

Lia E. Sandilos, Ph.D., NCSP

Assistant Professor of School Psychology
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College of Education, Lehigh University
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Work address:

A-319 Iacocca Hall
111 Research Drive
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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

EMPLOYMENT HISTORY & PROFESSIONAL EXPERIENCE

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

- 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
- 2011-2012 *Full-time Certified School Psychologist and Doctoral Intern*
Counseling or Referral Assistance (CORA) Services, Inc.
- 2009-2011 *Graduate Research Assistant*
The Pennsylvania State University, The Prevention Research Center
The Family Life Project
- 2008-2011 *Clinician, Student Supervisor, and (Master's level) Independent Contractor*
The Pennsylvania State University CEDAR School Psychology Clinic
- 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

PUBLICATIONS & OTHER SCHOLARLY WORK

Publications: Book Chapter/Encyclopedia Chapters (N=4)

- Sandilos, L. E.,** Liang, C., & Guteknust, M. (accepted). *Teacher well-being and mental health*. Sage encyclopedia for education and gender.
- Sandilos, L.,** & Rimm-Kaufman, S. (2025). *School readiness and the transition to kindergarten: Developmental domains, systemic influences, and the role of context*. In Encyclopedia on early childhood development. <https://www.child-encyclopedia.com/school-readiness/according-experts/school-readiness-and-transition-kindergarten-developmental>
- McLean, L., & **Sandilos, L.** (2022). *Teachers' well-being: Sources, implications, and directions for future research*. Routledge. <https://doi.org/10.4324/9781138609877-REE153-1>
- 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.), *Consultation and mental health interventions in school settings: A scientist-practitioner's guide*. Hogrefe Publishing (pp. 269-292).

Publications: Articles in Refereed Journals (N=43)

Note. +Student Author

- +Kane, C., **Sandilos, L. E.**, Schneider, W. J., & Tobin, R. (2025). The influence of social-emotional learning programs on key outcomes for dual language learners in Head Start. *Early Education and Development, 36*, 1320-1343.
- Sandilos, L. E.** & Rimm-Kaufman, S. E., Soland, J., & Truong, J. (2025). A mixed methods study examining how classroom experiences cultivate respect in middle school students. *Applied Developmental Science*. Advance online publication.
- Neugebauer, S. R., **Sandilos, L. E.**, Ellis, E., & +Walls, M. (2025). Teacher gestures bridge meaning: Unpacking teacher gesture in storybook read alouds to support vocabulary. *Early Childhood Research Quarterly, 70*, 211-221.
- Pfister, T., Deutsch, N., Rimm-Kaufman, S., & **Sandilos, L.** (2024). They're going through something, too": The challenges and opportunities of empathy and prosocial behavior in middle school. *The Journal of Early Adolescence*. Advance online publication.
- +Ward-Seidel, A., Rimm-Kaufman, S. E., **Sandilos, L. E.**, (2024). Schoolwork with purpose: A mixed methods study on youths' perspective on what makes learning meaningful. *Journal of Adolescent Research*. Advance online publication.
- Sandilos, L. E.**, Hindman, A., +Lathrop, J., & +Wu, Q. (2024). Toward a coherent and comprehensive approach to teacher wellbeing: A review of research on interventions influencing teachers' mental health. *Review of Research in Education, 47*, 274-310.
- Pfister, T. A., Deutsch, N., Rimm-Kaufman, S. E., & **Sandilos, L. E.** (2024). "The most important part of empathy is...being able to help": Empathy definitions and teaching practices in middle school. *Applied Developmental Science*. Advance online publication.
- Blair, E. E., **Sandilos, L. E.**, +Ellis, E., & Neugebauer, S. R. (2023). Teachers survive together: Teacher collegial relationships and well-being during the COVID pandemic. *School Psychology*. Advance online publication.
- Sandilos, L. E.**, Goble, P., +Ezra, P., & +Kane, C., (2023). Head Start classroom demands and resources: Identifying associations with teacher burnout. *School Psychology, 39*, 280-290.
- Neugebauer, S. R., **Sandilos, L. E.**, DiPerna, J. C., Hart, S., & Ellis, E. (2023). 41 teachers, 41 different ways: Exploring teacher implementation of a universal social-emotional learning program under routine conditions. *The Elementary School Journal, 124*, 157-192.
- ¹Gilmour, A., & **Sandilos, L.** (2023). The crucial role of administrators in shaping working conditions for teachers of students with EBD. *Journal of Emotional and Behavioral Disorders, 31*, 109-119.

¹ Invited commentary paper

- McLean, L., Taylor, M., & **Sandilos**, L. E. (2023). The Roles of adaptability and school climate in first-year teachers' developing perceptions of themselves, their students, and the career. *Journal of School Psychology, 99*, 1-16.
- +Kane, C., **Sandilos**, L. E., & Hammer, C. S., Komaroff, E., Bitetti, D., & Lopez, L. (2023). Teacher language quality in preschool classrooms: Examining associations with DLLs' oral language skills. *Early Childhood Research Quarterly, 63*, 352-361.
- Sandilos**, L. E., Neugebauer, S. R., DiPerna, J. C., Hart, S., & Lei, P. (2023). Social emotional learning for whom? Implications of a universal SEL program and teacher well-being for teachers' interactions with students. *School Mental Health, 15*, 190–201.
- Sandilos**, L. E. & DiPerna, J. C. (2022). Initial development and validation of the Measure of Stressors and Supports for Teachers (MOST). *Assessment for Effective Intervention, 47*, 187-197.
- 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, 88*, 401-420.
- Gilmour, A. F., **Sandilos**, L. E., +Pilny, W., & +Schwartz, S., & Wehby, J. H. (2022). Teaching students with emotional/behavioral disorders: Teachers' burnout profiles and classroom management. *Journal of Emotional and Behavioral Disorders, 30*, 16-28.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Goble, P., **Sandilos**, L. E., & Pianta, R. C. (2019). Gains in teacher-child interaction quality and children's school readiness skills: Does it matter where teachers start? *Journal of School Psychology, 73*, 101-113.

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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*, *32*, 414-421.
- +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.
- 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.
- 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*, *18*, 338-372.
- ²**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.
- 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.

² Paper nominated for AERA Classroom Observation SIG Exemplary Paper Award

- 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.
- 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.
- Lewis, K., **Sandilos, L. E.,** Hammer, C. S., & Sawyer, B. (2015). 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.
- 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.
- 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.
- 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.
- 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.
- Publications: Non-refereed articles (N=4)**
- Pfister, T., Rimm-Kaufman, S. E., & **Sandilos, L. E.** (2025). *What middle schoolers can teach us about empathy.* [Greater Good Magazine.](#)
- Pfister, T., Truong, J. M., +Harford, A., +Jones, D., +Simpson, W., **Sandilos, L. E.,** & Rimm-Kaufman, S. E. (2023). How do we ensure that students of color feel respected? [Greater Good Magazine,](#) Berkley, CA.
- Rimm-Kaufman, S. E., & **Sandilos, L. E.** (2022). *What middle schoolers can teach us about respect.* [Greater Good Magazine,](#) Berkley, CA. (Selected as 1 of 10 “[Best Education Articles of 2022](#)” by Greater Good)
- Rimm-Kaufman, S. E. & **Sandilos, L. E.** (2015). *Improving relationships between teachers and students to provide essential supports for learning.* American Psychological Association.
<http://www.apa.org/education/k12/relationships.aspx>

Publications: Measure/Test Reviews (N=4)

Note. +Student Author

- Sandilos, L.,** & +Galea, N. (2026). Review of the Social Skills Inventory [Second Edition Manual]. *Buros mental measurements yearbook (Vol. 23)*. Lincoln, NE: Buros Institute of Mental Measurements.

Sandilos, L. E., & +Darmer, K. (2020). Review of the Mayer-Salovey-Caruso Emotional Intelligence Test-Youth Research Version. *Buros mental measurements yearbook (Vol. 21)*. Lincoln, NE: Buros Institute of Mental Measurements.

Sandilos, L. E., & +Rushworth, S. (2020). Review of the BASC-3 Flex Monitor. *Buros mental measurements yearbook (Vol. 21)*. Lincoln, NE: Buros Institute of Mental Measurements.

Sandilos, L. E. (2017). Review of the HOPE Teacher Rating Scale. *Buros mental measurements yearbook (Vol. 20)*. Lincoln, NE: Buros Institute of Mental Measurements.

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.

Working Papers (N=8)

Note. +Student Author

Sandilos, L. E., Blair, E., Hart, S. C., Neugebauer, S. R., DiPerna, J. C., & Galea, N. (in review). Sustaining teacher well-being over time: A mixed methods study of relationships and resources.

Neugebauer, S. R., **Sandilos, L.**, Ellis, E., & +Walls, M. (in revision). Preschool teachers' metalinguistic talk during storybook reading: Growth and messages for vocabulary learning.

Neugebauer, S. R., **Sandilos, L. E.**, Sniad, T., & Mabry, M., (in revision). Two pathways are better than one: In-service and pre-service teacher aligned professional development to support multilingual learners of English in elementary schools.

Neugebauer, S. R., Kim, Y., **Sandilos, L.**, & Ellis, E. (in review). Monolingual teachers' gesture use in linguistically diverse classrooms: Semantic match and cultural mismatch.

+Ward-Seidel, A., Rimm-Kaufman, S. E., & **Sandilos, L. E.** (in revision). How do teacher-caring and sense of belonging influence early adolescent development of prosocial competencies?

+Sox, D., +Ward-Seidel, A., Truong, J., +Lim, C., +Harford, A., **Sandilos, L.**, Rimm-Kaufman, S. (in review). Students' perceptions and experiences in crew and advisory programs.

+Galea, N. & **Sandilos, L.** (in review). Understanding secondary educator well-being: The influence of school climate and professional development in social-emotional learning.

+Sevon, M., **Sandilos, L.**, & Johnson, J. (in review). Filling empty cups: Examining early childhood teacher well-being and culturally responsive practices during COVID-19.

Research Reports

Rimm-Kaufman, S. E., **Sandilos, L. E.**, Truong, J. M., Sox, D. M., Ward-Seidel, A., Dones, D., Harford, A., Simpson, W., & Pfister, T. (2023, August). *What middle school youth say about their experiences at EL Education and comparison schools*. ExCEL Project Internal Report for EL Education, University of Virginia and Lehigh University.

Rimm-Kaufman, S. E., **Sandilos, L., E.**, +Pfister, T., +Ward-Seidel, A., +Ventura-Abbas, N., +Graney, M., Thompson, C., & The ExCEL Project Team (2022, June). *A mixed methods study examining the contribution of EL Education on ethical character in middle school students*. ExCEL Project Final Report, University of Virginia and Temple University. Public research brief for report available at <https://eleducation.org/our-results/research-studies/excel-research-study/>

Other Scholarly Work: Community Research Partnerships

- 2023-present Lehigh Valley Social Impact Fellowship awarded by Office of Creative Inquiry.
ImmerseED. PIs: Pan, Z. & **Sandilos, L.**
- Mentoring undergraduate student fellows in research project to develop modules for the immersive learning center (ILC) at Centennial School.
- 2022-2024 SEL Research Partnership with Derry Township School District.
- Leading partnership in supporting school district with analysis and synthesis student and teacher SEL survey and interview data.

Creative Activities: Media Interviews

Illinois Newsroom. (2021, August 9). Pandemic exacerbates lack of mental and emotional support for teachers. <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. <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. <http://wina.com/podcasts/warm-demanding-teachers-help-students-especially-african-americans/>

AWARDS & HONORS

- 2025 Lehigh University
Recipient of the 2025-2027 Class of 61 Professorship
- 2024 Lehigh University
Recipient of the 2024-2026 Frank Hook Assistant Professorship
- 2020 Temple University, College of Education and Human Development
Recipient of the 2020 Advising/Mentoring Award (Nominated again in 2021)
- 2017 School Psychology Research Collaboration Conference (SPRCC)
Society for the Study of School Psychology
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.”

RESEARCH FUNDING

Competitively Awarded Research Grants

Becoming Ethical People: A Study of Character Development among Students in EL Education Schools (2018-2021). Grant funded by the Templeton Foundation (Total funds: \$715,156).

PI: Sara Rimm-Kaufman, Co-PIs: Lia **Sandilos** & Beth Miller.

Transforming School L.I.F.E for ELs (2017-2021). Grant Funded by the U.S. Department of Education (Total funds: \$2,700,000). PI: Tamara Sniad, Co-PI: Jill Swavely, Project Evaluator: Lia **Sandilos**.

Institutional Grant Awarded

ImmersED: Integrating Social-Emotional Learning and Science Knowledge through Immersive Learning Classrooms for Neurodivergent Students (2024-2025). Faculty Innovation Grant from Lehigh University (Total funds: \$26,528). PI: Zilong Pan, Co-PI: Lia **Sandilos**.

Understanding and Supporting Teacher Professional Well-Being (2019-2020). Grant-in-Aid Award from Temple University (Total funds: \$3,000). PI: Lia **Sandilos**

Non-Competitive Research Grant

Alleghany Highlands-UVa Collaborative (2015-2016). Grant Funded by the Alleghany Foundation (Total funds: \$85,000.00). PI: Sara Rimm-Kaufman, Co-PI: Lia **Sandilos** (Grant # 315010).

Subcontract Awarded to Lehigh University

The School L.I.F.E (Leadership, Instruction, Family Engagement) Project: Promoting Equity and Access for English Learners (2024-2027). U.S. Department of Education National Professional Development Grant Program. (Project Evaluation Subcontract: \$93,609). PI: Sabina Neugebauer, Co-PI: Tamara Sniad, Project Evaluator: Lia **Sandilos**.

CURRENT AND PENDING SUPPORT

Current Support

U.S. Department of Education National Professional Development Grant Program. *The School L.I.F.E (Leadership, Instruction, Family Engagement) Project: Promoting Equity and Access for English Learners*. Role: **Project Evaluator** 7/2024-6/2028. Average FTE 10% (Y2-5).

EDITORIAL BOARD MEMBERSHIP

2025-present Editorial Board Member, *School Psychology*
 2022-present Editorial Board Member, *Journal of Psychoeducational Assessment*
 2018-present Editorial Board Member, *Journal of School Psychology*

SCHOLARLY PRESENTATIONS

Invited Conference Presentation

*Rimm-Kaufman, S., ***Sandilos, L.**, *Pfister, T., & *Ward-Seidel, A. (2022, December). *Cultivating ethical character: What does the research say about EL Education?* Invited talk at the EL Education National Conference, Chicago, IL.

Refereed Conference Presentations (N=50)

Note. *Presenter; +Student Author

*Neugebauer, S., **Sandilos, L.**, Ellis, E., Walls, M. (2025, April). Preschool teachers' metalinguistic talk that bolsters vocabulary growth. Symposium presentation at the American Education Research Association (AERA) conference in Denver, CO.

***Sandilos, L.** **Galea, N., Blair, E., Hart, S. C., & DiPerna, J. (2025, February). *Contribution of school context to the social-emotional functioning of teachers.* Paper presentation at the National Association of School Psychologists (NASP) conference, Seattle, WA.

Galea, N., & **Sandilos, L. (2025, February). *Understanding educator well-being: A mixed methods examination of predictive factors.* Poster presentation at the National Association of School Psychologists (NASP) conference, Seattle, WA.

*Pan, Z., ***Sandilos, L.**, & **Smith, M. (2025, February). *Synergy of SEL, science, and technology.* Paper presentation at PETE&C Conference, Hershey, PA.

Joell, I., & **Sandilos, L. (2025, October). *Teacher well-being and culturally responsive practice as predictors of time spent on behavior management.* Poster presentation at the Association of School Psychologists of Pennsylvania (ASPP) conference, Harrisburg, PA.

Kane, C., **Sandilos, L. E., & Schneider, J. (2024, April). *SEL (Social-Emotional Learning) for DLLs (Dual Language Learners): SEL programs and DLL's outcomes in Head Start.* Roundtable presentation at the American Education Research Association (AERA) conference, Philadelphia, PA.

*Neugebauer, S. R., **Sandilos, L. E.**, +Walls, M., & Ellis, E. (2024, April). *Teachers and books that support use of gesture for vocabulary learning.* Symposium presentation at the American Education Research Association (AERA) conference, Philadelphia, PA.

*Blair, E., Hart, S., Neugebauer, S. R., **Sandilos, L. E.**, & DiPerna, J. C. (2024, April). *Educator policy sensemaking about positive behavioral interventions and supports in the post-pandemic schooling context.* Symposium presentation at the American Education Research Association (AERA) conference, Philadelphia, PA.

- ***Sandilos**, L. E., & *Lathrop, J. (2024, February). *Toward a coherent and comprehensive approach to teacher well-being: A synthesis of theory and review of intervention research*. Paper presented at the National Association of School Psychologists (NASP) conference, New Orleans, LA.
- ***Sandilos**, L. E., & Rimm-Kaufman, S. E. (2023, November). *A mixed methods study of classroom experiences contributing to respect in adolescence*. Symposium presentation at SEL Exchange Conference, Atlanta, GA.
- *Rimm-Kaufman, S. E., & **Sandilos**, L. E. (2023, November). *Cultivating respect in EL Education and comparison middle schools*. Symposium presentation at SEL Exchange Conference, Atlanta, GA.
- *Fritz, L., *Gardner, M., *Mozaffari, A., ***Sandilos**, L. (2023, October). *Using Person-Centered Methods to Understand Individual Variation in Early Childhood Experiences*. Discussant for symposium presentation at the Society for the Study of Human Development (SSHD), Philadelphia, PA.
- *Neugebauer, S. R., **Sandilos**, L. E., DiPerna, J. C., Hart, S. C., & +Ellis, E. M. (2023, May). *Teacher changes to a universal social-emotional learning program under routine conditions and across schools*. Virtual presentation at American Education Research Conference (AERA), Chicago, IL.
- ***Sandilos**, L., Goble, P., +Ezra, P., & +Kane, C. (2023, April). *Head Start classroom demands and resources: Identifying associations with teacher burnout*. Symposium presentation at American Education Research Conference (AERA), Chicago, IL.
- *Blair, E. E., Neugebauer, S. R., ***Sandilos**, L. E., **Ellis, E. M. (2023, April). *Teachers survive together: Teacher collegial support and well-being during the COVID pandemic*. Roundtable presentation at American Education Research Conference (AERA), Chicago, IL.
- *McLean & ***Sandilos** (2022, June). *Supporting educator well-being through COVID-19 and beyond: What has happened and how can we help?* Presentation at the 20th Annual Policy and Practice Institute: Delaware's Conference on Public Education, Dover, DE.
- *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), virtual conference.
- ***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, San Diego, CA.
- *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), virtual conference.
- ***Sandilos**, L. E., Rimm-Kaufman, S. +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), virtual conference.
- ***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), virtual conference.

- *+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), virtual conference.
- *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.
- *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.
- *+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.
- ***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), Baltimore, MD.
- *+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), Atlanta, GA.
- ***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.
- ***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.
- ***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, OH.
- ***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.
- ***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.
- *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, CO.

- ***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.
- ***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.
- ***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, CA.
- ***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, CA.
- *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.
- *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.
- *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.
- *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.
- ***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.
- *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.
- ***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.
- *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.

- ***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.
- ***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.
- *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.
- ***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.
- ***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

Courses at Lehigh University

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| Fall 2023,
2024, 2025 | <p><i>Faculty Instructor</i>
Social, Emotional, and Behavioral Assessment & Intervention (SCHP 423, section 010)
Lehigh University, College of Education</p> <ul style="list-style-type: none"> • Graduate education course for educational specialist and doctoral school psychology students |
| Spring 2023
2024, & 2025 | <p><i>Faculty Instructor</i>
Advanced School and Family Interventions (SCHP 426, section 010)
Lehigh University, College of Education</p> <ul style="list-style-type: none"> • Graduate education course for educational specialist and doctoral school psychology students |
| Fall 2022, 2023
2024, 2025 | <p><i>Faculty Instructor</i>
Social Emotional Learning in Context (EDUC 406, section 010)
Lehigh University, College of Education</p> <ul style="list-style-type: none"> • Online (synchronous) graduate education course (part of the Social, Emotional, and Behavioral Wellness [SEBW] certificate) for in-service educators and graduate students |

Courses at Temple University

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| Spring 2021
& Fall 2021 | <p><i>Faculty Instructor & Clinic Coordinator</i>
 School Psychology Psychoeducational Clinic (SPSY 9687) &
 Psychoeducational Clinic Supervision (SPSY 9688)
 Temple University, College of Education and Human Development</p> <ul style="list-style-type: none"> • Graduate education clinic & supervision courses for educational specialist and doctoral school psychology student |
| Fall 2017,
Fall 2019, &
Spring 2022 | <p><i>Faculty Instructor</i>
 Meaning of Madness (ED-SPSY 0928)
 Temple University, College of Education and Human Development</p> <ul style="list-style-type: none"> • Undergraduate general education course on mental health; taught both honors and non-honors sections |
| Spring 2018,
2019, & 2020 | <p><i>Faculty Instructor</i>
 Academic Assessment and Intervention (ED-SPSY 8621), Spring
 Temple University, College of Education and Human Development</p> <ul style="list-style-type: none"> • Graduate education course for educational specialist and doctoral school psychology students |
| Spring 2014 | <p><i>Adjunct Faculty</i>
 Assessment in Early Childhood (ECED 3205), Spring Semester
 Temple University, Department of School Psychology</p> <ul style="list-style-type: none"> • Undergraduate education course on assessment and data-based decision making |
| Workshop Instructor | |
| Summer 2015 | <p><i>Co-Instructor</i>
 Virginia Education Science Training (VEST) Summer Data Workshop
 University of Virginia, Curry School of Education</p> <ul style="list-style-type: none"> • Two-day summer workshop for doctoral students on Navigating the Measures of Effective Teaching (MET) Data Set |

SERVICE

University Service: Lehigh University

2025-present Faculty Senate

College Service: Lehigh University

2024-2025	Member of the COE Diversity Committee
2024	Member of the COE Website Design Review Committee
2023-2024	Admissions Coordinator for School Psychology Program
2023-2024	Member of the Special Education Teaching Faculty Search Committee
2022-2024	Member of the School Psychology Program “Go Beyond!” Awards Committee

College & University Service: Temple University

2020-2022	Faculty Coordinator for Temple's Psychoeducational Clinic
2019-2022	Course Coordinator for Meaning of Madness GenEd
2019-2022	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
2018-2019	Faculty Sponsor for the Temple Student Association of School Psychologists (SASP)
2018	Member of the College of Education Awards Committee
2018	Member of the College of Education Commencement Speaker Search Committee
2017-2022	Co-Faculty Leader of the WIISE (Well-being, Instruction, and Interactions in the School Environment) Doctoral Research Group at Temple University
2017-2022	Faculty Affiliate of The Center for Assessment, Evaluation, & Education Policy Analysis

External Professional Service

Position in National Organization

2024-present	Board of Scientific Affairs (BSA) Liaison to the American Psychological Association (APA) Coalition for Psychology in Schools and Education
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Peer Review

2024	Ad Hoc Reviewer, National Science Foundation, Division of Research on Learning
2023-present	Ad Hoc Reviewer, <i>Early Education and Development</i>
2023-present	Ad Hoc Reviewer, <i>Social-Emotional Learning (SEL) Journal</i>
2022-present	Ad Hoc Reviewer, <i>School Psychology</i>
2014-2020	Ad Hoc Reviewer, <i>Early Childhood Research Quarterly</i>
2017-2020	Ad Hoc Reviewer, <i>Journal of Applied Developmental Psychology</i>
2013-2020	Measure Reviewer, <i>Buros Mental Measurements Yearbook</i>
2016	Peer Reviewer, APA 2016 conference, Division 16 - School Psychology
2014	Peer Reviewer, U.S. Department of Education <i>Preschool Development Grants</i>

Paid Consultation

2023-present	Consulting with WestEd on their development of preschool through third grade social-emotional learning standards for the state of California.
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Pro Bono Research Services

2022-present	Data collection, analysis, and synthesis of teacher and student social-emotional wellness data for Derry Township School District
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Professional Memberships

2024-present	Association of School Psychologists of Pennsylvania (ASPP)
2023-present	Pennsylvania Psychological Association (PPA)
2007-present	Professional Member of National Association of School Psychologists (NASP)