigan, S. (2017). Teachers and parents as partners: Developing a community of practice to support preschool dual language learners. In J.A. Sutterby (Ed.), *Advances in Early Education and Day Care: Vol. 20. Family Involvement in Early Education and Child Care* (pp. 159-186). West Yorkshire, England: Emerald Group Publishing.

### **Articles in Refereed Journals**

\* *Student Collaborator*

Chen, J.\*, Lin, T.-J., Justice, L., Piasta, S., & **Sawyer, B.** (in press). The social networks of children with and without disabilities in early childhood special education classrooms. *Journal of Autism and Developmental Disorders*.

Chen, J., Justice, L.M., Rhoad-Drogalis, A., Lin-T.-J., & **Sawyer, B.** (in press). Social networks of children with language impairment in inclusive preschool programs. *Child Development*.

Lin, T.-J., Chen, J., Justice, L.M., & **Sawyer, B.E.** (in press). Contribution of pragmatic language skills and self-regulation on play interactions between children with and without disabilities: A social networks perspective. *Exceptional Children*.

Rhoad-Drogalis, A.R., **Sawyer, B.E.**, Justice, L.M., & O'Connell, A. (in press). The preschool learning behaviors scale: Dimensionality and external validity in early childhood special education classrooms. *Early Education and Development*.

- Tambyraja, S.R., Rhoad-Drogalis, A., Khan, K.S., Justice, L.M., & **Sawyer, B.E.** (in press). Inattentiveness and language abilities in preschoolers in early childhood special education classrooms: A latent profile analysis. *Journal of Abnormal Child Psychology*.
- Aragona-Young, E., & **Sawyer, B.E.** (2018). Elementary teachers' beliefs about multicultural practices. *Teachers and Teaching: Theory and Practice*, 24, 465-486. doi: 10.1080/13540602.2018.1435527
- Logan, J.A.R., Dynia, J.D., **Sawyer, B.E.**, Justice, L.M., Pentimonti, J.M., & Kaderavek, J.N. (2018). Caregiver implementation of a home-based reading program with their children with disabilities: Patterns of adherence. *Learning Disabilities Quarterly*. Advance online publication. doi: 10.1177/0731948718786231
- Rhoad-Drogalis, A.R., Justice, L.M., O'Connell, A., & **Sawyer, B.E.** (2018). Teacher-child relationships and classroom learning behaviors of children with language impairment. *International Journal of Language & Communication Disorders*. Advance online publication. doi: 10.1111/1460-6984.12351
- Sawyer, B.E.**, Atkins-Burnett, S., Sandilos, L., Hammer, C.S., López, L., & Blair, C. (2018). Variations in classroom language environments of preschool children who are low-income and linguistically diverse. *Early Education and Development*, 29, 398-416. doi:10.1080/10409289.2017.1408373
- Sawyer, B.E.**, Cycyk, L.M., Sandilos, L., & Hammer, C.S. (2018). "So many books they don't even all fit on the bookshelf": An examination of low-income and ethnic minority mothers' home literacy practices, beliefs, and influencing factors. *Journal of Early Childhood Literacy*, 18 (3), 331-372. doi: 10.1177/1468798416667542 [First published online September 2016.]
- Sawyer, B.E.** & Campbell, P.H. (2017). Teaching caregivers in early intervention. *Infants and Young Children*, 30, 175-189. doi: 10.1097/IYC.0000000000000094
- Hammer, C.S., & **Sawyer, B.E.** (2016a). Effects of a culturally responsive interactive book-reading intervention on the language abilities of preschool dual language learners: A pilot study. *NHSA Dialog*, 18(4), 59-79.
- Hammer, C.S., & **Sawyer, B.E.** (2016b). Development of a culturally responsive book reading intervention for Latina mothers and their Head Start children: Research to practice summary. *NHSA Dialog*, 18(4), 123-128. [Note: companion article to 2016a]
- Lewis, K., Sandilos, L., Hammer, C.S., **Sawyer, B.E.**, & Mendez, L. (2016). Relations among the home language and literacy environment and children's language abilities: A study of Head Start dual language learners and their mothers. *Early Education and Development*, 27, 478-494. doi: 10.1080/10409289.2016.1082820
- Sawyer, B.E.**, Hammer, C.S., Cycyk, L.M., Lopez, L., Blair, C., Sandilos, L., & Komaroff, E. (2016). Preschool teachers' language and literacy practices with dual language learners. *Bilingual Research Journal*, 39 (1), 35-49. doi:10.1080/15235882.2016.1138904
- Sawyer, B.E.**, Manz, P.H., & Martin, K.A.\* (2016). Supporting preschool dual language learners: Parents' and teachers' beliefs about language development and collaboration. *Early Child Development and Care*, 187, 707-726. doi:10.1080/03004430.2016.1163548

- Sandilos, L., Cycyk, L.M. \*, Hammer, C.S., **Sawyer, B.E.**, Lopez, L., & Blair, C. (2015). Depression, control, and climate: An examination of factors impacting teaching quality in pre-kindergarten classrooms. *Early Education and Development*, 26 (8), 1111-1127. doi: 10.1080/10409289.2015.1027624
- Petrill, S.A., Logan, J.A.R., **Sawyer, B.E.**, & Justice, L.M. (2014). It depends: The conditional correlation between storybook reading and emergent literacy skills in children with language impairments. *Journal of Learning Disabilities*, 47 (6), 491-502. doi: 10.1177/0022219412470518
- Sawyer, B.E.**, Justice, L.M., Guo, Y., Logan, J.A.R., Petrill, S.A., Glenn-Applegate, K.\*, Kaderavek, J.N., & Pentimonti, J.M. (2014). Relations among the home literacy environment, child characteristics, and print knowledge for preschoolers with disabilities. *Journal of Research in Reading*, 37 (1), 65-83. doi: 10.1111/jrir.12008
- Dinnebeil, L., **Sawyer, B.**, Logan, J., Cancio, E., Dynia, J., & Justice, L.M. (2013). Influences on the congruence between parents' and teachers' ratings of young children's social skills and problem behaviors. *Early Childhood Research Quarterly*, 28 (1), 144-152. <http://dx.doi.org/10.1016/j.ecresq.2012.03.001>
- Guo, Y., **Sawyer, B.E.**, Justice, L., & Kaderavek, J. (2013). Quality of the literacy environment in inclusive early childhood special education classrooms. *Journal of Early Intervention*, 35, 40-60. doi: 10.1177/1053815113500343
- Sawyer, B.E.**, & Campbell, P.H. (2012). Early interventionists' perspectives on teaching caregivers. *Journal of Early Intervention*, 34, 104-124. doi: 10.1177/1053815112455363
- Fleming, J., **Sawyer, L.B.E.**, & Campbell, P.H. (2011). Early intervention providers' perspectives about implementing participation-based practices. *Topics in Early Childhood Special Education*, 30, 233-244. doi: 10.1177/0271121410371986
- Guo, Y., Justice, L.M., **Sawyer, B.**, & Tompkins, V. (2011). Exploring factors related to preschool teachers' self-efficacy. *Teaching and Teacher Education: An International Journal of Research*, 27, 961-968. <http://dx.doi.org/10.1016/j.tate.2011.03.008>
- Colyvas, J.L.\*, **Sawyer, B.E.**, & Campbell (2010). Identifying strategies early intervention occupational therapists use to teach caregivers. *American Journal of Occupational Therapy*, 64, 776-785.
- Campbell, P.H., & **Sawyer, L.B.** (2009). Changing early intervention providers' home visiting skills through participation in professional development. *Topics in Early Childhood Special Education*, 28 (4), 219-234. doi: 10.1177/0271121408328481
- Campbell, P.H., **Sawyer, L.B.E.**, & Muhlenhaupt, M. (2009). The meaning of natural environments for parents and professionals. *Infants and Young Children*, 22, 264-278.
- Sawyer, L.B.E.**, & Campbell, P.H. (2009). Beliefs about participation-based practice in early intervention. *Journal of Early Intervention*, 31, 326-343. doi: 10.1177/1053815109351536
- Campbell, P.H., & **Sawyer, L.B.** (2007). Supporting learning opportunities in natural settings through participation-based services. *Journal of Early Intervention*, 29, 287-305.

**Sawyer, L.B.E.**, & Rimm-Kaufman, S.E. (2007). Teacher collaboration in context of the *Responsive Classroom* approach. *Teachers and Teaching: Theory and Practice*, 13, 211-245.

Rimm-Kaufman, S.E., Storm, M.D., **Sawyer, B.E.**, Pianta, R.C., & LaParo, K.M. (2006). The teacher belief q-Sort: A measure of teachers' priorities in relation to disciplinary practices, teaching practices, and beliefs about children. *Journal of School Psychology*, 44, 141-165.

Rimm-Kaufman, S.E., & **Sawyer, L.B.E.** (2004). Primary Grade Teachers' Self-Efficacy Beliefs, Attitudes toward Teaching, and Discipline and Teaching Priorities in Relation to the *Responsive Classroom* Approach. *Elementary School Journal*, 104 (4), 321-341.

### **Working Papers: Manuscripts Submitted for Publication**

\* *Student Collaborator*

Kuscenko, D., & Sawyer, B.E. (under review). *Supporting 21<sup>st</sup> century high school collaborative writers: A revision decision method.*

**Sawyer, B.E.**, O'Connell, A., Bhaktha, N.\*, Santoro, J.R., & Justice, L.M. (under review). *Does teachers' self-efficacy vary for different children? A study of early childhood special educators.*

### **Working Papers: Manuscripts in Preparation**

Campbell, P.H., Miccio, R., & **Sawyer, B.E.** (in preparation). *Effectiveness of a professional development with individualized feedback to enhance early interventionists' use of participation-based practices.*

Hammer, C.S., Ccyk, L.M.\*, Scarpino, S., **Sawyer, B.E.**, & Jury, K. (in preparation). *Development of the CECER-DLL child and family questionnaire: A new tool for documenting the language and literacy experiences of Latino dual language learners.*

Khan, K., Tambyraja, S., Jiang, H., Justice, L., **Sawyer, B.**, Piasta, S., & O'Connell (in preparation). *The contribution of component language skills to narrative growth in children with language impairment and typically developing peers.*

Kuscenko, D.\*, & **Sawyer, B.E.** (in preparation). *Pursuing 21<sup>st</sup> century literacy skills: Understanding high school students' collaborative writing processes.*

Nicolopoulou, A., & **Sawyer, B.E.** (in preparation). *Exploring the difficulty of children's books through an analysis of Ezra Jack Keats.*

**Sawyer, B.E.**, Hindman, A., Nicolopoulou, A., & Unlatabak, B.\* (in preparation). *Examination of factors that promote early childhood narrative and vocabulary skills.*

**Sawyer, B.E.**, Hindman, A., & McMillan, B. (in preparation). *A national perspective on Head Start children with speech and language concerns: Evidence from the FACES data.*

**Sawyer, B.E.**, Piasta, S.B., O'Connell, A., Santoro, J.K., & Justice, L.M. (in preparation). *Examining predictors of fidelity of implementation of a literacy intervention in early childhood education classrooms.*

**Sawyer, B.E.**, Piasta, S.B., O'Connell, A., Santoro, J.K., & Justice, L.M. (in preparation). *Examining patterns of fidelity of implementation in early childhood special education classrooms.*

Scarpino, S., Bitetti, D.\*, **Sawyer, B.**, Hammer, C.S., Rodríguez, B., López, L., & Goldstein, B. (in preparation). *Maternal concerns as critical information about bilingual children's speech-language abilities.*

### **Publication of Supplemental Teaching Material**

**Sawyer, B.** (2012). The Responsive Classroom assessment tool for administrators. In *The Responsive Classroom Assessment Tool for Administrators*. Turners Falls, MA: Northeast Foundation for Children.

**Sawyer, B.** & Denton, P. (2009). The Responsive Classroom assessment tool. In *The Responsive Classroom Assessment*. Turners Falls, MA: Northeast Foundation for Children.

### **Book Chapter: Internal Publication**

**Sawyer, B.** & Spokane, A. (2016). New directions in education research and practice at the College of Education. In *100 Years of Excellence* (pp. 143-153). Bethlehem, PA: College of Education, Lehigh University.

### **Unpublished Instruments**

Abry, T., Brewer, A., Nathanson, L., **Sawyer, B.**, & Rimm-Kaufman, S. E. (2010). Classroom Practices Observation Measure. Unpublished instrument. University of Virginia.

Campbell, P.H., & **Sawyer, L.B.** (2008). Natural Environments Rating Scale-Revised. Unpublished instrument. Child and Family Studies Research Programs, Thomas Jefferson University.

Nathanson, L., **Sawyer, B.**, & Rimm-Kaufman, S.E. (2007). Classroom Practices Teacher Survey. Unpublished instrument. University of Virginia.

Nathanson, L., **Sawyer, B.**, & Rimm-Kaufman, S.E. (2007). Classroom Practices Frequency Survey. Unpublished instrument. University of Virginia.

### **Other Unpublished References**

**Sawyer, B.**, Milbourne, S., Dugan, L., & Campbell, P. (2005). Report of assistive technology training for providers and families of children in early intervention. *Research Brief Volume 2, Number 1*. Tots n Tech Research Institute. Available from <http://tnt.asu.edu>.

**Sawyer, B.**, Milbourne, S., & Campbell, P. (2005). Early intervention assistive technology resource chart. Tots n Tech Research Institute. Available from [http://www.asu.edu/clas/tnt/presentations/OSEP handout FINAL with date footer.pdf](http://www.asu.edu/clas/tnt/presentations/OSEP%20handout%20FINAL%20with%20date%20footer.pdf).

### **Honors and Awards**

Frank Hook Assistant Professor (2017-2019)

### **Research Funding and Training Grants**

#### **Awarded Grants: Externally Funded Competitive Research Grants**

*Parents Plus: Language Coach*, Institute of Education Sciences. Funding September 1, 2016-August 30, 2019. \$1,499,684. Role: Principal Investigator. Co-Investigators: Drs. Carol Scheffner Hammer and Annemarie Hindman. A 3- phase iterative process will be used to develop and assess the feasibility and promise of an approach to teach parents to use focused stimulation and other responsive language strategies in familiar activities to improve the language outcomes of their preschool children with language impairment (LI).

*Read It Again! In Early Childhood Special Education*, Institute of Education Sciences. Funding July 1, 2013-June 30, 2017. \$3,500,000. Sub-award to Lehigh University: \$685,076. Role: Co-Investigator. Principal Investigator: Dr. Laura Justice. Co-Investigators: Drs. Shayne Piasta & Ann O'Connell. A randomized controlled trial (RCT) is designed to determine the causal impacts of a fully developed and freely available systematic language and literacy intervention titled *Read It Again- PreK!* when implemented in 104 early childhood special education classrooms.

#### **Awarded Grants: Internally Funded Competitive Research Grants**

*Synergy of Care: Promoting Healthy Development of Young, Vulnerable Infants and Toddlers through Research, Practice and Policy*, Lehigh University, Accelerator Grant. Funding June 2017-May 2019; \$100,000. Role: Co- Investigator. PI: Dr. Patricia Manz Co-Is: Drs. Sirry Alang, George DuPaul, and Brenna Wood. This project will examine state policies and the service provision procedures of major healthcare, educational and family support services for low-income infants and toddlers with health and developmental risks, with results directing the creation of a multi-faceted research program for instilling an innovative synergy of care model that is supported through policy, research, and practice.

*Investigation of the School Readiness Beliefs and Practices of Immigrant Families*, Lehigh University, Faculty Research Grant. Funding April 1, 2017-March 31, 2018; \$6,000. Role: Principal Investigator. Co-PI: Dr. Peggy Kong. The purpose of this proposed mixed-methodology study is to understand the school readiness beliefs and practices of Asian and Latino immigrant families, specifically Chinese and Dominican families.

*The Impact of Early Childhood Education Program Participation on Parents and Children: An Examination of Parental Beliefs, Parental Practices, and Children's Early Academic Skills*, Lehigh University, Faculty Research Grant. Funding January 1, 2016-December 31, 2016; \$6,000. Role: Co-Principal Investigator. Co-PI: Dr. Sothy Eng. The aim of the study is to examine the impact of early childhood education (ECE) program participation on Cambodian parents (e.g., involvement, gender role attitudes, fatalistic beliefs, social networks, trust) and children (reading and math skills).

*A Family Support Approach to Promoting School Readiness: A Pilot Study*, Lehigh University, Faculty Research Grant. Funding June 1, 2015-May 31, 2016; \$5,726. Role: Co-Investigator. PIs: Dr. Robin Hojniski & Dr. Susan Woodhouse. Co-Investigators: Dr. Peggy Kong & Dr. Brenna Wood. The purpose of the project is to promote school readiness through development and implementation of a family support program.

*Multidisciplinary & Community Partnership to Develop a Mobile Applications for Enhancing the Provision of Home Visiting to Young Children who Experience Poverty*, Lehigh University, CORE Grant.

Funding June 1, 2014-May 31, 2015; \$60,000. Role: Co-Principal Investigator. PI: Dr. Patricia Manz; Co-Investigator: Drs. Susan Woodhouse, Mooi Choo Chuah, & Daniel Lopresti. Through innovative collaboration among faculty from the Colleges of Education and Engineering and Applied Sciences, the aims of this project will be to develop mobile applications for measuring home visiting integrity and data mining procedures that enable the use of integrity data in routine home visitor supervision to continuously improve intervention implementation.

*Using National Datasets to Answer Key Questions about Early Child Development and Education*, Lehigh University Mountaintop Summer Project. Funding June-August 2015. \$3,742. Role: Co-Principal Investigator. Co-PIs: Drs. Ageliki Nicolopoulou, Patricia Manz, and Amanda Brandone. Student Investigators: Laura Wallace & Burcu Unlutabak. The aim of this project was to foster collaborative work among faculty, doctoral students, and undergraduate students with the purpose of learning how to utilize large national datasets as a way to answer important questions about early childhood development and education.

*Preventive Healthcare for Children: Early Head Start in the Lehigh Valley*, Lehigh University Mountaintop Summer Project. Funding June-August 2014. \$3,100. Role: Co-Principal Investigator. Co-PI: Dr. Patricia Manz. Student Investigators: Laura Spearot & Jamie Whitenack. The aim of this project was to foster a mentoring network among faculty, doctoral students, and undergraduate students that will strive to explore barriers to preventive care among underserved families and their young children in Lehigh University's surrounding community.

*The Formation of a Parent-Teacher Community of Practice to Support the Language Development of Preschool Dual Language Learners*, Lehigh University, Faculty Internal Grant. Funding September 1, 2013-August 31, 2014; \$24,056. Role: Co-Principal Investigator. Co-PI: Dr. Patricia Manz. The project aim was to support the language development of preschool Dual Language Learners (DLLs) through the development of sustainable partnerships between parents and teachers of DLLs.

*Beliefs about Participation-based Practice in Early Intervention*, Summer Exploration Fund, Thomas Jefferson University (May, 2006), ~\$1,000. Role: Principal Investigator. Awarded funds to conduct research study to investigate early interventionists' perspectives about recommended practices and whether 3 groups, current EI practitioners, pre-service students, and leaders in the field, differ in their views of practices.

## **Editor/Editorial Review Board Membership for Scholarly Publications**

### **Editorial Review Board Membership**

Early Education & Development (2018-present)  
 Infants & Young Children (2014-present)

### **Ad Hoc Reviewer: Refereed Journal**

Assessment for Effective Intervention (2014)  
 Bilingual Research Journal (2017)  
 Child Development (2016)  
 Early Childhood Research Quarterly (2018)  
 Early Education and Development (2015-2018)  
 Infant Mental Health Journal (2018)  
 Journal of Research in Childhood Education (2015)  
 Journal of Research in Reading (2016-2017)



Journal of Early Intervention (2008-2010; 2012-2013; 2015)  
 Journal of School Psychology (2013)  
 Research in Human Development (2015)  
 School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice (2015)  
 Teaching and Teacher Education (2017)  
 Topics in Early Childhood Special Education (2017)

### Scholarly Presentations

#### National/International Invited Presentations

Hammer, C.S., Scarpino, S., & **Sawyer, B.** (2016, February; repeated 2016, October). *Working with parents, teachers, and paraprofessionals to enhance preschoolers' language development.* Session presentation at the 2016 American Speech-Language-Hearing Association Conference on Collaboration for Preschool Language and Literacy, Online Conference.

Hammer, C.S., & **Sawyer, B.** (2015, November). *Integrating culture and language into intervention.* Poster presentation at the 2015 LENA Conference: Parents Have the Power, Denver, CO.

#### National/International Refereed Presentations

\* *Student Collaborator*

**Sawyer, B.E.**, Hammer, C.S., Santoro, J.K., & Smith, J.C.\* (2018, October). *Parents Plus: An Intervention for Parents of Young Children with Language Impairment.* Poster to be presented at the International Clinical Phonetics and Linguistics Conference. Malta.

Chen, J.\*, Justice, L., Drogalis, A. & **Sawyer, B.** (2018, June). The social networks of children with language impairment in inclusive preschool special education classrooms. Poster presented at the 2018 National Research Conference on Early Childhood. Washington D.C.

**Sawyer, B.E.**, Hammer, C.S., Santoro, J.K., & Smith, J.C.\* (2018, June). *Parents Plus: An Examination of Feasibility, Usability and Fidelity.* Poster presented at the 2018 National Research Conference on Early Childhood. Washington D.C.

Sonnenschein, S. Kong, P., **Sawyer, B.E.**, Simons, C.\*, Dever, B.V., & Zhang, X.\*, & Yu, X.\* (2018, June.) *School Readiness Beliefs and Practices of Latino and Chinese Immigrant Parents.* Poster presented at the 2018 National Research Conference on Early Childhood. Washington D.C.

Hindman, A., **Sawyer, B.**, & McMillan, B. (2018, March). *A national perspective on Head Start children with speech and language issues.* Poster presented at 2018 Conference on Research Innovations in Early Intervention, San Diego, CA.

Smith, J.\*, Hammer, C.S., **Sawyer, B.**, & Santoro, J. (2018, March). *Examining fidelity of implementation and social validity of a parent-focused language intervention.* Poster presented at 2018 Conference on Research Innovations in Early Intervention, San Diego, CA.

Khan, K., Justice, L.J., Piasta, S., **Sawyer, B.** & O'Connell, A., (2018, February). *Teachers' use of instructional and scaffolding strategies during shared book reading in early childhood special*

*education classrooms*. Poster presented at 2018 Pacific Coast Research Conference Meeting, Coronado, CA.

- Sawyer, B.E.**, Hammer, C.S., Santoro, J.K., & Smith, J.C.\* (2017, October). *Engaging stakeholders to develop a feasible language-focused intervention for parents*. Poster presented at the 2017 Division of Early Childhood Conference. Portland, OR.
- Sawyer, B.E.**, Hammer, C.S., & Santoro, J.K., & Smith, J.C.\* (2017, October). *Teaching parents how to promote children's language development through focused stimulation*. Poster presented at the 2017 Division of Early Childhood Conference. Portland, OR.
- Sawyer, B.E.**, O'Connell, A., Bhaktha, N.\*, Santoro, J.R., & Justice, L.M. (2017, August). *The influence of child characteristics on teacher self-efficacy in early childhood special education classrooms*. Paper presented at the 2017 European Association for Research on Learning and Instruction. Tampere, Finland.
- Tambyraja, S., Drogalis, A., Khan, K., **Sawyer, B.E.**, & Justice, L.M. (2017, June). *Effects of inattentiveness on preschoolers' language and literacy development*. Paper presented at the 2017 Symposium on Research in Child Language Disorders. Madison, WI.
- Hammer, C.S. & **Sawyer, B.E.** (2017, April). *Understanding the quality of classroom language learning environments using the language interaction snapshot*. Paper presented at the 2017 Society for Research in Child Development. Austin, TX.
- Sawyer, B.E.**, Atkins-Burnett, S., Hammer, C.S., Sandilos, & L., Lopez, L. (2017, April). *Variations in classroom language environments of preschool children who are low-income and linguistically diverse*. Paper presented at the 2017 Society for Research in Child Development. Austin, TX.
- Sawyer, B.E.**, O'Connell, A., Bhaktha, N.\*, Santoro, J.R., & Justice, L.M. (2017, April). *Associations between child characteristics and teacher self-efficacy in early childhood special education classrooms*. Poster presented at the 2017 Society for Research in Child Development. Austin, TX.
- Scarpino, S., Hammer, C.S., & **Sawyer, B.** (2016, November). *Collaborating with teachers, paraprofessionals and parents to facilitate language & early literacy skills*. Paper presented at the 2016 American Speech-Language-Hearing Association Convention. Philadelphia, PA.
- Nicolopoulou, A., Hindman, A., **Sawyer, B.E.**, & Unlutabak, B.\* (2016, July). *Examination of factors promoting early narrative skills*. Poster presented at the Society for the Scientific Study of Reading. Porto, Portugal.
- Hammer, C.S., & **Sawyer, B.E.** (2016, July). *Preschool teachers' language and literacy practices with dual language learners*. Poster presented at the National Research Conference on Early Childhood. Washington D.C.
- Sawyer, B.E.**, Manz, P., & Martin, K.\* (2016, July). *Beliefs of parents and early childhood teachers on the language development of preschool dual language learners*. Poster presented at the National Research Conference on Early Childhood. Washington D.C.
- Aragona-Young, E.\*, & **Sawyer, B.E.** (2016, April). *Elementary teachers' multicultural education practices*. Paper presented at the 2016 American Educational Research Association Conference Meeting, Washington, D.C.

- Sawyer, B.E.**, Atkins-Burnett, S., Hammer, C.S., Komaroff, E., Sandilos, L., Lopez, L., & Blair, C. (2016, April). *Variations in classroom language environments of preschool children who are low-income and linguistically diverse*. Paper presented at the 2016 American Educational Research Association Conference Meeting, Washington, D.C.
- Piasta, S.B., **Sawyer, B.E.**, Justice, L.M., O'Connell, A., & Jiang, H.\* (2016, February). *Using Read It Again in early childhood special education classrooms: Preliminary results*. Paper presented at the 2016 Pacific Coast Research Conference Meeting, Coronado, CA.
- Sawyer, B.E.**, Piasta, S.B., Santoro, J.K., Justice, L.M., & O'Connell, A. (2016, February). *Examining fidelity of implementation in early childhood special education classrooms*. Paper presented at the 2016 Pacific Coast Research Conference Meeting, Coronado, CA.
- Hammer, C.S., **Sawyer, B.E.**, & Lopez, L. (2015, November). *The beliefs and practices of teachers who work with DLLs: Building on the work of Dr. Patton Tabors*. Paper presented at the Annual Conference of the National Association of Educators of Young Children, Orlando, FL.
- Sawyer, B.E.**, Cycyk, L.\* , Sandilos, L., & Hammer, C.S. (2015, March). *"A lot of books": Home language and literacy practices and influencing factors of African American and Puerto Rican mothers of children in Head Start*. Poster presentation at the 2015 Society for Research in Child Development Meeting, Philadelphia, PA.
- Sawyer, B.E.**, Manz, P., Martin, K\*, Hammond, T., & Garrigan, S. (2015, February). *Project TAPP: Teachers and parents as partners*. Paper presentation at the 2015 National Association of School Psychologists. Orlando, FL.
- Hammer, C.S, Cycyck, L.\* , Scarpino, S., Lopez, L., **Sawyer, B.**, & Rica, R.\* (2014, July). *Documenting DLLs' early language and literacy experiences: Development of a comprehensive family questionnaire*. Poster presentation at Head Start's 12<sup>th</sup> National Research Conference, Washington, D.C.
- Hammer, C.S, Cycyck, L.\* , Scarpino, S., Burchinal, M., & **Sawyer, B.** (2014, July). *Validation of the CECER-DLL family and teacher questionnaires*. Poster presentation at Head Start's 12<sup>th</sup> National Research Conference, Washington, D.C.
- Hammer, C.S, Scarpino, S., Cycyck, L.\* , Lopez, L., **Sawyer, B.**, & Rica, R.\* (2014, July). *Documenting DLLs' early language and literacy experiences: Development of a comprehensive teacher questionnaire*. Poster presentation at Head Start's 12<sup>th</sup> National Research Conference, Washington, D.C.
- Sandilos, L., Hammer, C.S, Komaroff, E., **Sawyer, B.**, Cycyck, L.\* , Lopez, L., & Blair, C., (2014, July). *Teacher language quality in preschool classrooms with DLLs*. Poster presentation at Head Start's 12<sup>th</sup> National Research Conference, Washington, D.C.
- Sawyer, B.**, Cycyk, L.\* , Sandilos, L., & Hammer, C.S. (2014, July). *Language and literacy beliefs of African American and Puerto Rican mothers of children in Head Start*. Poster presentation at Head Start's 12<sup>th</sup> National Research Conference, Washington, D.C.
- Sawyer, B.E.**, Logan, J.A.R., Dynia, J., & Justice, L.M. (2014, July). *Describing and predicting continued study involvement in longitudinal research*. Paper presentation at Society for Scientific Study of Reading Conference, Santa Fe, NM.

Cassetta, G., & **Sawyer, B.** (2014, May). *Not this but that: Replacing less effective practices with more effective alternatives*. Symposium conducted at the 2014 International Reading Association Conference. New Orleans, LA.

**Sawyer, B.**, Manz, P., Martin, K.\*, Hammond, T., & Garrigan, S. (2014, April). *Project TAPP: Teachers and parents as partners*. Symposium conducted at the 2014 Society for Research in Child Development Themed Meeting: Strengthening Connections among Child and Family Research, Policy, and Practice. Alexandria, VA.

Guimond, A., **Sawyer, B.**, Wilcox, M.J., DiDonato, A.M.\*, & Fox, A.\* (2013, April). *What influences caregiver efficacy in early intervention home visits?* Poster presentation at the 2013 biennial meeting of the Society for Research in Child Development, Seattle, WA.

**Sawyer, B.**, Hammer, C.S., López, L., Blair, C., & Komaroff, E. (2013, April). *Quality of the classroom language environment for preschool Spanish-speaking dual language learners*. Paper presented at the 2013 biennial meeting of the Society for Research in Child Development, Seattle, WA.

**Sawyer, B.**, & Hammer, C.S. (2013, April). *A culturally-relevant book reading intervention for preschool dual language learners*. Poster presentation at the 2013 biennial meeting of the Society for Research in Child Development, Seattle, WA.

Guo, Y., **Sawyer, B.E.**, Justice, L. M., & Kaderavek, J. (2012, December). *The quality of the literacy environment in inclusive early childhood special education (ECSE) classrooms*. Paper presented at the annual conference of the Literacy Research Association, San Diego, CA.

**Sawyer, B.**, Cychk, L.\*, Hammer, C.S., López, L., & Blair, C. (2012, November). *Preschool teachers' practices to promote the language and literacy development of dual language learners*. Poster presentation at the 2012 American Speech-Language-Hearing Association Convention. Atlanta, GA.

Bitetti, D.\*, **Sawyer, B.**, Hammer, C.S., Rodríguez, B., López, L., & Goldstein, B. (2012, November). *Maternal concerns as critical information about bilingual children's speech-language abilities*. Poster presentation at the 2012 American Speech-Language-Hearing Association Convention. Atlanta, GA.

Hammer, C.S., Blair, C., López, L., **Sawyer, B.**, Komaroff, E., Leong, D., & Bodrova, E., Cychk, L.\*, & Bitetti, D.\* (2012, June). *Tools of the Mind: Promoting the school readiness of dual language learners*. Session presented at Head Start's 11<sup>th</sup> National Research Conference, Washington, D.C.

Rodríguez, B., López, L., **Sawyer, B.**, Scarpino, S.E., Hammer, C. S., Bitetti, D.\*, Komaroff, E., & Goldstein, B. (2012, June). *Cuidando los niños: Characteristics of Latino children's early education and child care experiences*. Session presented at Head Start's 11<sup>th</sup> National Research Conference, Washington, D.C.

**Sawyer, B.**, Bitetti, D.\*, Scarpino, S.E., Hammer C.S., Komaroff, E., López, L., Rodríguez, B., & Goldstein, B. (2012, June). *Relation between maternal concerns and speech and language abilities of young bilingual children*. Session presented at Head Start's 11<sup>th</sup> National Research Conference, Washington, D.C.

- Hammer, C.S., Lopez, L., Blair, C., **Sawyer, B.**, & Komaroff, E. (2012, February). *Supporting the school readiness of dual language learners: Teachers' beliefs and practices*. Paper presented at the Society for Research in Child Development Themed Meeting: Positive Development of Minority Children. Tampa, Florida.
- Sawyer, B.**, Justice, L., Guo, Y., Glenn-Applegate, K.\*, Petrill, S., & Kaderavek, J. (2011, July). *Relations among home literacy environment, child characteristics, and print knowledge for preschool children with language impairment*. Conference session presented at Society for the Scientific Study of Reading. Saint Petersburg, FL.
- Sawyer, B.E.**, & Campbell, P.H. (2011, May). *Caregiver teaching in early intervention*. Conference session presented at the International Society on Early Intervention's 3<sup>rd</sup> Annual International Conference. New York, New York.
- Fleming, J.L., & **Sawyer, L.B.E.** (2009, October). *Early interventionists' perceptions of the family during home visits*. Poster presentation at the Division of Early Childhood's 25<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families. Albuquerque, New Mexico.
- Sawyer, L.B.E.**, Colyvas, J.L.\*, & Campbell, P.H. (2008, October). *Strategies used by early intervention providers to teach caregivers*. Conference session presented at the Division of Early Childhood's 24<sup>th</sup> Annual International Conference on Young Children with Special Needs and their Families. Minneapolis, Minnesota.
- Sawyer, L.B.E.** (2007, October). *Perspectives on best practice in early intervention: A q-sort methodology*. Poster presentation at the Division of Early Childhood's 23<sup>rd</sup> Annual International Conference on Young Children with Special Needs and their Families. Niagara Falls, Ontario, Canada.
- Sawyer, L.B.E.** (2007, March). *The contribution of the Responsive Classroom Approach for enhancing teacher capacity and improving children's performance*. Conference session presented at the Beginning Teacher Center Conference, Boston, MA.
- Campbell, P.H., Dugan, L.M., & **Sawyer, L.B.E.** (2005, October). *Looking for a new way to assess the quality of home visits?* Conference session presented at the Division of Early Childhood's 21<sup>st</sup> Annual International Conference on Young Children with Special Needs and Their Families, Portland, OR.
- Campbell, P.H., Milbourne, S.A., **Sawyer, L.B.E.**, & Dugan, L.M. (2005, February). *State snapshots – The use of assistive technology with young children across the United States*. Conference session presented at the meeting of the OSEP National Early Childhood Conference, Washington D.C.
- Campbell, P.H., **Sawyer, L.B.E.**, Dugan, L.M., & Williams, S.W. (2004, December). *Community resources to promote children's learning opportunities and address family needs*. Conference session presented at the meeting of the Division of Early Childhood of the Council for Exceptional Children, Chicago, IL.
- Rimm-Kaufman, S.E. & **Sawyer, L.B.E.** (2004, April). *Elementary school teachers' beliefs and attitudes in relation to the Responsive Classroom Approach*. Roundtable presentation at the American Educational Research Association. San Diego, CA.

Rimm-Kaufman, S.E., Storm, M.D., **Sawyer, L.B.E.**, & Pianta, R.C. (2004, April). *The Teacher Belief Q-Sort*. In S.E. Rimm-Kaufman (Chair) *Three New Quantitative Methods to Measure Classroom Processes*. Symposium presented at the meeting of the American Educational Research Association, San Diego, CA.

### **Regional/Local/State Presentations (Refereed)**

Deegan, J., Rutt, S., & **Sawyer, L.B.E.** (2016, April). *Framework for creating K-12 and higher education partnerships for successful student transitions*. Paper presented at the P4CE Bridges Conference, Cape May, NJ.

**Sawyer, L.B.E.** & Dugan, L.M. (2005, October). *Looking for a new way to assess the quality of home visits?* Conference session presented at the 28th Annual Pennsylvania Occupational Therapy Association Conference, Valley Forge, PA.

**Sawyer, B.**, Dugan, L., & Campbell, P. (2005, April). *Making your family visit the best possible: Using participation-based intervention*. Conference session presented at the Contemporary Therapy Practices in Early Intervention and School Based Settings: Third Annual Institute, Malvern, PA.

### **Regional/Local/State Presentations (Non-Refereed)**

\* *Student Collaborator*

Kuskenko, D.\*, & **Sawyer, B.E.** (2016, October). Supporting collaborative writing in secondary classrooms. Session conducted at the 2016 Teaching, Learning and Technology Summit, Bethlehem, PA.

**Sawyer, B.**, Manz, P., Martin, K.\*, Hammond, T.C., & Garrigan, S. (2016, April). *Project TAPP: Teachers and parents as partners*. Session conducted at the Lehigh University Community-Engaged Learning and Research Symposium. Bethlehem, PA.

**Sawyer, B.** & Hammond, T.C. (2016, April). *Project TAPP: Teachers and parents as partners*. Session conducted at the Speaking My Language: Educating Students who are Culturally and Linguistically Diverse. Bethlehem, PA.

Toonder, S.\* & **Sawyer, B.** (2015, October). *Let's read: Instructional technology and reading development for elementary school students*. Session conducted at the 2015 Teaching, Learning and Technology Summit, Bethlehem, PA.

**Sawyer, B.** (2015, September). *Project TAPP: Teachers and parents as partners*. Session conducted at the Innovations in Early Development and Education: Bridging Research to Practice Conference. Bethlehem, PA.

**Sawyer, B.** (2014, October). *iPads as a Tool to Promote the Language Development of Spanish-Speaking Young Learners*. Session conducted at the 2014 Mobile Learning and Teaching Summit, Bethlehem, PA.

### **Other Presentations**

**Sawyer, L.B.E.** (2009, July). *Does the Responsive Classroom approach work?* Plenary session presented at the Responsive Classroom Schools Conference. Washington DC. [Presented on behalf of Sara Rimm-Kaufman.]

## **Teaching and Research Advising**

### **Teaching**

#### *Graduate Courses Taught*

- ❖ Child Development and Cognition (TLT 380). Spring 2012: Enrollment: 13 students.
- ❖ Reading and Literacy in PreKindergarten through Fourth Grade (TLT 420). Summer 2012; Fall 2012; Spring 2013-2018. Average enrollment: 11 students (range: 4-19 students)
- ❖ Critical Reading and Writing (TLT 402). Fall 2013; Fall 2015; Fall 2017. Average enrollment: 9 students (range 8-10 students).
- ❖ Reading and Critical Thinking in Middle and High School Education (TLT 432). Fall 2014; 2016-2017. Average enrollment: 14 students (range 13-18 students).
- ❖ Diversity and Family-School Collaboration (TLT/SPED 404). Summer 2017, 2018; Fall 2018. Average enrollment: 16 students (range 13-20 students).

#### *Graduate Courses, Supervisor and/or Coordinator*

- ❖ General Education and Special Education Student Teaching and Seminar (SpEd/TLT 442 and TLT 444), Seminar Coordinator. Spring 2013-2018. Average enrollment: 17 students (range 13-26 students).
- ❖ General Education Student Teaching and Seminar (TLT 444), Supervisor, Intern Teaching. Spring 2013- 2015. Average enrollment: 6 students (range 5-7 students).

#### *Undergraduate Courses Taught*

- ❖ Educational Psychology (Muhlenberg College)

#### *Invited Lectures*

- ❖ Lecture entitled *Variations in classroom language environments of preschool children who are low-income and linguistically diverse* for Professor Hochbein, Educational Leadership program, Lehigh University. Summer 2017.

#### *Implementation of Innovative Programs*

*Speaking My Language: Educating Students who are Culturally and Linguistically Diverse.* Funding by Lehigh Valley Association of Independent Colleges (LVAIC), 2015-2016. \$4,825. Role: Primary Coordinator. Co-Coordinator: Dr. Thomas Hammond. On April 2<sup>nd</sup> 2016, a one-day conference was hosted at Lehigh University for educators to expand their knowledge and skills to better support students who are culturally and linguistically diverse.

### **Research Advising**

#### ***Undergraduate***

*Color Me and Learn*, Strohl Undergraduate Research Grant. Funding December 2014-May 2015. \$3,000. Role: Mentor. Student recipient: Parrish McClain, College of Arts and Sciences. The aim of this project is to develop and test the efficacy of a coloring book to promote the vocabulary

development of elementary school students. *Project terminated January 2015 because student unable to fulfill responsibilities.*

***Dissertation Committee Chair: Completed***

Aragona-Young, Emily	Developing equity literacy: A collaborative approach (Dr. Brook Sawyer, Chair, Spring 2017)
Kotsko, Adrienne	A Professional learning community approach to improving ELA curriculum planning (Dr. Brook Sawyer, Chair, Summer 2017)
Kuscenko, Daria	Supporting collaborative writing in secondary Language Arts: A revision decision model intervention (Dr. Brook Sawyer, Chair, Fall 2017)

***Dissertation Committee Chair: In Progress***

Yudt, Kristin	The effects of blended learning in pre-service elementary mathematics teachers' performance and attitude (Dr. Brook Sawyer, Chair, proposed Fall 2017)
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***Dissertation Committee Membership: Completed***

Barnabas, Ernesto	Comparing preferences in parent training between low-income and middle-to-upper income ethnic minority caregivers (Dr. Patti Manz, Chair, Spring 2015)
Chovanes, Jacqueline	Effects of data-based individualization on reading comprehension for high school students with reading disabilities (Dr. Minyi Dennis, Chair, Summer 2018)
Eisenberg, Rachel	The quality of relationships in home visiting service provision in Early Head Start: Associations with parenting efficacy and child language (Dr. Patti Manz, Chair, Spring 2015)
Gomez, Karen	Career aspirations and perceptions of self-efficacy of economically disadvantaged fourth- and fifth-grade (Dr. Floyd Beachum, Chair, Spring 2014)
Marsteller, Robert	Making online learning personal: Evolution, evidentiary reasoning, and self-regulation in an online curriculum (Dr. Al Bodzin, Chair, Spring 2017)
Oltman, Julia	The game-effect: Embedding augmented reality game-based learning within an early elementary social studies curriculum (Dr. Thomas Hammond, Chair, Spring 2018)
Pressimone, Vanessa	Head Start families' school readiness beliefs and transitioning roles (Dr. Patti Manz, Chair, Spring 2014)
Reed, Rajika	Using geospatial thinking and reasoning skills to examine vector borne disease transmission through web GIS in undergraduate students studying public health (Dr. Al Bodzin, Chair, Spring 2017)



Ridgard, Tamique	Supporting positive parenting in the context of home visiting: An Exploration of observed home visitor practice (Dr. Patti Manz, Chair, Spring 2017).
Stanlick, Sarah	Quality and directionality of global citizenship identity development in the context of online and offline reflections during an introductory global citizenship (Dr. Tom Hammond, Chair, Spring 2015)
Stotz, Megan	Creature counting: The effects of augmented reality and perseverance on task in early childhood mathematics (Dr. Lynn Columba, Chair, Spring 2018)
Toohar-Hancock, Oli	Links among distributed leadership in IBMYP schools program coordinators' role clarity and professional self-efficacy (Dr. Jill Sperandio, Chair, Spring 2014)

***Dissertation Committee Membership: In Progress***

Steckel Jr., Robert	The direct effect of principals on the academic and non-academic outcomes of students at risk (Dr. Craig Hochbein, Chair)
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***Qualifying Doctoral Research Project Chair (doctoral level)***

Aragona-Young, Emily	Examination of the multicultural practices of elementary school teachers (Dr. Brook Sawyer, Chair, Fall 2014)
Kuscenko, Daria	Sequences of transfer in collaborative writing (Dr. Brook Sawyer, Chair, Fall 2016)

***Qualifying Doctoral Research Project Chair (doctoral level): In Progress***

Toonder, Scott	The impact of adaptive instructional software on reading comprehension: Identifying the main idea (Dr. Brook Sawyer, proposed Fall 2018)
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***Qualifying Doctoral Research Project Committee Membership (doctoral level): Completed***

Barnabas, Ernesto	Examining preferences in parent management training: Partnership with low-income and ethnic minority families (Dr. Patti Manz, Chair, Fall 2009)
Faison, Jacqueline	An examination of the book preferences of Latino parents of toddlers (Dr. Patti Manz, Chair, Spring 2014)
Farina Jr., William	The effectiveness of an asynchronous online module on university students' understanding of the Bohr model of the hydrogen atom (Dr. Al Bodzin, Chair, Spring 2017)

Kotsko, Adrienne	Technology's potential in preservice English teachers' training in writing instruction: A needs assessment (Dr. Ward Cates, Chair, Spring 2014).
Marsteller, Robert	The effectiveness of an online instructional unit on high school students' understanding of biological evolution (Dr. Al Bodzin, Chair, Spring 2015)
Oltman, Julia	Exploring the use of a location-based iPad augmented reality game for elementary history education (Dr. Tom Hammond, Chair, Fall 2015)
Reed, Rajika	Measuring geospatial thinking and reasoning skills in high school through public health education using GIS mapping (Dr. Al Bodzin Chair, Spring 2016)
Rosenblum, Richard	Middle level special education teachers' adoption of interactive whiteboards in social studies instruction (Dr. Tom Hammond, Chair, Spring 2016)
Stotz, Megan	An assessment of learner numeracy skills during a mobile augmented reality math game (Dr. Lynn Columba, Chair, Summer 2014)
Szmodis, Whitney	An assessment of learner attitudes and beliefs in an engineering design curriculum at a Cambodia school (Dr. Al Bodzin, Chair, Spring 2016)
Vallera, Farrah	An examination of agricultural literacy content in upper elementary science curricula (Dr. Al Bodzin, Chair, Spring 2014)
Wallace, Duane	The development of an instrument and approach to understand mobile learning and identity formation in citizen science contexts (Dr. Al Bodzin, Chair, Fall 2016)
Whitenack, Jamie	Early Head Start outcomes: The influence of multiple sibling enrollment (Dr. Patti Manz, Chair, Fall 2016)
Yudt, Kristin	The effects of blended learning in pre-service elementary mathematics teachers' performance and attitude (Dr. Lynn Columba, Chair, Spring 2017)

***Qualifying Doctoral Research Project Committee Membership (doctoral level): In Progress***

Glover, Kevin	Psychometric Testing of a Modified Value-Achievement-Cost (VAC) Student Self-Assessment Questionnaire (Dr. Al Bodzin, Chair, proposed Fall 2018)
Perugini, Sam	GIS and Hurricane Irma: Using a web-based GIS activity to assess students' hurricane knowledge and spatial habits of mind (Dr. Al Bodzin, Chair, proposed Spring 2018)

**Service**

**University**

Substitute member of Faculty Senate (Fall 2018)  
 Member of search committee for Dean of College of Education (November 2017-present)  
 Member award committee: Frank Hook teaching award (Spring 2018)  
 Member of Institutional Review Board (January 2017-present)

Member of search committee for Vice Provost of Admissions and Financial Aid (December 2016-December 2017)  
 Member of Council for Equity and Community (June 2015-May 2016)  
 Member of search committee for community-based participatory research methodologist- cluster hire for the College of Education and the College of Arts and Science's Health, Medicine, and Society interdisciplinary program (Fall 2014)  
 Member of search committee for librarian for College of Education (Fall 2013)  
 "Tips for Reading Tutors" presented to the Tutoring Program of the Community Services Office (Fall 2017)

### **College**

Member of search committee for faculty member in Educational Leadership program (Fall 2018)  
 Member of ad hoc committee: Strategic planning evaluation (2017-2018)  
 Member of ad hoc committee: English as a Second Language Program (2013-2014; 2016-2017)  
 Member of mentoring committee (substitute member-Fall 2013; 2016-present)  
 Member of search committee for faculty member in Special Education program (Fall 2016)  
 Member of ad hoc committee: Zirkel teaching award (Spring 2016- 2018)  
 Member of ad hoc committee: Stout dissertation award (Spring 2016)  
 Facilitated film-screening and panel discussion of "Tested" (Spring 2016)  
 Co-Presenter at School Study Council Meeting- "Schools: Are We Asking Too Much or Too Little?" (Spring 2016)  
 Member of search committee for faculty member in Teaching, Learning and Technology program (Fall 2015)  
 Co-Presenter of COE Sesquicentennial Leadership Dialog- "Schools: Are We Asking Too Much or Too Little?" (Fall 2014)  
 Co-Chair, diversity committee (Fall 2014-Spring 2016)  
 Co-Coordinator of College of Education Colloquium, Speaker Laura Justice (Spring 2015)  
 Member of diversity committee (2013-2014)  
 Member of ad hoc committee: Online education (2014-2016)  
 Member of ad hoc committee: Sesquicentennial celebration (December 2013- January 2014)  
 Substitute member of ad hoc committee to revise promotion and tenure documents (Fall 2013)

### **Professional**

#### *External Funding Agency Reviewer*

Institute of Education Sciences Peer Review Panel Member: Early Intervention and Early Childhood Education (2018)  
 Accepted as NIH Early Career Reviewer (2014)  
 Ad hoc reviewer: Social Sciences and Humanities Research Council of Canada (2015)

#### *Ad Hoc Reviewer: Edited Book Chapter*

Veneziano, E. & Nicolopoulou, A. (Eds) (in preparation). *Narrative, literacy, and other skills: Studies in intervention*. Studies in Narrative [SiN] Series: John Benjamin Press. (2015)

#### *Ad Hoc Reviewer: Conference*

European Association of Research on Learning and Instruction Conference (2016)  
 National Research Conference on Early Childhood (formerly Head Start Research Conference) Proposal (2014-2017)  
 American Educational Research Conference Proposal (2015- 2017)  
 Division of Early Childhood Conference Proposal (2012)

*Professional Memberships*

American Educational Research Association  
Society for Research in Child Development  
Society for Research on Educational Effectiveness  
Promoting Opportunities for Women in Educational Research (POWER), Steering Committee Member

**Community**

*Community Committee Membership*

Member, Board of Directors, Solehi KidCare (2012-present)  
Member, Program Committee, Lehigh Valley Children's Center (2013-present)  
Member, Board of Directors, Lehigh Valley Children's Center (2014-present)  
Member, Advisory Board, Greater Valley YMCA, Forks Township Branch (2014-2017)  
Member, Steering Committee, Lehigh Valley Reads (May 2017-present)

*Development and Implementation of In-service Sessions*

"Understanding, Observing and Assessing Child Development." Presented to Colonial Intermediate Unit (Fall 2017)  
"Early Language and Literacy Development." Presented to Lehigh Valley Children's Centers (Summer 2016)  
"Shared Book-reading & Beyond: Promoting Evidenced-Based Language and Literacy Practices for Young Children." Presented to St. Stephen's Episcopal School (Spring 2016); Hillside School (Fall 2015); and Early Intervention Services Staff, Colonial Intermediate Unit (Spring 2015)  
"Language Development and Supportive Instructional Practices for Toddlers." Presented to Lehigh Valley Children's Centers (Spring 2014)  
"Becoming Participation-Based." Presented to Lehigh and Northampton Counties Early Intervention Programs, PA (2011-present)  
Philadelphia Inclusion Network, Philadelphia, PA (2004-2010)  
Teaching and Learning Collaborative, Philadelphia, PA (2004-2010)

*Invited guest speaker*

"Using Empirical Evidence to Make the Case for Full Day Kindergarten" presented to the Southern Lehigh School Board Directors (February 8, 2016) and Saucon Valley School Board Directors (February 9, 2016)

*Other*

Facilitated/Supervised tutoring in the area of reading for an adult community member by a Lehigh College of Education student, Molly Schonfeld (January 2016- September 2016)