

CURRICULUM VITAE

Shayne B. Piasta

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EDUCATION

- 2008 Doctor of Philosophy in Developmental Psychology
Florida State University, Tallahassee, FL
Dissertation: *Developing Emergent Literacy Skills: The Impact of Alphabet Instruction*
- 2006 Master of Science in Developmental Psychology
Florida State University, Tallahassee, FL
Thesis: *Acquisition of Alphabetic Knowledge: Examining Letter- and Child-Level Factors in a Single, Comprehensive Model*
- 2004 Bachelor of Arts in Psychology, Summa Cum Laude
College of the Holy Cross, Worcester, MA
Fenwick Scholar Project: *Beginning Reading Instruction in Massachusetts Public Schools: Research, Policy, and Teachers' Knowledge and Beliefs*
Psi Chi National Honor Society
Phi Beta Kappa National Honor Society
Fisher Research Fellowship

PROFESSIONAL POSITIONS

- 2021-present Professor
Department of Teaching and Learning
The Ohio State University
- 2016-2021 Associate Professor
Department of Teaching and Learning
The Ohio State University
- 2013-present Faculty Associate
Director, Early Literacy and Learning Lab (EL³)
The Crane Center for Early Childhood Research and Policy
The Ohio State University
- 2013-2014 Director of Research
Crane Center for Early Childhood Research and Policy & Schoenbaum Family Center

The Ohio State University

- 2012-2016 Assistant Professor
Department of Teaching and Learning
The Ohio State University
- 2009-2012 Assistant Director
Children's Learning Research Collaborative
The Ohio State University
- 2009-2012 Visiting Assistant Professor
School of Teaching and Learning
The Ohio State University
- 2008-2009 Postdoctoral Research Scientist
Preschool Language and Literacy Lab under direction of Laura M. Justice
The Ohio State University

HONORS AND AWARDS

- 2024 GRO Research Leadership Fellow, The Ohio State University
- 2023 Professional Development Scholarship Award, American Council on Education
Women's Network Ohio
- 2023 Carol Connor Mid-Career Award, Society for the Scientific Study of Reading
- 2023 Critical Difference Professional Development Grant, The Women's Place, The Ohio
State University
- 2023 College of Education and Human Ecology Faculty International Travel Grant
The Ohio State University
- 2022 Faculty Mentor of the Year nominee (of 27 nominees across the university)
Office of Postdoctoral Affairs, The Ohio State University
- 2018 College of Education and Human Ecology Faculty International Travel Grant
The Ohio State University
- 2017 Kavli Frontiers of Science Fellow, National Academy of Sciences
Japanese-German-American Symposium Participant
- 2017 Presidential Early Career Award for Scientists and Engineers
Named by President Obama
- 2015 Doctoral Graduate Award of Distinction
Florida State University Psychology Department

2014 Dina Feitelson Research Award, International Reading Association

2012 College of Education and Human Ecology Faculty International Travel Grant
The Ohio State University

2010 *Language, Speech, and Hearing Services in Schools* Editor's Award

2008 Outstanding Institute of Education Sciences Pre-Doctoral Fellow Award

2005-2008 Institute of Education Sciences Pre-Doctoral Interdisciplinary Research Training
(PIRT) Fellow, Florida State University and the Florida Center for Reading Research

2003-2004 Fenwick Scholar, College of the Holy Cross

FUNDING

Submission, 2024 *Accelerating Evidence-Based Practice Generation and Classroom Translation to Address Inequities in Literacy*
\$50,000; OSU Center for Clinical and Translational Science Pilot Award
Principal Investigator [pre-application]

Submission, 2023 *Investigating the Impact of the LETRS Program on Teacher Knowledge, Instructional Practice, and Student Literacy Outcomes*
\$4,000,000; Institute of Education Sciences
Co-Principal Investigator

Submission, 2023 *The Development of Language-Intensive Professional Development Modules for Prekindergarten Teachers*
\$2,000,000; Institute of Education Sciences
Co-Investigator

Resubmission, 2023 *Optimizing Early Phonological Awareness Instruction to Support Reading and Spelling Acquisition*
\$3,903,794; National Institutes of Health
Principal Investigator

2023 *All Children Deserve Effective Reading Instruction: Effects of Literacy Programs for Students with Developmental Disabilities who are Nonverbal*
\$100,000; OSU College of Education and Human Ecology Big Idea II: Dean's Societal Impact Research Innovation Challenge Seed Grant
Co-Investigator

2021-2025 Grant R01DC018823
Translating Research into School-Based Practice via Small-Group, Language-Focused Comprehension Intervention
\$3,952,635; National Institutes of Health

Co-Principal Investigator

- 2021-2024 *A Big Idea for Little Learners: Leveraging Teacher Wage Increases to Improve Preschool Quality*
\$99,962; OSU College of Education and Human Ecology BIG Idea Dean's Transformative Research Innovation Challenge
Co-Investigator
(timeline postponed due to COVID-19)
- 2019-2024 Grant R305A190029
Language Gains during Early Childhood Education: Prediction of Later Outcomes and Multiple-Methods Exploration of Relevant Classroom Factors
\$1,400,000; Institute of Education Sciences
Principal Investigator
- 2019-2021 *Preservice Early Childhood Teachers' Knowledge and Preparation to Support Language*
\$5000; The Ohio State University Institute for Teaching and Learning
Principal Investigator
- 2017-2020 *Best Practices in Alphabet Instruction: Iterative Lesson Development*
\$5000; Crane Center for Early Childhood Research and Policy Seed Grant
Principal Investigator
- 2016-2024 Grant R305A160261
Efficacy of the BrightStart! Program for Promoting the Emergent Literacy Skills of PreKindergarten Children At Risk for Reading Difficulties
\$3,300,000; Institute of Education Sciences
Principal Investigator
- 2015-2017 Grant 201600041
Preschool Teachers' Use of Assessment Data
\$39,700; Spencer Foundation
Co-Principal Investigator
- 2015-2016 *Teachers' and Principals' Experiences and Perceptions of the Ohio Implementation of the Kindergarten Readiness Assessment*
\$7,350; Crane Center for Early Childhood Research and Policy (internal grant)
Co-Principal Investigator
- 2013-2017 Grant R324A130066
Read It Again! in Early Childhood Special Education
\$3,300,000; Institute of Education Sciences
Co-Principal Investigator
- 2013-2014 *A Data-Driven Approach to Kindergarten Readiness and the Importance of the Preschool Years: A Partnership Between Researchers and Stakeholders*

- \$15,000; Ohio Education Research Center
Co-Investigator
- 2012-2016 *Fart På Sproget (Language and Literacy Educational Activities for Preschoolers)*
6,400,000 DKK; Denmark National Board of Social Services
International Collaborator/Investigator
- 2012-2016 Grant R305B120008
*Children's Learning Research Collaborative Fellowships for Postdoctoral Research
Training in the Education Sciences*
\$687,000; Institute of Education Sciences
Co-Principal Investigator
- 2012-2016 *SPELL: Structured Preschool Effort for Language and Literacy*
16,237,572 DKK; Danish Council for Strategic Research
International Collaborator/Investigator
- 2012-2014 *Improving Literacy Outcomes for At-Risk Students through the Development of an
Afterschool Peer-Tutoring Literacy Program*
\$50,000; International Poverty Solutions Center
Co-Principal Investigator
- 2011-2016 Grant R305A110293
Development and Validation of the Narrative Assessment Protocol (NAP)
\$1,763,555 (subaward: \$647,425); Institute of Education Sciences
Co-Investigator
- 2010-2018 Grant R305E100030
*Evaluating the Effectiveness of the Ohio Department of Education's Literacy Core
Curriculum for Early Childhood Educators*
\$5,998,354; Institute of Education Sciences
Principal Investigator
- 2010-2017 Grant R305F100002
Reading for Understanding: Language Bases of Reading Comprehension
\$19,999,999; Institute of Education Sciences
Co-Investigator
- 2010-2011 Curricular Collaboration Initiatives Program Grant
Interdisciplinary PhD Specialization in Applied Developmental Science in Education
\$8,000; OSU College of Education and Human Ecology
Project Collaborator
- 2009-2012 Grant 1RC1HD063522
Efficacy of the Core Knowledge Approach to Math and Science Preschool Education
\$856,710; National Institutes of Health ARRA
Principal Investigator

2007-2008 Technology for Teaching Grant
Alternative Learning Center, Tallahassee, FL
\$31,182; Hewlett-Packard
Consultant/Statistician

PUBLICATIONS

Peer-Reviewed Articles

- ¹Hudson, A., Bailet, L., **Piasta, S.B.**, Logan, J.A.R., Lewis, K., & Zettler-Greeley, C.M. (in press). Latent profile moderation: Examining the differential impact of a small-group emergent literacy intervention. *Journal of Education for Students Placed At Risk*.
- Zettler-Greeley, C.M., **Piasta, S.B.**, Lewis, K., Bailet, L.L., ²Thomas, L.J.G., & Dowdy, S. (in press). Keys for successful delivery of small-group instruction in the preschool classroom: Lessons from an emergent literacy program. *Young Children*.
- Logan, J.A.R., **Piasta, S.B.**, Purtell, K.M., Schachter, R.E., & ²Nichols, R., (in press). Early childhood language gains, kindergarten readiness, and Grade 3 reading achievement. *Child Development*.
- Piasta, S.B.**, ¹Hudson, A., ²Sayers, R., Logan, J.A.R., Zettler-Greeley, C.M., Lewis, K., & Bailet, L. (in press). Small-group emergent literacy intervention dosage in preschool: Patterns and predictors. *Journal of Early Intervention*. Advance online publication.
<https://doi.org/10.1177/10538151231155411>
- Bridges, M.S., Curran, M., Neal, C., **Piasta, S.B.**, Fleming, K., & Hogan, T. (2023). Adapting curricula for children experiencing comprehension difficulties due to low language. *Language Speech Hearing Sciences in the Schools*, 54(4), 1066-1079. https://doi.org/10.1044/2023_LSHSS-22-00189
- ²Park, S., & **Piasta, S.B.** (2023). Are there developmental patterns in emergent bilingual children's English letter-name knowledge? *International Journal of Bilingual Education and Bilingualism*. Advance online publication. <https://doi.org/10.1080/13670050.2023.2208708>
- ¹Cutler, L., Schachter, R.E., ¹Gabas, C., **Piasta, S.B.**, Purtell, K., & ²Helsabeck, N. (2023). Patterns of classroom organization in classrooms where children exhibit higher and lower language gains. *Early Education and Development*, 34(5), 1128-1146.
<https://doi.org/10.1080/10409289.2022.2106766>
- Piasta, S.B.**, Logan, J.A.R., Zettler-Greeley, C.M., Bailet, L.L., Lewis, K., & ²Thomas, L.J.G. (2023). Small-group, emergent literacy intervention under two implementation models: Intent-to-treat and dosage effects for preschoolers at-risk for reading difficulties. *Journal of Learning Disabilities*, 56(3), 225-240. <https://doi.org/10.1177/002221942210793>
- Lewis, K., Logan, J.A.R., ²Thomas, L.J.G., Schneider, N., Zettler-Greeley, C.M., Bailet, L.L., & **Piasta, S.B.** (2023). Behavior management and engagement during small-group instruction as predictors

of preschoolers' literacy skill outcomes. *Early Education and Development*, 34(8), 1872-1895.
<https://doi.org/10.1080/10409289.2023.2241984>

²Thomas, L.J.G., **Piasta, S.B.**, Bailet, L.L., Zettler-Greeley, C.M., & Lewis, K. (2023). Promoting meaning-focused skills: Creating a foundation for comprehension in early childhood classrooms. *The Reading Teacher*, 76(4), 421-428. <https://doi.org/10.1002/trtr.2165>

Schachter, R.E., Yeomans-Maldonado, G., & **Piasta, S.B.** (2023). Early childhood teachers' emergent literacy data practices. *Journal of Literacy Research*. Advance online publication.
<https://doi.org/10.1177/1086296X231163116>

Piasta, S.B., Bridges, M.S., ²Park, S., ²Nelson-Strouts, K., & Hikida, M. (2022). Teachers' content knowledge about oral language: Measure development and evidence of initial validity. *Reading & Writing*, 35, 2131-2153. <https://doi.org/10.1007/s11445-021-10242-6>

Cabell, S.Q., Gerde, H.K., Hwang, H., Bowles, R., Skibbe, L., **Piasta, S.B.**, & Justice, L.M. (2022). Rate of growth of preschool-age children's oral language and decoding skills predicts beginning writing ability. *Early Education and Development*, 33(7), 1198-1221.
<https://doi.org/10.1080/10409289.2021.1952390>

Piasta, S.B., ²Park, S., ²Fitzgerald, L., & ²Libnoch, H.A. (2022). Young children's alphabet learning as a function of instruction and letter difficulty. *Learning and Individual Differences*, 93, 102113.
<https://doi.org/10.1016/j.lindif.2021.102113>

Schachter, R.E., Jiang, Q., **Piasta, S.B.**, & Flynn, E. (2022). "We're more than a daycare:" Reported roles and settings for early childhood professionals and implications for professionalizing the field. *Early Childhood Education Journal*, 50, 1183-1196. <https://doi.org/10.1007/s10643-021-01252-8>

Language and Reading Research Consortium, ²Lo, M., & ²Xu, M. (2022). Impacts of the Let's Know! curriculum on the language and comprehension-related skills of prekindergarten and kindergarten children. *Journal of Educational Psychology*, 114(6), 1205-1224.
<https://doi.org/10.1037/edu0000744> [convener]

Piasta, S.B., Logan, J.A.R., ²Farley, K.S., ²Strang, T.M., & Justice, L.M. (2022). Profiles and predictors of growth in children's alphabet knowledge. *Journal of Education for Students Placed at Risk*, 27(1), 1-26. <https://doi.org/10.1080/10824669.2021.1871617>

Schachter, R.E., & **Piasta, S.B.** (2022). Doing assessment: A multi-case study of preschool teachers' language and literacy data practices. *Reading Research Quarterly*, 57(2), 515-535.
<https://doi.org/10.1002/rrq.419>

Murphy, K.A., Bridges, M.S., Springle, A.P., Sultani, M., McIlraith, A., & **Language and Reading Research Consortium** (2022). Predicting language performance from narrative language samples. *Journal of Speech, Language, and Hearing Research*, 65(3), 775-784.

- Piasta, S.B.**, Logan, J.A.R., ²Thomas, L.J.G., Zettler-Greeley, C.M., Bailet, L.L., & Lewis, K. (2021). Implementation of a small-group emergent literacy intervention by preschool teachers and community aides. *Early Childhood Research Quarterly*, *54*, 31-43.
- ¹Khan, K.S., Logan, J.A.R., Justice, L.M., Bowles, R.P., & **Piasta, S.B.** (2021). The contribution of vocabulary, grammar, and phonological awareness skills across a continuum of narrative ability levels in young children. *Journal of Speech, Language, and Hearing Research*, *64*(9), 3489-3503.
- Schachter, R.E., ²Matthews, A., & **Piasta, S.B.** (2021). How do differing stakeholders perceive instances of language and literacy instruction? *Journal of Early Childhood Literacy*, *21*(1), 104-126. <https://doi.org/10.1177%2F1468798418813661>
- Piasta, S.B.**, ²Soto Ramirez, P., ²Farley, K.S., Justice, L.M., & ²Park, S. (2020). Exploring the nature of associations between educators' knowledge and their emergent literacy classroom practices. *Reading and Writing*, *33*, 1399-1422.
- Schachter, R.E., **Piasta, S.B.**, & Justice, L.M. (2020). An investigation into the curricula (type and quality) used by early childhood educators. *NHSA Dialog*, *23*(2). <https://journals.uncc.edu/dialog/article/view/1021>
- Piasta, S.B.**, ²Park, S., ²Farley, K.S., Justice, L.M., & O'Connell, A.A. (2020). Early childhood educators' knowledge about language and literacy: Associations with practice and children's learning. [special issue; invited] *Dyslexia*, *26*, 137-152.
- Piasta, S.B.**, Sawyer, B., Justice, L.M., O'Connell, A.A., Jiang, H., ²Dogucu, M., & Khan, K. (2020). Effects of Read It Again! in early childhood special education classrooms as compared to regular shared book reading. *Journal of Early Intervention*, *42*, 224-243.
- Schachter, R.E., Flynn, E.E., Napoli, A.R., & **Piasta, S.B.** (2020). Teachers' perspectives on year two implementation of a kindergarten readiness assessment. *Early Education and Development*, *31*, 778-795.
- ²Farley, K.S. & **Piasta, S.B.** (2020). Examining early childhood language and literacy learning opportunities in relation to maternal education and children's initial skills. *Journal of Education for Students Placed At Risk*, *25*, 183-200.
- ²Thomas, L.J.G., Gerde, H.K., **Piasta, S.B.**, Bailet, L., & Zettler-Greeley, C. (2020). The early writing skills of children identified as at-risk for literacy difficulties. *Early Childhood Research Quarterly*, *51*, 392-402.
- Piasta, S.B.**, ²Farley, K.S., ²Mauck, S.A., ²Soto Ramirez, P., O'Connell, A.A., Schachter, R.E., Justice, L.M., ¹Spear, C.F., & ²Weber-Mayrer, M. (2020). At-scale, state-sponsored language and literacy professional development: Impacts on early childhood practices and children's outcomes. *Journal of Educational Psychology*, *112*, 329-343.

- Bowles, R.P., Justice, L.M., ¹Khan, K.S., **Piasta, S.B.**, Skibbe, L.E., & ²Foster, T.D. (2020). Development of the Narrative Assessment Protocol-2: A tool for examining young children's narrative skill. *Journal of Language, Speech, and Hearing Services in Schools, 51*, 390-404.
- Language and Reading Research Consortium**, Currie, N.K. & Muijselaar, M.M.L. (2019). Inference making in young children: The concurrent and longitudinal contributions of verbal working memory and vocabulary. *Journal of Educational Psychology, 111*, 1416-1431.
- Language and Reading Research Consortium**, Jiang, H., & Logan, J.A.R. (2019). Improving reading comprehension in the primary grades: Mediated effects of a language-focused classroom intervention. *Journal of Speech, Language, and Hearing Research, 62*, 2812-2828.
- Language and Reading Research Consortium**, Mesa, C., & Yeomans-Maldonado, G. (2019). The role of prekindergarten Spanish in predicting first-grade English word reading among dual-language learners. *Journal of Speech, Language, and Hearing Research, 62*, 1755-1774.
- ¹Schachter, R.E., ²Strang, T. M., & **Piasta, S.B.** (2019). Teacher experiences with a state-mandated kindergarten readiness assessment: A mixed method study. *Early Years, 39*, 80-96.
- ¹Ottley, J.R., **Piasta, S.B.**, Coogle, C.G., ¹Spear, C.F., & Rahn, N.L. (2019). Implementation of bug-in-ear coaching by community-based professional development providers. *Early Education and Development, 30*, 400-422.
- Piasta, S.B.**, ²Farley, K.S., Phillips, B.M., Anthony, J.L., & Bowles, R.P. (2018). Assessment of young children's letter-sound knowledge: Initial validity evidence for Letter Sound Short Forms. *Assessment for Effective Intervention, 43*, 249-255.
- Bleses, D., Højen, A., Dale, P.S., Justice, L., Dybdal, L., **Piasta, S.B.**, ²Markussen-Brown, J., Kjørnbæk, L., & ²Haghighi, E.F. (2018). Effective language and literacy instruction: Evaluating the importance of scripting and group size components. *Early Childhood Research Quarterly, 42*, 256-269.
- Language and Reading Research Consortium**, ²Yeomans-Maldonado, G., Bengochea, A., & Mesa, C. (2018). The dimensionality of oral language in kindergarten Spanish-English dual-language learners. *Journal of Speech, Language, and Hearing Research, 61*, 2779-2795.
- ²Weber-Mayrer, M.W., **Piasta, S.B.**, ¹Ottley, J.R., Justice, L.M., & O'Connell, A. (2018). Early childhood literacy coaching: An examination of coaching intensity and changes in educators' literacy knowledge and practice. *Teaching and Teacher Education, 76*, 14-24.
- ¹Spear, C.F., **Piasta, S.B.**, ²Yeomans-Maldonado, G., Ottley, J.R., Justice, L.M., & O'Connell, A.A. (2018). Early childhood general and special educators: An examination of similarities and differences in beliefs, knowledge, and practice. *Journal of Teacher Education, 69*, 263-277.
- Piasta, S.B.**, ²Groom, L.J., ¹Khan, K., Skibbe, L.E., & Bowles, R.P. (2018). Young children's narrative skill: Concurrent and predictive associations with emergent literacy and early word reading skills. *Reading and Writing, 31*, 1479-1498.

Language and Reading Research Consortium & Muijselaar, M.M.L. (2018). The dimensionality of inference making: Are local and global inferences distinguishable? *Scientific Studies of Reading*, 22, 117-136.

Language and Reading Research Consortium, Jiang, H., & Farquharson, K. (2018). Are working memory and behavioral attention equally important for both reading and listening comprehension? A developmental comparison. *Reading and Writing*, 31, 1449-1477.

¹Dynia, J.M., ¹Schachter, R.E., ¹Pelatti, C.Y., **Piasta, S.B.**, Justice, L.M., & O'Connell, A.A. (2018). An empirical investigation of the dimensionality of the physical literacy environment in early childhood classrooms. *Journal of Early Childhood Literacy*, 18, 239-263.

Bleses, D., Højen, A., Justice, L., Dale, P.S., Dybdal, L., **Piasta, S.B.**, ²Markussen-Brown, J., ²Clausen, M., ²Haghighi, E.F., & Andersen, M.K. (2018). The effectiveness of a large-scale language and pre-literacy intervention: The SPELL randomized controlled trial in Denmark. *Child Development*, 89, e342-e363.

Language and Reading Research Consortium, Jiang, H., Logan, J.A., & Jia, R. (2018). Modeling the nature of grammar and vocabulary trajectories from prekindergarten to third grade. *Journal of Speech, Language, and Hearing Research*, 61, 910-923.

Language and Reading Research Consortium & Chiu, Y.D. (2018). The Simple View of Reading across development: Prediction of grade 3 reading comprehension from prekindergarten skills. *Remedial and Special Education*, 39, 289-303.

McIlraith, A. & **Language and Reading Research Consortium** (2018). Predicting word reading ability: A quantile regression study. *Journal of Research in Reading*, 41, 79-96.

¹Schachter, R. E., ²Weber-Mayrer, M., **Piasta, S. B.**, & O'Connell, A. (2018). What happens during literacy coaching? Coaches' reports of their interactions with educators. *Early Education and Development*, 29, 852-872.

Language and Reading Research Consortium, ¹Jiang, H., & Davis, D. (2017). Let's Know! proximal impacts on PK through G3 children's comprehension-related skills. *The Elementary School Journal*, 118, 177-206. [convener]

¹Pelatti, C.Y. & **Piasta, S.B.** (2017). Improving literacy outcomes for at-risk kindergarteners through an afterschool tutoring program: Results from a feasibility study. *Frontiers in Education*, 27. doi: 10.3389/feduc.2017.00027

Language and Reading Research Consortium (2017). Oral language and listening comprehension: Same or different constructs? *Journal of Speech, Language, and Hearing Research*, 60, 1273-1284.

- ²Farley, K.S., **Piasta, S.B.**, ²Dogucu, M., & O'Connell, A. (2017). Assessing and predicting small-group literacy instruction in early childhood classrooms. *Early Education and Development*, 28, 488-505.
- Piasta, S.B.**, Justice, L.M., O'Connell, A.A., ²Mauck, S., ²Weber-Mayrer, M.M., ¹Schachter, R.E., ²Farley, K.F., & ¹Spear, C.F. (2017). Effectiveness of large-scale, state-sponsored language and literacy professional development on early childhood educator outcomes. *Journal of Research on Educational Effectiveness*, 10, 354-378.
- ²Markussen-Brown, J., Juhl, C., **Piasta, S.B.**, Bleses, D., Højen, A., & Justice, L. (2017). The effects of language- and literacy-focused professional development on early educators and children: A best-evidence meta-analysis. *Early Childhood Research Quarterly*, 38, 97-115.
- Language and Reading Research Consortium** & ²Yeomans-Maldonado, G. (2017). Development of comprehension monitoring in beginner readers. *Reading and Writing*, 30, 2039-2067.
- Logan, J.A.R. & **Language and Reading Research Consortium** (2017). Pressure points in reading comprehension: A quantile multiple regression analysis. *Journal of Educational Psychology*, 109, 451-464.
- Piasta, S.B.** (2016). Current understandings of “what works” for supporting emergent literacy development in early childhood classrooms. *Child Development Perspectives*, 10, 234-239. (invited manuscript)
- ¹Khan, K.S., Gugiu, M.R., Justice, L.M., Bowles, R.P., Skibbe, L.E., & **Piasta, S.B.** (2016). Age-related progressions in story grammar in young children’s narratives. *Journal of Speech, Language, and Hearing Research*, 59, 1395-1408.
- ²Murphy, K.A., **Language and Reading Research Consortium**, & ¹Farquharson, K. (2016). Investigating profiles of lexical quality in preschool and their contribution to first grade reading. *Reading & Writing*, 29, 1745-1770.
- ²Strang, T. & **Piasta, S.B.** (2016). Socioeconomic differences in code-focused emergent literacy skills. *Reading & Writing*, 29, 1337-1362.
- Alonzo, C.N., Yeomans-Maldonado, G., Murphy, K., Bevens, B., & **Language and Reading Research Consortium** (2016). Predicting second grade listening comprehension using prekindergarten measures. *Topics in Language Disorders*, 36, 312-333.
- Language and Reading Research Consortium**, ¹Farquharson, K., & ²Murphy, K.A. (2016). Ten steps to a large, multi-site, longitudinal investigation of language and reading in young children. *Frontiers in Psychology*, 7, 419. doi: 10.3389/fpsyg.2016.00419
- Piasta, S.B.**, Phillips, B.M., Williams, J., Bowles, R., & Anthony, J.L. (2016). Measuring young children’s alphabet knowledge: Development and validation of brief letter-sound assessments. *The Elementary School Journal*, 6, 523-548.

- Hart, S.A, **Piasta, S.B.**, & Justice, L.M. (2016). Do children's learning-related behaviors moderate the impacts of an empirically-validated early literacy intervention? *Learning and Individual Differences*, 50, 73-82.
- ¹Schachter, R.E., ¹Spear, C.F., **Piasta, S.B.**, Justice, L.M., & Logan, J.A.R. (2016). Early childhood educators' knowledge, beliefs, experiences, and children's language- and literacy-learning opportunities: What is the connection? *Early Childhood Research Quarterly*, 36, 281-294.
- Language and Reading Research Consortium**, ²Arthur, A.M., & Davis, D.L. (2016). A pilot study of the impact of double-dose robust vocabulary instruction on children's vocabulary growth. *Journal of Research on Educational Effectiveness*, 9, 173-200.
- Language and Reading Research Consortium**, ¹Johanson, M., & ²Arthur, A.M. (2016). Improving the language skills of pre-kindergarten students: Preliminary impacts of the Let's Know! experimental curriculum. *Child and Youth Care Forum*, 45, 367-392.
- Language and Reading Research Consortium** (2016). Use of the Curriculum Research Framework (CFR) for developing a reading-comprehension curricular supplement for the primary grades. *The Elementary School Journal*, 116, 459-486.
- ¹Ottley, J.R., **Piasta, S.B.**, ²Mauck, S.A., O'Connell, A., ²Weber-Mayrer, M., & Justice, L.M. (2015). The nature and extent of change in early childhood educators' language and literacy knowledge and beliefs. *Teaching and Teacher Education*, 52, 47-55.
- Piasta, S.B.**, Justice, L.M., McGinty, A., Mashburn, A., & Slocum, L. (2015). A comprehensive examination of preschool teachers' implementation fidelity when using a supplemental language and literacy curriculum. *Child and Youth Care Forum*, 44, 731-755.
- Language and Reading Research Consortium** (2015). The dimensionality of language in young Spanish-English dual language learners. *Journal of Speech, Language, and Hearing Research*, 58, 754-766.
- ¹Dynia, J.M., **Piasta, S.B.**, Justice, L.M., & Columbus Metropolitan Library (2015). Impact of library-based summer reading clubs on primary-grade children's literacy activities and achievement. *Library Quarterly*, 85, 386 - 405.
- Piasta, S.B.**, Logan, J.A.R., ¹Pelatti, C.Y., ¹Capps, J.L., & Petrill, S.A. (2015). Professional development for early childhood educators: Efforts to improve math and science learning opportunities in early childhood classrooms. *Journal of Educational Psychology*, 107, 407-422.
- Language and Reading Research Consortium** (2015). Learning to read: Should we keep things simple? *Reading Research Quarterly*, 50, 151-169.
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<https://theconversation.com/millions-of-us-children-have-mediocre-reading-skills-but-engaged-parents-and-a-committed-school-curriculum-can-help-214546>

Piasta, S. (2023, September 5). The science of reading. *American Association for the Advancement of Science: SciLine*. <https://www.sciline.org/social-sciences/science-of-reading/>

Downs, J. (Host). (2023, May 14). Alphabet instruction with **Dr. Shayne Piasta** (Episode 41) [Audio podcast episode]. In *Teaching Literacy Podcast*. <https://teachingliteracypodcast.com/e41-alphabet-instruction-with-dr-shayne-piasta/>

Scorrano, D. (Host). (2023, May 3). The ABCs of early literacy learning and teacher knowledge with **Shayne Piasta, Ph.D.** (Episode 44) [Audio podcast episode]. In *READ Podcast*. The Winward Institute. <https://www.thewindwardschool.org/the-windward-institute/read/shayne-piasta-phd>

- Geiger, A. (Host). (2023, March 27). What does research say about alphabet instruction? with **Dr. Shayne Piasta** (Episode 117) [Audio podcast episode]. In *Triple R Teaching*. The Measured Mom. <https://www.themeasuredmom.com/research-alphabet-shayne-piasta/>
- Downs, J. (Host). (2022, September 29). Teaching content knowledge and early literacy instruction with **Dr. Shayne Piasta** and Dr. Alida Hudson (Episode 37). [Audio podcast episode]. In *Teaching Literacy Podcast*. <https://teachingliteracypodcast.com/e37-teacher-content-knowledge-and-early-literacy-instruction-with-dr-shayne-piasta-and-dr-alida-hudson/>
- Hogan, T.P. (Host). (2022, May 24). Evaluating educational practices with **Dr. Shayne Piasta** (Episode 43). [Audio podcast episode]. In *See Hear Speak Podcast*. <https://www.seehearspeakpodcast.com/episode-43/episode-43-evaluating-educational-practices-with-dr-shayne-piasta>
- McGinnis, C. (Host). (2021, May 21). Phonological awareness with **Dr. Shayne Piasta** [Audio podcast episode]. In *Circle Time*. South Side Early Learning. <https://circletimepod.buzzsprout.com/1256840/8561899-phonological-awareness-with-dr-shayne-piasta>
- McGinnis, C. (Host). (2021, February 5). Teaching the ABCs with **Dr. Shayne Piasta** (Episode 1) [Audio podcast episode]. In *Circle Time*. South Side Early Learning. <https://circletimepod.buzzsprout.com/1256840/7702399>
- Baker, B. (Host). (2017, March 20). Alphabet learning and early literacy with **Dr. Shayne Piasta** [Audio podcast episode]. In Voice of Literacy Podcast. <https://podcasts.apple.com/us/podcast/alphabet-learning-and-early-literacy-with-dr-shayne-piasta/id289517984?i=1000382837378>

PRESENTATIONS

Invited

- Piasta, S.B.** (2024, February 22). *Getting started with open science: Practical advice for (literacy) education scholars* [Invited talk]. Literacy Colloquy, Michigan State University, East Lansing, MI, United States.
- Piasta, S.B.** (2023, November 7). *The science of teaching the alphabet* [Invited talk]. Whitehall City Schools Innovation Conference, Whitehall, OH, United States.
- Piasta, S.B.** (2023, November 2). *The science of reading: Misperceptions, possibilities, and future directions* [Invited keynote talk]. Kit and Dick Schmoker Reading Center, the University of Nebraska – Lincoln. Lincoln, NE, United States.
- Piasta, S.B.** (2023, August 10). *Practices to ProPELL young children’s language learning in early childhood classrooms* [Invited talk]. Lexia Educational Leadership Council. Boston, MA, United States.

- Piasta, S.B.** (2023, March 28). *Supporting language development in early childhood classrooms: Current efforts and new directions* [Invited talk]. Research to Practice, Reading and Writing Centre, Department of Education, Queensland, Australia.
- Piasta, S.B.** (2022, November 17). *What we do and do not know about the science of alphabet instruction* [Invited Presentation]. Reading Science Academy.
- Piasta, S.B.** (2022, September 18). *Managing large, collaborative research projects* [Invited talk]. Graduate Student Interdisciplinary Research Initiative Research Colloquium, College of Education and Human Ecology, The Ohio State University, Columbus, Ohio, United States.
- Piasta, S.B.** (2022, September 7). *Moving from efficacy to effectiveness: Understanding the impacts and implementation of a preschool emergent literacy intervention* [Invited research forum presentation]. Crane Center for Early Childhood Research and Policy, The Ohio State University, Columbus, Ohio, United States.
- Piasta, S.B.** (2022, March 30). *Furthering the science of (teaching) reading* [Distinguished lecture]. Center for Research on Challenges in the Acquisition of Language and Literacy, Georgia State University, Atlanta, GA, United States.
- Piasta, S.B.** (2020, June). *Early childhood educators' knowledge to support early literacy: Research and implications*. Invited presentation for the Voyager-Sopris Online Literacy Symposium [online conference].
- Piasta, S.B.**, O'Connell, A.A., Logan, J.A.R., & Reed, S. (2019, April). *Personnel, resources, and putting it all together*. Workshop presented at the Gearing Up 4 Your Grant Proposal: Intervention Development and Efficacy Series, Research Methodology Center, College of Education and Human Ecology, The Ohio State University, Columbus, OH.
- Piasta, S.B.** (2019, February). *Budget preparation*. Workshop presented at the Gearing Up 4 Your Grant Proposal: Intervention Development and Efficacy Series, Research Methodology Center, College of Education and Human Ecology, The Ohio State University, Columbus, OH.
- Piasta, S.B.** (2019, January). *Tricks of the trade: Strategies for research planning and implementation*. Invited panel presentation at the Institute of Education Sciences Annual Principal Investigators' Meeting, Washington, D.C.
- Piasta, S.B.** (2018, November). *Fidelity and implementation*. Workshop presented at the Gearing Up 4 Your Grant Proposal: Intervention Development and Efficacy Series, Research Methodology Center, College of Education and Human Ecology, The Ohio State University, Columbus, OH.
- Piasta, S.B.** (2018, October). *Iterative development of interventions*. Faculty panel presented at the Gearing Up 4 Your Grant Proposal: Intervention Development and Efficacy Series, Research Methodology Center, College of Education and Human Ecology, The Ohio State University, Columbus, OH.

- Piasta, S.B.** (2018, September). *Supporting language and comprehension in early childhood and elementary classrooms: Results from recent research*. Invited presentation at the Human Development and Family Studies Colloquium, Purdue University, West Lafayette, IN.
- Piasta, S.B.**, O'Connell, A.A., Logan, J.A.R., & Reed, S. (2018, August). *Overview and IES grants*. Workshop presented at the Gearing Up 4 Your Grant Proposal: Intervention Development and Efficacy Series, Research Methodology Center, College of Education and Human Ecology, The Ohio State University, Columbus, OH.
- Piasta, S.B.** (2018, March). *Efforts to improve language and comprehension in early childhood and elementary classrooms*. Invited presentation for the Center on Intervention Research in Schools, Ohio University, Athens, OH.
- Piasta, S.B.** (2018, February). *Using research to improve educational practice: Tracing my scholarship from Fenwick past to Ohio State present*. Invited presentation for the 50th Anniversary Celebration of the Fenwick Scholar Program, College of the Holy Cross, Worcester, MA.
- Piasta, S.B.** (2017, October). *Leveraging language to improve reading (and other) outcomes*. Invited presentation for Columbus City Schools, Columbus, OH.
- Piasta, S.B.**, Justice, L.M., O'Connell, A.A., ²Mauck, S.A., ²Soto Ramirez, P., ²Weber-Mayrer, M., ¹Schachter, R.E., ²Farley, K.S., & ¹Spear, C.F. (2017, September). *The importance of evaluating educational practices: Results from a randomized controlled trial of a U.S. statewide professional development program for early childhood educators*. Invited poster presented at the Japanese-American-German Frontiers of Science Symposium, Bad Neuenahr, Germany.
- Piasta, S.B.** (2017, March). *Using empirical evidence to improve educational outcomes for young children*. Invited presentation at the Office of Responsible Research Practices Lunch and Learn, The Ohio State University, Columbus, OH.
- Piasta, S.B.** (2017, February). *So you're starting a doctoral program: A few points to consider*. Invited presentation for Prospective PhD Student Visit Day, Department of Teaching and Learning, The Ohio State University, Columbus, OH.
- Piasta, S.B.** (2016, December). *Institute of Education Sciences funding*. Invited presentation for the College of Education and Human Ecology Office of Research, The Ohio State University, Columbus, OH.
- Piasta, S.B.** (2016, February). *Writing and publishing the scholarly journal article*. Presentation at the Reading and Literacy in Early and Middle Childhood winter event, The Ohio State University, Columbus.
- Piasta, S.B.** (2016, February). *Unspoken lessons: Tacit knowledge from my doctoral and junior faculty experiences*. Invited keynote presentation at the College of Education and Human Ecology Student Research Forum, The Ohio State University, Columbus, OH.

- Piasta, S.B.** (2015, December). *Cross-disciplinary collaboration within the Language and Reading Research Consortium*. Invited presentation at the Institute of Education Sciences Annual Principal Investigators' Meeting, Washington, D.C.
- Piasta, S.B.** (2015, October). *A faculty member's perspective: Considerations and suggestions for navigating the consent process*. Invited presentation at IRB Issues Workshop, Office of Research, College of Education and Human Ecology, The Ohio State University, Columbus, OH.
- Piasta, S.B.** (2015, April). *Using empirical evidence to improve educational outcomes for young children*. Invited keynote presentation to the Department of Psychology, Florida State University, Tallahassee, FL.
- Piasta, S.B.** (2015, April). *Empirical findings concerning alphabet knowledge development and instruction*. Invited presentation at the Crane Center for Early Childhood Research and Policy First Friday Colloquium, The Ohio State University, Columbus, OH.
- Piasta, S.B.** (2014, May). *Grant writing: Measures and assessments*. Invited presentation to the Crane Center for Early Childhood Research and Policy Grant Writing Forum, The Ohio State University, Columbus, OH.
- Piasta, S.B.** (2013, August). *Reading difficulties: Information and recommendations for early childhood educators*. Invited presentation at the Learn4Life Conference, Columbus, OH.
- Piasta, S.B.** (2013, March). *Evaluation of statewide literacy professional development for early childhood educators: Preliminary findings from the first two cohorts*. Invited virtual poster presentation at the annual Institute of Education Sciences Investigators Meeting, Washington, D.C.
- Piasta, S.B.** (2013, January). *Results from two efforts to improve early childhood education via professional development*. Invited presentation at the University of Southern Denmark's Child Language Conference, Odense, Denmark.
- Piasta, S.B.** (2013, January). *Considerations for home- and family-based language and literacy research: Implementation integrity*. Invited workshop at the Center for Child Language, University of Southern Denmark, Odense, Denmark.
- Piasta, S.B.** (2012, September). *Language development in preschool classrooms: Results from a recent randomized controlled trial*. Invited presentation at the University of Freiburg, Freiburg, Germany.
- Piasta, S.B.** (2012, September). *Breaking into the grant scene: Obstacles and tips for junior researchers*. Invited presentation at the Institute of Education Sciences Principal Investigators meeting, Washington, D.C.
- Piasta, S.B.** (2012, August). *Using data to better support preschoolers' paths to school readiness*. Invited presentation at the Learn4Life Conference, Columbus, Ohio.

- Piasta, S. B.** (2010, June). *What we know about alphabet learning and instruction*. Invited presentation at the Brown Bag and Research Conversation on Language and Literacy, The Ohio State University, Columbus, OH.
- Piasta, S.B.** (2010, January 6). *Learning and development in the early years: Language, literacy, and beyond*. Invited presentation to Columbus Working Moms organization, Columbus, OH.
- Piasta, S. B.** (2009, March). *Post-PIRT post-doc: Life after graduate school*. Invited presentation to the Pre-doctoral Interdisciplinary Research Training Fellows at the Florida Center for Reading Research, Tallahassee, FL.
- Piasta, S. B.** (2008, June). *Promoting preschoolers' acquisition of alphabet knowledge: A comparison of two instructional approaches*. Invited presentation at the Institute of Education Sciences Research Conference, Washington, D. C.
- Piasta, S. B.** (2008, January). *Instruction and acquisition of alphabet knowledge*. Invited presentation at the Florida Reading Research Symposium Series, Tallahassee, FL.
- Piasta, S. B., & Wagner, R. K.** (2007, March). *Development of alphabetic knowledge: Effects of letter properties, child characteristics, and their interactions*. Invited presentation at the Florida Reading Research Symposium Series, Tallahassee, FL.

PEER-REVIEWED

- Bridges, M., ²Arslan, Z., ²Wilson, A., ³Lightcap, Z., **Piasta, S.B.**, Fleming, K., De Santis, M.K., & Hogan, T. (2024, July). *Grade 1 teachers' reported literacy curricula and practices to support language* [Poster presentation]. Annual Meeting of the Society for the Scientific Study of Reading. Copenhagen, Denmark.
- Piasta, S.B.**, Hudson, A.K., Logan, J.A.R., Zettler-Greeley, C., & Lewis, K. (2024, July). *Preschoolers' alphabet knowledge learning and subsequent reading and spelling skills* [Paper presentation]. Annual Meeting of the Society for the Scientific Study of Reading. Copenhagen, Denmark.
- ²Sheranian, K., Goldberg, M., Bridges, M., ²Risueño, R.J., Gray, S., Laud, L., **Piasta, S.B.**, Fleming, K., Rasner, M., & Hogan, T. (2024, July). *Initial findings from a research practice partnership: Implementation of an evidence-based Tier 1 language curriculum supplement* [Paper presentation]. Annual Meeting of the Society for the Scientific Study of Reading. Copenhagen, Denmark.
- Schachter, R. E., Knoche, L. L., ²Lu, J., ²Goldberg, M., ²Wernick, P. D., **Piasta, S. B.**, & ²Lancaster, H. (2024, July 11-13). *The impacts of early childhood coaching on teacher and child reading-related outcomes* [Paper presentation]. Annual Meeting of the Society for the Scientific Study of Reading. Copenhagen, Denmark.
- Park, S., **Piasta, S.B.**, & Sayer, P. (2024, April 11-14). *Multisensory alphabet instruction for English monolingual and emergent bilingual children* [Paper presentation]. American Educational Research Association Annual Meeting, Philadelphia, PA, United States.

- Gearin, B., Chattergoon, R., Brooke, L., Kim, Y.-S., & **Piasta, S.B.** (2024, April 11-14). *Effects of a professional development program on third grade reading achievement in the context of Colorado's READ Act* [Paper presentation]. American Educational Research Association Annual Meeting, Philadelphia, PA, United States.
- Schachter, R., Lu, J., Goldberg, M., Knoche, L., Wernick, P., & **Piasta, S.B.** (2024, April 11-14). *A meta-analysis of coaching and coaching processes on early childhood teachers' knowledge, beliefs, and practices* [Round table session]. American Educational Research Association Annual Meeting, Philadelphia, PA, United States.
- ¹Shen, Y., **Piasta, S. B.**, Logan, J. A. R., Hudson, A., Lewis, K., & Zettler-Greeley, C. (2024, January 31-February 2). *Emergent writing and later reading for children at risk for reading difficulties* [Poster presentation]. Pacific Coast Research Conference. Coronado, CA, United States.
- Piasta, S.B.**, ¹Shen, Y., Hogan, T., Bridges M., & Fleming, K. (2024, January 31-February 2). *Characteristics of students potentially in need of school-based comprehension supports* [Poster presentation]. Pacific Coast Research Conference. Coronado, CA, United States.
- Logan, J.A.R., **Piasta, S.B.**, Purtell, K.M., Schachter, R.E., & ²Nichols, R. (2024, January 31-February 2). *Early childhood language gains, kindergarten readiness, and grade 3 reading achievement* [Poster presentation]. Pacific Coast Research Conference. Coronado, CA, United States.
- ²Swanz, L., Logan, J.A.R., & **Piasta, S.B.** (2024, January 31-February 2). *Narrowing the achievement gap: Issues in measurement and a proposed solution* [Poster presentation]. Pacific Coast Research Conference. Coronado, CA, United States.
- Neal, C., Nelson-Strouts, K., Bridges, M., **Piasta, S.B.**, Fleming, K., & Hogan, T. (2023, November 16-18). *The relationship between reading comprehension, narratives, and word reading in first graders with language delays* [Poster presentation]. American Speech Language Hearing Association Convention. Boston, MA, United States.
- ¹Hudson, A., **Piasta, S.B.**, Logan, J.A.R., ²Sayers, R., Bailet, L., Zettler-Greeley, C., & Lewis, K. (2023, July 19-22). *Predictors of small-group emergent literacy intervention dosage* [Poster presentation]. Annual Meeting of the Society for the Scientific Study of Reading. Port Douglas, Australia. [Withdrawn]
- Piasta, S.B.**, ²Ceviren, B., Logan, J.A.R., Purtell, K., Schachter, R.E., ¹Cutler, L., ¹Gabas, C., & ²Zimmermann, K. (2023, July 19-22). *Linguistic features of preschool teacher and child talk during circle time and prediction of children's language learning* [Paper presentation]. Annual Meeting of the Society for the Scientific Study of Reading. Port Douglas, Australia.
- ²Ceviren, A. B., Logan, J. A. R., Kim, M., & **Piasta, S. B.** (2023, May 4-5). *Examining the dynamic relations between phonological awareness and print knowledge with latent change score modeling* [Virtual paper presentation]. American Education Research Association. Chicago, IL, United States.

- Lewis, K., **Piasta, S. B.**, Hudson, A., & Zettler-Greeley, C. M. (2023, March 23–25). *Do preschoolers' classroom and home environment profiles predict their literacy skill outcomes?* [Poster presentation]. Society for Research in Child Development Biennial Meeting, Salt Lake City, UT, United States.
- ²Kim, H., ²Zimmermann, K., ²Ceviren, B., & **Piasta, S. B.** (2023, February 16). *Associations among sophisticated words used in book texts, teacher's use of sophisticated words, and children's use of sophisticated words during shared book reading in preschool classrooms* [Poster presentation]. College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, OH, United States.
- ¹Hudson, A., Bailet, L.L., **Piasta, S.B.**, Logan, J.A.R., Zettler-Greeley, C.M., & Lewis, K. (2022, September 21-24). *Using latent class moderation to examine the differential treatment of an emergent literacy intervention for preschool children at-risk for reading difficulties* [Poster presentation]. Society for Research on Educational Effectiveness Conference, Arlington, VA, United States.
- ¹Cutler, L., ¹Gabas, C., ²Kim, H., **Piasta, S.B.**, & Schachter, R. (2022, July 13-16). *Differences in shared book reading and lexical complexity in higher and lower language gains classrooms* [Paper presentation]. Annual Meeting of the Society for the Scientific Study of Reading, Newport Beach, California, United States.
- Piasta, S.B.** (2022, July 13-16). *The science of alphabet instruction* [Paper presentation]. Annual Meeting of the Society for the Scientific Study of Reading, Newport Beach, California, United States.
- ²Kim, H., ²Park, S., **Piasta, S. B.**, ¹Cutler, L., Schachter, R. E., & ¹Gabas, C. (2022, February 23). *Differences in the linguistic environment between early childhood classrooms in which children exhibit higher versus lower language gains* [Poster presentation]. College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, OH, United States.
- Schachter, R. E., ¹Gabas, C., **Piasta, S. B.**, Purtell, K., & ¹Cutler, L. (2022, April 22-25). *Generative versus constrained contexts: Differentiating early childhood classrooms where children make above average language gains*. [Paper presentation]. American Educational Research Association Annual Meeting: San Diego, CA, United States.
- Lewis, K., Zettler-Greeley, C., & **Piasta, S.B.** (2022, February 15–18). *Do emotionally supportive classrooms predict behavioral engagement during small-group instruction?* [Paper presentation]. National Association of School Psychologists Annual Convention, Boston, MA, United States.
- Schachter, R.E., Yeomans-Maldonado, G., & **Piasta, S.B.** (2021, December 1-4). *Associations between preschool teachers' emergent literacy data practices and children's literacy gains*. [Data-based paper presentation cancelled]. Literacy Research Association's 71st Annual Conference, Atlanta, GA, United States.
- Bridges, M., ²Nelson-Strouts, K., **Piasta, S.B.**, Hikida, H., & ²Park, S. (2021, November). *The development and validity of a language knowledge measure for preservice early childhood*

educators [Poster presentation]. Annual Convention of the American Speech-Language-Hearing Association.

Piasta, S.B., Logan, J.A.R., Zettler-Greeley, C.M., Bailet, L.L., Lewis, K., ²Thomas, L.J.G., & ²Sayers, R. (2021, July 13-16). *Immediate and longitudinal results from a preschool efficacy trial of a small-group, emergent literacy intervention implemented under routine conditions* [Paper presentation]. Annual Meeting of the Society for the Scientific Study of Reading.

¹Cutler, L., **Piasta, S.B.**, ²Helsabeck, N., Purtell, K., Schachter, R., & ¹Gabas, C. (2021, July 13-16). *Language and literacy opportunities and early childhood learning gains: Foundations for reading comprehension* [Paper presentation]. Annual Meeting of the Society for the Scientific Study of Reading.

Lewis, K., Zettler-Greeley, C., Logan, J.A.R., **Piasta, S.B.**, ²Thomas, L.J.G., Schneider, N., & Bailet, L.L. (2021, February 23-26). *Behavior management, engagement, and emergent literacy during small-group intervention* [Poster presentation]. National Association of School Psychologists, Salt Lake City, UT, United States.

Schachter, R.E., **Piasta, S.B.**, & Justice, L. (2020, November 30 – December 3). What curricula do early childhood educators use and are these of sufficient quality? [Online interactive poster]. National Research Conference on Early Childhood Education.

²Joo, Y., Schachter, R.E., **Piasta, S.B.**, & Yeomans-Maldonado, G. (2020, November 30 – December 3). What language and literacy assessments do preschool teachers use and what do they learn from those assessment? [Online interactive poster]. National Research Conference on Early Childhood Education.

²Park, S., ²Nelson-Strouts, K., **Piasta, S.B.**, Hikida, M., & Bridges, M.S. (2020, November 10, 18). Developing a measure of preservice teachers' content knowledge of oral language [Poster presentation]. Council on Research in Student Progress and Educational Excellence Conference, Columbus, OH, United States.

Bridges, M., ²Nelson-Strouts, K., **Piasta, S.B.**, Hikida, M., & ²Park, S. (2020, November). The development and validity of a language knowledge measure for preservice early childhood educators. Poster to be presented at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA, United States. (Conference canceled)

Bailet, L., Zettler-Greeley, C., Lewis, K., Logan, J.A.R., & **Piasta, S.B.** (2020, June). Small group instruction in Pre-K classrooms: Its potential, challenges, and supportive strategies for effective implementation. Online presentation for the National Association for the Education of Young Children, Professional Learning Institute, New Orleans, LA.

Bridges, M.S., Pezold, M., & **Piasta, S.B.** (2020, July). The development of language-focused professional development for prekindergarten teachers. Paper to be presented at the Annual Meeting of the Society for the Scientific Study of Reading, Newport Beach, CA. (Conference canceled)

- Piasta, S.B.**, Logan, J.A.R., Zettler-Greeley, C.M., Bailet, L.L., Lewis, K., & ²Thomas, L.J.G. (2020, July). Effects of a small-group, emergent literacy intervention for preschoolers at risk for reading difficulties when implemented under routine conditions by classroom teachers and community aides. Paper to be presented at the Annual Meeting of the Society for the Scientific Study of Reading, Newport Beach, CA. (Conference canceled)
- Schachter, R.E., Yeomans-Maldonado, G., & **Piasta, S.B.** (2020, July). Early childhood teachers' knowledge regarding children's language and literacy skills. Poster to be presented at the Annual Meeting of the Society for the Scientific Study of Reading, Newport Beach, CA. (Conference canceled)
- ²Park, S., & **Piasta, S.B.** (2020, July). Do emergent bilingual children follow similar patterns in English letter-name knowledge as English-monolingual children? Poster to be presented at the Annual Meeting of the Society for the Scientific Study of Reading, Newport Beach, CA. (Conference canceled)
- Yeomans-Maldonado, G., Schachter, R.E., & **Piasta, S.B.** (2020, July). How do early childhood teachers use language and literacy data for planning? A descriptive look at data users. Poster to be presented at the Annual Meeting of the Society for the Scientific Study of Reading, Newport Beach, CA. (Conference canceled)
- Schachter, R.E., Yeomans-Maldonado, G., & **Piasta, S.B.** (2020, April). Early childhood teachers' data practices: A descriptive analysis. Paper to be presented at the Nebraska Center for Research on Children, Youth, Families, and School Summit on Research in Early Childhood, Lincoln, NE. (Conference canceled)
- ²Joo, Y., Schachter, R.E., Yeomans-Maldonado, G., & **Piasta, S.B.** (2020, April). Teachers' understanding of their language and literacy assessments. Poster to be presented at the Nebraska Center for Research on Children, Youth, Families, and School Summit on Research in Early Childhood, Lincoln, NE. (Conference canceled)
- ²Park, S., ²Kim, S.B., **Piasta, S.B.** (2020, April). Does initial skill level matter? Understanding whether educator knowledge differentially predicts children's emergent literacy learning. Poster to be presented at the American Educational Research Association Annual Meeting, San Francisco, CA. (Conference canceled)
- ²Park, S. & **Piasta, S.B.** (2020, February). Understanding whether emergent bilingual children follow similar trends in letter name knowledge to English-monolingual children. Paper presented at the Edward F. Hayes Graduate Research Forum, Columbus, OH.
- Schachter, R.E., **Piasta, S.B.**, & Yeomans-Maldonado, G. (2019, December). What do early childhood teachers do with literacy data? Paper presented at the Literacy Research Association Annual Conference, Tampa, FL.
- ²Libnoch, H., ²Fitzgerald, L., & **Piasta, S.B.** (2019, December). How current preschool teachers build alphabet knowledge in the classroom: When research and practice align. Roundtable presented at the Literacy Research Association Annual Conference, Tampa, FL.

- ²Groom, L.J., **Piasta, S.B.**, Bailet, L. L., Zettler-Greeley, C. M. (2019, October). Comparing teacher reports of meaning- and code- focused skill instruction in preschool classrooms. Poster presented at the Crane Center for Early Childhood Research and Policy Symposium on Children, The Ohio State University, Columbus, OH.
- ²Groom, L.J., Zettler-Greeley, C.M., **Piasta, S.B.**, Logan, J.A.R., Bailet, L.L., & Lewis, K. (2019, July). Social validity, facilitators, and challenges of implementing a small-group emergent literacy intervention in early childhood contexts. Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Toronto, Canada.
- Piasta, S.B.**, Logan, J.A.R., ²Groom, L.J., Barnes, L., Zettler-Greeley, C.M., Bailet, L.L., & Lewis, K. (2019, July). Implementation of a small-group emergent literacy intervention by preschool teachers and community aides. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Toronto, Canada.
- Cabell, S.Q., Gerde, H., Hwang, H., Bowles, R., Skibbe, L., & **Piasta, S.B.** (2019, July). Level and growth of children's language and decoding skills predict later writing achievement. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Toronto, Canada.
- Schachter, R.E., & **Piasta, S.B.** (2019, March). How do early childhood teachers learn about children's writing skills and what do they know? Paper presented at the Society for Research on Child Development Biennial Meeting, Baltimore, MD.
- Schachter, R.E., Flynn, E., & **Piasta, S.B.** (2019, March). Teachers' perspectives on the second year of kindergarten readiness assessment implementation: Still not benefitting instruction. Poster presented at the Society for Research on Child Development Biennial Meeting, Baltimore, MD.
- Piasta, S.B.** [panel organizer]. (2019, February). Language as a key to early education: Faculty research findings and implications for educator preparation. Faculty panel presented at the College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, OH.
- Piasta, S.B.** (2019, February). Early childhood educators' knowledge of language structure: Associations with classroom practices and children's language and literacy outcomes. Paper presented at the College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, OH.
- ²Groom, L.J., Zettler-Greeley, C.M., **Piasta, S.B.**, Logan, J.A.R., Bailet, L.L., & Lewis, K. (2019, February). Examining the social validity, facilitators, and challenges of implementing a small-group early literacy intervention. Poster presented at the College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, OH.
- ²Park, S., ³Pahanish, D., ³Shook, B.D., & **Piasta, S.B.** (2019, February). Preliminary evidence from a pilot study to teach alphabet knowledge. Poster presented at the College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, OH.

- ³Cash, T., ²Groom, L.J., & **Piasta, S.B.** (2018, November). Various measures of socioeconomic status as predictors of formal and informal home literacy environments. Poster presented at The Ohio State University Autumn Undergraduate Research Festival, Columbus, OH.
- ³Cash, T., ²Groom, L.J., & **Piasta, S.B.** (2018, October). Do different measures of socioeconomic status better predict different aspects of the home literacy environment? Poster presented at the Crane Center for Early Childhood Research and Policy Symposium on Children, Columbus, OH.
- ³Meier, A.N., Gerde, H.K., Skibbe L.E., Bowles, R.P., **Piasta, S.B.**, & Justice, L.M. (2018, August). A longitudinal examination of language development by gender. Poster presented at Michigan Speech-Language-Hearing Association, Kalamazoo, MI.
- Piasta, S.B.**, ²Park, S., ²Farley, K.S., Justice, L.M., & O'Connell, A.A. (2018, July). Associations between early childhood educators' knowledge and children's emergent literacy outcomes. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Brighton, UK.
- Schachter, R.E. & **Piasta, S.B.** (2018, July). Early childhood teachers' language and literacy data practices. Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Brighton, UK.
- Piasta, S.B.** (2018, July). Critical evaluation of the conceptualizations and operationalizations of letter knowledge [discussant]. Presentation at the Annual Meeting of the Society for the Scientific Study of Reading, Brighton, UK.
- ²Groom, L.J., **Piasta, S.B.**, Gerde, H., Logan, J.A.R., Zettler-Greeley, C., & Baillet, L. (2018, July). The emergent writing abilities of preschool children considered at-risk for later literacy difficulties. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Brighton, UK.
- ²Matthews, A., Schachter, R.E., & **Piasta, S.B.** (2018, June). How do differing stakeholders perceive instances of literacy instruction in early childhood classrooms? Poster presented at the National Research Conference on Early Childhood, Arlington, VA.
- ²Libnoch, H., ²Fitzgerald, L., & **Piasta, S.B.** (2018, February). Alphabet lesson development in response to educator feedback and trial lessons with children. Poster presented at the College of Education and Human Ecology Student Research Forum, The Ohio State University, Columbus, OH.
- ²Groom, L., **Piasta, S.B.**, Gerde, H., Logan, J.A.R., Zettler-Greeley, C., & Baillet, L. (2018, February). Examining the emergent writing ability of children at-risk for reading difficulties in comparison to non-at risk peers. Poster presented at the College of Education and Human Ecology Student Research Forum, The Ohio State University, Columbus, OH.
- Piasta, S.B.**, Logan, J.A.R., ²Farley, K.S., ²Strang, T.M., Justice, L.M., & ¹Jia, R. (2018, February). Children with high, growing, and delayed alphabet knowledge: Predictors and kindergarten readiness. Poster presented at the Pacific Coast Research Conference, Coronado, CA.

- Khan, K., Justice, L.M., **Piasta, S.B.**, Sawyer, B., & O'Connell, A.A. (2018, February). Teachers' use of instructional and scaffolding strategies during shared book reading in early childhood special education classrooms. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- Schachter, R.E. & **Piasta, S.B.** (2017, December). How do early childhood teachers use language and literacy assessment data to inform their instruction: A multiple-case study. Paper presented at the Literacy Research Association Annual Conference, Tampa, Florida.
- ²Farley, K.S. & **Piasta, S.B.** (2017, September). Letter sound short forms: Associations with early literacy skills and classroom practices. Poster presented at the Crane Center for Early Childhood Research and Policy Symposium on Children, Columbus, Ohio.
- ²Libnoch, H.A., ²Fitzgerald, L.R., & **Piasta, S.B.** (2017, September). Creating alphabet lessons for young children: Initial development and educator feedback. Poster presented at the Crane Center for Early Childhood Research and Policy Symposium on Children, Columbus, Ohio.
- Piasta, S.B.**, Justice, L.M., O'Connell, A.A., ²Mauck, S., ²Weber-Mayrer, M., ¹Schachter, R.E., ²Farley, K.S., ¹Spear, C.F., ²Strang, T.M., & ¹Jia, R. (2017, July). State-sponsored language- and literacy-professional development for early childhood educators: Educator and child outcomes. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
- O'Connell, A.A., ²Yeomans-Maldonado, G., ²Bhaktha, N., Murphy, K., & **Language and Reading Research Consortium** (2017, July). Ecological profiles of pre-K children's home environment and their relationship to early language and reading skills. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
- ²Weber-Mayrer, M.M. & **Piasta, S.B.** (2017, July). Phonological awareness professional development: An experimental study of adult teaching practices and the impact on educator knowledge. Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
- Schachter, R.E., & **Piasta, S.B.** (2017, July). What language and literacy assessments do early childhood teachers use and how do these inform practice? Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
- ²Groom, L.J., **Piasta, S.B.**, ¹Khan, K.S., Skibbe, L., Bowles, R.P., & Justice, L.M. (2017, July). Associations of narrative skill with emergent literacy and later reading skills. Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
- Barnes, L., **Piasta, S.B.**, Bridges, M.S., & Language and Reading Research Consortium (2017, July). Teachers' implementation of a language-focused comprehension curriculum. Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.

- ²Strang, T.M., ²Farley, K.S., & **Piasta, S.B.** (2017, April). Language- and literacy-learning opportunities in early childhood classrooms: Variability by socioeconomic status. Poster presented at the Society for Research on Child Development Biennial Meeting, Austin, Texas.
- ²Farley, K.F., ²Strang, T.M., **Piasta, S.B.**, & O'Connell, A.A. (2017, April). Predicting educator change and child development outcomes: Examining the effects of professional development opportunities. Poster presented at the Society for Research on Child Development Biennial Meeting, Austin, Texas.
- Barnes, L., **Piasta, S.B.**, Bridges, M.S., & Language and Reading Research Consortium (2017, March). Preschool - grade 3 teachers' implementation of a language-focused comprehension curriculum. Poster presented at the Crane Center for Early Childhood Research and Policy Annual Spring Distinguished Speaker event, The Ohio State University, Columbus, OH.
- ²Groom, L.J., **Piasta, S.B.**, ¹Khan, K.S., Skibbe, L.E., Justice, L.M., & Bowles, R.P. (2017, March). Concurrent and predictive associations between young children's narrative, emergent, and early reading skills. Poster presented at the Crane Center for Early Childhood Research and Policy Distinguished Speaker Event, The Ohio State University, Columbus, OH.
- ²Farley, K.S. & **Piasta, S.B.** (2017, March). Quantity and quality of language and literacy learning opportunities in Ohio early childhood classrooms. Poster presented at the Crane Center for Early Childhood Research and Policy Distinguished Speaker Event, The Ohio State University, Columbus, OH.
- ²Bhaktha, N., Logan, J.A.R., O'Connell, A., & **Piasta, S.B.** (2017, March). Variance in CLASS: Separating signal from noise. Poster presented at the Crane Center for Early Childhood Research and Policy Distinguished Speaker Event, The Ohio State University, Columbus, OH.
- ²Groom, L.J., **Piasta, S.B.**, ¹Khan, K.S., Skibbe, L.E., Justice, L.M., & Bowles, R.P. (2017, February). Oral language skill: Concurrent and predictive associations with emergent and early literacy skills. Poster presented at the College of Education and Human Ecology Student Research Forum, The Ohio State University, Columbus, OH.
- ²Strang, T.M., ¹Schachter, R.E., & **Piasta, S.B.** (2016, October). Understanding teachers' perceptions of the new Kindergarten Readiness Assessment in the second year of implementation. Poster presented at the Crane Center for Early Childhood Research and Policy Symposium on Children, Columbus, OH.
- ¹Spear, C.F., ²Dogucu, M., & **Piasta, S.B.** (2016, October). Reading instruction for children with disabilities across ECE and ECSE settings. Poster presented at the Symposium on Children, Columbus, OH.
- ³Meier, A.N., Gerde, H.K., Skibbe L.E., Bowles, R.P., **Piasta, S.B.**, & Justice, L.M. (2016, August). A longitudinal examination of language development by gender. Poster presented at the Society for Research in Child Development Biennial Meeting, Austin, TX.

- ²Weber-Mayrer, M.M., **Piasta, S.B.**, Justice, L.M., O'Connell, A.A., ²Mauck, S., ¹Schachter, R.E., ²Farley, K.F., & ¹Spear, C.F. (2016, July). State-sponsored language and literacy professional development: Impacts on early childhood educators' knowledge, beliefs, and practices. Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.
- ¹Schachter, R.E., ¹Spear, C.F., **Piasta, S.B.**, Justice, L.M., & Logan, J.A.R. (2016, July). Early childhood educators' knowledge, beliefs, experiences, and children's language- and literacy-learning opportunities: What is the connection? Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.
- Piasta, S.B.**, Language and Reading Research Consortium, & Jiang, H. (2016, July). Targeting lower- and higher-level language skills to support comprehension: Initial results for Let's Know! Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.
- ²Farley, K.S., **Piasta, S.B.**, & O'Connell, A.A. (2016, July). Validity of letter-sound short forms: Associations with early literacy skills and classroom practices. Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.
- ¹Bengochea, A., ¹Mesa, C., Restrepo, M.A., **Piasta, S.B.**, & Language and Reading Research Consortium (2016, July). Exploring the impact of ¡Vamos a aprender!: A supplemental, oral-language focused English/Spanish curriculum for dual language learners. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.
- ¹Khan, K.S., Logan, J.A.R., Justice, L.M., Bowles, R.P., Skibbe, L.E., & **Piasta, S.B.** (2016, July). The connections between early literacy, oral language, and precocious narrative abilities in young children. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.
- ¹Spear, C.F., ²Yeomans-Maldonado, G., **Piasta, S.B.**, & Ottley, J.R. (2016, June). Early childhood special and general educators: An examination of background characteristics, beliefs, knowledge, and practice. Poster presented at the Ohio Early Childhood Special Education Conference, Columbus, OH.
- ²Strang, T.M., ¹Schachter, R. E., & **Piasta, S.B.** (2016, February). Using the new kindergarten readiness assessment: What do teachers and principals think? Paper presented at the College of Education and Human Ecology Student Research Forum, The Ohio State University, Columbus, OH.
- ²Groom, L., **Piasta, S.B.**, & Language and Reading Research Consortium. (2016, February). Do preschoolers' classroom language learning opportunities predict concurrent and grade 1 vocabulary and comprehension skills? Poster presented at the College of Education and Human Ecology Student Research Forum, The Ohio State University, Columbus, OH.
- ²Farley, K.S., **Piasta, S.B.**, ¹Spear, C.F., Justice, L.M., & O'Connell, A.A. (2016, February). What language and literacy opportunities are early childhood educators providing, and does it depend

on their professional development experiences? Poster presented at the College of Education and Human Ecology Student Research Forum, The Ohio State University, Columbus, OH.

²Farley, K.S., **Piasta, S.B.**, Justice, L.M., & O'Connell, A.A. (2016, February). Predictors of phonological awareness instruction for children at risk of reading difficulties. Paper presented at the Hayes Graduate Research Forum, The Ohio State University, Columbus, OH.

Piasta, S.B., Sawyer, B., Justice, L.M., & O'Connell, A.A. (2016, February). Using Read It Again! in early childhood special education: Preliminary results. Paper presented at the Pacific Coast Research Conference, Coronado, CA.

¹Spear, C.F., **Piasta, S.B.**, ²Dogucu, M., O'Connell, A., & Justice, L.M. (2016, February). Examining instructional differences by special education status across ECE and ECSE settings. Poster presented at the Pacific Coast Research Conference, Coronado, CA.

Bridges, M.S., **Piasta, S.B.**, Daniels, D., & Brandel, J. (2016, February). Small-group intervention to support language and comprehension: Feasibility and pilot data. Paper presented at the Pacific Coast Research Conference, Coronado, CA.

Sawyer, B., Santoro, J., **Piasta, S.B.**, Khan, K., Justice, L.M., & O'Connell, A. (2016, February). Examining fidelity of implementation in early childhood special education classrooms. Paper presented at the Pacific Coast Research Conference, Coronado, CA.

¹Schachter, R. E., ²Weber-Mayrer, M., **Piasta, S. B.**, Justice, L., & O'Connell, A. (2015, December). Inside the "black box" of coaching: Coaches' reports of their coaching interactions with educators. Paper presented at the Literacy Research Association's 65th Annual Conference, Carlsbad, CA.

Dynia, J.M., ¹Schachter, R.E., **Piasta, S.B.**, Justice, L.M., & O'Connell, A. (2015, November). The dimensionality of the physical literacy environment. Poster presented at the Annual Meeting of the National Association of Early Childhood Teacher Educators, Orlando, FL.

¹Spear, C.F., ²Yeomans-Maldonado, G., **Piasta, S.B.**, ¹Ottley, J.R., Justice, L.M., & O'Connell, A. (2015, October). Early childhood special and general educators: An examination of background characteristics, beliefs, knowledge, and practice. Poster presented at the Crane Center for Early Childhood Research and Policy's Annual Symposium on Children, Columbus, OH.

¹Schachter, R. E., ²Strang, T.M., & **Piasta, S. B.** (2015, October). Implementing a new Kindergarten Readiness Assessment: What do teachers and principals think? Poster presented at the Crane Center for Early Childhood Research and Policy's Annual Symposium on Children, Columbus, OH.

²Weber-Mayrer, M., ¹Schachter, R.E., **Piasta, S.B.**, Justice, L., & O'Connell, A. (2015, October). What takes place during Ohio's statewide coaching program? Adult learning practice to promote transformational change. Paper presented at Head Start Region V Leadership and Professional Development Conference, Chicago, IL.

- ¹Pelatti, C.Y. & **Piasta, S.B.** (2015, July). Investigation of language environments during mathematics and science instruction in preschool classrooms. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Hawaii, HI.
- Piasta, S.B.**, Skibbe, L.E., Bowles, R.P., & Justice, L.M. (2015, July). The contribution of narrative skill to the theoretical construct of emergent literacy. Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Hawaii, HI.
- ²Farley, K.S., **Piasta, S.B.**, Justice, L.M., & O'Connell, A. (2015, July). Phonological awareness instruction in early childhood classrooms. Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Hawaii, HI.
- ²Strang, T. & **Piasta, S.B.** (2015, July). Socioeconomic differences in rate of growth of preschoolers' code-focused emergent literacy skills. Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Hawaii, HI.
- ³McGinnis, C.M. & **Piasta, S.B.** (2015, March). Caregiver and teacher ratings regarding young children's development: Validity and factors predictive of disagreement. Poster presented the Denman Undergraduate Research Forum, The Ohio State University, Columbus, OH.
- Bleses, D., Hojen, A., Justice, L., Dale, P., Dybla, L., **Piasta, S.B.**, ²Markussen-Brown, J., ²Clausen, M., ²Haghish, E.F., Anderson, M., & Vach, W. (2015, March). A randomized controlled trial of a large scale systematic and explicit language and literacy intervention in Danish daycares. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
- ²Farley, K.S. & **Piasta, S.B.** (2015, February). Phonological awareness in early childhood classrooms: Preliminary results. Poster presented at the Edward F. Hayes Graduate Research Forum, The Ohio State University, Columbus, OH.
- Bridges, M.S. & **Language and Reading Research Consortium** (2015, February). Feasibility and fidelity of Let's Know!: Results from pilot studies. Paper presented at the Pacific Coast Research Conference, Coronado, CA.
- Piasta, S.B.** & Language and Reading Research Consortium (2015, February). Preliminary results: Impacts of Let's Know! on proximal measures of comprehension-related skills. Paper presented at the Pacific Coast Research Conference, Coronado, CA.
- ³McGinnis, C.M., **Piasta, S.B.**, & ²Strang, T. (2015, January). Comparability of caregiver and teacher ratings regarding young children's development. Poster presented at the College of Education and Human Ecology Student Research Forum, The Ohio State University, Columbus, OH.
- ²Farley, K.S., **Piasta, S.B.**, O'Connell, & ²Dogucu, M. (2015, January). Small-group language and literacy instruction in early childhood classrooms. Poster presented at the College of Education and Human Ecology Student Research Forum, The Ohio State University, Columbus, OH.

- ²Strang, T.M. & **Piasta, S.B.** (2015, January). Socioeconomic-related differences in preschoolers' code-focused emergent literacy skills. Poster presented at the College of Education and Human Ecology Student Research Forum, The Ohio State University, Columbus, OH.
- Dynia, J., **Piasta, S.B.**, & Language and Reading Research Consortium (2015, January). Classroom observational measures in a large multisite early childhood literacy study. Paper presented at the International Congress for School Effectiveness and Improvement, Cincinnati, OH.
- ¹Ottley, J.R., **Piasta, S.B.**, ²Mauck, S., ²Weber-Mayrer, M., O'Connell, A., & Justice, L. (2014, November). Predictors of early childhood educators' growth in language and literacy knowledge and beliefs: Implications and future research directions. Paper presented at the Teacher Education Division of the Council for Exceptional Children Conference, Indianapolis, IN.
- ¹Pelatti, C.Y. & **Piasta, S.B.** (2014, November). Preschool language environments during math and science learning opportunities. Poster presented at the American Speech-Hearing Association Annual Convention, Orlando, FL.
- ²Farley, K., **Piasta, S.B.**, O'Connell, A., & ²Dogucu, M. (2014, July). Small group literacy instruction in early childhood classrooms. Poster presented at the Society for the Scientific Study of Reading Conference, Santa Fe, NM.
- ²Weber-Mayrer, M.M., **Piasta, S.B.**, Justice, L.M., & O'Connell, A. (2014, July). Early childhood literacy coaching: An examination of coaching intensity and changes in early childhood educators' literacy knowledge, beliefs, and practices. Poster presented at the Society for the Scientific Study of Reading Conference, Santa Fe, NM.
- Piasta, S.B.**, Justice, L.M., McGinty, A., Mashburn, A., & Slocum, L. (2014, July). Read It Again!: Preschool teachers' implementation fidelity when using a supplemental language and literacy curriculum. Paper presented at the Society for the Scientific Study of Reading Conference, Santa Fe, NM.
- ¹Pelatti, C.Y. & **Piasta, S.B.** (2014, July). Improving outcomes for at-risk students through the development of an afterschool peer-tutoring literacy program: Results from a pilot study. Poster presented at the Society for the Scientific Study of Reading Conference, Santa Fe, NM.
- ²Strang, T. & **Piasta, S.B.** (2014, February). Date of entry into a childcare program and socioeconomic gaps in expressive communication. Poster presented at the College of Education and Human Ecology Student Research Forum, The Ohio State University, Columbus, OH.
- ²Weber-Mayrer, M., ¹Dynia, J., **Piasta, S.B.**, & Justice, L.M. (2013, November). The quality of preschool teachers' language modeling and associations with child language. Poster presented at the American Speech-Hearing Association Annual Convention, Chicago, IL.
- Davis, D. L., Hogan, T. P., Long, Y., Green, J., Bridges, M., Catts, H., & **Language and Reading Research Consortium** (2013, July). The relation between pausing in oral narrative retells and comprehension. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Hong Kong, China.

- Restrepo, M. A., Gray, S., & **Language and Reading Research Consortium** (2013, July). Language bases of language comprehension in preschool bilinguals learning to read in English as a second language. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Hong Kong, China.
- Piasta, S.B.**, Justice, L.M., & O'Connell, A. (2013, July). Exploring the language and literacy knowledge of early childhood educators. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Hong Kong, China.
- Bowles, R.P., Justice, L.M., Skibbe, L.E., **Piasta, S.B.**, ²Foster, T., ²Karsten, A., & Edwards, C. (2013, July). Development of the Narrative Assessment Protocol. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Hong Kong, China.
- Gray, S., Restrepo, M. A., O'Connell, A., Pentimonti, J., & **Language and Reading Research Consortium** (2013, June). Dimensionality of language in young Spanish-English dual language learners. Poster presented at the Annual Symposium on Research in Child Language Disorders, University of Wisconsin, Madison, WI.
- Cain, K. & **Language and Reading Research Consortium** (2013, June). The dimensionality of language ability in young children. Paper presented at the Child Language Seminar, Manchester, England.
- Piasta, S.B.** (2013, February). Professional development for early childhood educators: An effort to improve math and science learning opportunities and outcomes. Paper presented at the Pacific Coast Research Conference, San Diego, CA.
- ²Weber-Mayrer, M.W. & **Piasta, S.B.** (2013, January). Who participates in state-sponsored professional development aimed at improving the quality of early learning/childhood instruction? Poster presented at the Edward F. Hayes Graduate Research Forum, College of Education and Human Ecology, The Ohio State University, Columbus, OH.
- Justice, L.M., ¹Cabell, S.Q., & **Piasta, S.B.** (2012, November). Using reduced-intensity coaching supports to improve language learning in preschool classrooms. Paper presented at the fall meeting of the Association for Public Policy and Analysis Management, Baltimore, MD.
- ¹Pelatti, C.Y., **Piasta, S. B.**, Justice, L. M., O'Connell, A. A., & Sykes, D. (2012, November). Collaborative opportunities to support early language and literacy in preschools. Presentation at the annual meeting of the American Speech Language Hearing Association Atlanta, GA.
- Hogan, T.P. & **Language and Reading Research Consortium** (2012, October). Measuring the effectiveness of reading comprehension interventions. Paper presented at the International Reading Comprehension Symposium, Christchurch, New Zealand.
- Gray, S. & **Language and Reading Research Consortium** (2012, October). Fidelity of the LARRC reading comprehension interventions. Paper presented at the International Reading Comprehension Symposium, Christchurch, New Zealand.

- Restrepo, M.A. & **Language and Reading Research Consortium** (2012, October). A model of language intervention for improving reading comprehension: A focus on preschool dual language learners. Paper presented at the International Reading Comprehension Symposium, Christchurch, New Zealand.
- Cain, K., Hogan, T., Pentimonti, J., & **Language and Reading Research Consortium** (2012, September). Reading and listening comprehension: Is working memory equally important for both? Paper presented at the British Psychology Society Developmental Section Annual Conference, Glasgow, Scotland.
- Piasta, S.B.**, Justice, L.M., & ¹Cabell, S.Q. (2012, September). The impact of professional development on U.S. preschool teachers' responsivity strategy use and children's language outcomes. Paper presented at the Education Research and Rehabilitation Sciences conference, Zagreb, Croatia.
- Hogan, T.P. & **Language and Reading Research Consortium** (2012, July). Developing interventions to support early reading comprehension: Results from iterative design. Paper presented at the Scientific Study of Reading Conference, Montreal, Canada.
- ¹Pelatti, C.Y. & **Piasta, S.B.** (2012, July). Investigation of language and literacy learning opportunities in preschool. Poster presented at the Scientific Study of Reading Conference, Montreal, Canada.
- Bowles, R., **Piasta, S.B.**, & ²Musielak, K. (2012, July). Longitudinal interrelations of uppercase and lowercase letter name knowledge. Paper presented at the Scientific Study of Reading Conference, Montreal, Canada.
- O'Connell, A.A., ¹Pentimonti, J., & **Language and Reading Research Consortium** (2012, April). Assessing cognitive processes at the core of reading comprehension: Pre-kindergarten through third grade for the general English speaking population. Paper presented at the American Educational Research Association Conference, Vancouver, British Columbia, Canada.
- Restrepo, L. & **Language and Reading Research Consortium** (2012, April). Assessing cognitive processes at the core of reading comprehension for ELLs in English-only programming. Paper presented at the American Educational Research Association Conference, Vancouver, British Columbia, Canada.
- Bridges, M.S. & **Language and Reading Research Consortium** (2012, February). Improving reading and listening comprehension in preK through grade 3 settings: Conceptual bases of language-based interventions. Paper presented at the Society for Research on Educational Effectiveness Conference, Washington, D.C.
- Piasta, S. B.** (2011, July). New measures for investigating emergent literacy environments and skill development. Symposium presented at the Scientific Study of Reading Conference, St. Petersburg, FL.
- Justice, L. M., Schatschneider, C., & **Piasta, S. B.** (2011, June). Universalizing language interventions in preschool classrooms: Does it differentially benefit some children? Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.

- ³Kerns, K., **Piasta, S.B.**, & Justice, L.M. (2011, April). Characteristics of teacher and child language interactions in preschool classrooms serving children from low-income families. Poster presented at The Ohio State University Denman Undergraduate Research Forum, Columbus, OH. [Awarded 2nd prize]
- ¹Cabell, S. Q., Justice, L. M., **Piasta, S. B.**, Wiggins, A., Pence Turnbull, K., & Curenton, S. M. (2011, March). Encouraging teachers and children to CHATT: Findings from a year-long preschool oral language intervention study. Poster presented at the Society for Research on Child Development, Montreal, Canada.
- Piasta, S. B.**, Justice, L. M., & Kaderavek, J. N. (2011, March). Sit Together and Read: Teacher, child, and longitudinal impacts of a preschool shared reading program. Paper presented at the Society for Research on Child Development, Montreal, Canada.
- Piasta, S.B.** (2011, February). Math and science in the preschool classroom: Teacher and child perspectives. Paper presented at the Pacific Coast Research Conference, San Diego, CA.
- ¹Cabell, S. Q., Justice, L. M., **Piasta, S. B.**, Curenton, S. M., Wiggins, A., & Pence Turnbull, K. (2010, June). The impact of a language-enhancement intervention on at-risk preschoolers' language and literacy skills. Poster presented at the Head Start's Tenth National Research Conference, Washington, DC.
- ²Pentimonti, J., ¹Zucker, T., Justice, L. M., **Piasta, S. B.**, Kaderavek, J., & Sofka, A. (2010, July). A standardized tool for assessing the quality of classroom-based shared reading: The SABR (Systematic Assessment of Book Reading). Poster presented at the Scientific Study of Reading Conference, Berlin, Germany.
- Piasta, S.B.**, Petscher, Y., & Justice, L.M. (2010, July). Diagnostic efficiency of prekindergarten letter name knowledge benchmarks: Relations with first-grade literacy achievement. Poster presented at the Scientific Study of Reading Conference, Berlin, Germany.
- Piasta, S.B.**, Justice, L.M., & Kaderavek, J.N. (2010, June). Longitudinal effects of the Sit Together and Read (STAR) preschool shared reading program. Poster presented at the Institute of Education Sciences Research Conference, Washington, D.C.
- Piasta, S.B.**, Justice, L.M., ¹McGinty, A.S., & Kaderavek, J.N. (2010, February). Sit Together and Read: Effects of a preschool shared reading program on children's kindergarten literacy skills. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- ¹Guo, Y., Kaderavek, J. N., ¹McGinty, A., **Piasta, S.B.**, & Justice, L.M. (2009, December). Preschool teachers' sense of community, instructional practices, and children's language and literacy gains. Paper presented at the 59th annual National Reading Conference, Albuquerque, NM.
- ¹Cabell, S.Q., Justice, L.M., **Piasta, S.B.**, Curenton, S., Wiggins, A., Turnbull, K.P. (2009, June). The impact of a language-enhancement intervention on the language and literacy skills of

preschoolers at-risk for later academic difficulties. Poster presented at the Institute of Education Sciences Research Conference, Washington, D.C.

Piasta, S.B., ¹Cabell, S., Justice, L.M., Turnbull, K.P., Wiggins, A. (2009, June). Responsivity education for preschool teachers: Effects of professional development on conversational responsiveness in the classroom. Poster presented at the Institute of Education Sciences Research Conference, Washington, D.C.

²McGinty, A.S., Justice, L.M., **Piasta, S.B.**, & Kaderavek, J. (2009, June). Classroom instruction and preschoolers' print knowledge development: Child and contextual considerations. Poster presented at the Institute of Education Sciences Research Conference, Washington, D.C.

²McGinty, A., Justice, L. M., & **Piasta, S. B.** (2009, June). Is explicit instruction associated with print knowledge development? Child and contextual considerations. Poster presented at the Sixteenth Annual Meeting of the Society for the Scientific Study of Reading, Boston, MA.

Justice, L. M., Skibbe, L., **Piasta, S. B.**, & ²McGinty, A. (2009, June). Home-based storybook reading: Effects on print knowledge attainment of preschoolers with language impairment. Paper presented at the Sixteenth Annual Meeting of the Society for the Scientific Study of Reading, Boston, MA.

²Dynia, J. M., **Piasta, S. B.**, ²Pentimonti, J. M., & Justice, L. M. (2009, June). Effects of professional development on preschool teachers' references to print during large-group readings. Poster presented at the Sixteenth Annual Meeting of the Society for the Scientific Study of Reading, Boston, MA.

¹Guo, Y., **Piasta, S. B.**, Justice, L.M., & Kaderavek, J. (2009, June) Teacher self-efficacy, classroom practices and preschoolers' print awareness and vocabulary growth. Poster presented at the Sixteenth Annual Meeting of the Society for the Scientific Study of Reading, Boston, MA.

Purpura, D. J., **Piasta, S. B.**, Lonigan, C. J., & Wagner, R. (2009, April). The impact of number identification training on preschool children's counting skills. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Piasta, S.B., Anthony, J., Phillips, B.M., Williams, J.M., & Francis, D.J. (2009, February). Understanding children's knowledge of letter sounds using item response theory. Poster presented at the Pacific Coast Research Conference, Coronado, CA.

Piasta, S. B., & Connor, C. M. (2008, July). Exploring the roles of teacher knowledge and explicit decoding instruction in promoting student word recognition gains. Poster presented at the Fifteenth Annual Meeting of the Society for the Scientific Study of Reading, Asheville, NC.

Phillips, B., **Piasta, S. B.**, & Lonigan, C. J. (2008, July). An IRT analysis of the ABCs: Understanding children's alphabet knowledge development. Poster presented at the Fifteenth Annual Meeting of the Society for the Scientific Study of Reading, Asheville, NC.

- Folsom, J. S., **Piasta, S. B.**, LaVenía, M., & Al Otaiba, S. (2008, June). The predictive role of vocabulary on reading growth during kindergarten. Poster presented at the Institute of Education Sciences Research Conference, Washington, D. C.
- Piasta, S. B.**, Purpura, D., & Wagner, R. K. (2008, June). The impact of alphabet instruction on preschoolers' emergent literacy development. Poster presented at the Institute of Education Sciences Research Conference, Washington, D.C.
- Connor, C. M., **Piasta, S. B.**, Glasney, S., Fishman, B., Underwood, P., & Morrison, F. J. (2008, March). Classroom instruction at the child level: Observing and assessing the impact of individualized student instruction. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.
- Piasta, S. B.**, & Wagner, R. K. (2008, February). The impact of instruction on alphabetic learning: A meta-analysis. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- Piasta, S. B.**, & Wagner, R. K. (2007, June). Development of alphabetic knowledge: Effects of letter properties, child characteristics, and their interactions. Poster presented at the Institute of Education Sciences Research Conference, Washington, D. C.
- Piasta, S. B.**, & Wagner, R. K. (2007, March). Prediction of kindergarteners' alphabetic knowledge: A comprehensive model of letter and child characteristics. Paper presented at the Society for Research in Child Development Biennial Meeting, Boston, MA.
- Piasta, S. B.**, Connor, C. M., & Fishman, B. (2007, March). Fostering early literacy development: Linking teacher knowledge and practice to student reading growth. Poster presented at the Society for Research in Child Development Biennial Meeting, Boston, MA.
- Connor, C. M., Morrison, F. J., Underwood, P., **Piasta, S. B.**, & Glasney, S. (2007, March). Child-by-instruction interactions in early reading: Examining causal effects of individualizing student instruction. Paper presented at the Society for Research in Child Development Biennial Meeting, Boston, MA.
- Connor, C. M., **Piasta, S. B.**, Fishman, B., & Morrison, F. J. (2007, February). Individualizing student instruction, practice-based professional development, teachers' knowledge about language and literacy concepts, and students' reading skills. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- Piasta, S.B.**, & Connor, C.M. (2006, July). Highly qualified teachers: The importance of teacher content knowledge in promoting instructional practices related to student reading growth. Poster presented at the Thirteenth Annual Meeting of the Society for the Scientific Study of Reading, Vancouver, Canada.
- Piasta, S.B.**, & Connor, C.M. (2006, April). Teacher knowledge, teacher practices, and student outcomes: Preliminary data from the Individualizing Student Instruction Project. Paper presented at the Conference on Human Development, Louisville, KY.

TEACHING EXPERIENCE

- 2023 Teaching Endorsement: Research Mentoring
The Michael E. Drake Institute for Teaching and Learning, The Ohio State University
- 2020-present Faculty supervisor, The Ohio State University
Language and Word Study for All Learners
Oversight of course content and instructors for multiple sections
- 2009-present Instructor of record, The Ohio State University.
Trends and Issues in Teaching Reading
Professional Seminar for Doctoral Students in Teaching and Learning
Professional Seminar in Reading and Literacy in Early and Middle Childhood
Assessment and Instruction for Struggling Readers
Understanding Phonics and its Role in Reading Instruction
Language and Word Study for All Learners
Elementary Education: Child Guidance
Seminar: Conducting School-Based Research to Identify Evidence-Based Best Practices
Applied Developmental Science in Education Capstone
- Mar 2023 Guest Speaker, The Ohio State University
Grant Writing
Tzu-Jung Lin, Ph.D., Instructor
- Sept 2022 Guest Speaker, The Ohio State University
Introductory Seminar: Applied Developmental Science
Sarah Lang, Ph.D., Instructor
- Feb 2022 Guest Speaker, The Ohio State University
Advanced Seminar – Advanced Qualitative Methods
Michiko Hikida, Ph.D., Instructor
- Sept 2021 Guest Speaker, The Ohio State University
Grant Writing
Eric Anderman, Ph.D., Instructor
- Mar 2021 Guest Speaker, The Ohio State University
Advanced Study in Reading Difficulties of Young Children
Lisa Patrick, Ph.D., Instructor
- Oct 2020 Guest Speaker, Purdue University
Core Knowledge in Early Childhood Education
Rob Duncan, Ph.D., Instructor
- Feb 2020 Guest Speaker, The Ohio State University
Introductory Seminar: Applied Developmental Science

Sarah Lang, Ph.D., Instructor

- Mar 2019 Guest Lecturer, The Ohio State University
Independent studies regarding experimental design
Matthew Brock, Ph.D., Instructor
- 2018-2019 Faculty supervisor, The Ohio State University
Understanding Phonics and its Role in Instruction
Oversight of course content and instructors for multiple sections
- Nov 2017-2019 Guest Lecturer, The Ohio State University
Diverse Approaches to Research on Teaching and Learning
Mindi Rhoades, Ph.D., Instructor
- Apr 2017 Guest Lecturer, The Ohio State University
Research in Emergent Literacy
Emily Rodgers, Ph.D., Instructor
- Mar 2016 Guest Speaker, The Ohio State University
Introductory Seminar: Applied Developmental Science
Sarah Schoppe-Sullivan, Ph.D., Instructor
- Oct 2014 Guest Lecturer, The Ohio State University
Teaching and Learning of Reading Comprehension
Ian Wilkinson, Ph.D., Instructor
- Feb 2012 Guest Lecturer, The Ohio State University
Inclusion: Teaching Children with Physical and Sensory Difficulties
Laurie Katz, Ed.D., Instructor
- Nov 2011 Guest Lecturer, The Ohio State University
Educational Policy and Leadership Professional Seminar
Lynley Anderman, Ph.D., Instructor
- Annually,
2010-2013 Guest Lecturer, The Ohio State University
Quantitative Research: Experimental and Quasi-Experimental Design
Research Seminar for Visiting Scholar Doctoral Sandwich Program and Program for
Academic Recharging
- July 2010 Guest Lecturer, The Ohio State University
Linguistics for Literacy and Language Education.
Leslie Moore, Ph.D., Instructor
- May 2009 Guest Lecturer, The Ohio State University
Child Development
Sara Hart, M.S., Instructor

Jan-May 2008 Teaching Assistant, Florida State University
Complementary Educational Research Methods
Carol McDonald Connor, Ph.D., Instructor

Sept-Dec 2007 Teaching Assistant, Florida State University
Using Literacy Research to Inform Practice
Carol McDonald Connor, Ph.D., Instructor

Doctoral Committees & Advising

2023-present Busra Ceviren, Department of Educational Studies
Quantitative Research and Evaluation Methods program
Dissertation Committee Member

2022-present Kathryn Zimmerman, Department of Human Development and Family Sciences
Candidacy Exam Committee Member, Dissertation Committee Member

2020-present HyeJin Kim, Department of Teaching and Learning
Advisor, Candidacy Exam Committee Chair, Dissertation Committee Chair

2020-2021 Elizabeth Kraatz, Department of Educational Studies
Dissertation Committee Member
Dissertation: *Teacher influences on equity in collaborative knowledge construction*

2020-2021 Colin McGinnis, Department of Human Sciences
Candidacy Exam Committee Member

2019-2021 Nicole Whitaker, Department of Teaching and Learning
Candidacy Exam Committee Member, Dissertation Committee Member

2018-2021 Hillary Libnoch, Department of Teaching and Learning
Advisor, Candidacy Exam Committee Chair, Dissertation Committee Co-Chair
Dissertation: *Language and literacy in out-of-school contexts: A case study of children from Zomi refugee backgrounds*

2018-present Lori Fitzgerald, Department of Teaching and Learning
Advisor, Candidacy Exam Committee Chair, Dissertation Committee Co-Chair

2018 Bernadette Vandentillaart, Department of Teaching and Learning
Candidacy Exam Committee Member [not completed]

2019 Marie Borkowski, Department of Teaching and Learning
Candidacy Exam Committee Member

2018-2019 Anita Gonzalez, Department of Teaching and Learning
Advisor of Record, Supplemental Candidacy Exam Committee Member,
Dissertation Committee Co-Chair
Dissertation: *Challenges in implementing a word study framework of spelling instruction: A qualitative multi-case study among first grade teachers*

2018-2020 Pamela Soto Ramirez, Department of Educational Studies
Quantitative Research and Evaluation Methods program
Candidacy Exam Committee Member, Dissertation Committee Member
Dissertation: *Validity evidence of internal structure and subscores: Use of the portfolio in the Chilean teachers' evaluation system*

2018 Heather Miller, Department of Teaching and Learning
Candidacy Exam Committee Member

2017-2022 Somin Park, Department of Teaching and Learning

- Advisor, Candidacy Exam Committee Chair, Dissertation Committee Chair
Dissertation: *Multisensory alphabet instruction for young children*
*EHE Distinguished Dissertation Award
- 2017-2018 Andrew Whalen, Department of Teaching and Learning
Candidacy Exam Committee Member
- 2017 Maureen Myrtil, Department of Educational Studies
School Psychology program
Candidacy Exam Committee Member
- 2015-2022 Leah Groom Thomas, Department of Teaching and Learning
Advisor, Candidacy Exam Committee Chair, Dissertation Committee Chair
Dissertation [not completed]: *Early meaning-focused learning opportunities in language-rich preschool classrooms: The case of the ELLI approach*
- 2015-2017 Patricia Biancone, Department of Teaching and Learning
Dissertation Committee Member
- 2014-2015 Robert Kelly, Department of Teaching and Learning
Candidacy Exam Committee Member
- 2013-2018 Kristin Farley, Department of Teaching and Learning
Advisor, Candidacy Exam Committee Chair, Dissertation Committee Chair
Dissertation: *Quantity and quality of early childhood language and literacy learning opportunities: A latent profile analysis and examination of predictors and associations with children's language and literacy outcomes*
- 2013-2017 Tara Strang, Department of Teaching and Learning
Advisor, Candidacy Exam Committee Chair, Dissertation Committee Chair
Dissertation: *Examining quality in a state rating and improvement system: A propensity score analysis of children's literacy development*
- 2013-2015, 2021 Mary Kate Patterson, Department of Teaching and Learning
Candidacy Exam Committee Member, Supplemental Candidacy Exam Committee Member
- 2012-2013 Lydia Kruse, Department of Human Development and Family Sciences
Dissertation Committee Member
Dissertation: *Small groups, big gains: Efficacy of a tier 2 phonological awareness intervention with preschoolers using a multiple-baseline design*
- 2011-2016 Melissa Weber-Mayrer, Department of Teaching and Learning
Advisor, Candidacy Exam Committee Chair, Dissertation Committee Chair
Dissertation: *Early childhood professional development: An experimental study of adult teaching practices derived from adult learning theory*
- 2011-2012 Sherine Tambyraja, Department of Speech and Hearing Science
Dissertation Committee Member
Dissertation: *Alphabet knowledge and phonological awareness in children with speech sound disorder*
- 2010-2012 Jaclyn Dynia, Department of Teaching and Learning
Candidacy Exam Committee Member, Dissertation Committee Co-Chair
Dissertation: *The literacy environment of early childhood special education classrooms: Predictors of print knowledge*

2022-present	Colleen Csiszarik, Department of Teaching and Learning MA Co-Advisor
2019-2020	Leigh Bonanno, Department of Teaching and Learning MA Advisor
2019	Mollie Wright, Department of Teaching and Learning MA Second Reader
2018-2021	Rachel Mooney, Department of Teaching and Learning MA Advisor
2018-2021	Kelli Weaver, Department of Teaching and Learning MA Advisor
2018-2021	Sarah Pubal, Department of Teaching and Learning MA Advisor
2018-2019	Kristen Luybli, Department of Teaching and Learning MA Advisor
2017-2018	Trent Cash, Eminence Fellow Department of Public Affairs and Department of Psychology Autumn Undergraduate Research Festival advisor Project: <i>Various measures of socioeconomic status as predictors of formal and informal home literacy environments</i>
2016-2017	Vicki Jacobs, Department of Teaching and Learning MA Advisor
2017	Samantha Snyder, Department of Teaching and Learning MA Second Reader
2015	Molly Miller, Department of Teaching and Learning MA Second Reader
2015	Colin McGinnis, Department of Human Sciences Denman Undergraduate Research Forum advisor (3 rd prize) Undergraduate Research Advisor, Graduated with Research Distinction Thesis: <i>The comparability and validity of teacher and caregiver ratings regarding young children's development</i>
2013-2015	Leiah Groom Thomas, Department of Teaching and Learning MA Thesis Advisor Thesis: <i>Do preschool classroom language learning opportunities predict concurrent and later vocabulary and comprehension skills?</i>
2011	Katherine Kerns, Department of Speech and Hearing Science Denman Undergraduate Research Forum advisor (2 nd prize) Project: <i>Characteristics of teacher and child language interactions in preschool classrooms serving children from low income families</i>

SERVICE

Membership in Professional Organizations

2021-present	The Reading League
2010-present	National Association for the Education of Young Children
2010-present	Ohio Association for the Education of Young Children

2008-present International Literacy Association
2006-present Society for Research on Educational Effectiveness
2006-present Society for the Scientific Study of Reading, 2011 Elected Voting Member
2005-present Society for Research in Child Development
2003-present International Dyslexia Association
1999-present American Psychological Association

Editorial

2023-2026 Associate Editor, *Reading & Writing: An Interdisciplinary Journal*
2020-present Editorial Board member, *Journal of Educational Psychology*
2019-present Editorial Board member, *The Reading League Journal*
2019-2022 Guest Editor, Special Issue of *Reading & Writing (Practitioners' Knowledge to Support Reading and Writing: New Directions and Approaches)*
2018-2022 Editorial Board member, *Reading & Writing: An Interdisciplinary Journal*
2018-2021 Editorial Board member, *Assessment for Effective Intervention*
2015-2018 Editorial Board member, *Reading Research Quarterly*
2014-present Editorial Board member, *Annals of Dyslexia*
2013-2014 Reviewer, Handbook of Research on Teaching
American Educational Research Association
2012-2013 Faculty mentor/editor, *Theory into Practice* 50th anniversary issue
2010-present Editorial Board member, *The Elementary School Journal*
2009 Guest Associate Editor, *Education and Treatment of Children*

Ad Hoc Reviewer

2018 *Review of Educational Research*
2017, 2019 *AERA Open*
2017 *Assessment for Effective Intervention*
2016-2018, 2021 *Journal of Education for Students Placed At Risk*
2016, 2018-2019 *The Reading Teacher*
2016 *Merrill-Palmer Quarterly*
2014 *Learning and Instruction*
2012-2014 *Journal of Research in Reading*
2013 *Journal of Experimental Education*
2013 *Journal of Speech, Language, Hearing Research*
2013-2014 *Journal of Teaching and Teacher Education*
2010-2011, 2013 *Developmental Psychology*
2012 *Child Development*
2012 *European Journal of Psychology of Education*
2011-2015, 2020 *Learning and Individual Differences*
2011 *Educational Evaluation and Policy Analysis*
2010, 2013, 2016-2018 *Early Childhood Research Quarterly*
2010-2012, 2016-2019 *Journal of Research on Educational Effectiveness*
2010-2012, 2016-2017, 2019 *Early Education and Development*
2009-2011, 2015, 2020 *Journal of Experimental Child Psychology*

2009-2012, 2018, 2020, 2022-2024	<i>Scientific Studies of Reading</i>
2009-2015, 2017	<i>Reading & Writing</i>
2009-2012, 2019-2021	<i>Reading Research Quarterly</i>
2008-2010, 2012	<i>American Journal of Speech-Language Pathology</i>
2010-2011 2019	<i>Applied Psycholinguistics</i>
2009, 2019	<i>Journal of Learning Disabilities</i>
2008-2010	<i>The Elementary School Journal</i>
2008-2009	<i>NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field</i>
2008-2013	<i>Annals of Dyslexia</i>
2008	<i>Language, Speech, and Hearing Services in Schools</i>

Scientific Review Panels

2022	National Institutes of Health, National Institute of General Medical Sciences SuRE Special Emphasis Panel 2023/01 ZGM1 RCB-8 (SU)
2022	National Institutes of Health, National Institute of Child Health and Human Development Special Emphasis Panel ZHD1 DSR-T(50)
2020-2023	Society for the Scientific Study of Reading, Conference Proposal Reviewer
2019	Israel Science Foundation, Grant Proposal Reviewer
2018	Social Sciences and Humanities Research Council of Canada Insight Grant Proposal Reviewer
2018	Deutsche Forschungsgemeinschaft (German Research Foundation) Grant Proposal Reviewer
2017	National Institutes of Health, National Institute of General Medical Sciences Special Emphasis Panel ZGM1 RCB-8(SC)
2017	Society for Research in Child Development Biennial Meeting Review Panel 7: Education, Schooling
2015	Institute of Education Sciences Early Intervention and Early Childhood Education 2 Grant Review Panel
2014	Society for Research in Child Development Theme Conference Review Panel: Cognitive, Language, and Academic Skills
2013-2014	American Educational Research Association Annual Meeting Proposal Reviewer: Division C Literacy strand, section 1a
2013	Society for Research in Child Development Biennial Meeting Review Panel 18: Education: Literacy, Math, Science, Curriculum, Teaching, & Learning
2011-2014	Society for the Scientific Study of Reading Conference Program Committee
2010	Council for Exceptional Children Conference Review Panel: Instructional Design and Strategies Subject Matter
2010	National Institutes of Health Challenge Grants Special Emphasis Panel Scientific Review Group: Efficacy of Educational Approaches Toward Promoting STEM Competencies
2009-2010	Early Reading First Pre-application Review Panel

Department/College/University Involvement

2023 Department of Teaching and Learning, Operation Organization lead
2023 EHE Social Sciences Research Space Committee, member
2023 Dean Reappointment Review Committee, member
2022-present Literacies, Literature, and Learning section member
2022 Dean's Diversity Postdoctoral Fellowship Program, *Research Impact and Building a Trajectory*, panel member
2021-2023 Department of Teaching and Learning, PhD Program ReDesign Committee
2021-2022 co-chair
2022-2023 member
2021 College of Education and Human Ecology Research Spaces Committee
2021-present University Research Integrity Standing Committee, EHE representative (Term ends 4/2027)
2021 College of Education and Human Ecology, Office of Research, Red Team Review
2020-2021 Drake Institute for Teaching and Learning, Learning Community Faculty Facilitator
2020-2021 Ad hoc committee, Teaching and Learning PhD/EdD programs
2020-2021 Ad hoc committee, Teaching and Learning Graduate Teaching Associates
2020 College of Education and Human Ecology, Office of Research
Research in Schools Workgroup
2020 College of Education and Human Ecology, Office of Research
Return to Research Workgroup
2019-2022 College of Education and Human Ecology College Council
2019-2020 College of Education and Human Ecology Research Forum Planning Committee
2019-2020 University Institute for Teaching and Learning, Research Advisor
2019-2020 Department of Teaching and Learning, Culture & Climate Taskforce member
2019 Ad hoc committee, Teaching and Learning areas of study restructuring
2019 Ad hoc committee, research pillar, Schoenbaum Family Center/Crane Center for Early Childhood Research and Policy strategic planning
2018-2023 Department of Teaching and Learning Promotion and Tenure Committee
2018, 2019, 2021, 2022, 2023 Procedures Oversight Designee
2018-2019 Gearing Up for your Grant Proposal series, Research Methodology Center, co-developer and presenter
2018-2019 Ad hoc committee, Teaching and Learning revisions to reading/literacy core courses to meet state standards
2012-2021 Reading and Literacy in Early and Middle Childhood area of study, core member
2012-2017 RLEMC Convener
2017-2021 College of Education and Human Ecology Office of Research
Faculty Advisory Board
2016-2018 Ad hoc committee, RLEMC realignment of preservice reading course sequence
2016-2017 College of Education and Human Ecology Student Research Forum
Planning Committee, Review Committee
2014 Buckeye Book Community, faculty presenter
2014 Ad hoc committee, Teaching and Learning Graduate Teaching Assistant training
2013-2023 Crane Center for Early Childhood Research and Policy Writing Group, faculty lead
2013 Ad hoc committee, Teaching and Learning self-study of faculty and research/scholarly work

2012-2013 Ad hoc committee, Teaching and Learning Dyslexia Certificate Program
 2012-2013 Rethinking Early Childhood and Elementary Education area of study, affiliate member
 2011-2020 Edward F. Hayes Graduate Research Forum, faculty judge
 2011-present Graduate Interdisciplinary Specialization in Applied Developmental Science program member
 2011-2013 Graduate Interdisciplinary Specialization in Quantitative Research Methods program member
 2011-2013 Ohio Methods Group (OMG!), founding member
 2010 School of Teaching & Learning ED810: Classroom Communities and Issues of Guidance *Digital Documentation Presentations*, evaluator

State/National/Community Involvement

2023 Cindy Edelman Fellowship Professional Learning Community, facilitator
 Pinedale Elementary, Jacksonville, FL
 2023-present Society for the Scientific Study of Reading Early Career Scholar Pre-Conference, co-leader
 2022-present CDC Head Start pilot program for raising literacy, consultant
 2022 State Literacy Team, Ohio Department of Education, member
 2021-present Lexia Educational Leadership Council, member
 2020-present P20 Literacy Collaborative, member
 Ohio Department of Education Office for Exceptional Children and Literacy Unit and Ohio Deans Compact
 2020, 2021 “What’s Hot in Literacy” literacy expert
 2019 South Side Early Learning Impact Team, member
 2019 Higher Education Literacy Steering Committee, member
 Ohio Department of Education Office for Exceptional Children and Literacy Unit and Ohio Deans Compact
 2017-2023 Providing Opportunities for Women in Educational Research (POWER) founding and steering committee member
 2017-2022 Vice President of Communications
 2017-present POWER Membership Committee
 2017-2019 Regional Educational Laboratory Southeast Technical Working Group
 Systematic Review of the Literature on the Effectiveness of Early Childhood Education Programs and Practices on Language and Literacy Development
 2016-present National Center on Intensive Intervention
 Academic Intervention Technical Review Committee
 2014 Florida Department of Education
 Office of Early Learning PreKindergarten Project Advisory Board
 2012-2022 Early Learning and Literacy Initiative (ELLI) Advisory Board
 2012 Ohio House Bill 96 (Dyslexia Pilot Program) Advisory Board
 2011-present College of the Holy Cross Alumni Admissions Program
 Alumni volunteer for Central Ohio
 2011-2016 Columbus Learn4Life, collaborator
 2010-2013 Ohio Department of Education Prekindergarten English Language Arts Advisory Board member and model curriculum reviewer

2010-2013 Columbus Metropolitan Library, collaborator
2009-2012 Mid-Ohio Food Bank, volunteer
2009 Walk Now for Autism Columbus, team coordinator

Other

2018-2019 Zoophonics, research consultant
2011 Brookes Publishing Company, curriculum reviewer
2010-2011 The McGraw-Hill Companies, TEAM consultant
2010 Pearson Education Group, curriculum reviewer
2007-2009 Nemours Children's Clinic, BrightStart! Dyslexia Initiative, consultant

RESEARCH INTERESTS

Early and emergent literacy skill development
Empirical investigation of educational programs and practices
 Impacts on student learning and achievement
 Impacts on teacher planning, knowledge, and beliefs
 Impacts on instructional quality and classroom practices
Research ↔ practice translation in education
Quantitative methods and research design

REFERENCES

Christopher J. Lonigan, Ph.D. Professor. Associate Director, Florida Center for Reading Research. Department of Psychology, Florida State University, Tallahassee, FL 32306. Phone: (850) 644-7241. Email: Lonigan@psy.fsu.edu

Christopher Schatschneider, Ph.D. Professor. Florida Center for Reading Research and the Department of Psychology, Florida State University, Tallahassee, FL 32306. Phone: (850) 644-4436. Email: Schatschneider@psy.fsu.edu

Richard K. Wagner, Ph.D. Binet Professor of Psychology. Associate Director, Florida Center for Reading Research. Department of Psychology, Florida State University, Tallahassee, FL 32306. Phone: (850) 644-1033. Email: Rkwagner@psy.fsu.edu

Michiko Hikida, Ph.D. Associate Professor. Department of Teaching and Learning, The Ohio State University, Columbus, OH 43210. Phone: (614) 688-7499. Email: Hikida.3@osu.edu

Rachel E. Schachter, Ph.D. Associate Professor. Department of Child, Youth, and Family Studies, University of Nebraska – Lincoln, Lincoln, NE 68588. Phone: (402) 472-7682. Email: RSchachter2@unl.edu