

Hope K. Gerde

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CURRENT ACADEMIC POSITION

Founding Director, Texas A&M University Institute for Early Childhood Development & Education, 2023-present

Professor, Teaching, Learning, & Culture, Texas A&M University, 2021-present

Associate Professor, Human Development & Family Studies, Michigan State University, 2014-2021

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

EDUCATION

Ph.D., Child Development & Family Studies, Purdue University, West Lafayette, IN, August 2008

Dissertation: Longitudinal relations between teachers' talk and child language and literacy outcomes

Major Professor: Douglas R. Powell, Ph.D.

M.S., Child Development & Family Studies, Purdue University, West Lafayette, IN, May 2005

Thesis: Characteristics and effects of teachers' book reading behaviors in Head Start classrooms

Major Professor: Douglas R. Powell, Ph.D.

Bachelor of Arts, Psychology, Magna Cum Laude, Rollins College, Winter Park, FL, May 2002

Thesis: Using structural quality variables to predict high quality classroom environment in preschool

Major Professor: Sharon L. Carnahan, Ph.D.

AWARDS & HONORS

2022 Diane Lapp & James Flood Professional Collaborator Award with Gary E. Bingham, International Literacy Association

2022 Friend of the Great Plains IDEA, Great Plains Interactive Distance Education Alliance

2020 Great IDEA Award, Great Plains Interactive Distance Education Alliance

2014 Great IDEA Award, Great Plains Interactive Distance Education Alliance

2010 Michigan State University Outstanding Outreach and Engagement Award

2008 Outstanding Doctoral Student, Department of Child Development and Family Studies, Purdue University

2005 Beulah Gillaspie Outstanding Master's Student Award, Department of Child Development and Family Studies, Purdue University

2002 Outstanding Research in the Field of Psychology, Rollins College

2002 James D. Upson Award for Outstanding Research in the Field of Clinical/Health Psychology, Rollins College

GRANTS

FEDERALLY FUNDED RESEARCH GRANTS (TOTAL FUNDING: \$27,965,400)

- Pushing the Education and Human Development Pipeline (PEP): Furthering TAMU as a Hispanic-Serving Institution. B. Irby (PI), C. Cherry, F. Tong, H. Gerde, M. de Miranda, R. Lara-Alecio (co-PIs). *US Department of Education*. 2023-2028. \$2,999,949.
- Knowledge Acquisition and Transformation Expansion (KATE). K. Wijekumar (PI), D. McKeown, **H.K. Gerde (Co-PI)**, R.M. Joshi, J.L. Thompson, E. Cantrell, and J.K. Owens. *US Department of Education, Office of Elementary & Secondary Education (S411A210002)*. (2021-2027). \$14,860,000.
- Development and Validation of Complementary Measures of Early Writing to Assess both Teacher Practice and Child Outcomes. R. Bowles (PI), **H. Gerde (Co-PI)**, G. Bingham (Co-PI). *US Department of Education, Institute of Education Sciences (R305A210122)*. 2021-2025, \$1,999,951. Contribution: *project conceptualization, measure development, project design, dissemination, student mentorship*.
- Evaluation of Strong Beginnings a preschool program for three-year-old children and families. **H. Gerde (PI)**, L. Skibbe (Co-PI), J. Wu (Co-PI). Subcontract of Every Student Succeeds Act--Preschool Development Grant Birth through Five to the Michigan Department of Education, *U.S. Department of Health and Human Services, Administration for Children and Families*, No. 90TP0055-01-00, 2020-2023, \$4,024,066, MSU Evaluation subcontract \$360,000. Responsible for scientific oversight, hiring, training, budget, developing partnerships with the programs, leading all evaluation efforts including developing an innovative fully remote child, teacher, and family assessment protocol that includes direct assessment of children using standardized measures of language, literacy, math, and socioemotional development.
- Developing A Discourse Observation Tool and Online Professional Development to Promote Science, Oral Language and Literacy Development from the Start of School (SOLID Start). T. Wright (PI), A. Gotwals (Co-PI), **H. Gerde (Co-PI)**. *National Science Foundation*, DR K-12, 2016-2021, \$2,299,602. Responsible for design of the professional development/coaching model for implementation including design of fidelity assessment approaches and scientific oversight regarding the evaluation of the model.
- Development of the Improving Writing Resources and Interactions in Teaching Environments through Professional Development (IWRITE-PD) for Teachers of Economically Disadvantaged Children. **H. Gerde (PI)**, G. Bingham, & R. Bowles (Co-PIs). *Institute of Education Sciences (R305A150210)*. 2015-2021. \$1,499,994. Typical PI responsibilities plus partnership development, leading the content development team to design ten learning modules, scientific oversight for the implementation science design-based feasibility and usability studies, synthesizing fidelity and feasibility data from the RCT into meaningful revisions to the content and engagement approaches for the fully online professional development website, *iWRITE*.
- Cluster Randomized Trial of the Efficacy of Early Childhood Science Education for Low-Income Children. L. VanEgeren (PI), **H. Gerde (Co-PI)**, N. Lownds, C. Schwarz, S. Pierce, H. Brophy-Herb. *National Science Foundation*, DRL-1119327, 7/1/2011-6/30/2016, \$2,918,640, *Note*. My specific role was to design an innovative online coaching protocol and direct the coaching

portion of the intervention. I collaborated with project trainers to integrate the training and coaching portions of the intervention and facilitated training for coaches and teachers.

American Indian and Alaska Native Early Childhood Research Center. D. Novins (PI), J. Barnes, M. Sarche, A. Barlow, **H. Gerde (Investigator)**, *Administration for Children and Families*, 9/2011-8/2016, \$550,000 *Note*: My specific role on this project was to maintain collaboration with partner agencies regarding data collection, data management, and data analysis, training on data collection processes and coding of data building capacity within the communities to gather and use meaningful outcome data for program evaluation and improvement.

University Passport Project. K. Wampler (PI), B. Ames, F. Villarruel, **H. Gerde (Co-I)**. *US Department of Agriculture*. 5/2010-4/30-2011 \$77,264, RC065455 *Note*: I led the design and development of an online BA degree in early childhood education by developing and reviewing core syllabi, designing our distance-learning student supervision model and protocol, and working with university governance regarding approval of the new major.

Wiba Anung: Building Teacher Capacity Through Collaborative Research with American Indian Head Start and Early Head Start Programs. H. Fitzgerald (PI), J. Barnes, A. Belleau, P. Farrell, M. Calcaterra, A. Parish, **H. Gerde (Co-I)**. *Administration for Children and Families*, 2006-2011 (Gerde joined 2008), \$400,000. *Note*: My role on this project was to develop partnerships with community partners, train tribal members to collect child and classroom level data developing capacity within the agencies to obtain high quality data to inform program evaluation and improvement. I led the evaluation of culturally responsive curriculum development, a process now utilized by the Head Start National Center for Cultural and Linguistic Responsiveness.

OTHER FUNDED RESEARCH GRANTS (TOTAL FUNDS: \$137,098)

Examining bilingual children's language environments. M. Goodrich (PI), T. Prochnow, & **Gerde (co-PI)**. *Catapult Research Seed Grant Program*, 2023-2025, \$30,000.

Creating online learning modules for teacher educators in Tanzania. B. Wilinski (PI), **Gerde (Co-PI)**, *Tanzania Research Partnership*, 2019-2022, \$13,400. *Note*: **My role includes mentorship of Dr. Wilinski** through the process of developing online professional development materials, engaging in design-based research with community partners, and using implementation science approaches to evaluate the product.

Examining the impacts of an online early writing professional learning program: Mitigating barriers to implementation (Quinn PI; **Gerde Mentor**), *Foundation for Child Development's Young Scholars Program*, 2020-2021, \$10,000. *Note*: **My role includes mentorship of Dr. Quinn** to enhance her proposal by identifying valuable PD opportunities, connecting with expert scholars.

Building Capacity for Early Childhood Education in Rwanda. L. Apol, L. Skibbe, **H. Gerde, (Co-I)**. CASID International Strategic Partnership Funding, 2017, \$8,000. *Note*: My role included developing the focus group interview protocol, engaging Rwandan early educators in focus group interviews and developing relationships with program directors, dissemination.

Early Childhood Education for a Mobile Society Research Enhancement. **H. Gerde (PI)**. *Great Plains IDEA Program Enhancement Grant, Kansas State University, 2017-2018, \$4,987*. This project is to develop instructor support system to enhance the quality of instruction within the program. Responsible for project conceptualization, overall oversight, design, analysis, dissemination, and student mentorship.

Evaluation of coursework for enhancing student knowledge and skills for supporting diverse children and families. **H. Gerde (PI)**. *Great Plains IDEA Program Enhancement Grant, Kansas State University, 2016-2017, \$5,000*. Responsible for project conceptualization, overall oversight, design, analysis, dissemination, and student mentorship. This project developed a system for evaluating courses for supports for diversity and mobility, evaluated four courses, and generated feedback resulting in revisions to the course.

Design of a Measure of Children's Emergent Writing Development. **H. Gerde (PI)**. *Dr. Gwen Andrew Faculty Initiative Fund, College of Social Science, MSU. 7/2011-6/2012, \$5,711*.

Evaluation of a Distance Learning Professional Development Model for Tribal Head Start Teachers. **H. Gerde (PI)**, J. Barnes, A. Belleau. *Innovations in University-Community Research Collaborations FACT Coalition Grant 2009-2011, \$50,000* *Note: This funding supported a state-wide RCT intervention study providing professional development for Tribal Head Start Teachers utilizing an innovative distance learning model for service delivery I developed.*

Teachers' Verbal Behavior Across Contexts and Child Literacy and Mathematics Growth in Preschool. **H. Gerde (PI)**. *Literacy Achievement Research Center, 2009-2010, \$10,000*.

SUBMITTED FEDERAL GRANT PROPOSALS (2023-2024)

Using Data to Promote Young Children's Written Language Development. M. McKenna (PI), **H. Gerde (Co-PI)**, N. Grassly-Boy, R. Schachter, M. Quinn (Co-PIs). *Eunice Kennedy Shriver National Institute of Child Health and Human Development, 2022-2025. Subcontract to A&M \$208,794. Contribution: partnership development, scientific oversight, measure selection, dissemination, mentorship.*

Investigating Kindergarten and First Grade Writing to Improve Assessment and Instruction for All Students and Teachers. M. McKenna (PI), **H. Gerde (Co-PI)**, H. Goldstein (Co-I). *US Department of Education, Institute of Education Sciences. 2024-2027, \$699,782. Contribution: partnership development, scientific oversight, measure selection, dissemination, mentorship.*

Examining Longitudinal Predictors of Early Writing Development. G. Bingham (PI), **H. Gerde (Co-PI)**, C. Puranik (Co-PI), R. Bowles (Co-I). *US Department of Education, Institute of Education Sciences. 2024-2028, \$1,700,000.*

iWRITE+: Development of an Adaptive PD for Engaging A Diverse Group of Educators to Enhance Teachers' Writing Practices and Children's Outcomes. **H. Gerde (PI)**, A. Brincks (Co-PI), G. Bingham (Co-PI), R. Bowles (Co-I). *US Department of Education, Institute of Education Sciences. 2022-2026, \$2,000,000.*

Evaluation of the Early Learning Matters Curriculum in Preschool Classrooms. S. Schmit (PI), **H. Gerde (Co-PI)**, G. Bingham (Co-PI), D. Purpura (Co-I). *US Department of Education, Institute of Education Sciences*. 2024-2029, \$4,000,000.

Massively Open Online Virtual Learning for Science of Teaching Reading MOOV-STR. E. Cantrell (PI), K. Wijekumar, M. Joshi, R. Quinn (co-Is). *US Department of Education, Institute of Education Sciences*, 2024-2028, \$1,999,542.

Development and Validation of a Non-Word Spelling Measure for Kindergarteners that Informs Instruction. D. Rogers (PI), M. Goodrich, N. Koziol, **H. Gerde (Co-PIs)**. *US Department of Education, Institute of Education Sciences*. 2024-2028, \$2,000,000.

GRANT PROPOSALS SUBMITTED BUT NOT FUNDED

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

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

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

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

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

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

INTELLECTUAL PROPERTY PRODUCTS

Gerde, H. K., Bingham, G. E., & Bowles, R. P. (2017). *iWRITE*. A web-based professional development program for early educators. iwrite.hdfs.msu.edu *iWRITE* informational video: <https://www.youtube.com/watch?v=EROIJPNlctc>

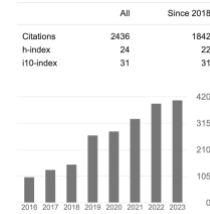
Gerde, H. K., Bingham, G. E., & Bowles, R. P. (2015). *Writing Resources and Instruction in Teaching Environments Assessment (WRITE)*. *Early Childhood Research Quarterly*.

Gerde, H. K., Bingham, G. E., & Bowles, R. P. (2019). *Children's Writing Assessment*. Unpublished measure.

PUBLICATIONS

REFEREED JOURNAL ARTICLES IN PRESS

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



Gerde, H. K., & Bingham, G. E., (in press). Teachers' beliefs and usage of video exemplars and engagement features of an online professional learning system for promoting early writing. *Technology, Knowledge, and Learning*. <https://doi.org/10.1007/s10758-023-09702-5>

Bingham, G. E., & **Gerde, H. K.,** (in press). *Early childhood teachers' writing beliefs and practices*. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2023.1236652>

Reed, D., *Ma, J., & **Gerde, H. K.,** (in press). Resiliency and vulnerability in early grades writing performance during the COVID-19 pandemic. *Assessing Writing*, 57. IF: 3.1
<https://doi.org/10.1016/j.asw.2023.100741>

*McGowan, A., *Chandler, M., & **Gerde, H. K.** (in press). Infusing physical activity into early childhood classrooms: Guidance for best practices. *Early Childhood Education Journal*.
<https://doi.org/10.1007/s10643-023-01532-5>

Gerde, H. K., Bingham, G. E., Kung, M., *Pikus, A. E., & *Etchison, H. (2023). STEM Labs: A promising professional learning approach to promote teacher-child interaction quality and science and engineering practices. *Early Education & Development*, 34, 1147-1171. SJR IF: 2.20
10.1080/10409289.2022.2090775

*Jensen, E., **Gerde, H. K.,** & Douglas, S. D. (2023). Dispelling myths surrounding AAC use for young children: Truths for early childhood educators. *Inclusive Practices*, 2(1), 30-36.
<https://doi.org/10.1177/27324745221144308>

*Tatar-Ozkum, B. & **Gerde, H. K.** (2023). Partnering with families to use screen time for supporting early language & literacy, 76(4). 439-450. <http://doi.org/10.1002/trtr.2150>

McGowan, A. L., **Gerde, H. K.,** Pfeiffer, K. A., & Pontifex, M. B. (2023). Meeting 24-hour movement behavior guidelines in young children: Improved quantity estimation and self-regulation. *Early Education and Development*, 34, 762-789, DOI: 10.1080/10409289.2022.2056694 SJR IF: 1.97

*Bagawan, A., Douglas, S. N., & **Gerde, H. K.** (2023). Components of effective supervision and training for paraeducators. *Intervention in School and Clinic*, 58(4), 264-272.
<https://doi.org/10.1177/10534512221093778> SJR IF: 1.4

- *Rohloff, R., Tortorelli, L., **Gerde, H. K.**, & Bingham, G. E. (2023). Teaching early writing: Supporting early writers from preschool to elementary school. *Early Childhood Education Journal*, *51*, 1227–1239
- Bingham, G. E., **Gerde, H. K.**, Zhang, C., & *Zhang, X. Y. (2022). Supporting the writing development of emergent bilingual children: Universal and language specific approaches. *The Reading Teacher*, *76*(4), 390-399. IF: 1.78
- Bingham, G. E., **Gerde, H. K.**, *Pikus, A. E., *Rohloff, R., Quinn, M. F., Bowles, R. P., & *Zhang, X. Y. (2022). Examining teachers' early writing knowledge and practices. *Reading and Writing*, *35*, 2201-2227. <https://doi.org/10.1007/s11145-022-10299-x> IF: 2.87
- Cabell, S. Q., **Gerde, H. K.**, Hwang, H. J., Bowles, R. P., Skibbe, L. E., & Piasta, S. B. (2022). Growth of preschool-age children's oral language and decoding skills predicts beginning writing achievement. *Early Education and Development*, *33*, 1198-1221. SJR IF: 2.20
- Quinn, M. K., **Gerde, H. K.** & Bingham, G. E. (2022). Who, what, & where: Classroom contexts for preschool writing experiences. *Early Education and Development*, *33*, 1439-1460. SJR IF: 2.20
- Tortorelli, L., **Gerde, H. K.**, *Rohloff, R., & Bingham, G. E. (2022). Ready, set, write: Early learning standards for writing in the Common Core era. *Reading Research Quarterly*, *57*(2), 729-752. SJR IF: 4.34
- *McRoy, K. Z., **Gerde, H. K.**, & +Linscott, L. (2022). A three-step strategy for promoting young children's self-regulation and language during conflict. *Young Children*, *77*(3), 78-86.
- *Beffel, J. H., **Gerde, H. K.**, & Nuttall, A. K. (2022). Siblings and interventions: How siblings influence development and why practitioners should consider including them in interventions. *Early Childhood Education Journal*, *50*, 1439–1448. IF: 1.14
- Skibbe, L. E., Aram, D., & **Gerde, H. K.** (2022). Maternal writing supports for kindergartners with and without cerebral palsy. *International Journal of Disability, Development and Education*, *69*, 1550-1564. DOI: [10.1080/1034912X.2020.1801990](https://doi.org/10.1080/1034912X.2020.1801990) SJR IF: 1.73
- *Sun, T., Bowles, R. P., **Gerde, H. K.**, & Douglas, S. N. (2022). Supporting AAC use for functional communication of preschoolers with complex communication needs. *Young Exceptional Children*, *25*(2), 101-112. DOI: [10.1177/1096250620959664](https://doi.org/10.1177/1096250620959664) IF: .18
- Gerde, H. K.**, & Wasik, B. A. (2022). Developing language through science. *The Reading Teacher*, *75*(5), 535-544. doi:10.1002/trtr.2075 SJR IF: 1.78
- Gerde, H. K.**, Wright, T. S., & Bingham, G. E. (2022). Creating meaningful writing experiences for young children. *American Educator*, *45*(4), 35-38. **Invited by Editor**
- *Chandler, M., **Gerde, H. K.**, Bowles, R. P., *McRoy, K. Z., Pontifex, M. B., & Bingham, G. E. (2021). Self-Regulation moderates the relationship between fine motor skills and writing in early

childhood. *Early Childhood Research Quarterly* 57, 239-250. doi: 10.1016/j.ecresq.2021.06.010
SJR IF: 5.01

- *McGowan, A. L., **Gerde, H. K.**, Pfeiffer, K. A., & Pontifex, M. B. (2021). Physically active learning in preschoolers: Improved self-regulation, comparable quantity estimation. *Trends in Neuroscience and Education*, 22, SJR IF: .80
- *Westerberg, L., Litkowski, E., Finders, J. K., **Gerde, H. K.**, Duncan, R. J., Schmitt, S. A., & Purpura, D. J. (2021). Concurrent predictors of science core knowledge in preschool. *Cognitive Development*, 57. doi.org/10.1016/j.cogdev.2020.100981 SJR IF: 1.89
- Bingham, G. E., Neumann, M. M. & **Gerde, H. K.** (2021). Using informational and narrative texts to engage young scientists in the early years. *Practical Literacy: The Early and Primary Years*, 26(3), 15-18.
- Gerde, H. K.**, *Pikus, A. E., Lee, K. S., Van Egeren, L. A., & +Quon Huber, M. S. (2021). Head Start children's science experiences in the home and community. *Early Childhood Research Quarterly*, 54, 179-193. SJR IF: 5.01
- Quinn, M. F., Bingham, G. E., & **Gerde, H. K.** (2021). Who writes what when?: Examining children's early composing. *Reading and Writing*, 34, 79–107. <https://doi.org/10.1007/s11145-020-10063-z>
SJR IF: 2.87
- Pentimonti, J., **Gerde, H. K.**, & *Pikus, A. E. (2020). Finding time for science in the primary grades: Using informational text read alouds and writing experiences to increase children's engagement, knowledge, and literacy. *Young Children*, 74(4), 14-22. SJR IF: .17 Note: Young Children is the premier practitioner journal of the National Association for the Education of Young Children with over 100,000 members who receive this journal.
- *McGowan, A. L., **Gerde, H. K.**, Pfeiffer, K. A., Ferguson, D. P., & Pontifex, M. B. (2020). Preschoolers exhibit greater on-task behavior following physically active lessons on the approximate number system. *Scandinavian Journal of Medicine & Science in Sports*, 1-10. DOI: 10.1111/sms.13727 SJR IF: 1.37
- *Thomas, L. J., **Gerde, H. K.**, Piasta, S. B., Logan, J.A.R., +Bailet, L., & +Zettler-Greeley, C. (2020). The early writing skills of children identified as at risk for literacy difficulty. *Early Childhood Research Quarterly*, 51, 392-402. SJR IF: 2.31
- Gerde, H. K.**, Neumann, M. M., & Bingham, G. E. (2020). Using the wonders of science to support early writing. *Practical Literacy: The Early and Primary Years*, 25(2), 11-14.
- Gerde, H. K.** (2019). Current practices for teaching letter and letter sound knowledge in preschool including strategies for improving instruction in these areas. *National Head Start Association Dialog*, 22, 76-83.

- Gerde, H. K.**, Skibbe, L. E., *Goetsch, M. E., & Douglas, S. N. (2019). Head Start teachers' beliefs and practices for letter knowledge. *National Head Start Association Dialog*, 22, 1-21.
- Schachter, R. E., **Gerde, H. K.**, Hatton-Bowers, H. (2019). Guidelines for Selecting Professional Development for Early Childhood Teachers. *Early Childhood Education Journal*, 47, 395-408. 10.1007/s10643-019-00942-8 SJR IF: 1.14
- Douglas, S. N. & **Gerde, H. K.** (2019). A strategy to support the communication of students with Autism Spectrum Disorder. *Intervention in School and Clinic*, 55(1), 32-38. <https://doi.org/10.1177/1053451219833021> SJR IF: .86
- Gerde, H. K.**, Apol, L. J., Skibbe, L. E., & +Bucyanna, C. M. (2019). Creating high-quality early childhood education in Rwanda: Teacher dispositions, child-centered play, and culturally relevant materials. *Early Child Development & Care*. 10.1080/03004430.2019.1578760 IF: .96
- Gerde, H. K.**, Wright, T. S., & Bingham, G. E. (2019). Early childhood teachers' beliefs about and practices for writing. *Journal of Early Childhood Teacher Education*, 40, 326-340. DOI: 10.1080/10901027.2019.1593899 SJR IF: .86
- *Schachter, R. E. & **Gerde, H. K.**, (2019). Designing personalized professional development: How recording and reflecting on practice can improve teaching. *Young Children*, 74(4), 55-63. SJR IF: .17 Note: Young Children is the premier practitioner journal of the National Association for the Education of Young Children with over 100,000 members who receive this journal.
- Gerde, H. K.**, Skibbe, L. E., Wright, T. S., & Douglas, S. N. (2019). Evaluation of Head Start curricula for standards-based writing instruction. *Early Childhood Education Journal*, 47, 97-105. <https://doi.org/10.1007/s10643-018-0906-x> SJR IF: 1.14
- Bingham, G. E., *Quinn, M. F., *McRoy, K., *Zhang, X., & **Gerde, H. K.** (2018). Integrating writing into the early childhood curriculum: A frame for intentional and meaningful writing experiences. *Early Childhood Education Journal*, 46(6), 601-611. <https://doi.org/10.1007/s10643-018-0894-x> SJR IF: 1.14
- Gerde, H. K.**, Pierce, S. J., Lee, K. S., & Van Egeren, L. A. (2018). Early childhood educators' self-efficacy in science, math, and literacy instruction and science practice in the classroom. *Early Education and Development*, 29, 70-90. doi.org/10.1080/10409289.2017.1360127 SJR IF: 2.20
Ranked Top 5 of all articles published in Taylor and Francis's 3,000 journals
- Douglas, S. N., *Nordquist, E., *Kammes, R., & **Gerde, H.** (2017). Online Parent Communication Training for Young Children with Complex Communication Needs. *Infants and Young Children*, 30, 288-303. DOI: 10.1097/IYC.000000000000101 SJR IF: .57
- Bingham, G. E., *Quinn, M. & **Gerde, H. K.** (2017). Examining early childhood teachers' writing practices: Associations between pedagogical supports and children's writing skills. *Early Childhood Research Quarterly*, 39, 35 – 46. SJR IF: 2.31

- Gerde, H. K.,** *Goetsch, M. E. & Bingham, G. E. (2016). Using print in the environment to promote early writing. *The Reading Teacher, 70*(3), 283-293. doi:10.1002/trtr.1508 IF: 1.31 Note: This is the premier practitioner journal for the International Literacy Association with membership of 300,000 literacy educators across 128 countries who receive this publication.
- *Quinn, M. F., **Gerde, H. K.,** & Bingham, G. E. (2016). Help me where I am: Scaffolding writing in preschool classrooms. *The Reading Teacher, 70*(3), 353-357. IF: 1.31 Note: This is the premier practitioner journal for the International Literacy Association with membership of 300,000 literacy educators across 128 countries who receive this publication.
- *Wheatley, B., **Gerde, H. K.** & Cabell, S. Q. (2016). Integrating Early Writing into Science Instruction in Preschool. *The Reading Teacher, 70*(1), 83-92. IF: 1.31 Note: This is the premier practitioner journal for the International Literacy Association with membership of 300,000 literacy educators across 128 countries who receive this publication.
- Skibbe, L. E., **Gerde, H. K.,** Wright, T. S., & *Samples-Steele, C. (2016). A content analysis of phonological awareness and phonics in commonly used Head Start curricula. *Early Childhood Education Journal, 44*(3), 225-233. 10.1007/s10643-015-0703-8. SJR IF: 1.14
- Gerde, H. K.,** Bingham, G. E., & *Pendergast, M. (2015). Reliability and validity of the writing resources and interactions in teaching environments (WRITE) for preschool classrooms. *Early Childhood Research Quarterly, 31,* 34-46. SJR IF: 2.31
- Gerde, H. K.,** Duke, N. K., Moses, A. M., Spybrook, J., & *Shedd, M. K. (2014). How much for whom? Lessons from an efficacy study of modest professional development for child care providers. *Early Education and Development, 25,* 221-241. DOI: 10.1080/10409289.2013.788424 SJR IF: 1.97
- Bowles, R. P., Pentimonti, J. M., **Gerde, H. K.,** & *Montroy, J. J. (2014). Item response analysis of uppercase and lowercase letter name knowledge. *Journal of Psychoeducational Assessment, 32,* 146-156. SJR IF: 1.42
- Gerde, H. K.,** *Foster, T. D., & Skibbe, L. E. (2014). Beyond the pencil: Expanding the occupational therapists' role in the early childhood classroom. *The Open Journal of Occupational Therapy, 2*(1). 1-19.
- Gerde, H. K.,** *Schachter, R. E., & Wasik, B. A. (2013). Using the scientific method to guide learning: An integrated approach to early childhood curriculum. *Early Childhood Education Journal, 41,* 315-323. DOI: 10.1007/s10643-013-0579-4. IF: 1.14
- Cabell, S. Q., *Tortorelli, L. S., & **Gerde, H. K.** (2013). *How do I write . . . ?* Scaffolding preschoolers' early writing skills. *The Reading Teacher, 66,* 650-659. DOI: 10.1002/trtr.1173. IF: 1.31 Note: This is the premier practitioner journal for the International Literacy Association with membership of 300,000 literacy educators across 128 countries who receive this publication.

*Froyen, L. C., Skibbe, L. E., Bowles, R. P., Blow, A. J., & **Gerde H. K.** (2013). Marital satisfaction, family emotional expressiveness, home learning environments and children's academic outcomes. *Journal of Marriage and Family*, 75, 42-55. DOI: 10.1111/j.1741-3737.2012.01035.x
SJR IF: 1.67

Gerde, H. K., Skibbe, L. E., Bowles, R. P., & *Martoccio, T. L. (2012). Child and home predictors of children's name writing. *Child Development Research*, 12, 1-12. SJR IF: .34

Gerde, H. K., Bingham, G. E., & Wasik, B. A., (2012). Writing in early childhood classrooms: Guidelines for best practice. *Early Childhood Education Journal*, 40, 351-359.

<https://doi.org/10.1007/s10643-012-0531-z> SJR IF: 1.14

This article was the top downloaded article for ECEJ in 2012.

Gerde, H. K., Barnes, J. V., +Belleau, A., *Rau, L., Farrell, P. A., +Parish, A., Calcaterra, M., & Fitzgerald, H. E. (2012). A Systematic Evaluation of the Cultural Content and Language Instruction in American Indian Head Start. *Journal of American Indian Education*, 51(2), 42-65.

Gerde, H. K., & Powell, D. R. (2009). Teacher education, book reading practices, and children's language growth across one year of Head Start. *Early Education and Development*, 20, 211-237.
[SJR IF: 1.97](#)

Diamond, K. E., **Gerde, H. K.**, & Powell, D. R. (2008). Development in early literacy skills during the pre-kindergarten year in Head Start: Relations between growth in children's writing and understanding of letters. *Early Childhood Research Quarterly*, 23, 467-478. SJR IF: 2.31
This article was ranked 14th in ECRQ's Top 25 list for 2009-2010.

Powell, D. R., Diamond, K. E., Bojczyk, K. E., & **Gerde, H. K.** (2008). Head Start teachers' perspectives on early literacy. *Journal of Literacy Research*, 40, 422-460. SJR IF: 1.81

INVITED BOOK CHAPTERS

*McRoy, K. Z., **Gerde, H. K.**, & +Linscott, L. (2024). A three-step strategy for promoting young children's self-regulation and language during conflict. *Spotlight on Young Children: Challenging Behavior*. Washington, DC: NAEYC.

Schachter, R. E., & **Gerde, H. K.** (2023). Personalized professional development: How teachers can use videos to improve their practice. In I. Alanis & T. Sturdivant (eds.) *Focus on Developmentally Appropriate Practice: Equitable and joyful learning in preschool*, 135–37. Washington, DC: NAEYC.

Gerde, H. K., & Bingham, G. E. (2023). Using the Science of Early Literacy for professional development for writing. In S. Cabell, N. Patton-Terry, & S. Neuman (Eds). *Handbook on the Science of Early Literacy*. Guilford.

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

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

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

OTHER PUBLICATIONS

*graduate student authors

Gerde, H. K., & Quinn, M. F. (2022). Early writers communicate: Promoting oral language and early writing through authentic opportunities to compose. *Literacy Today*.

Garner, G., **Gerde, H. K.,** Mirtes, C., Priest, C., & Holbrook, K. (2020). Moving from ZS to B-K Standards deep dive. Michigan Department of Education and Early On. Webinar 8-5-2020.

*Chandler, M. C., *McRoy, K. Z., Goodwin, S., Bowles, R. P., Bingham, G. E., **Gerde, H. K.,** & Pontifex, M. B. (2020). Preschoolers' self-regulation, fine motor skills, and performance on a standardized literacy assessment. *Medicine & Science in Sports & Exercise*, 52(7S), 617. doi: 10.1249/01.mss.0000680992.56494.c6

Gerde, H. K. (2020). *10 ways to promote name writing in the classroom*. Great Plains IDEA Early Childhood Education Information Briefs.

Gerde, H. K. (2019). *Promoting successful transitions for military families with young children*. Military Families Learning Network (MFLN) Family Transitions. (Blog post)

Luz, G., **Gerde, H. K.,** & Rea, J. (2020). *Successful approaches to family transitions*. Military Families Learning Network (MFLN) Family Transitions. (Podcast)

Gerde, H. K., & Bingham, G. E. (2020). *Writing in early education settings*. [International Literacy Association Instructional Practices]. (Invited report)

REFEREED JOURNAL ARTICLES UNDER REVIEW

*graduate student authors

*Barrett, J. S., *Jackson, H., Schachter, R. E., **Gerde, H. K.,** & Bingham, G. E. (under review). Detailed observation linked with differentiated evaluation supported higher teacher engagement in asynchronous online professional learning. *Professional Development in Education*.

Gerde, H. K., *Seymour, T., Bingham, G. E., & Quinn, M. F. (Under Review). Promoting early writing across the day.

Schachter, R. E., Kung, M., Bingham, G. E., & **Gerde, H. K.** (under review). Examining the content and processes of coaching in a community-implemented preschool STEM program.

*Larimore, R. A., Schwarz, C. V., Van Egeren, L. A., Lee, K. S., & Gerde, H. K. (under review).
Preschool science teaching in Head Start classrooms.

McKenna, M., Gerde, H. K., & Grasley-Boy, N. (under review). Current writing assessment practices
of kindergarten through second grade educators.

*Pikus, A. E., & Gerde, H. K. (under review). It's natural: Integrating nature in early learning.

Wilinski, B., Gerde, H. K., Gangopadhyay, S., & Sharma, A. (under review). Promoting a pedagogy of
play in Tanzania: Feasibility of an online professional development course on play-based
learning.

MEDIA SPOTLIGHT

Evaluation of Strong Beginnings a preschool program for three-year-old children and families. **H. Gerde (PI)**, L. Skibbe (Co-PI), J. Wu (Co-PI). Subcontract of Every Student Succeeds Act--Preschool Development Grant Birth through Five to the Michigan Department of Education, *U.S. Department of Health and Human Services, Administration for Children and Families*, No. 90TP0055-01-00, 2020-2023.

Texas A&M University School of Education & Human Development Communications, *SEHD professor's impact on early childhood education beyond Texas*, August 16, 2022, Author: Shelby Brooks

Gerde, H. K., Wright, T. S., & Bingham, G. E. (2019). Early childhood teachers' beliefs about and practices for writing. *Journal of Early Childhood Teacher Education*. DOI: 10.1080/10901027.2019.1593899

MSU Today, *Should preschool writing be more communication and less ABCs*. October 30, 2019
International Business Times, *Preschool: Less handwriting and more communication-based writing would make for success*, October 31, 2019, Author: Diane Galistan.
DEC *Spotlight: News and Views from the Field*, reposting of MSU Today story, November 6, 2019

Gerde, H. K., Bingham, G. E., & Bowles, R. P. iWRITE teacher professional development program funded by the US Department of Education, Institute of Education Sciences.

[News 6, WLNS.com, Preschoolers may soon be enriched with more writing, February 8, 2018](#)

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

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

Reddit, September 27, 2017, 4004 comments

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

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

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

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

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

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

TEACHING

Graduate

Family Partnerships in Early Childhood (EDCI 652)—2021-present

Texas A&M University, Department of Teaching, Learning, and Culture

Prevention, Curricula, and Intervention Research in Early Childhood Education (HDFS 821)—2010-2021

Michigan State University, Department of Human Development & Family Studies

Student Instructor Rating Scale (1 Exceptional to 5 Poor): $M = 1.52$ (2018SS), $M = 1.42$ (2016SS), $M = 1.28$ (2014SS)

Language and Literacy Development from Infancy through Early Childhood (age 8) (HDFS 827)—2009-2021

Michigan State University, Department of Human Development & Family Studies

Student Instructor Rating Scale (1 Exceptional to 5 Poor): $M = 1.34$ (2020FS), $M = 1.25$ (2018FS), $M = 1.30$ (2016FS), $M = 1.18$ (2014FS)

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

Purdue University, Department of Child Development & Family Studies

Undergraduate

Curriculum for Early Childhood Programs (HDFS 321 and HDFS 321 Lab)—2008-2021

Michigan State University, Department of Human Development & Family Studies

Student Instructor Rating Scale (1 Exceptional to 5 Poor): $M = 1.40$ (2018SS), $M = 1.61$ (2015SS), $M = 1.49$ (2014SS), $M = 1.40$ (2014FS)

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

Purdue University, Department of Child Development & Family Studies

Other

Classroom Links to Early Literacy, 2006

Purdue University, Douglas Powell, Ph.D. & Karen Diamond, Ph.D., Principal Investigators

Literacy Coach: Coached in-service, Head Start teachers regarding best practices for promoting language and literacy in their classroom. Coaching sessions were conducted on-site as well as through the use of innovative technology enabling teachers to video their classrooms and review

coaching feedback in a distance learning model. This work was funded by the Institute of Education Sciences (Grant Award # R305M040167).

Purdue University Laboratory Preschool, 2004-2006

Purdue University, Department of Child Development & Family Studies

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

Environmental Quality in Early Childhood Education, summer 2003

Universidad Catolica, Department of Education, Guayaquil, Ecuador and

Universidad Casa Grande, Department of Education, Guayaquil, Ecuador

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

MENTORSHIP

Pre-tenure Faculty

Margaret Quinn, Department of Human Development & Family Studies, University of Tennessee-Knoxville, excellent review at 3-year review

Meaghan McKenna, Department of Communications, University of Illinois

Marc Goodrich, Department of Teaching, Learning, & Culture, Texas A&M University, reappointed at mid-term review

Alyssa Henry, Department of Educational Psychology, Texas A&M University

Laura Cutler, Department of Educational Psychology, The Ohio State University

Sarah Douglas, Department of Human Development & Family Studies, Michigan State University, tenured 2020

Rachel Schachter, Department of Child and Family Studies, University of Nebraska-Lincoln, tenured 2021

Adrea Truckenmiller, Department of Counseling, Educational Psychology and Special Education, Michigan State University, Tenured 2022

Bethany Willinski, Department of Teacher Education, Michigan State University, Tenured 2022

Laura Tortorelli, Department of Teacher Education, Michigan State University, Tenured 2023

Doctoral Advisees (*Chair)

Ashely Stack, expected 2024

Matthew Klien, expected 2024

Kacee Lambright, expected 2024

*Kyla McRoy expected graduation 12/2023

Jodi Cook, expected 2023

Yatma Diop, 2023

*Arianna Pikus 2023

Position upon graduation: Assistant Professor Texas A&M University

Lauren Thayer, 2023

Position upon graduation: Postdoctoral Fellow University of Virginia

Taylor Reid, 2023

Position upon graduation: Postdoctoral Fellow Northwestern University

Lori Bruner, 2022, College of Education, Teacher Education

Position upon graduation: Assistant Professor Kent State University

Rachel Larimore, 2022, College of Education, Science Education

Position upon graduation: Director, Midland Early Education Center

Madison Chandler, 2021, College of Education, Kinesiology and Sports Management

Position upon graduation: Postdoctoral Fellow University of North Carolina at Chapel Hill, Assistant Professor Elon University in Exercise Science

Amanda McGowan, 2020, College of Education, Kinesiology and Sports Management

Position upon graduation: Postdoctoral Fellow University of Pennsylvania, Assistant Professor Concordia University

*Teresa Barabe, 2018

Position upon graduation: Assistant Professor at Saginaw Valley State University

Rachel Schachter, 2014

Position upon graduation: Institute for Education Sciences Postdoctoral fellow at The Ohio State University, then Assistant Professor at the University of Nebraska, Lincoln

Alison Wainer, 2013

Position upon graduation: Assistant Professor at Rush University Medical School

Meagan Shedd, 2010

Position upon graduation: Assistant Professor at Plymouth State University

Master's Thesis (*chair) position upon graduation

Lexi Smith*, expected graduation 2024

Andrea Miller, 2021, Faculty Michigan State University Child Development Laboratory

Courtney Coscarelli 2021, Faculty Michigan State University Child Development Laboratory

Alexa Meier* 2020 Speech Language Pathologist, Greensborough, SC Public Schools

Marcus Collins* 2020 Director of Early Childhood Midland Nature-Based ECE

Stephanie Fisher* 2020 Director of Youth Programming Boys and Girls Club of Pontiac

Andi Mills* 2020 Faculty Michigan State University Child Development Laboratory

Arianna Pikus 2019 Doctoral Candidate, Gerde advisor

Kyla McRoy* 2018 Doctoral Candidate, Gerde advisor

Danielle Zeolla* 2018 Director of Early Childhood Center, Pontiac, Michigan

Valerie Rose 2018 Speech Language Pathologist, Grand Rapids, MI

Meagan Goetsch* 2016 Doctoral Student, University of North Carolina-Chapel Hill

Varsha Venugopal* 2016 Research Scientist for the Science and Engineering Education Network; Rural program director, Mumbi, India

Jeongsoo Lee* 2016 Director of Early Childhood Education 3E School, Beijing, China

Brittany Motz 2016 Higher Education Consultant, Educator Preparation Unit, Michigan Department of Education

Jadyn Kim* 2015 Doctoral Student Pennsylvania State University in Education Technology, Graduated 2019

Carla Fortuna* 2014 Curriculum Specialist and Literacy Coach Genessee County Intermediate School District

Sally Mowers* 2014 Faculty Michigan State University Child Development Laboratory

Amber Smith* 2014 Doctoral Student, College of Education, Michigan State University,

Educational Leadership, Graduated 5/2018
Ashley Karsten* 2013 Curriculum Specialist and Literacy Coach Kent County Intermediate School District
Heather Whitty* 2010 Senior Research Analyst, Parent, Infant, Early Childhood (PIEC) team, Institute for Innovation and Implementation, University of Maryland Baltimore School of Social Work

SPONSORED STUDENT RESEARCH GRANTS

Design of approaches to assess young children's development using distance technology: Innovating data collection during COVID-19. *College of Social Science Leadership Council Award* to Toriona Day, Michigan State University, 2020-2021, \$3,000

Remote assessment of young children's development: Innovating data collection during COVID-19. *Provost Undergraduate Research Initiative Award* to Laura Scarcelli, Michigan State University, 2020-2021, \$2,000

Active learning to promote mathematics in preschool classrooms. *Provost Undergraduate Research Initiative Award* to Julia Braggs & Laura Scarcelli, Michigan State University, 2019-2020, \$4,000

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

Feasibility and Effects of an Educative Curriculum for Early Childhood Science Education. *Provost Undergraduate Research Initiative Award* to Mia Rodgers, Michigan State University, 2018-2019, \$2,000

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

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

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

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

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

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

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

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

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

PRESENTATIONS

INVITED PRESENTATIONS

Gerde, H. K., & Bingham, G. E. (2020, March). *Early writing development and practice*. Invited presentation at the Research Roundup for the Department of Psychology, Griffith University, Gold Coast, Australia.

Gerde, H. K. & Bingham, G. E. (2020, March). *More than Exploration: Building the quality of early childhood science education*. Invited presentation at the Education Faculty Research Symposium for Griffith University, Gold Coast, Australia.

Gerde, H. K., & Bingham, G. E. (2020, March). *Early writing development and assessment*. Invited presentation for educators at Premier School, Hobart, Tasmania, Australia. Cancelled due to Covid-19.

Gerde, H. K. (2019, May). *What's the meaning of this? Creating meaningful opportunities for language and literacy*. Invited special session workshop Latin America Reads Capacity Program Early Childhood Conference, Montego Bay, Jamaica.

Gerde, H. K. (2019, May). *Oral language development for young children: Implications from current research*. Invited special session workshop Latin America Reads Capacity Program Early Childhood Conference, Montego Bay, Jamaica.

Gerde, H. K. (2016, May). *Writing for meaning or meaningless writing? Examining teachers writing practices and children's writing development*. Invited talk at Chang Gung University of Science and Technology, Taipei, Taiwan.

Gerde, H. K., *Quinn, M. E., & Bingham, G. E. (2016, May). Teachers' writing practices and children's writing development: Guidelines for best practice. Invited presentation at the Fifth Annual Early Childhood Care and Education Conference, Moscow, Russia.

Gerde, H. K. (2014, May). *Language and literacy development for young children: Implications from current research*. Keynote Address presented at the Michigan Head Start Association Spring Assembly, Bay City, MI.

- Fitzgerald, H. E., Barnes-Najor, J. V., Farrell, P. A. (Taos Pueblo), **Gerde, H. K.**, & +Belleau, A. (Ojibwe). (2014, June). Community based participatory research, American Indian early childhood education, and systems change. In H. E. Fitzgerald (Chair) *University-Community Partnerships, Infant Mental Health, and Systems Change*. An invited plenary presentation for the 14th Congress of the World Association for Infant Mental Health, Edinburgh, Ireland.
- Barnes, J. V., +Belleau, A., **Gerde, H. K.**, Farrell, P. A., *Lee, K. S., & Fitzgerald, H. E. (2012, July). *Community based participatory research in American Indian/Alaska Native Head Start programs: Creating high quality, culturally relevant classrooms*. Invited presentation for the 150th Smithsonian American Folk Festival, Smithsonian Institute, Washington, DC.
- Gerde, H. K.** (2015, August). *Integrating writing into early childhood science education*. Invited workshop presented at the Learn4Life Language and Early Literacy Conference, Columbus, OH.
- Gerde, H. K.** (2014, August). *Writing in early childhood classrooms: Guidance for best practice*. Invited workshop presented at the Learn4Life Language and Early Literacy Conference, Columbus, OH.
- Gerde, H. K.** (2009, March). *Children's growth in writing ability across the preschool year: Implications for practice*. Invited talk presented at the Michigan Reading Association, Grand Rapids, MI.

NATIONAL AND INTERNATIONAL CONFERENCES

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

- Quinn, M. F., Rohloff, R., Bingham, G. E., & **Gerde, H. K.**, (2023, November). "May I take your order?": Supporting young children's writing development through play. A workshop presented at the annual conference of the National Association for the Education of Young Children, Nashville, TN.
- *Tatar, B., Skibbe, L. E., & Gerde, H. K. (2023, March). *Do digital media tools miss opportunities to promote preschoolers' language and literacy outcomes?* A poster presented at the Biennial Conference of the Society for Research in Child Development, Park City, UT.
- Gerde, H. K.**, Bingham, G. E., Bowles, R. P., Quinn, M. F., & *Zhang, X. Y. (2023, February). Teacher and child-level outcomes of the iWRITE professional development intervention to support preschoolers early writing and literacy skills. A paper presented at the Writing Research Across Borders Conference, Trondheim, Norway.
- Gerde, H. K.**, Bingham, G. E., Pikus, A. E., Quinn, M. F., Rohloff, R. Bowles, R. P., & *Zhang, X. Y. (2023, February). Associations between teachers' early writing knowledge and practices and children's early writing development. In D. McKowen (Chair) *Teacher knowledge and literacy outcomes*. A Symposium presented at the Pacific Coast Research Conference, San Diego, CA.

- Gerde, H. K.,** & Bingham, G. E. (2022, December). Teacher and child-level outcomes of the iWRITE professional development intervention. In G. Bingham (chair) Supporting preschool teachers early writing: Instructional practices and professional learning. A symposium presented at the annual meeting of the Literacy Research Association, Phoenix, AZ.
- Bingham, G. E., & **Gerde, H. K.** (2022, September). Engaging young children in science learning: Examining two professional learning models. A paper presented at the annual meeting of the European Early Childhood Education Research Association. Glasgow, Scotland.
- Gerde, H. K.** (chair) (2022, July) Family, teacher, and student factors in supporting writing. A symposium presented at the annual meeting of the Society for the Scientific Study of Reading, Newport Beach, CA.
- McKenna, M., **Gerde, H. K.,** Grasley-Boy, N. (2022, July). Examining Writing Assessment and Data-Driven Decision Making Practices of Kindergarten Through Second Grade Educators. In H. Gerde (chair) Examining writing assessment and intervention across ages and contexts. A symposium presented at the annual meeting of the Society for the Scientific Study of Reading, Newport Beach, CA.
- Goodrich, J. M., **Gerde, H. K.,** Strasser, K., & Bingham, G. E., (2022, July). Predicting Spanish-speaking preschoolers' performance on a closed-ended writing task. In H. Gerde (chair) Examining writing assessment and intervention across ages and contexts. A symposium presented at the annual meeting of the Society for the Scientific Study of Reading, Newport Beach, CA.
- Zhang, X. Y., Bingham, G. E., & **Gerde, H. K.** (2022, July). A refined preschool early writing coding rubric: Attention to transcription and composing skills. In H. Gerde (chair) Examining writing assessment and intervention across ages and contexts. A symposium presented at the annual meeting of the Society for the Scientific Study of Reading, Newport Beach, CA.
- *Barrett, J. S., *Jackson, H., Schachter, R. E., **Gerde, H. K.,** & Bingham, G. E. (2022, June 27–29). Detailed feedback linked with differentiated evaluation connected to higher teacher engagement in asynchronous online professional learning. [Poster Presentation]. The Administration for Children and Families' National Research Conference on Early Childhood, Arlington, VA.
- Gerde, H. K.,** Bingham, G. E., & *Pikus, A. E. (2022, March). STEM Labs: A promising professional learning approach to promoting STEM teaching skills. A paper presented at the NARST Annual International Conference, Vancouver, BC.
- Gerde, H. K.** Strasser, K., Bingham, G. E., Bowles, R. P., & Goodrich, M. (2022, February). Early writing skills of monolingual Spanish-speaking and English-speaking children attending prekindergarten and kindergarten in Chile and the USA. In S. Linan-Thompson (chair) Understanding Writing Development in English, Spanish, and Cross-Linguistically. A symposium presented at the Pacific Coast Research Conference, San Diego, CA.

- Bowles, R. P., **Gerde, H. K.**, & Bingham, G. E. (2022, January). Development and validation of two complimentary measures of early writing to assess both teacher practice and child outcomes. In A. Truckenmiller (Chair) Writing assessment: Shared challenges and opportunities. A panel discussion presented at the Annual IES Principal Investigators Meeting, virtual.
- Gerde, H. K.**, & Bingham, G. E. (2021, December). Using the science of literacy to design effective professional learning in early writing. In S. Cabell & N. Patton-Terry (Chairs) The Handbook for the Science of Literacy. A symposium presented for the Literacy Research Association's 71st Annual Conference, Atlanta, GA.
- Bingham, G. E., **Gerde, H. K.**, Barria, R. *Zhang, X. Y., & Bowles, R. P. (2021, December). Are they in sync? Examining associations between teachers' early writing practices and children's early writing development. In G. Bingham (Chair) How, What, and Why?: Examining early writing instructional and assessment practices. A symposium presented for the Literacy Research Association's 71st Annual Conference, Atlanta, GA.
- Gerde, H. K.** (Chair) (2021, July). Diverse instructional supports for early writing development across contexts and orthographies. A symposium presented at the annual conference of the Society for the Scientific Studies of Reading, virtual.
- Bingham, G. E., **Gerde, H. K.**, *Pikus, A. E., Barria, R., Bowles, R. P., *Zhang, X. Y., & Quinn, M. F. (2021, July). Squiggly lines and letter-like shapes: Examining teachers' early writing knowledge and practices. In M. Quinn (chair) Writing assessment: Novel approaches across ages and contexts. A symposium presented at the annual conference of the Society for the Scientific Studies of Reading, virtual.
- *Zhang, X. Y., Bingham, G. E., Bowles, R. P., & **Gerde, H. K.** (2021, April). Early Writing Development Across Preschool: Examining a Two-Factor Model of Transcription and Composing. In **H. Gerde (Chair)** Advances in Writing Development and Assessment from Preschool to Elementary Grades. A symposium accepted for presentation at the Biennial Meeting of the Society for Research in Child Development, Virtual.
- *Chandler, M., *McRoy, K. Z., **Gerde, H. K.**, Bowles, R. P., & Pontifex, M. (2021, April) Self-Regulation Moderates the Relationship between Fine Motor Skills and Writing in Early Childhood. In **H. Gerde (Chair)** Advances in Writing Development and Assessment from Preschool to Elementary Grades. A symposium accepted for presentation at the Biennial Meeting of the Society for Research in Child Development, Virtual.
- McGowan, A., **Gerde, H. K.**, & Pontifex, M. (2021, April). Staying Active Makes Children Less Reactive: Associations Among Physical Activity, Screentime, Challenging Behavior, and Numeracy. In S. Jones (Moderator) Promoting well-being, social-emotional development and executive functioning in early childhood classrooms. A Flash Talk Session accepted to the Biennial Meeting of the Society for Research in Child Development, Virtual.
- *Zhang, X. Y., **Gerde, H. K.**, & Bingham, G. E. (2021, April). Relations between Preschool Teachers' Writing Practice and Children's Early Writing Development. In D. Rowe (Chair) Teachers'

Approaches to Writing Instruction in Preschool Classrooms. A symposium accepted to the annual conference of the American Education Research Association, Virtual Conference.

- Bingham, G. E., **Gerde, H. K.**, Rohloff, R. B., & Quinn, M. F. (2021, April). "The Giant Got Fired, Period" Relations between Learning Contexts and Teaching Approaches for Young Writers. In D. Rowe (Chair) Teachers' Approaches to Writing Instruction in Preschool Classrooms. A symposium accepted to the annual conference of the American Education Research Association, Virtual Conference.
- Bingham, G. E., **Gerde, H. K.**, Zhang, X. Y. (2020, December). Patterns of Interactions: Profiles of teacher supports for emergent writing. In Rowe, D (Chair) Improving early writing instruction: Insights about instructional materials and teachers' pedagogical interactions. A symposium presented at the annual conference of the Literacy Research Association. Virtual conference.
- Bingham G. E., **Gerde, H. K.**, Rohloff, R. C., & *Zhang, X. Y. (2020, December). Patterns of Interactions: Profiles of Teacher Supports for Emergent Writing. In D. Rowe (Chair) Improving Early Writing Instruction: Insights About Instructional Materials and Teachers' Pedagogical Interactions. A symposium accepted to the annual conference of the Literacy Research Association, Houston, TX/Virtual.
- *Zhang, X., Bingham, G. E., Bowles, R. P., & **Gerde, H. K.** (2020, December). *Contributions of home and school factors on children's early writing development*. A poster accepted for presentation at the National Research Conference in Early Childhood, Arlington, VA/Virtual.
- Gerde, H. K.**, Bingham, G. E., Bowles, R. P., *Meier, A., & *Zhang, X. (2020, December). *Outcomes of Online Teacher Professional Development in Early Writing*. A poster accepted for presentation at the National Research Conference in Early Childhood, Arlington, VA/Virtual.
- Bingham, G. E., & **Gerde, H. K.** (2020, September). *Promoting Children's Science Learning: Examining environmental and pedagogical supports*. A paper presented at the annual conference of the European Early Childhood Education Research Association, Croatia.
- Quinn, M. F., **Gerde, H. K.**, Bingham, G. E., & Bowles, R. P. (2020, July). Composing development in preschool: Examining change over time in children's writing processes. In **H. Gerde (Chair)** *Writing development across childhood: Advances across international, conceptual, and digital contexts*. A symposium accepted to the annual conference of the Society for the Scientific Studies of Reading, Newport Beach, CA. Cancelled due to COVID-19 pandemic.
- *Zhang, X. Y., Bingham, G. E., **Gerde, H. K.**, & Bowles, R. P. (2020, July). Early writing development across preschool: Attention to transcription and composing processes. In **H. Gerde (Chair)** *Writing development across childhood: Advances across international, conceptual, and digital contexts*. A symposium accepted to the annual conference of the Society for the Scientific Studies of Reading, Newport Beach, CA. Cancelled due to COVID-19 pandemic.
- *Chandler, M. C., *McRoy, K. Z., Goodwin, S., Bowles, R. P., Bingham, G. E., **Gerde, H. K.**, & Pontifex, M. B. (2020, May). *Preschoolers' self-regulation, fine motor skills, and performance*

on a standardized literacy assessment. Presented at the Annual Meeting of the American College of Sports Medicine (ACSM), San Francisco, CA, USA. Cancelled due to COVID-19 pandemic.

*McGowan, A. L., Mansour, G. M., Ferguson, D. P., **Gerde, H. K.**, Pfeiffer, K. A., Pontifex, M. B. (2020, May). *Preschoolers demonstrate similar learning and enhanced on-task behavior following physically-active lessons on emerging numeracy skills.* A poster presented at the American College of Sports Medicine conference in San Francisco, CA. Cancelled due to COVID-19 pandemic.

Gerde, H. K., Bingham, G. E., Bowles, R. P. (2020, April). Iterative design approaches and strong researcher-practitioner partnerships facilitate teacher engagement in the iWRITE professional development. In T. Zucker (Chair) *How implementation science and design thinking can be nurtured in research that addresses wicked problems.* A symposium accepted to the annual conference of the American Education Research Association, San Francisco, CA. Cancelled due to COVID-19 pandemic.

Zhang, X., Bingham, G. E., & **Gerde, H. K.** (2020, April). Exploring the associations between preschool teachers' writing practice and children's early writing development. In D. Rowe (chair) *Teacher supports for early writers: Current and promising practices in preschool classrooms.* A symposium presented at the annual conference of the American Education Research Association, San Francisco, CA. Cancelled due to COVID-19 pandemic.

Gerde, H. K., Bingham, G. E., & Rolhoff, R. (2020, April). Relations between learning contexts and teaching approaches for supporting early writing in Head Start classrooms. In D. Rowe (chair) *Teacher supports for early writers: Current and promising practices in preschool classrooms.* A symposium presented at the annual conference of the American Education Research Association, San Francisco, CA. Cancelled due to COVID-19 pandemic.

Gerde, H. K., Bowles, R. P., & Bingham, G. E. (2020, February). Examination of an innovative composing task for young children: Validity and growth. In H. Gerde (Chair) *Innovations in writing assessments across features of writing, ages, and ability status.* A symposium presented at the Pacific Coast Research Conference, San Diego, CA.

Gerde, H. K., Bowles, R. P., Bingham, G. E., & Quinn, M. F. (2019, December). Designing an assessment of young children's early composing. In H. Gerde (Chair) *Assessing children's early writing development: Attention to compositional processes, task performance, and teacher use.* A symposium presented at the annual conference of the Literacy Research Association, Tampa, FL.

Meier, A. N., **Gerde, H. K.**, Skibbe L. E., & Bowles, R. P. (2019, November). *A longitudinal examination of narrative language development by sex.* A poster presented at the annual international meeting for the American Speech-Language Hearing Association (ASHA). Orlando, FL.

- Schachter, R. E., Hatton-Bowers, H., **Gerde, H. K.** (2019, November). *Guidelines for Selecting Professional Development for Teachers*. Paper presented at *Building Quality Hand in Hand* an Annual Conference Hosted by the Nebraska Head Start Association, Grand Island, Nebraska.
- Bingham, G. E., & **Gerde, H. K.** (2019, September). *Quality teacher-child interactions during early writing experiences in early childhood classrooms*. A paper presented at the Annual Conference of the European Early Childhood Education Research Association, Thessaloniki, Greece.
- Strasser, K., Zhang, X. Y., **Gerde, H. K.**, Bingham, G. E., & Bowles, R. P. (2019, July). Early writing skills of monolingual Spanish-speaking and English-speaking children attending prekindergarten and kindergarten in the Chile and the USA. In G. Bingham (Chair) *Early writing development across orthographies*. A symposium presented at the annual conference of the Society for the Scientific Study of Reading, Toronto, ON.
- Quinn, M. F., Bowles, R. P., Bingham, G. E., & **Gerde, H. K.** (2019, July). Profiles of preschool writers: Addressing emergent writing with attention to transcription, composing, and executive function. In H. Gerde (Chair) *Writing development: Predictors, profiles, and intervention*. A symposium presented at the annual conference of the Society for the Scientific Study of Reading, Toronto, ON.
- Cabell, S. Q., **Gerde, H. K.**, Hwang, H. J., Bowles, R. P., Skibbe, L. E., & Piasta, S. B. (2019, July). Level and growth of children's language and decoding skills predict later writing achievement. In H. Gerde (Chair) *Writing development: Predictors, profiles, and intervention*. A symposium presented at the annual conference of the Society for the Scientific Study of Reading, Toronto, ON.
- Gerde, H. K.**, Bingham, G. E., Bowles, R. P., *Meier, A. & *Zhang, X. (2019, July). Teacher and child-level outcomes of the iWRITE professional development intervention. In H. Gerde (Chair) *Writing development: Predictors, profiles, and intervention*. A symposium presented at the annual conference of the Society for the Scientific Study of Reading, Toronto, ON.
- Gerde, H. K.**, *Rohloff, R., & Bingham, G. E. (2019, April). Examinations of preschool teachers' writing supports: Attention to type, frequency, and quality of experience. In D. Rowe (Chair) *Instructional supports for emergent writing in preschool classrooms*. A symposium presented at the annual meeting of the American Education Research Association, Toronto, ON.
- Quinn, M. F., Bingham, G. E., & **Gerde, H. K.** (2019, April). The impact of instructional and environmental context on writing interactions in early childhood classrooms. In D. Rowe (Chair) *Instructional supports for emergent writing in preschool classrooms*. A symposium presented at the annual meeting of the American Education Research Association, Toronto, ON.
- Gerde, H. K.**, Bingham, G. E., Bowles, R. P., **Stadwick, R., **Jenuwine, S., *Zhang, X., & *McRoy, K. Z. (2019, March). Measuring early composing through innovative story writing prompts. In H. Gerde (Chair) *Early writing assessment and intervention*. A symposium presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

- Bingham, G. E., **Gerde, H. K.**, Puranik, C. & Bowles, R. P. (2019, March). Supporting children's writing development at home: Associations among low-income parents' home literacy practices and children's writing development. In S. Sonnenschein (Chair) *Building on Family Strengths to Promote the Academic Development of Young Black and Latino Children*. A symposium presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- *Pikus, A. E., **Gerde, H. K.**, Van Egeren, L. A., & Lee, K. S. (2019, March). Science opportunities provided in the homes of Head Start children. In R. Larimore (Chair) *Engaging young learners in science both in and out of school*. A symposium presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- *McRoy, K. Z., **Gerde, H. K.**, & Bowles, R. P. (2019, March). *Relations between self-regulation and early writing development*. A poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Gerde, H. K.**, Bingham, G. E., Bowles, R. P., & Quinn, M. F. (2019, February). Examination of an innovative composing task for young children: Validity and growth. In J. Pentimonti (Chair) *Assessment of early language and literacy development*. A symposium presented at the Pacific Coast Research Conference, San Diego, CA.
- Gerde, H. K.**, Bingham, G. E., Bowles, R. P., *Meier, A., & *Zhang, X. (2019, January). *Outcomes of online teacher professional development in early writing*. A poster presented at the Institution of Education Sciences Principal Investigators meeting, Washington DC.
- Bingham, G. E., Quinn, M. F., *Rohloff, R., & **Gerde, H. K.** (2018, November). Examining the nature, quality, and frequency of early writing supports in preschool classrooms. In D. Rowe (Chair) *Adult support of emergent writers*. A symposium presented at the Literacy Research Association's 68th Annual Conference, Indian Wells, CA.
- Gerde, H. K.**, Bingham, G. E., Bowles, R. P., Quinn, M. F., *Zhang, X., & *McRoy, K. Z. (2018, November). Impact of the iWRITE professional development on Head Start teacher practices. In D. Rowe (Chair) *Adult support of emergent writers*. A symposium presented at the Literacy Research Association's 68th Annual Conference, Indian Wells, CA.
- *Groom, L., Piasta, S. B., **Gerde, H. K.**, Logan, J., +Zettler-Greenley, C., & +Bailet, L. (2018, July). The emergent writing ability of preschool children considered at risk for later literacy difficulties. In **H. K. Gerde** (Chair) *Writing development from preschool to third grade: Critical skills and contexts*. A symposium presented at the annual conference of the Society for the Scientific Study of Reading, Brighton, UK.
- Bingham, G. E., Quinn, M. F., **Gerde, H. K.**, *Zhang, X., & *Rohloff, R. (2018, July). Early childhood teachers' knowledge and beliefs about writing: Associations with classroom practices and children's writing development. In G. E. Bingham (Chair) *Writing development processes and practices: Attention to child, parent, and teacher factors*. A symposium presented at the annual conference of the Society for the Scientific Study of Reading, Brighton, UK.

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

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

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

and all that other stuff: Connections between reading, math, and science. A symposium presented at the Annual Meeting of the Society for Scientific Study of Reading, Koa, HI.

Bingham, G. E., **Gerde, H. K.**, & Quinn, M. (2015, July). Children's development of writing skills in early childhood: The impact of teacher scaffolding and environmental supports. In S. Martin-Chang (Chair) *The company you keep: Children's emergent literacy interactions in solitary, sibling, and adult-guided environments*. A symposium presented at the Annual Meeting of the Society for Scientific Study of Reading, Koa, HI.

Gerde, H. K., & Linscott, L. (2015, April). Using Distance Education Methods to Provide Quality Education and Professional Development for Early Childhood Educators. Paper and workshop presented at the 4th Annual International Conference for Early Childhood Care and Education Research and Practice, Moscow, Russia.

Bingham, G. E., **Gerde, H. K.**, & Quinn, M. (2015, March). Children's development of writing skills in early childhood: The impact of teacher scaffolding and environmental supports. In G. E. Bingham & H. K. Gerde (Chairs) *The Development and Promotion of Early Writing Skills: Child, Parental, and Teacher Contributions*. A symposium presented at the biennial meeting of the Society for Research in Child Development. Philadelphia, PA.

Gerde, H. K., Wright, T. S., & Bingham, G. E., (2014, July). Early Childhood Teachers' Beliefs about and Practices for Writing. In M. A. Evans (Chair) *Parent and Teacher Beliefs: Do They Matter for Emergent Literacy?* A symposium presented to the Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.

+Belleau, A., & **Gerde, H. K.** (July, 2014). Using research on children's academic readiness skills for program improvement. In J. V. Barnes (chair) *Supporting American Indian children's development through partnerships among research, practice, and policy*. A symposium presented at the 12th National Head Start Conference, Washington, DC.

Lee, K. S., Farrell, P. A., **Gerde, H. K.**, Barnes-Najor, J. V., +Belleau, A., & Fitzgerald, H. E. (2014, June). *Parental Measures of Pre-K children's Behavior: Cultural variations*. A poster presented to the 14th Congress of the World Association for Infant Mental Health, Edinburgh, Ireland.

Van Egeren, L. E., +Stein, T., **Gerde, H. K.**, Lee, K. S., & Pierce, S. J. (2014, June). *High stakes assessments of early childhood teacher quality: Implications for reliability*. A poster presented at the 14th Congress of the World Association for Infant Mental Health, Edinburgh, Ireland.

Gerde, H. K. & Wright, T. S. (2013, December). *We have a writing area: Preschool teachers' beliefs and practices for supporting writing development*. A paper presented at the 63rd Annual Conference of the Literacy Research Association. Dallas, TX.

Bingham, G. E., **Gerde, H. K.**, *Pendergast, M. L., Quinn, M., & Ozturk, Z. (December, 2013). *Examining teacher writing supports and scaffolding practices in preschool classrooms*. Paper presented at the Annual Conference of the Literacy Research Association. Dallas, TX.

- Gerde, H. K., & Bingham, G. E.,** (2013, July). *Examining young children's early writing across two story writing tasks: Associations among language, composing, and early writing skills* A paper presented at the Meeting of the Society for the Scientific Study of Reading, Hong Kong, China.
- Bingham, G. E., & **Gerde, H. K.** (2013, April). *Psychometric and descriptive results of a comprehensive measure of environmental and teacher supports for writing in preschool classrooms*. A poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Gerde, H. K.,** Van Egeren, L., Pierce, S. J., & Lee, K. S. (2013, April). *Early childhood educators' self-efficacy in science, math, and literacy instruction and science practice in the classroom*. A poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Gerde, H. K., & Powell, D. R.** (2013, April). Changes in Head Start teachers' extra-textual utterances during book reading and children's language and literacy outcomes. In D. K. Dickinson, (Chair). *Fostering language development in Head Start preschool classrooms*. A symposium presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Gerde, H. K., & Bingham, G. E.,** (2012, July). Examining Material and Interaction Supports for Children's Writing in Preschool Classrooms. In H. K. Gerde (Chair). *Writing in early childhood: Development, variation, and contextual supports*. A symposium presented at the Meeting of the Society for the Scientific Study of Reading, Montreal, Quebec, Canada.
- Gerde, H. K.,** Barnes, J. V., +Belleau, A., & *Whitty, H. E. (2012, June). Effects of Distance Learning Professional Development for Teachers of American Indian Head Start on Children's Math and Literacy Outcomes. In **H. K. Gerde** (Chair). *The Measurement of teacher-child interactions in American Indian/Alaska Native Head Start programs using the Classroom Assessment Scoring System (CLASS): A debate between culturally responsive and standardized assessment practices*. A symposium presented at the 11th National Head Start Research Conference, Washington, DC.
- Van Egeren, L. A., **Gerde, H. K.,** Schwarz, C., Lownds, N., Pierce, S., *Reyes-Gastelum, D., Morris, B., Brophy-Herb, H., & Stein, M. (2012, June). *Cluster-randomized trial of the efficacy of early childhood science education with low-income children*. Poster presented at the 2012 Discovery Research K-12 PI Meeting, Arlington, VA.
- Gerde, H. K.,** Napp-Philo, J., Paz, J., Keenan, M., Barnes, J. V., (2012, June). *Making it work! Aligning culturally relevant curricular approaches with the Head Start Early learning Outcomes Framework*. A pre-conference intensive workshop presented at the 2012 National Indian Head Start Director's Association Annual Conference, Traverse City, MI.
- Fitzgerald, H. E., Lee, K., Barnes, J. V., Farrell, P. A., +Belleau, A., & **Gerde, H. K.** (2012, April). *Maternal smoking is related to teacher's perceptions of preschool children's externalizing and internalizing behavior problems*. A poster presented at the 13th World Congress of the World Association for Infant Mental Health in Cape Town, South-Africa.

- Gerde, H. K.**, *Foster, T., *Karsten, A., Skibbe, L. E., & Barnes, J. V. (2011, July). *Relations between name writing, dictation, and letter knowledge for American Indian children in Head Start*. Poster presented at the Meeting of the Society for the Scientific Study of Reading, St. Pete Beach, FL.
- Gerde, H. K.**, Barnes, J. V., *Whitty, H. E., +Belleau, A., & Fitzgerald, H. E. (2011, April). *Effects of Distance Learning Professional Development for Teachers of the American Indian Head Start on Children's Math and Literacy Outcomes*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- *Froyen, L. C., Skibbe, L. E., Blow, A. J., Bowles, R. P., & **Gerde, H. K.** (2011, April). *The influence of marital satisfaction, emotional expressivity and the home learning environment on children's academic outcomes*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Farrell, P., Lee, K. S., Barnes, J. V., **Gerde, H. K.**, Fitzgerald, H. E., & +Belleau, A. (2011, April). *The relations of quality of family environment and parenting belief to young children's socioemotional functioning*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- *Froyen, L., Blow, A., Skibbe, L. E., Bowles, R. P., & **Gerde, H. K.** (2010, November). *The role of marital satisfaction and family emotional expressiveness on the home learning environment and children's academic outcomes*. Poster presented at the National Council on Family Relations, Minneapolis, MN.
- Gerde, H. K.**, *Martoccio, T., **Smith, K., Skibbe, L., & Bowles, R. (2010, July). *The longitudinal relation between preschool children's name writing, letter knowledge, and self-regulation*. Poster presented at the seventeenth Annual Meeting of the Society for the Scientific Study of Reading.
- *Whitty, H. A., **Gerde, H. K.**, Brophy-Herb, H., & Schiffman, R. (2010, July). *Eat your veggies! How caregivers' control of child feeding relates to child behavior and health outcomes*. Poster presented at the biennial World Congress of the World Association for Infant Mental Health.
- Gerde, H. K.**, Barnes, J. V., Fitzgerald, H., +Belleau, A., Farrell, P., Calcaterra, M. & +Parish, A. (2010, July). *Growth in children's language, cognitive, and social skills across one year of American Indian Head Start*. Poster presented at the biennial World Congress of the World Association for Infant Mental Health.
- Barnes, J. V., **Gerde, H. K.**, +Belleau, A., Farrell, P. A., Lee, K. S., & Fitzgerald, H. E. (2010, June). *Improving children's academic readiness through high quality Tribal Head Start programs*. Paper presented at the Division 45 Conference of the American Psychological Association.
- Farrell, P. A., Fitzgerald, H. E., Barnes, J. V., **Gerde, H. K.**, +Belleau, A., & Lee, K. S. (2010, June). *Parent and teacher ratings of children's adaptive behavior in American Indian Head Start Programs*. Poster symposium presented at the 10th National Head Start Research Conference, Washington, DC.

- Gerde, H. K.**, Diamond, K. E., & Hanson, M. (2010, June). *Head Start teachers' verbal behaviors in classrooms consisting of primarily English language learners and native speakers of English*. Poster presented at the 10th National Head Start Research Conference, Washington, DC.
- Gerde, H. K.**, & Belleau, A. (2010, June). *Cutting-edge professional development that works! The Wiba Anung professional development program*. A workshop presented at the National Indian Head Start Directors Association Conference, San Diego, CA.
- *Martoccio, T., **Gerde, H. K.**, & Skibbe, L. (2010, April). *Growth of self-regulation in preschoolers*. Paper presented at the 21st Biennial Conference on Human Development.
- Gerde, H. K.**, & Powell, D. R. (2009, April). *Relation of teachers' educational background to their teaching practices and children's literacy outcomes*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver.
- O'Leary, P. M., **Gerde, H. K.**, Powell, D. R., & Diamond, K. E. (2009, April). *Teachers verbal behavior across contexts in Head Start classrooms*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver.
- Gerde, H. K.**, Diamond, K. E., & Powell, D. R. (2008, June). *Development in early literacy skills during the pre-kindergarten year in Head Start: Growth in children's writing and understanding of letters*. Poster presented at the 9th National Head Start Research Conference, Washington, DC.
- Gerde, H. K.**, & Powell, D. R. (2007, March). *Head Start teacher education background as a predictor of the quality of group book reading behaviors*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston.
- Lin, F. K., O'Leary, P. M., Powell, D. R., Diamond, K. E., & **Gerde, H. K.** (2007, March). *Variations in preschoolers' literacy skills by race, ethnicity, family environment, and community size*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston.
- Gerde, H. K.**, & Powell, D. R. (2006, June). *Characteristics of teachers' book reading behaviors in Head Start classrooms*. Poster presented at the 8th biennial National Head Start Research Conference, Washington, DC.
- Powell, D. R., Diamond, K. E., & **Gerde, H. K.** (2006, February). *Implementing a professional development intervention to improve Head Start children's language and literacy outcomes*. Paper presented at the biannual conference on research innovations in early intervention, San Diego, CA.
- Gerde, H. K.**, & Robbins, C. M. (2005, December). *Book selection as diverse as the children who read them*. Workshop presented at the national conference for the National Association for the Education of Young Children, Washington, DC.

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

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

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

STATE AND REGIONAL CONFERENCES

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

Gerde, H. K. (2022, October). Supporting early writing across the daily schedule. A workshop presented at the annual meeting of the Texas Association for the Education of Young Children, San Antonio, TX.

*Barrett, J.S., *Jackson, H., Schachter, R.E., **Gerde, H. K.**, Bingham, G.E. (2022, April 13). Detailed feedback linked with differentiated evaluation connected to higher teacher engagement in asynchronous online professional learning. [Poster Presentation]. CYFS Summit on Early Childhood Education. Lincoln, NE

Gerde, H. K. (2022, April). Supporting early writing across the preschool day. A workshop presented at the annual meeting of the Brazos Valley Chapter of the Texas Association for the Education of Young Children, College Station, TX.

Gerde, H. K., & Hinnant, A. (2021, October). Supporting early writing during routines and transitions. A workshop presented at the annual meeting of the Texas Association for the Education of Young Children, Galveston Island, TX.

***Day, T. & Gerde, H. K., (2021, July). Design of approaches to assess young children's development using distance technology: Innovating data collection during COVID-19. Poster presented at the annual MidSure Undergraduate Research Conference, East Lansing, MI.

***Scarcelli, L., & Gerde, H. K. (2021, July) Remote assessment of young children's development: Innovating data collection during COVID-19. Poster presented at the annual MidSure Undergraduate Research Conference, Michigan State University, East Lansing, MI.

Schultz, L., **Rodgers, M., *Pikus, A. & **Gerde, H. K. (2019, April). Observations of teacher practice for early childhood science education. University Undergraduate Research and Arts Forum, East Lansing, MI.

- **Meier, A. N., **Gerde, H. K.**, Skibbe, L. E., Bowles, R. P., Piasta, S. & Justice, L. M. (2018, March). *A longitudinal examination of language development by gender*. A poster presented at the Michigan Speech Language Hearing Association (MSHA) annual conference. Kalamazoo, MI.
- **Meier, A., & **Gerde, H. K.** (2016, July). *A Longitudinal Examination of Language Development by Gender*. University Undergraduate Research and Arts Forum, East Lansing, MI.
- **Meier, A., & **Gerde, H. K.** (2016, April). *Gender Differences in Language Development Through Narratives*. University Undergraduate Research and Arts Forum, East Lansing, MI.
- **Wesenberg, C., **Morgan, D., & **Gerde, H. K.** (2016, April). *Using Video Exemplars in Teacher Professional Development*. University Undergraduate Research and Arts Forum, East Lansing, MI.
- **Weerakoon, S. A., & **Gerde, H. K.** (2015, May). *Promoting letter knowledge in early childhood classrooms*. A presentation given at the Annual Conference of the Michigan Association for the Education of Young Children, Grand Rapids, MI.
- **Weerakoon, S. A., & **Gerde, H. K.** (2015, April). *Head Start teachers beliefs and practices for supporting letter knowledge: Individualization of instruction*. A poster presented at the University Undergraduate Research and Arts Forum, East Lansing, MI.
- **Pitone, J. & **Gerde, H. K.** (2014, April). *Early childhood educators' beliefs and practices for teaching letter knowledge to preschoolers*. A poster presented at the University Undergraduate Research and Arts Forum, East Lansing, MI. First Prize winning poster presentation 2014.
- **Ma, Z. & **Gerde, H. K.** (2013, April). *Assessing strengths, weakness, opportunities and threats of a newly developed online bachelors' degree in early childhood education*. A poster presented at the University Undergraduate Research and Arts Forum, East Lansing, MI.
- **Blair, S., **Johnson, K., & **Gerde, H. K.** (2010, April). *The influence of maternal education on children's language and literacy skills when they enter preschool*. Poster presented at the University Undergraduate Research and Arts Forum, East Lansing, MI.
- **Rau, L., **Gignac, M., & **Gerde, H. K.** (2010, April). *The process of developing a culturally relevant, developmentally appropriate curriculum for American Indian Head Start programs*. Poster presented at the University Undergraduate Research and Arts Forum, East Lansing, MI.
- **Rau, L., & **Gerde, H. K.** (2009, April). *Preschool teachers' verbal behaviors with native and non-native speakers of English*. Poster presented at the University Undergraduate Research and Arts Forum, East Lansing, MI.
- **Gurney, T. M., & **Gerde, H. K.** (2009, April). *Relationship between preschool children's writing and knowledge of letters and its development over the school year*. Poster presented at the University Undergraduate Research and Arts Forum, East Lansing, MI.

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

CONSULTING ON GRANT FUNDED RESEARCH

Frazer Nature Curriculum Evaluation Project, 2021-2022

Gary E. Bingham, The Frazer Center

I serve as consultant for this project developing a nature-based curriculum for urban nature based early childhood programs.

Florida Interdisciplinary Research Fellows in Education Sciences (FIREFLIES), 2021-2025

Nicole Patton-Terry, Florida Center for Reading Research, Florida State University

I serve on the Expert Review Panel for this Predoctoral Interdisciplinary Research Training Program in Education Sciences

Enhancing the Quality of Early Childhood Education Through Distance Education

Kathleen Strasser PI, Pontificia Universidad Católica de Chile

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

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

Jill Pentimonti (PI), Ohio State University

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

Writing into Literacy

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

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

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

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

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

PROFESSIONAL CONSULTING

Bryan ISD

Schronda Burns & Jennifer Warren, 2021-present

Teacher educator: Provided full group and small group professional development for lead and assistant early childhood teachers.

Genesee County Head Start

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

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

Traverse City Head Start

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

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

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

Ann Belleau, Director Inter-Tribal Council of Michigan Head Start

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

MAXIMUS Government Consulting Group, 2004

Jennifer M. Benning, Ph.D.,

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

PROFESSIONAL SERVICE TO THE FIELD

Chair, Publications Committee, The Society for the Scientific Study of Reading, 2021-2024; member 2017-2021

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

Executive Board, Promoting Opportunities for Women in Education Research, 2022-2028 (Vice President, President, Past-President)

Board Member, Brazos Valley Chapter of the Texas Association for the Education of Young Children, 2021-present, University Partnership Liaison

Chair, Early Childhood Endorsement Standards Revision Committee, State of Michigan Department of Education, 2018-2020

Member, Michigan Test for Teacher Certification, Elementary Education (PK-3) Content Advisory Committee, State of Michigan Department of Education, 2019-2021

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

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

Action Editor, Reading Research Quarterly, 2017-present (reviewer 2015-present)

Editorial Board Member, The Reading Teacher, 2021- present (reviewer 2010-present)

Reviewer, Early Education and Development, 2011-present

Reviewer, Journal of Literacy Research, 2009-present

Reviewer, Reading & Writing, 2012-present

Reviewer, Early Childhood Education Journal, 2012-present

Reviewer, Journal of Early Childhood Teacher Education, 2010-present

Reviewer, Infant Mental Health Journal, 2009-present

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

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

Reviewer, Proposals for Annual Conference of the Literacy Research Association (2014-present)

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

ACADEMIC SERVICE TO THE UNIVERSITY

Founding Chair, Early Childhood Interest Group, Texas A&M University, 2021-present

Chair, Early Childhood Program Development, Teaching, Learning and Culture, 2022-present

- Revision of state application for curriculum EC-3rd grade teacher licensure major to align with new state level standards
- Design of Early Childhood Development & Education major including a Special Education minor to align with standards from the National Association for the Education of Young Children.

Chair, Early Childhood Area Group, Teaching, Learning, and Culture, 2022-present

Member, Early Childhood Working Group, Texas A&M University, 2022

Member, Executive Committee, Department of Teaching, Learning, & Culture, 2022-present

Member, Graduate Education Committee, Department of Teaching, Learning, & Culture, 2022-present

Member, A-1 Faculty Review Committee, Department of Teaching, Learning, & Culture, 2021-2024

Member, Tenure & Promotion Committee, School of Education and Human Development, 2022-2024

Member, University Teacher Preparation Program, Michigan State University, 2014-present

- Redesign of university-wide assessment of all students in teacher preparation programs (2015-2019)
- Redesign of curriculum PreK-3rd grade to align with new state level grade band structure (2018-2020)
- Leading redesign of curriculum Birth-Kindergarten including Special Education to align with new state level grade band structure (2020-2022). Leading program development through university governance and State of Michigan Department of Education approval for teacher certification.

Chair, Department Awards Committee, Department of Human Development & Family Studies, 2017-2019, 2019-2021

Chair, Department Advisory Committee, Department of Human Development & Family Studies, 2015-2017, 2018-2020

Chair, Great Plains IDEA Early Care and Education for a Mobile Society Faculty, 2015-2021

- Currently serve as chair of this faculty group and director of this BA program at MSU
- Member of curriculum design team for this fully online bachelor's degree in early childhood education 2010-2014
- Lead program/curriculum through university governance approval process 2014-2015

Chair, Great Plains IDEA Early Childhood & Family Policy Masters curriculum development team, 2020-2022

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

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

Member, College Research Committee, College of Social Science, 2011- 2014, 2017-2018
Revised College Research Plan including RTP criteria and mentoring program

Co-Chair, Early Childhood Curriculum Development Working Group, Department of Human Development & Family Studies, Michigan State University, 2008-2011
Led undergraduate curriculum revisions to meet state standards for Teacher Education/Child Development major and Early Childhood Endorsement (ZS) program. This included completion of state applications for review by Michigan Department of Education requiring alignment of course standards and evaluation procedures for each course to the new state standards. Also, I led the approval process of the revisions through the department and university governance. As part of this process, I served as a state-appointed reviewer for applications of other universities applying for state approval for both the ZS endorsement and preschool teaching.

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

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

PROFESSIONAL ORGANIZATION AFFILIATION

Society for Research in Child Development, 2003-present

Society for the Scientific Study of Reading, 2009-present

International Reading Association, 2008-2013/International Literacy Association 2015-present

Literacy Research Association, 2010-present

American Educational Research Association, 2015-present

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

Texas Association for the Education of Young Children, 2021-present

American Psychological Association, 2001-2003

LANGUAGE PROFICIENCY

Spanish Speak, read, and write well.