

CURRICULUM VITAE

Myae Han

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EDUCATION

Ph.D., Curriculum & Instruction, Arizona State University, 2004
 Dissertation: A Bioecological view of play and literacy: Interaction between play predispositions and environment (Advisor: James F. Christie)
 M.Ed., Curriculum & Instruction, Arizona State University
 M.Ed student, Curriculum & Instruction, University of Wisconsin-Madison.
 B.A., Duksung Women's University, Seoul, Korea

PROFESSIONAL EXPERIENCE

2018 – Present Professor, Human Development and Family Sciences, University of Delaware

2010 – 2018 Associate Professor with Tenure, Human Development and Family Sciences, University of Delaware

2013 – Present Consultant, Delaware Institute for Excellence in Early Childhood (funded by Delaware Department of Education)

2013– 2014 Associate director, Delaware Institute for Excellence in Early Childhood (funded by Delaware Department of Education).

2004– 2010 Assistant Professor, Human Development and Family Sciences, University of Delaware

2003 – 2004 Research Associate, Early Reading First Project. (AZ). Funded by US Department of Education.

2002 – 2003 Faculty Associate (Instructor), Arizona State University

2001– 2002 Head Research Assistant, Doors to Discovery early literacy project. Directed by James Christie at ASU.

2000– 2001 Research Assistant, Environmental Print Project. Directed by James Christie & Billie Enz, Funded by ASU.

- 2000 – 2001 Research Intern, 0-5 First Teacher Project. Funded by New Directions Institute for Infant Brain Development. Directed by Jill Stamm, Billie Enz, & James Christie.
- 1999 – 2001 Preschool teacher, Arizona State University College of Education Lab Preschool

FUNDED PROJECTS

- 2013-2018 Co-Principal Investigator. *Stars Plus; Promoting Quality Improvement for Family Child Care Providers in QRIS using a Community of Practice Model*. Funded by Office of Planning, Research, and Evaluation, U.S. Department of Health and Human Services. (\$250,000 annually for four years). CoPIs: Rena Hallam, Martha Buell
- 2011-2018 Co-Principal Investigator. Early Head Start University Partnership Grant: Buffering children from toxic stress. *Starting at Home: Incorporating a parent-child interaction intervention into Early Head Start home visiting*, Funded by the Administration for Children and Families, U.S. Department of Health and Human Services. (\$400,000 annually for five years). CoPIs: Jason Hustedt, Rena Hallam, Jennifer Vu.
- 2013-2015 Co-Principal Investigator. *Professional Development in early care and education in Delaware*, funded by Delaware Department of Education (approximately \$1,000,000 per year to operate Professional development office in DE.)
- 2010-2011 Co-Principal investigator. *The play's the thing: Deepening teachers' understanding of the power of play to enhance children's school success*, UNIDEL grant. Funded by University of Delaware (\$15,000). CoPIs: Jennifer Vu, Martha Buell
- 2009-2013 Co-Principal investigator. *Unlocking Doors to Enhanced Language and Literacy* (UDELL), Early Reading First Project, Funded by US Department of Education. (approximately \$3.6 million). CoPIs: Carol Vukelich, Martha Buell
- 2008-2010 Co-Principal Investigator. *Linking Math and Literacy project*. Funded by Delaware State Department of Education. (\$75,000)
- 2007-2011 Co-Principal Investigator. *ERF follow up study*. Funded by U.S. Department of Education. (\$77,258) CoPIs: Carol Vukelich, Martha Buell

- 2007-2011 Co -Principal Investigator. *Opening Doors to Literacy: Early Reading First Grant*. Funded by U.S. Department of Education (\$3.6 million for four years) CoPIs: Carol Vukelich, Martha Buell
- 2005-2009 Co-Principal Investigator. *Delaware Early Reading First project*. Funded by U.S. Department of Education. (\$3.3 million for four years) CoPIs: Carol Vukelich, Martha Buell
- 2007-2008 Principal Investigator. *Examination of literacy learning in play*. General University Research Grant. (\$6,000).
- 2006-2008 Co-Principle Investigator. *Delaware Full day kindergarten evaluation study*. Funded by Delaware Department of Education. (\$250,000) CoPI: Martha Buell
- 2005-2007 Principal Investigator of US research team. CoPI of international team. *Narrative development between Korean and American preschool children*. Funded by Korea Research Foundation
- 2004-2005 Co-Principle Investigator. *Evaluation of classroom literacy environment*. Funded by College of Human service, Education and Public Policy, University of Delaware (\$ 6,000).
- 2003 – 2004 Research Associate, *Early Reading First Project*. (Yuma, AZ). Funded by U.S Department of Education, (\$3.6 million). PIs: Karen Burstein, James Christie

PUBLICATION

Book

Han, M. & Johnson, J. (Eds.) (2019). *Play and Curriculum: Play & Culture Studies V.15*. Hamilton Books. Lanham: Maryland.

In preparation/under review

Han, M. & Johnson, J. (Eds.) , *Play and Culture Studies V.16: Play and Literacy*. Hamilton Books. Lanham: Maryland.

Han, M., Buell, M., Hallam, R, & Hooper, A. (Under review). The impact of intensive professional development on the quality of Family Child Care, *International Journal of Early Years Education*.

Buell, M., **Han**, M. & Hallam, R (in press). Ecological systems theory as a guide to considering professional competencies for Early childhood Care and Education serving young refugees and their families. In E. Arvanitis(Eds). *Professional narratives in refugee education*. Champaign, IL: Common Ground.

Han, M., Buell, M., Hallam, R. (In preparation). Technical Assistants' perspectives on quality of Family Child Care.

Hustedt, Hallam, **Han**, & Vu. (In press) What to expect when Early Head Start home visitors implement parenting curriculum models, Policy brief for Administration for Children and Families, U.S. Department of Health and Human Services

Peer-reviewed Journals

Hallam, R., Hooper, A., Buell, M., Ziegler, M., & **Han**, M (2019). Boosting family child care success in Quality Rating Improvement System: The impact of Stars Plus, *Early Childhood Research Quarterly*, 47, 239-247. <https://doi.org/10.1016/j.ecresq.2018.12.008>

Hurwich-Reiss, E., Watamura, S., Raver, C., & BTS Consortium PI's (**Han**). (2019). Beyond income: Expanding our empirical toolkit to better predict caregiver well-being, *Journal of Child and Family Studies*, <https://doi.org/10.1007/s10826-018-01304-5> (impact factor: 1.588)

Buell, M., Hooper, A., Hallam, R., & **Han**, M. (2018). A descriptive study of the relationship between language and literacy quality and global quality in family child care programs engaged in Quality Rating and Improvement Systems. *Child and Youth Care Forum*, DOI <https://doi.org/10.1007/s10566-018-9455-0>

Gaviria-Loaiza, J., **Han**, M., Vu, J., & Hustedt, J. (2017). Children's response to the types of teacher involvement during free play, *Journal of Childhood Studies*, 42(3), 4-19. <https://journals.uvic.ca/index.php/jcs/article/view/17890/7533>

Hustedt, J., Vu, J., Bargreen, K., Hallam, R., & **Han**, M. (2017). Early Head Start families' experience with stress: Understanding variations within a high-risk, low income sample, *Infant Mental Health Journal*, 38(5), 602-616.

Hallam, R., Hooper, A., Bargreen, K., Buell, M., & **Han**, M. (2017). A two-state study of Family child care engagement in Quality Rating and Improvement Systems: A mixed-methods analysis. *Early Education and Development*. DOI: <http://dx.doi.org/10.1080/10409289.2017.1303306>

Meacham, S., Meacham, S., Holmes, G., & **Han**, M. (2017). Preschoolers' author-illustrator study on Donald Crews, *The Reading Teacher*, 70(6), 741-746. <http://onlinelibrary.wiley.com/doi/10.1002/trtr.1579/epdf>

Moinolmolki, N., & **Han**, M. (2017). No child left behind: what about refugees? *Childhood Education*, 93(1), 3-9. <http://dx.doi.org/10.1080/00094056.2017.127523>

Han, M., Hallam, R., Hustedt, J., Vu, J., & Gaviria-Loaiza, J. (2016) Lessons from training Early Head Start staff to implement an Evidence-Based Parenting Intervention, *NHSA Dialogue: Research to Practice Journal*, 19(3), 42-59.

Han, M., Hallam, R., Hustedt, J., Vu, J., & Gaviria-Loaiza, J. (2016) Studying implementation process matters: Implementing an Evidence-Based- Intervention in Early Head Start, *NHSA Dialogue: Research to Practice Journal*, 19(3), 99-103.

Hallam, R., **Han, M.**, Vu, J., & Hustedt, J. (2016). Meaningful family engagement in early care and education programs: The role of home visits in promoting positive parent-child interaction, *Advances in Early Education and Day Care*, 20, 51-66.

Moinolmolki, N., Gaviria-Loaiza, J., **Han, M.** (2016). Immigrant families and early childhood programs: Addressing the new challenges of the 21st century, *Advance in Early Education and Day Care*, 20, 117-142.

Buell, M. **Han, M.**, & Vukelich, C. (2016). Factors Affecting Classroom Assessment Scoring System (CLASS) Scores: Time, Context and Individual, *Early Childhood Development and Care*. DOI: 10.1080/03004430.2016.1178245

Meacham, S., Vukelich, C., **Han, M.**, & Buell, M. (2015) Teachers' responsiveness to preschoolers' utterances in sociodramatic play. *Early Education and Development*. DOI:10.1080/10409289.2015.1057461

Jiang, S., & **Han, M.** (2015). Parental beliefs on children's play: comparison among mainland Chinese, Chinese immigrants in the United States, and European Americans. *Early Child Development and Care*. DOI:10.1080/03004430.2015.1030633

Vu, J., Hustedt, J., Pinder, W., & **Han, M.** (2015). Building early relationships: a review of caregiver-child interaction interventions for use in community-based early childhood programs. *Early Child Development and Care*, DOI:10.1080/03004430/2014.908864

Vu, J., **Han, M.**, & Buell, M. (2015). The effects of in-service training on teachers' beliefs and practices in children's play, 23(4), *European Early Childhood Education Research Journal*, 23(4), 444-460. DOI: 10.1080/1350293X.2015.1087144

Meacham, S., Vukelich, C., **Han, M.**, & Buell, M. (2014). Preschool teachers' questioning in sociodramatic play, *Early Childhood Research Quarterly*, 29(4), 562-573, DOI: 10.1016/j.ecresq.2014.07.001

Moinolmolki, N., Gaviria, J., & **Han**, M. (2014). Early Literacy: What about families? *NCFR Report Magazine*. Available at <http://www.ncfr.org/ncfr-report/focus/family-focus-early-childhood>

Han, M., Vukelich, C., Buell, M., & Meacham, S. (2014). Beating the odds: Longitudinal investigation of a low-income Dual-language and Monolingual children's English language and literacy performance. *Early Education and Development*. DOI: 10.1080/10409289.2014.866920

Buffering Toxic Stress Consortium principal investigators,* Meyer, A.L., & Fortunato, C. (2013). Parenting interventions in Early Head Start: The Buffering Toxic Stress Consortium. *Zero to Three*, 34(2), 73-86.

(* Myae Han is a co-principal investigator in the Buffering Toxic Stress Consortium(BTS), and all BTS principal investigators contributed jointly as an author of this publication.)

Han, M., Silva, L., Vukelich, C., Buell, M., & Hou, L. (2013) Development of early English language and literacy skills among Spanish-speaking children: Does preschool make a difference? *Early Child Development and Care*, 184(4), 537-552 DOI:10.1080/03004430.2013.800052

Han, M., Edwards, N., Vukelich, C. (2013). Content knowledge and vocabulary learning in nature: Becoming a nature scientist! In L. Cohen., & S. Waite-Stupiansky. (Eds.), *Advances in Early Education and Day Care: Learning across the early childhood curriculum*, V.17 (73-94), Emerald Books: UK. DOI: 10.13140/2.1.3687.2641

Meacham, S., Vukelich, C., **Han**, M., & Buell, M. (2013). Preschool teacher's language use during dramatic play, *European Early Childhood Education Research Journal*. 21(2). 250-267.

Han, M., Buell, M., Holowost, S., Demott, K., & Amsden, D. (2012). What is happening in a full day kindergarten? Instructional quality of full day kindergarten classrooms. *Focus on Prek-K*, 25(1), 1-9. Available at <https://docs.google.com/a/udel.edu/file/d/0B4R52tAerR1ddGxRVFhJUjZhdWM/edit>

Vukelich, C., Justice, L., & **Han**, M. (2012). Impacts of supplemental tutoring configurations for preschoolers at risk for reading difficulties. *Child and Youth Care Forum*. 42, 19-34. DOI:10.1007/s10566-012-9184-8

(**Note.** This article was selected to be included in Psychology Progress as one of best psychology research.)

Vu, J., **Han**, M., & Buell, M. (2012). Examining the quality of part-day and full-day kindergartens in looking at children's academic outcomes. *Asia-Pacific Journal of Research in Early Childhood Education*. 6(2), 1-27. Available at www.pecerajournal.com.

Vu, J., **Han**, M., & Buell, M. (2012). Preserving play in early childhood classrooms: Suggestions for early childhood teacher education and policy. *Play and Culture Studies*, 12, 207-221.

Lee, Y., Lee, J., **Han**, M., & Schickedanz, J. (2011). Preschooler's Narrative, Classroom reading environment between Korean and American preschool children. *Early Education and Development*, 22(2), 234-255.
<http://dx.doi.org/10.1080/10409281003717867>

Buell, M., **Han**, M., Blamey, K. & Vukelich, C. (2010). Facilitating Change: Roles of the Early Childhood Literacy Coach. *Asia-Pacific Journal of Research in Early Childhood Education*, 4(2), 29-56.
http://www.pecerajournal.com/Pecera_Journal/Journal_2010_files/2_1.pdf

Han, M., Moore, N., Vukelich, C., & Buell, M. (2010) Does Play Make a Difference? How play intervention affects the vocabulary learning of at-risk preschoolers, *American Journal of Play*. 3(1), 82-105. Available at <http://www.journalofplay.org/issues/151/155-does-play-make-difference>
(Note. This article was selected as top ten important article in play research by Wardolf Education.)

Vukelich, C., **Han**, M., Buell, M. & Moore, N. (2009). Tutoring: A value-added way to support Head Start Preschoolers' language and early reading development. *NHSA DIALOG: A Research to Practice Journal for the Early Childhood Field*. 12(3), 192-209. DOI:10.1080/15240750903075271

Han, M., & Christie, J. (2008). Play predispositions and children's access to literacy. *Journal of Reading, Writing, and Literacy*, 2(3), 1-22.

Roskos, K., Ergul, C., Bryan, T., Burstein, K. Christie, J., & **Han**, M. (2008) Who's learning what words and how fast: Preschoolers' vocabulary growth in an early literacy program. *Journal of Research in Childhood Education*, 22(3), 49-64.

Han, M. (2008). The most comprehensive view of play: Historical, developmental, and political aspects. [Review of the book *Play and Child Development*]. *American Journal of Play*. 1, 128-129.

Christie, J., Enz, B., **Han**, M., Prior, J., & Gerard, M. (2007). Effects of environmental print on young children's print recognition. In D. Sluss & O. Jarrett (Eds.), *Play investigations in the 21st century: Play and Culture Studies, Vol. 7* (pp. 220-228). Lanham, MD: University Press of America.

Han, M., Roskos, K., Christie, J., Vukelich, C., & Mandzuk, S. (2005). Large group time as a vocabulary learning environment. *Journal of Research in Childhood Education*, 19, 333-345.

Christie, J., Roskos, K., Vukelich, C., & Han, M. (2003). The effects of a well-designed literacy program on young children's language and literacy development. In *Head Start Bureau* (Ed.), *The first eight years – Pathways to the future: Implications for research, policy, and practice* (pp. 447-448). New York: Mailman School of Public Health, Columbia University.

Han, M. & Christie, J. (2001). Environmental Factors in Play: Space, Materials, and Time. *International Journal of Early Childhood Education*, 7, 149-165.

Han, M., Benavides, A., & Christie, J. (2001). Bilingual children's language usage during dramatic play. In S. Reifel. (Ed.), *Play and Culture studies: Theory in context and out*, Vol. 3 (pp. 391-400). Westport, CT: Ablex Publishing.

Invited publications (Book Chapters/Features/Encyclopedia)

Meacham, S., & Han, M. (in press). Ch.22. Technology-Augmented dolls, animals, and vehicles. In Doris Bergen (ed), *The Ultimate Handbook of Developmentally Appropriate Toys*, Rowman & Littlefield. Lanham:MD.

Han, M. (2018). Strategies for teaching Dual Language Learners: Storybook time. In C. Vukelich., B. Enz, & Roskos, K., *Helping young children learn language and literacy: birth through kindergarten*. Boston, MA: Pearson.

Han, M. (2018). Strategies for teaching English Language Learners: Modifying the classroom environment. In C. Vukelich., B. Enz, & Roskos, K., *Helping young children learn language and literacy: birth through kindergarten*. Boston, MA: Pearson.

Han, M. (2015). Sociodramatic play and Sara Smilansky, *Encyclopedia of contemporary Early Childhood Education*. SAGE publication.
<http://dx.doi.org/10.4135/9781483340333.n378>

Han, M. (2014). Strategies for teaching English Language Learners: Storybook time. In C. Christie., B. Enz., C. Vukelich., & K. Roskos. *Teaching language and literacy preschool through the elementary grades* (5th ed). (p.155). Boston, MA: Pearson.

Han, M. (2014). Strategies for teaching English Language Learners: Modifying the classroom environment. In C. Christie., B. Enz., C. Vukelich., & K. Roskos. *Teaching language and literacy preschool through the elementary grades* (5th ed). (pp.188-189). Boston, MA: Pearson.

Han, M. (2012). Strategies for teaching English Language Learners: Modifying the classroom environment. In C. Vukelich., J. Christie, & B. Enz,

helping young children learn language and literacy: birth through kindergarten (p. 93). Boston, MA: Pearson.

Han, M. (2012). Strategies for teaching English Language Learners: Storybook time. In C. Vukelich., J. Christie, & B. Enz, *Helping young children learn language and literacy: birth through kindergarten* (p. 140). Boston, MA: Pearson.

Vukelich, C., Buell, M., & **Han, M.** (2010). Early Reading First Graduates Go to Kindergarten: Are Achievement Gains Enduring? In McKenna, M. C., Walpole, S., & Conradi, K. (Eds.). *Early Reading First: Research, resources, and best practices*. New York: Guilford Press.

Han, M. (2009). Teacher Child co-play. In R. Carlisle (Ed.), *Encyclopedia of Play in Today's Society* (pp.701-705). Thousand Oaks, CA: SAGE Publication, Inc.

Enz, B., Prior, J., Gerard, M., & **Han, M.** (2008). Exploring intentional instructional uses of environmental print in preschool and primary grade. In A. DeBruin-Parecki (ed.), *Effective Early Literacy Practice: Here's How, Here's Why* (pp. 15-24). Baltimore, Maryland: High/Scope & Brookes Publishing.

Cabell, S., Justice, L., Vukelich, C., Buell, M., & **Han, M.** (2007). Strategic and Intentional Shared Storybook Reading. In L. Justice & C. Vukelich (Eds.). *Achieving Excellence in Preschool Literacy Instruction* (pp. 198-220). New York, NY: Guilford Press.

Han, M. (2007). Play predisposition as an individual difference in play and literacy: Bioecological perspective. In K. Roskos & J. Christie (Eds.), *Play and Literacy in Early childhood* (pp. 119-132). New York, NY: Lawrence Erlbaum

Han, M. (2008, 2007). Supporting English Language Learners' language and literacy learning: How should we teach? In C. Vukelich., J. Christie, & B. Enz, *Helping young children learn language and literacy* (pp. 195-198). Boston, MA: Allyn & Bacon.

Han, M. (2008, 2007). Promoting parent involvement in culturally and linguistically diverse classrooms. In C. Vukelich., J. Christie, & B. Enz, *Helping young children learn language and literacy* (pp. 237-240). Boston, MA: Allyn & Bacon.

Technical report

Hustedt, J. T., Hallam, R. A., Han, M., Vu, J. A., Hooper, A., & Ziegler, M. (2018). *Starting at Home: Validation, intervention, and implementation findings from a home-visitor parenting curriculum model in Early Head Start*. Newark: Delaware Institute for Excellence in Early Childhood, University of Delaware.

Delaware Institute for Excellence in Early Childhood (2016). Foundations of Curriculum Series: Preliminary Evaluation Results. Report to Office of Early Learning.

Annual report of Professional Development activity at DIEEC (Delaware Institute for Excellence in Early Childhood). Report to the Office of Early Learning. (2014).

Monthly report of Professional Development activity at the DIEEC (Delaware Institute for Excellence in Early Childhood.) Report to the Office of Early Learning (2013-2014).

Annual report of Professional Development at DIEEC. Report to the Office of Early Learning. (2013).

Han, M., Buell, M., Holochwost, S., Amsden., et al. (2008). Delaware full day kindergarten evaluation: Kindergarten students' experience and outcomes. Center for Disabilities Studies, University of Delaware.

Available at

http://www.doe.state.de.us/infosuites/students_family/earlychildhood/files/Full%20Day%20Kindergarten%20Report%202006-2007.pdf

OTHERS (newsletter, DVD, etc.)

Han, M.(2018). Power of pretend play in language and literacy learning, Genius of Play website. <https://www.thegeniusofplay.org/genius/expert-advice/articles/the-power-of-pretend-play-in-language-and-literacy-learning.aspx#.W7IwsNj2524>

Gaviria-Loaiza, J., & **Han**, M. (2016). Children's responses towards teacher's roles during free play time in preschool classrooms, *Literacy Development in Young Children (LDYC) Newsletter (International Literacy Association Special Interest Group)*, 20(1), 11-14.

Han, M. (2016, Spring). A message from the president. *Literacy Development in Young Children (LDYC) Newsletter*, 20(1), 1-2.

Han, M. (2015, Spring). A message from the president. *Literacy Development in Young Children (LDYC) Newsletter*, 19(1), 1-2.

Han, M. (2014, Spring). A message from the president. *Literacy Development in Young Children (LDYC) Newsletter*, 18(2), 1-2.

Han, M. (2013, Winter). A message from the president. *Literacy Development in Young Children (LDYC) Newsletter*, 18(1), 1-2.

Han, M. (2013, Spring). A message from the president. *Literacy Development in Young Children (LDYC) Newsletter*, 17(2), 1-2.

Han, M. (2013, Fall). A message from the president, *Play Review*, 40(1), 1-2. Newsletter of The Association for the Study of Play.

Han, M. (2012, Fall). A message from the president, *Play Review*, 39(2), 1-2, Newsletter of The Association for the Study of Play

Cohen, L., **Han, M.**, & Sutterby, J. (2009). Connecting home cultural knowledge in young children's play. [DVD production] *Highlights of 2009 NAEYC professional development conference featured sessions*, Washington, DC: NAEYC.

Han, M., Prior, J., Gerard, M. Enz, B., & Christie, J. (2002). Environmental print activities, *Literacy Development in Young Children (LDYC) Special Interest Group (SIG) of the International Reading Association Newsletter*, 10(1), 2-3.

Han, M., Chen, Y., Christie, J. & Enz, B. (2000). *Environmental Print assessment kit*. Created for New Directions Institute, First Teacher Project, AZ.

MEDIA/INTERVIEW

Han, M.(in press). Power of pretend play in language and literacy learning, *Genius of Play* website, expert advice. <https://www.thegeniusofplay.org/>

Education Week. (January, 2014): Recess too short for analytical thinking play experts asserts.

http://blogs.edweek.org/edweek/early_years/2014/01/recess_too_short_for_analytical_thinking_play_expert_asserts.html

Korean Early Childhood Magazine (월간 유아)

Duksung Women's University, *COLORFUL*, Alumni highlight

<http://www.duksung.ac.kr/media/webzine/read.jsp>

PRESENTATIONS

Invited Presentation

13. Sluss, D., Han, M., et al. (2019, March). *Past presidents panel discussion*. Special Panel discussion at The Association for the Study of Play, Harrisonburg, VA.

12. Han, M., & Meacham, S. (2018, July). *Supporting oral language and disciplinary discourse through music play*. Preconference Institute of the International Literacy Association. Austin, TX.

11. Buell, M. Hallam, R. & Han, M. (2018, June). Refugee education in the US context, Preconference of The Learner Conference, Nafplio, Greece.

10. Han, M. (2017, June). *Current status of play and literacy connection: Conversation with Dr. Myae Han*. Invited lecture at the Anyang University, Republic of Korea.

9. Han, M. (2017, July). *Strategies to support Culturally Linguistically Diverse Children and some issues*. Preconference Institute of the International Literacy Association. Orlando, FL.

8. Han, M. (2016, September). *Supporting oral language of your children*. Lab Preschool staff training at the University of Delaware.

7. Han, M., & Gaviria-Loaiza, J. (2016, July). *Children's Acceptance or Rejection of Teacher Talk during Free Play: Effect of Teacher Role and Function of Talk*. Preconference Institute of the International Literacy Association. Boston, MA.

6. Johnson, J. Han, M., Roskos, K., & Stone, S (2016, April). *A celebration of the life and works of James F. Christie*. General session at annual conference of The Association for the Study of Play. Rochester, NY.

5. Han, M. (2015, December). *Exploring the mechanisms behind language learning and play*. An invited discussant, the Annual conference of the Literacy Research Association, Carlsbad, CA.

4. Cohen, L., Waite-Stupiansky, S., Bergen, D., Eberle, S., Han, M., et al (2013, March). *Play: a polyphony of research, theories, and issues: A Panel of authors from Play and Culture Studies volume 12*, Panel discussion presented at The Association for the Study of Play, Newark, DE.

3. Han, M. (2012, November). *Conducting literacy research in pre-K*. Invited presentation for the Writing SIG group at the Literacy Research Association, San Diego, CA.

2. Vukelich, C., & Han, M. (2010, December). *Beating the odds: supporting all young children's literacy development*. Invited presentation at the Preschool literacy study group at the annual meeting of National Reading Conference, Fort Worth, TX.

1. Cohen, L., Han, M., & Sutterby, J (2009, June). *Connecting home cultural knowledge in young children's play*. Invited Featured session presented at the NAEYC National Institute for Early Childhood Professional Development. Charlotte, NC. (NOTE. Selected for DVD production)

Conference presentations

84. Han, M., Buell, M., Hooper, A., & Hallam, R. (2019, April). *The impact of intensive professional development on the quality of Family Child Care*, Paper

presented at the American Educational Research Association, Toronto, Canada.
(Chair, Presenter)

83. Meacham, S., & Han, M. (2019, April). *Preschool teachers' responsive interaction in the dramatic play center and children's vocabulary outcomes*, Poster session presented at the American Educational Research Association, Toronto, Canada. (Chair, Presenter)

82. Gaviria-Loaiza, J., & Han, M., & Hustedt., J. (2019, April). *Maternal depression and child-directed speech: Influences on toddlers' communication abilities and socioemotional competence*, Paper presented at the American Educational Research Association, Toronto, Canada. (Chair, Presenter)

81. Hallam, R., Hooper, A., Buell, M., & Han, M. (2019, April). *Boosting family child care success in Quality Rating and Improvement Systems*, Paper presented at the American Educational Research Association, Toronto, Canada. (Chair, CoPresenter)

80. Johnson, J., Han, M., et al. (2019, March). *Play in higher education*. Round table session at The Association for the Study of Play, Harrisonburg, VA.

79. Han, M., Pic, A., & Pollock, K. (2019, March). *The effect of Nature preschool on children's language, conflict resolution, and child-initiated learning*. Paper presentation at the The Association for the Study of Play, Harrisonburg, VA.

78. Gaviria-Loaiza., J., Han, M., & Hustedt, J. (2019, March). *Maternal influences on toddlers' communication and socioemotional confidence*, Poster session presented at the Society for Research in Child Development, Baltimore, MD.

77. Hallam, R., Hooper, A., Buell, M., Han, M., & Ziegler, M.(2019, March) *Engaging licensed family child care providers in QRIS: What works?*, Paper symposium session presented at the Society for Research in Child Development, Baltimore, MD.

76. Hustedt, J. Hallam, R., Hooper, A., Han, M., Vu, J., & Zigler, M. (2018, November). *Examining effectiveness of the Promoting First Relations Intervention with parents and young children in home and center-based Early Head Start models*. Poster session presented at National Council on Family Relations, San Diego, CA.

75. Slicker, G., Han, M., Hustedt, J., & Hooper, A (2018, November). *Parent perspectives on the PFR intervention as part of Early Head Start*, Poster session presented at National Council on Family Relations, San Diego, CA.

74. Hustedt, J., Hallam, R., Han, M., & Vu, J. (2018, June). Descriptive information about EHS participants in Promoting First Relationships, National Research Conference on Early Childhood, Washington DC.

73. Liu, D. & Han, M. (2018, March). Exploring Chinese young adults' perception of children's play. Presented at The Association for the Study of Play, Melbourne, FL.

72. Vu, J., Hustedt, J., Hallam, R., & Han, M. & Gordon, M. (2017, April). *Relationships between perceived family stress, children's morning cortisol, and children's social-emotional behaviors*, poster session at the Biennial meeting of the Society for Research in Child Development.

71. Hustedt, J., Raver, C., Blair, C., Hallam, R., Vu, J., Han, M., & Gaviria-Loaiza, J. (2017, April). *Enhancing Early Head Start with Video-based parenting interventions delivered by staff*. Presented at the Biennial meeting of the Society for Research in Child Development.

70. Han, M., Hustedt, J., Hallam, R., Vu, J., Gaviria-Loaiza, J., & Hooper, A. (2017, April), *Lessons from implementing Evidence-Based-Parenting Intervention in Early Head Start*, Poster presentation at the American Educational Research Association, San Antonio, TX.

69. Han, et al (2016, July). *Many hands make light work: An interdisciplinary approach to early literacy instruction*. LDYC SIG symposium session presented at the International Literacy Association. Boston, MA.

68. Gaviria-Loaiza, J., Han, M., Vu, J., Hustedt, J. (2016, April). *Functions of teacher roles and types of teacher language during play*, Symposium session presentation at the annual meeting of the American Educational Research Association, Washington, D.C.

67. Gaviria-Loaiza, J., Han, M., Vu, J., Hustedt, J. (2016, April). *Children's responses toward teachers' roles during free play time in preschool classrooms*, Round table session presentation at the annual meeting of the American Educational Research Association, Washington, D.C.

66. Han, M., Buell, M., Hooper, A., & Cortes, J. (2015, June). Situating language and literacy professional development within the Family Child Care context, Presented at the NAEYC Institute for Professional Development, New Orleans, LA.

65. Han, M., and various presenters (2015, July). *Ignite love and motivation for early literacy learning and teaching*, LDYC Symposium session, International Literacy Association, St. Louis, MO.

64. Han, M. Hustedt, J., Hallam, R., Vu, J., & Gaviria-Loaiza, J (2015, May). *Lessons from implementing Promoting First Relationships program in an Early Head Start*. Society for Prevention Research, Washington. D.C.

63. Han, M., Vukelich, C., Buell, M., & Meacham, S. (2015, April). *Follow up study of Early Reading First program graduates: comparison between Dual language learners and monolingual children's English literacy growth*, American Educational Research Association, Chicago, IL.
62. Buell, M., Hallam, R., Han, M., Bargreen, K., & Hooper, A. (2015, March). *Home-based child care as a context for supporting children's development: researching providers, programs, and interventions*, Society for Research in Child Development. Philadelphia, PA.
61. Hustedt, J. Vu, J., Hallam, R., & Han, M. (2015, March) The face of toxic stress: preliminary consortium findings on concomitant risks and parent and child well-being, Society for Research in Child Development. Philadelphia, PA.
60. Han, M., & various authors of symposium. (2014, May). *Innovative practices and research promoting language and literacy development of young English language learners*. LDYC-SIG symposium, (role: Chair of the symposium), presented at the Annual meeting of International Reading Association, New Orleans, LA.
59. Gaviria-Loaiza, J., & Han, M. (2014, April). *Teacher-child verbal interactions during play*. Presented at The Association for the Study of Play, Rochester, NY.
58. Vu, J., Han, M. & Buell, M. (2013, November). *Investigating the effects of in-service training on teachers' beliefs and practices around play*. Round table session, Weaving together the golden strands of play and research. Presented at the Annual conference of National Association for the Education of Young Children. Washington, DC.
57. Han, M., Vukelich C., & Buell, M. (2013, April). *The effect of play intervention on high-risk preschoolers' vocabulary learning*, presented at the American Educational Research Association, San Francisco, CA.
56. Buell, M., Han, M., Vukelich C., & May, H. (2013, April). *Measuring early childhood classroom quality*, presented at the American Educational Research Association, San Francisco, CA.
55. Han, M. et al (2013, April). *Language, content knowledge and comprehension in the early years: what current research is telling us*, LDYC-SIG Symposium session (role: Chair of the symposium), presented at the International Reading Association, San Antonio, TX.
54. Vu, J., Han, M., & Buell, M. (2013, March). *Relationships between preschool teachers' beliefs about play and classroom practices*, Presented at The Association for the Study of Play, Newark, DE.

53. Buell, M., Han, M., & Vukelich, C. (2012, November). *Coaching with the CLASS*, Presented at the Literacy Research Association, San Diego, CA.

52. Hustedt, J., Vu, J., Hallam, R. & Han, M. (2012, June). *Starting at home: Incorporating the ABC parenting intervention into Early Head Start Home visits*. Head Start Research Conference, Washington, D.C.

51. Buell, M., Han, M., Vukelich, C. (2012, June). *How helpful is the CLASS for coaching across the classroom?* Head Start Research Conference, Washington, D.C.

50. Han, M., Julia, M. & Moinolmolki, N. (2012, June). *Playing extra with children at risk in language and literacy development: a case of successful play tutoring*. Presented at the Jane Davidson Play Forum, Newark, DE.

49. Johnson, J., Christie, J., Han, M., & Cohen, L. (2012, February). *Critical Perspectives on Play and Literacy Intervention*, Symposium presented at The Association for the Study of Play, Albuquerque, NM.

48. Vu, J., Han, M., & Buell, M. (2012, February). *Investigating the effects of an in-service training on early childhood educators' play beliefs and practices*, Presented at The Association for the Study of Play, Albuquerque, NM.

47. Jiang, S., & Han, M. (2012, February). *Parents' beliefs on children's play: A comparison between Chinese immigrants in the United States and residents in mainland China*, Presented at The Association for the Study of Play, Albuquerque, NM.

46. Meacham, S., & Han, M. (2012, February). *Preschool teacher's language during the socio-dramatic play*. Presented at The Association for the Study of Play, Albuquerque, NM.

45. Vukelich, C., Han, M., Buell, M., & Justice, L. (2012, April). *Impacts of supplemental tutoring configurations for preschoolers at risk for reading difficulties*. Presented at the annual meeting of the American Educational Research Association. Vancouver, Canada.

44. Vu, J., Buell, M., & Han, M. (2011, June). *Making Play Powerful: The Effects of Play Training on Teachers' Belief and Practices in Early Care and Education Settings*. Poster session presented at the National Institute for Early Childhood Professional Development. Providence, RI.

43. Han, M., Vu, J., & Buell, M. (2011, April). *What can early childhood educators do to preserve play in early childhood classrooms? from research to*

policy suggestions. Presented at the annual meeting of The Association for the Study of Play (TASP). Rochester, NY.

42. Vukelich, C., Han M., & Buell, M. (2011, May). *Play and Literacy, Oxymoron? Supporting Vocabulary Learning in Play*. Presented at the Literacy Development in Young Children SIG at the annual meeting of International Reading Association, Orlando, FL.

41. Vukelich, C., Han M., & Hunter, A. (2011, May). *Using Language and Literacy Skills in the Scientific Process*. Presented at the symposium session at the annual meeting of International Reading Association, Orlando, FL.

40. Han, M., Meacham, S., Vukelich, C., & Buell, M. (2011, April). *Did we overcome the odds? The long term effects of Early Reading First intervention on English Language Learners*. Presented at the annual meeting of American Educational Research Association, New Orleans, LA.

39. Han, S., Vukelich, C., Han, M., & Buell, M. (2011, April). *Preschool Teachers' Language Use during Dramatic Play*. Round table session at the annual meeting of American Educational Research Association, New Orleans, LA.

38. Vu, J., Buell, M., & Han, M. (2011, April). *First, do no harm: Kindergarten experiences and outcomes for children placed at risk*. Presented at the biennial meeting of Society for Research in Child Development, Montreal, Canada.

37. Vu, J., Han, M., Buell, M., & Amsden, D. (2010, July). *Examining the quality of instruction and interaction in part-day and full-day kindergartens*, Paper presented at the annual conference of National Research Conference on Child and Family Programs and Policy, Boston, MA.

36. Han, M., & Schickedanz, J. (2010, May) *Comparison of Preschoolers' Narrative, Classroom Book Environment, and Teacher Attitudes toward Literacy Practice in Korea and the U.S.* Paper presented at the Annual meeting of International Reading Association, Chicago, IL.

35. Han, M., Vukelich, C., & Buell, M (2010, June). *Tutoring: A Value-Added Way to Support Head Start Preschoolers' Language and Early Reading Development*. Head Start Research Conference 2010. (Chair of the Poster Symposium session), Washington, DC.

34. Han, M., Pollock, P., Drew, W., & Nell, M. (2010, March). *Play across the human life cycle: Investigating and comparing effects of block play challenges with children and adults*, Workshop presented at the 2010 annual meeting of The Association for the Study of Play, Atlanta, GA.

33. Vukelich, C., Han, M., & Buell, M. (2009, November). *Beyond Early Reading First: The lasting effects of home language on children's language and literacy development*. presented at the National Reading Conference. Albuquerque, NM.

32. **Cohen, L., Han, M., & Sutterby, J (2009, June). *Connecting home cultural knowledge in young children's play*. Featured session presented at the NAEYC National Institute for Early Childhood Professional Development. Charlotte, NC. (NOTE. Selected for DVD production)

31. Buell, M., Han, M., & Vukelich, C (2009, June). *Why are the teachers avoiding the post office? Strategies and barriers to fostering literacy and language play in an Early Reading First program*. Presented at the NAEYC National Institute for Early Childhood Professional Development. Charlotte, NC.

30. Vukelich, C., Han, M., Buell, M., Justice, L. (2009, April). *Value added: The effects of Tier 2 intervention on at-risk Head Start children's vocabulary development*. Presented at the Annual conference of American Educational Research Association (AERA). San Diego, CA.

29. Buell, M., & Han, M. (2009, April). *Which child is left behind? The relationship between Kindergarten curriculum and outcomes for at-risk children*. Presented at the Annual conference of American Educational Research Association (AERA). San Diego, CA.

28. Vukelich, C., & Han, M. (2009, Feb). *Monitoring learning in the early literacy program*. Presented at the LDYC Institute of the Annual conference of International Reading Association (IRA). Phoenix, AZ.

27. Han, M., & Zang, Y. (2009, Feb). *Does Play make a difference in early vocabulary learning?* Presented at the annual conference of The Association for the Study of Play (TASP). Brownsville, TX.

26. Vukelich, C., Han, M., & Moore, N. (2008, December). *Making a Difference: Language Learning Interventions for At-Risk Preschoolers*. Presented at the National Reading Conference, Orlando, FL.

25. Vukelich, C. & Han, M. (2008, May). *Monitoring Vocabulary Learning in Early Literacy Program*. Presented at the LDYC Institute of the Annual conference of International Reading Association (IRA). Atlanta, GA.

24. Buell, M., Han, M., Vukelich, C. (2008, June) *Lessons learned from Early Reading First: The coaches' role in achieving literacy goals*. Head Start Research conference, Washington, D.C.

23. Han, M. (2008, March). *Investigating relationship between play and literacy*. Presented at the annual conference of The Association for the Study of Play (TASP). Phoenix, AZ.

22. Roskos, K., Vukelich, C., Han, M., & Moore, N (2007, November). *Effects of direct instruction vocabulary protocol on at risk preschooler's vocabulary learning*. Presented at the annual meeting of National Reading Conference (NRC), Austin, TX.

21. Lee, Y., Lee, J., & Han, M (2007, November). *Investigation of preschooler's narrative and classroom reading environment between Korea and the U.S*. Presented at the annual meeting of National Reading Conference (NRC), Austin, TX.

20. Han, M (2007, October). *How to teach alphabet to preschoolers*. Presented at the annual conference of Delaware Association for the Education of Young Children (DAEYC), Newark, DE.

19. Han, M (2007, April). *Individual differences in learning literacy: Revisiting play predisposition*. Presented at the Annual meeting of American Educational Research Association(AERA), Chicago, IL.

18. Han, M. (2006, November). *Is there a room for play in Early Reading First? Play, development and early education: A discussion with researchers sponsored by the Play, Practice, and Policy interest group*. Presented at the Annual meeting of National Association for the Education of Young Children (NAEYC). Atlanta, GA.

17. Vukelich, C., Han, M., Christie, J. (2006, May). *You're teaching, but are your children learning? Using CBMs to monitor achievement and make instructional decisions*. Presented at the Institute at the Annual conference of International Reading Association (IRA) annual conference. Chicago, IL.

16. VanThiel, L., Han, M., Buell, M, & Patte, M. (2005, December) *Protecting Play in an Era of Standards: Recess, free play and room arrangement what Standard do they meet?* Presented at the National Association for the Education of Young Children (NAEYC) conference. Washington D.C.

15. Han, M. (2005, December) *Play predisposition and literacy, Supporting play in the 21st century; discussions of current research and practice*. Presented at the Annual conference of National Association for the Education of Young Children (NAEYC). Washington D.C.

14. Han, M. (2005, May). *Play predisposition and literacy*. Presented at the Research poster session at the annual conference of International Reading Association (IRA), San Antonio, TX.

13. Roskos, K., Burstein, K., & Han, M. (2005, April). *Rare Word Vocabulary Growth in At-Risk Preschool English Language Learners*. Presented at the Biennial Meeting Society for Research in Child Development (SRCD), Atlanta, Georgia.
12. Han, M (2004, November). *Instructional uses of environmental print in early childhood classrooms*. Presented at the Delaware Association for the Education of Young Children Annual Conference (DAEYC), Newark, DE.
11. Gerard, M., Prior, J., Han, M. & Enz, B (2004, May). *Real world print in the classroom: creating instructional materials for meaningful reading connections with young children*. Presented at the annual conference of International Reading Association (IRA), Reno, NV
10. Roskos, K., Christie, J., Vukelich., Han, M., & Mandzuk, S. (2004, April). *Helping young children at risk: Early literacy intervention with promise*. Presented at the symposia session at the annual conference of the American Educational Research Association (AERA), San Diego, CA.
9. Enz, B., Gerard, M., Prior, J. & Han, M. & Xu, S. (2003, December). *Examining Environmental print as a leaning tool in diverse primary classrooms*. Presented at the National Reading Conference, Scottsdale, AZ
8. Han, M., & Christie, J. (2003, June). *Doors to Discovery: introducing a well designed early literacy curriculum*. Presented at the Early Childhood Institute, ASU, Tempe, AZ.
7. Enz, B., Christie, J., Prior, J., Gerard, M., & Han, M. (2003, May,). *Meeting the needs of individual children, pre-K to Grade 1: Using a continuum of environmental print manipulative*. Presented at the annual conference of International Reading Association (IRA), Orlando, FL.
6. Enz, B., Han, M., Prior, J., & Gerard, M. (2003, April). *Grocery stores, restaurant, and Pokemon: Using environmental print as teaching and assessment tools*. Presented at the annual conference of the Association for Childhood Education International (ACEI), Phoenix, AZ.
5. Enz, B., Gerard, M., Han, M., & Prior, J. (2003, February). *Connecting home to school: instructional use of environmental print*. Presented at the 33rd ASU Language and Literacy conference. Tempe, ASU.
4. Christie, J., Roskos, K., Vukelich, C., & Han, M. (2002, June). *The effects of a well-designed literacy program on young children's language and literacy development*. Head Start's Sixth National Research Conference, Washington, DC.

3. Enz, B., Christie, J., Han, M., Prior, J., & Gerard, M. (2002, May). *Using environmental print as teaching materials and assessment tools*. Workshop presented at the annual conference of the International Reading Association (IRA), San Francisco, CA.

2. Han, M. (2002, February). *Bioecological view of play-literacy research*. Presented at the annual conference of The Association for the Study of Play (TASP), Santa Fe, NM.

1. Han, M., Christie, J., Enz, B., Prior, J., & Gerard, M. (2001, February). *Environmental Print as an assessment and instruction*. Presented at 31st ASU Language and Literacy Conference, Tempe. AZ.

COURSE TAUGHT

University of Delaware

HDFS691 Play and Human Development

HDFS 606 Early Childhood literacy skill development

HDFS 665 Professional development issue: Play,
Development, and Early Education

HDFS 355 Professional Issues in ECE

HDFS 222 Early childhood inclusive curriculum&
assessment

HDFS 406 Supporting literacy in early childhood

HDFS 667 Supporting literacy of ELLs (Co instructor)

EDUC 400 Student teaching

Arizona State University

ECD 314 Child development

HONOR/ RECOGNITION/ AWARDS

Institute for Global Studies-Globex Award (2018)

President, The Association for the Study of Play (2013- 2014)

President, Literacy Development in Young Children (LDYC-SIG), International
Literacy Association Special Interest Group (2013-2017)

Phi Kappa Phi Honor Society (inducted in 2014. Delaware Chapter)

Chair-elect, Chair, American Educational Research Association. Early Education and Child Development SIG. (2018-2022)

Senior Member-at-Large, American Educational Research Association. Early Education and Child Development SIG. (2014-2016)

University Teaching Excellence Award Nominee (2008, 2012, 2013)

Francis Alison Young Scholars Award Nominee. University of Delaware (2007)

ADVANCE mini grant (NSF funded). University of Delaware. (2015)

National Reading Conference Travel Award. by Ethnicity, Race & Multilingualism Committee of the National Reading Conference (NRC) (2007)

Tuition Waiver Scholarships. Arizona State University. (1999-2004)

Graduated with Summa cum laude. Duksung Women's University, Seoul, Korea.

Academic Achievement Scholarships. Duksung Women's University, Seoul, Korea.

SERVICE TO THE PROFESSION

International and National

2018-2022	Chair, Chair-elect, American Educational Research Association, Early Education Child Development(EECD) SIG
2013- 2017	President, Literacy Development in Young Children (LDYC), International Literacy Association Special Interest Group
2014-present	Editorial board, International Journal of Play
2015-2017	Editorial board, Journal of Early Childhood Education and Care (Official journal of Korean Society for Early Childhood Education and Care)
2017-present	Editorial Review Committee, Journal of Research in Childhood Education
2015-2016	Chair, Nomination committee, Early Education/Child Development SIG, at the American Educational Research Association.

2014-2015	Chair, Early Career Award committee, Early Education/Child Development SIG, at the American Educational Research Association.
2014-2017	Student travel award committee. The Association for the Study of Play
2013-present	served as an external reviewer for various Universities for faculty tenure
2013-2014	President, The Association for the Study of Play (TASP)
2012-2013	Vice president, The Association for the Study of Play (TASP), Chair of the conference committee.
2013-present	Reviewer, <i>Journal of Research in Childhood Education</i>
2012-present	Reviewer, <i>Early Education and Development</i> .
2012-present	Reviewer, <i>Advances in Early Childhood and Day Care</i>
2011	Curriculum module reviewer, Talaris Institute
2011-present	Reviewer, <i>Child Development</i>
2009	Reviewer, Teacher Quality Partnership Grant, U.S. Department of Education
2011-2012	2 nd Vice President, The Association for the Study of Play.
2009-2010	Secretary, The Association for the Study of Play Member at large, The Association for the Study of Play
2009- 2013	Editorial board, <i>International Journal of Early Childhood Education</i> .
2007 - 2012	Reviewer, <i>Journal of Literacy Research</i>
2008, 2012	Reviewer, <i>Family and Consumer Sciences Research Journal</i> special issue; <i>Celebrating Cultural Diversity and Family and Consumer Sciences</i> .
2007-2016	Reviewer, <i>Asia-Pacific Journal of Research in Early Childhood Education</i>
2007	Book Reviewer, Corwin press SAGE publication.
2006	Reviewer, American Educational Research Association (AERA) annual conference, Division C- Learning and Instruction

- 2006 Reviewer, American Educational Research Association (AERA) annual conference, SIG- Early education and Child development
- 2006 –2007 Reviewer, National Reading Conference (NRC) annual conference

University level

- 2017-2018 ADVANCE faculty fellow (NSF funded program to increase gender equity in Science)
- 2016 ADVANCE conference committee (women of color conference)
- 2016-current University Council on Teacher Education (UCTE). Diversity committee
- 2015- 2016 University Council on Teacher Education (UCTE). Early Childhood Representative
- 2014-2016 University Promotion and Tenure Committee
- 2012-2014 COCAN committee, CEHD college representative
- 2012-2015 University Human Subject Board committee
- 2009 Invited member, Meeting with South Korean delegate

College level

- 2017-2018 College of Education and Human Development Faculty Council (co-chair, committee)
- 2012 Search Committee (DCTE/School of Education. Associate professor in literacy)
- 2011-2012 Search committee. College of Education and Human Development faculty in quantitative methodology
- 2010 Search committee. College of Education and Human Development Dean search
- 2009-2010 CHEP council representative
- 2005 - 2013 Adjunct faculty, Delaware Center for Teacher Education.
- 2006 Search committee, Educational Resource Center

Department

2019	HDFS Promotion & Tenure Committee Chair
2018	HDFS Promotion & Tenure committee
2018	Search committee. DIEEC professional development coordinator search
2017-2018	Chair, Early Childhood Committee
2013-present	DIEEC (Delaware Institute for Excellence in Early Childhood) consultant
2017	Steel symposium reviewer
2016-2017	Search Committee (Clinical Faculty in ECE)
2004-current	HDFS Early Childhood Committee
2011-current	HDFS Graduate Committee
2016 June	Cross-University Collaborative Mentoring Conference, faculty advisor and discussant.
2016	Search committee (Lab preschool teacher position)
2014	Search committee (DIEEC, curriculum trainer)
2013	Faculty advisor. Prekindergarten reading encouragement project. (featured at Udaily)
2013	Search committee (Research Associate for DIEEC) Search Committee (Lab preschool teacher position)
2012-2013	Chair of HDFS Early Childhood Committee.
2011-2012	HDFS department Promotion and Tenure committee
2009-2010	Member, Recruitment and Outreach committee
2009-2015	Member, Curriculum Reviewer, DIEEC (Delaware Institute for Excellence in Early Childhood), Consultant
2009-2010	Created Early literacy specialist certificate program at HDFS.
2008	Committee, Early Childhood Faculty Search committee.
2007-2008	Member, Marion, H. Steel Symposium committee
2008	Trainer, ELC professional development
2008	Member, HDFS Graduate consortium
2007	Consultant, Center for Disability Studies, University of Delaware

2007	Host, Colloquium of Visiting professor from Duksung Women's University, Seoul, Korea.
2007-2014	Reviewer, Marion, H. Steel Symposium
2006	Advisory board, developing online literacy course, Center for Disability Studies.
2006	Committee member, IFST Promotion & Tenure Committee
2006, 2008	Committee member, Marvin Sussman dissertation award
2006	Department representative at the Delaworld 101
2004 – Present	Consultant, Lab Preschool, University of Delaware
2004 – 2008	Member, Early Childhood committee
2004 - 2006	Member, Honors day committee
2005 - 2006	Ad Hoc committee (revising by-laws)
2005- Present	Evaluator, IFST Early childhood student teacher portfolio defense

PROFESSIONAL MEMEBERSHIPS

American Educational Research Association (AERA), Early Education/Child Development SIG

International Literacy Association (ILA), LDYC SIG (Literacy Development in Young Children SIG)

National Association for the Education of Young Children (NAEYC)

Literacy Research Association (LRA)

The Association for the Study of Play (TASP)

Phi Kappa Phi Honor Society