

J. Marc Goodrich, Ph.D.

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ORCID iD: 0000-0003-1072-8305

Academic Training

Ph.D., December 2015, Florida State University, Developmental Psychology

M.S., May 2012, Florida State University, Developmental Psychology

B.A., with Honors, Dec. 2008, University of Texas at Austin, Double Major in Psychology and Spanish

Professional Experience

Assistant Professor, Department of Teaching, Learning, & Culture, Texas A&M University (July 2021 – Present)

Assistant Professor, Department of Special Education and Communication Disorders, University of Nebraska-Lincoln (August 2016 – June 2021)

Postdoctoral Researcher, Florida State University, Florida Center for Reading Research (September 2015 – July 2016)

Graduate Research Assistant, Florida State University, Department of Psychology, Florida Center for Reading Research (January 2014 – August 2014, January 2015 – September 2015).

Predocutorial Interdisciplinary Research Training Fellow, Florida State University and the Florida Center for Reading Research, U.S. Department of Education, Institute of Education Sciences (August 2009 – August 2013).

Awards and Honors:

Distinguished Achievement Award-College Level (Teaching Award), The Association of Former Students of Texas A&M University (2023)

Early Career Research Excellence Award, School of Education and Human Development, Texas A&M University (2023)

Credential in Effective College Instruction from the Association of College and University Educators (ACUE; 2022)

Rebecca L. Sandak Young Investigators Award, Society for the Scientific Study of Reading (2020)

UNL Parents Recognition Award (Teaching Award), University of Nebraska-Lincoln (Spring 2019)

Nominated for Outstanding Teaching Assistant Award at Florida State University (Fall 2014)

Jane West Award for Best Publication in Developmental Psychology Program, Florida State University (Fall 2013 – Spring 2014 Academic Year)

Grant Review Experience:

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| 2023 | Invited Reviewer, <i>P50 Learning Disability Research Center Proposals, Eunice Kennedy Shriver National Institute for Child Health and Human Development</i> |
| 2022 | Invited Early Career Reviewer, <i>National Institutes of Health, Language and Communication (LCOM) Study Section</i> |
| 2020 – Present | Invited Grant Reviewer for Language, Reading, and Writing Review Panel Member, <i>U.S. Department of Education, Institute of Education Sciences, 2020 – Present</i> |
| 2019 – 2020 | Ad Hoc Grant Reviewer, <i>National Science Centre of Poland</i> |
| 2019 | Ad Hoc Grant Reviewer, <i>Croatian Science Foundation</i> |

Grants:

Funded External Research Grants:

Hebert, M., [PI] & **Goodrich**, J. M., [Co-PI] Koziol, N. A., [Co-I], Yoon, H. [Co-I], Rodgers, D. [Co-I], & Witte, A. [Co-I] (2022). *WORDS (workshops on reading development strategies) for pandemic recovery in Nebraska*. U.S. Department of Education, Institute of Education Sciences (Award Number: R324X220111), 7/1/2022 – 6/30/2026 (Award Total: \$2,682,360). University of Nebraska-Lincoln Primary. Texas A&M Subaward (Subaward Total: \$198,334).

Fitton, L., [PI], **Goodrich**, J. M. [PI], Crosby-Quinatoa, E. [Co-I] (2021). *Language difference or difficulty learning? Assessing early language skills to identify risk for reading difficulty among young Spanish-English dual language learners*. Eunice Kennedy Shriver National Institute of Child Health & Human Development (Award Number R21HD106072), August 2021 - July 2023: (Award Total: \$420,059) University of South Carolina Primary. Texas A&M Subaward (Subaward Total: \$196,581)

Namkung, J. M., [PI] Peng, P., [Co-PI] & **Goodrich, J. M.** [Co-PI] (2020). *Exploring cognitive and foundational processes underlying pre-algebra among students with and without mathematics learning difficulties*. Institute of Education Sciences. 7/1/2020 – 6/30/2021 (Award Total: \$1,399,534). Note: *Continuing work on this project as a consultant after changing institutions and a subaward was not possible.*

Fitton, L., [PI] & **Goodrich, J. M.** [Co-PI] (2019). *Assessment of Spanish-English Speakers' Language and Literacy Development*. American Speech Language Hearing Foundation. 11/1/2019 – 10/31/2020 (Award Total: \$10,000).

Koziol, N. [PI] & **Goodrich, J. M.** [Co-PI] (2018). *Improving Measurement of Spanish-speaking Students' Mathematics Achievement: A Novel Approach for Controlling Selection Bias in Evaluations of DIF*. American Educational Research Association. 6/1/2019-5/31/2020 (Award Total: \$25,000.00)

Funded Internal Research Grants:

Goodrich, J. M. [PI], Fitton, L. [Co-PI], Prochnow, T. [Co-PI], & Gerde, H. [Co-PI] (2023). *Examining bilingual children's language environments with social network analysis*. Texas A&M University School of Education and Human Development. Award Pending.

Goodrich, J. M. [PI] (2022). *Texas A&M University College of Education & Human Development R3 Grant (Renew, Reinvest, Resubmit)*. Texas A&M University. April 2022 – March 2023. (Award Total: \$14,960). Funding to support pilot data collection and external proposal revision.

Clark, C. [PI], **Goodrich, J. M.** [Key Personnel], et al. (2019). *Building the Infrastructure for Early Childhood Executive Function Research in Nebraska*. Key Personnel, University of Nebraska-Lincoln, NU Collaboration Initiative Planning Grant, 7/1/2019-6/30-2020 (Award Total: \$19,999.00). Funding to begin interdisciplinary research on executive function in early childhood within the University of Nebraska-Lincoln.

Goodrich, J. M. [PI] (2017). *Development and Validation of a Semantic Priming Measure to Assess the Language Processing of Language-Minority Children*. Principal Investigator, University of Nebraska-Lincoln Layman Seed Award. 5/1/2017 – 4/30/2018 (Award Total: \$10,000.00). Funding for early career researchers to collect pilot data to support external grant proposals.

Goodrich, J. M. [PI] (2014). *Dissertation research grant*. Florida State University Department of Psychology (Award Total: \$750)

Funded Training Grants:

Erbeli, F. [PI], **Goodrich, J. M.** [Co-I], Thompson, J. L. [Co-I], & Ganz, J. [Co-I] (2021). *Collaborative Intervention Design*. U.S. Department of Education, Office of Special Education Programs (Award Number: H325D210073), 11/1/2021 – 10/31/2026 (Award

Total: \$3,719,875). University of Tennessee Primary. Texas A&M University Subaward (Subaward Total: \$1,246,090).

Nelson, J. R. [PI], Hebert, M., [Co-PI] Namkung, J., [Co-PI] **Goodrich**, J. M., [Co-PI] Savaiano, M., [Co-PI] & Loveall, S. [Co-PI] (2019). *Designing and Providing Effective Academic Interventions*. U.S. Department of Education, Office of Special Education and Rehabilitative Services (Award Number H325D190067), 11/1/2019 – 10/31/2024 (Award Total: \$1,958,418.00).

Funded State Grants:

Hebert, M. [PI], Wilson, J. [Co-I], & **Goodrich**, J. M. [Co-I] (2020). *NDE Reading 2020-2021*, Nebraska Department of Education, 1/1/2020 – 12/31/2020 (Award Total: \$183,000.00).

Hebert, M. [PI], Wilson, J. [Co-I], & **Goodrich**, J. M. [Co-I] (2019). *NDE Reading 2019-2020*, Nebraska Department of Education, 1/1/2019 – 12/31/2019 (Award Total: \$157,300.00).

Submitted (Pending) Grants:

Fitton, L. [PI], & **Goodrich**, J. M. [PI] (2023, June). *Diagnostic identification of language and reading disorders among bilingual learners*. National Institutes of Health, Eunice Kennedy Shriver National Institute of Child Health and Human Development, Award Pending.

Ray, A., Hebert, M., Erbeli, F., **Goodrich**, J. M. et al. (2023, July). *The Literacy Collaborative: Leadership Training in Special Education*. U.S. Department of Education, Office of Special Education Programs, Award Pending.

Submitted (Not Funded) Grants:

Waxman, H. C. [PI], Padrón, Y. [Co-PI], & **Goodrich**, J. M. [Co-PI] (2022). *Prekindergarten assessment tool review project*. Texas Education Agency, Award Pending.

Peng, P., [PI] **Goodrich**, J. M., [Co-PI] & Cartwright, K. [Co-PI] (2022). *Project ACE: Augmenting comprehension with executive skill supports*. U.S. Department of Education, Institute of Education Sciences, Award Pending.

Goodrich, J. M., [PI] Hebert, M., [Co-PI] & Kim, Y.-S. [Co-PI] (2022). *Distinguishing writing disability from low writing due to acquisition of English among Spanish-speaking English learners*. U.S. Department of Education, Institute of Education Sciences, Award Pending.

Erbeli, F. [PI], **Goodrich**, J. M. [Co-PI], & Foster, M. J. [Key Personnel] (2022). *Optimal treatment intensity factors of reading interventions for kindergarten through fourth grade students with or at-risk for reading disabilities*. U. S. Department of Education, Institute of Education Sciences, Award Pending.

- Waxman, H. C. [PI], Padron, Y. [Co-PI], **Goodrich**, J. M. [Co-PI], Gerde, H. K. [Co-PI], Hutchins, S. D. [Co-I], & Stillisano, J. G. [Co-I] (2022). *Proposal to evaluate all components of the contracted slots pilot program*. Harris County, TX, Not Funded.
- Fitton, L., [PI] & **Goodrich**, J. M. [PI] (2021). *Investigating the influence of masks on language and reading assessment performance: A focus on bilingual children*. National Institutes of Health, Eunice Kennedy Shriver National Institute of Child Health and Human Development, Not Funded.
- Goodrich**, J. M. [PI] & Koziol, N. K. [Co-PI] (2021). *Do Spanish dual language programs impact student achievement and absenteeism? Evidence from a propensity score analysis*. Russel Sage Foundation, Not Funded.
- Goodrich**, J. M., [PI] & Peng, P. [Co-I] (2021). *Effects of embedded executive function strategy instruction for preschool dual language learners' early language and literacy skills*. National Institutes of Health, Eunice Kennedy Shriver National Institute for Child Health and Human Development, Not Funded.
- Rodgers, D., [PI] **Goodrich**, J. M., [Co-PI] Koziol, N., [Co-PI] & Gerde, H. [Co-PI] (2021). *Development and validation of a nonword spelling measure for kindergarteners that informs instruction*. U.S. Department of Education, Institute of Education Sciences, Not Funded.
- Waxman, H., [PI] Padron, Y., [Co-PI] **Goodrich**, J. M., [Co-PI] Stillisano, J., [Co-PI] & Wright, K. [Co-PI] (2021). *Proposed evaluation of the Texas Home Learning Initiative*. Texas Education Agency, Not Funded.
- Peng, P., [PI] & **Goodrich**, J. M. [Co-PI] (2020). *BRIDGES: Embedding cognitive skills and strategy support into evidence-based reading instruction*. U.S. Department of Education, Institute of Education Sciences, Not Funded.
- Goodrich**, J. M., [PI] Hebert, M., [Co-PI] & Namkung, J. [PI] (2020). *Development of remote learning modules for parent tutoring in reading and mathematics*. Spencer Foundation, Not Funded.
- Goodrich**, J. M. [PI] et al. (2019). *Identification of factors related to late-emerging reading comprehension problems*. U.S. Department of Education, Institute of Education Sciences, Not Funded.
- Goodrich**, J. M. [PI] et al. (2017). *Co-activation of the first and second language: A malleable factor related to vocabulary and reading outcomes among Spanish-speaking language-minority children*. U.S. Department of Education, Institute of Education Sciences, Not Funded.
- Goodrich**, J. M. [PI] et al. (2017). *Automated language processing and language and literacy outcomes of Spanish-speaking dual language learners*. National Institutes of Health, Eunice Kennedy Shriver National Institute for Child Health and Human Development, Not Funded.

Refereed Journal Articles (*Denotes student author):

At Texas A&M:

36. Shen, Y. & **Goodrich**, J. M. (in press). Cross-linguistic influence of early Spanish reading on English reading trajectories among Spanish-English emergent bilinguals: A latent class growth analysis. *Journal of Educational Psychology*.
35. Namkung, J. M., **Goodrich**, J. M., & Lee, K. (2023). The factor structure of mathematics anxiety and its relation to gender and mathematics performance. *Psychology in the Schools*. Advance online publication. [Impact Factor: 2.0] <https://doi.org/10.1002/pits.23016>
34. Fitton, L., **Goodrich**, J. M., *Thayer, L., Pratt, A., & *Luna, R. (in press). Bilingual vocabulary assessment: Examining single-language, conceptual, and total scoring approaches. *Journal of Speech, Language, & Hearing Research*. [5-Year Impact Factor: 3.127] https://osf.io/u8fmr/?view_only=f614c07e51054f0a8c3bbd65bfd88bf
33. **Goodrich**, J. M., Peng, P., Bohaty, J., *Levia, S., & *Thayer, L. (2023). Embedding executive function training into early literacy instruction for dual language learners: A pilot study. *Journal of Speech, Language, & Hearing Research*, 573-588. [5-Year Impact Factor: 3.127]
32. Namkung, J. M., **Goodrich**, J. M., Hebert, M., & Koziol, N. (2022). Impacts of the COVID-19 pandemic on student learning and opportunity gaps across the 2020-2021 school year: A national survey of teachers. *Frontiers in Education*, 7:921497. doi: 10.3389/educ.2022.921497 [Impact Factor: 2.32]
31. *Cooper, S., Hebert, M., **Goodrich**, J. M., *Leiva, S., *Lin, X., Peng, P., & Nelson, J. R. (2022). Effects of automaticity training of fundamental literacy component skills on reading performance: A meta-analysis. *Journal of Behavioral Education*. [Five-Year Impact Factor: 2.458]
30. **Goodrich**, J. M., Fitton, L., Chan, J., *Davis, C. J. (2023). Assessing oral language when screening multilingual children for learning disabilities in reading. *Intervention in School and Clinic*, 58, 164-172. <https://doi.org/10.1177/10534512221081264> [5-Year Impact Factor: 1.422]
29. **Goodrich**, J. M., Fitton, L., & *Thayer, L. (2023). Relations between oral language skills and English reading ability among Spanish-English bilingual children: A quantile regression analysis. *Annals of Dyslexia*, 73, 6-28. <https://doi.org/10.1007/s11881-022-00257-1> [Five-Year Impact Factor: 2.958]
28. **Goodrich**, J. M., Hebert, M., & Namkung, J. M. (2022). Impacts of the COVID-19 pandemic on elementary school teachers' practices and perceptions across the Spring

and Fall 2020 semesters. *Frontiers in Education*, 6:793285. doi: 10.3389/feduc.2021.793285 [Impact Factor: 2.32; Citations: 2]

27. **Goodrich, J. M.**, Koziol, N. A., Yoon, H., & *Leiva, S. (2022). Do Spanish-English bilingual children outperform monolingual English-speaking children on executive function tasks in early childhood? A propensity score analysis. *Journal of Educational Psychology*, 114, 870-892. [Five-Year Impact Factor: 8.608, Citations: 1]
26. Koziol, N. A., **Goodrich, J. M.**, & Yoon, H. (2022). A regression discontinuity design framework for controlling selection bias in evaluations of differential item functioning. *Educational and Psychological Measurement*, 82, 1247-1277. <https://doi.org/10.1177/00131644211068440> [Five-Year Impact Factor: 3.596]
25. Wofford, M. C., *Cano, J., **Goodrich, J. M.**, & Fitton, L. (2022). Tell or retell? The role of task and language in Spanish-English narrative microstructure performance. *Language, Speech, & Hearing Services in Schools*, 53, 511-531. https://doi.org/10.1044/2021_LSHSS-21-00055 [Five-Year Impact Factor: 2.850]

At University of Nebraska-Lincoln (UNL):

24. **Goodrich, J. M.**, Koziol, N. A., & Yoon, H. (2021). Are translated mathematics items a valid accommodation for dual language learners? Evidence from ECLS-K. *Early Childhood Research Quarterly*, 57, 89-101. <https://doi.org/10.1016/j.ecresq.2021.06.001> [Five-Year Impact Factor: 4.91, Citations: 1]
23. **Goodrich, J. M.**, Lonigan, C. J., Phillips, B. M., Farver, J. M., & Wilson, K. D. (2021). Influences of the home language and literacy environment on Spanish and English vocabulary growth among dual language learners. *Early Childhood Research Quarterly*, 57, 27-39. <https://doi.org/10.1016/j.ecresq.2021.05.002> [Five-Year Impact Factor: 4.91, Citations: 3]
22. **Goodrich, J. M.**, *Thayer, L., & *Leiva, S. (2021). Evaluating achievement gaps between monolingual and multilingual students. *Educational Researcher*, 50, 429-441. <https://doi.org/10.3102/0013189X21999043> [Five-Year Impact Factor: 7.053, Citations: 3]
21. Spiegel, J. A., **Goodrich, J. M.**, Morris, B. M., Osborne, C. M., & Lonigan, C. J. (2021). Relations between executive function skills and academic outcomes in elementary school children: A meta-analysis. *Psychological Bulletin*, 147, 329-351. <https://doi.org/10.1037/bul0000322> [Five-Year Impact Factor: 31.548, Citations: 19]
20. **Goodrich, J. M.** & *Leiva, S. (2020). Semantic priming and reading skills among Spanish-speaking dual language learners. *International Journal of Bilingual*

- Education and Bilingualism*, 25, 1894-1912.
<https://doi.org/10.1080/13670050.2020.1835810> [Five-Year Impact Factor: 3.165]
19. Peng, P. & **Goodrich**, J. M. (2020). The cognitive element model of reading instruction. *Reading Research Quarterly*, 55, S77-S88.
<https://doi.org/10.1002/rrq.336> [Five-Year Impact Factor: 3.896, Citations: 19]
 18. **Goodrich**, J. M., Hebert, M., Savaiano, M., & *Andress, T. T. (2020). Effects of sentence-combining instruction for Spanish-speaking language-minority students: Evidence from two single-case experiments. *The Elementary School Journal*, 120, 715-749. <https://doi.org/10.1086/708641> [Impact Factor: 1.667, Citations: 1]
 17. **Goodrich**, J. M., & Namkung, J. M. (2019). Correlates of reading comprehension and word-problem solving skills of Spanish-speaking dual language learners. *Early Childhood Research Quarterly*, 48, 256-266.
<https://doi.org/10.1016/j.ecresq.2019.04.006> [Five-Year Impact Factor: 4.91, Citations: 16]
 16. **Goodrich**, J. M., Lonigan, C. J., & Alfonso, S. V. (2019). Measurement of early literacy skills among monolingual and language-minority children: A differential item functioning analysis. *Early Childhood Research Quarterly*, 47, 99-110.
<https://doi.org/10.1016/j.ecresq.2018.10.007> [Five-Year Impact Factor: 4.91, Citations: 9]
 15. Namkung, J. M., Peng, P., **Goodrich**, J. M., & Molfese, V. (2019). Growth patterns in informal versus formal mathematics knowledge among children with and without mathematics learning difficulties. *Learning Disability Quarterly*, 42, 80-91.
<https://doi.org/10.1177/0731948718786030>. [Five-Year Impact Factor: 2.333, Citations: 2]
 14. **Goodrich**, J. M., & Lonigan, C. J. (2018). Development of first- and second-language vocabulary knowledge among language-minority children: Evidence from single language and conceptual scores. *Journal of Child Language*, 45, 1006-1017.
doi:10.1017/S0305000917000538 [Impact Factor: 2.701, Citations: 19]
 13. **Goodrich**, J. M., & Lonigan, C. J. (2018). Language-minority children's sensitivity to the semantic relations between words. *Journal of Experimental Child Psychology*, 167, 259-277. <https://doi.org/10.1016/j.jecp.2017.11.001> [Impact Factor: 2.547, Citations: 13]
 12. Lonigan, C. J., **Goodrich**, J. M., & Farver, J. M. (2018). Identifying differences in early literacy skills across subgroups of language-minority children: A latent profile analysis. *Developmental Psychology*, 54, 631-647.
<https://doi.org/10.1037/dev0000477> [Five-Year Impact Factor: 5.802, Citations: 21]

11. **Goodrich, J. M., & Lonigan, C. J. (2017).** Language-independent and language-specific aspects of early literacy: An evaluation of the common underlying proficiency model. *Journal of Educational Psychology, 109*, 782-793. <https://doi.org/10.1037/edu0000179> [Five-Year Impact Factor: 8.608, Citations: 49]
10. **Goodrich., J. M., Lonigan, C. J., & Farver, J. M. (2017).** Impacts of a literacy-focused preschool curriculum on the early literacy skills of language-minority children. *Early Childhood Research Quarterly, 40*, 13-24. <https://doi.org/10.1016/j.ecresq.2017.02.001> [Five-Year Impact Factor: 4.91, Citations: 32]
9. Lonigan, C. J., Allan, D. M., **Goodrich, J. M.** Farrington, A. L., & Phillips, B. M. (2017). Inhibitory control of Spanish-speaking language-minority preschool children: Measurement and association with language, literacy, and math skills. *Journal of Learning Disabilities, 50*, 373-385. <https://doi.org/10.1177/0022219415618498> [Five-Year Impact Factor: 3.763, Citations: 32]
8. Longian, C. J., Spiegel, J. A., **Goodrich, J. M.**, Morris, B. M., Osborne, C. M., Lerner, M. D., & Phillips, B. M. (2017). Does preschool self-regulation predict later behavior problems in general or specific problem behaviors? *Journal of Abnormal Child Psychology, 45*, 1491-1502. doi: 10.1007/s10802-016-0260-7 [Impact Factor: 3.406, Citations: 83]

At Florida State University (as a student/postdoctoral researcher)

7. **Goodrich, J. M., Farrington, A. L., & Lonigan, C. J. (2016).** Relations between early reading and writing skills among Spanish-speaking language minority children. *Reading and Writing: An Interdisciplinary Journal, 29*, 297-319. doi: 10.1007/s11145-015-9594-8 [Five-Year Impact Factor: 3.208, Citations: 18]
6. **Goodrich, J. M & Lonigan, C. J. (2016).** Lexical characteristics of Spanish and English words and the development of phonological awareness skills in Spanish-speaking language-minority children. *Reading and Writing: An Interdisciplinary Journal, 29*, 683-704. doi: 10.1007/s11145-016-9622-3 [Five-Year Impact Factor: 3.208, Citations: 8]
5. **Goodrich, J. M., Lonigan, C. J., Kleuver, C. G., & Farver, J. M. (2016).** Development and transfer of vocabulary knowledge in Spanish-speaking language minority preschool children. *Journal of Child Language, 43*, 969-992. doi: <https://doi.org/10.1017/S030500091500032X> [Impact Factor: 2.701, Citations: 37]
4. Lonigan, C. J., Lerner, M. D., **Goodrich, J. M.**, Farrington, A. L., & Allan, D. M. (2016). Executive function of Spanish-speaking language-minority preschoolers: Structure and relations with early literacy skills and behavioral outcomes. *Journal of Experimental Child Psychology, 144*, 46-65. <https://doi.org/10.1016/j.jecp.2015.11.003> [Impact Factor: 2.547, Citations: 59]

3. **Goodrich, J. M.** & Lonigan, C. J. (2015). Lexical characteristics of words and phonological awareness skills of preschool children. *Applied Psycholinguistics*, 36, 1509-1531. doi:10.1017/S0142716414000526 [Five-Year Impact Factor: 2.787, Citations: 20]
2. **Goodrich, J. M.**, Lonigan, C. J., & Farver, J. M. (2014). Children's expressive language skills and their impact on the relation between first and second language phonological awareness skills. *Scientific Studies of Reading*, 18, 114-129. <https://doi.org/10.1080/10888438.2013.819355> [Five-Year Impact Factor: 4.662, Citations: 28]
1. **Goodrich, J. M.**, Lonigan, C. J., & Farver, J. M. (2013). Do early literacy skills in children's first language promote development of skills in their second language? An experimental evaluation of transfer. *Journal of Educational Psychology*, 105, 414-426. <https://doi.org/10.1037/a0031780> [Five-Year Impact Factor: 8.608, Citations: 120]

Refereed Conference Presentations: National/International (46 Total Presentations)

Shen, Y., & **Goodrich, J. M.** (2023, August). *Influence of Spanish reading on English reading trajectories in Spanish-English emergent bilinguals*. Poster presented at the annual meeting of the American Psychological Association. Washington, DC.

*Thayer, L, **Goodrich, J. M.**, & Fitton, L. (2023, March). *Investigating the links between relative language proficiency and conceptual vocabulary*. Poster presented at the biennial meeting of the Society for Research on Child Development. Salt Lake City, UT.

Hebert, M., Rodgers, D., **Goodrich, J. M.**, Job, K., Toman, G., Koziol, N., Bohaty, J., Coffey, N., Schachter, R., Leiva, S., Hines, H., & McElhose, M. J. (2023, March). *Improving K-3 Reading Using Professional Development & Tutoring: Project WORDS*. A paper presented at the Council for Exceptional Children Conference. Louisville, KY.

Goodrich, J. M., Fitton, L., Thayer, L., Pratt, A., & Luna, R. (2023, February). *Bilingual vocabulary assessment: Examining three scoring approaches*. Paper presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.

Hebert, M., **Goodrich, J. M.**, & Rodgers, D. B. (2023, February). *Workshops on Reading Development Strategies (WORDS)*. Poster presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.

Fitton, L., **Goodrich, J. M.**, *Crosby-Quinatoa, G., & *Thayer, L. (2022, July). *Accounting for contextual factors when evaluating cross-linguistic relations of early literacy skills*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Newport Beach, CA.

- Goodrich, J. M., Gerde, H., Strasser, K., Bingham, G.** (2022, July). *Predicting Spanish-speaking preschoolers' performance on a closed-ended writing task*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Newport Beach, CA.
- *Thayer, L., **Goodrich, J. M., & Koziol, N.** (2022, July). *Examining the reading achievement gap between multilingual and monolingual elementary students*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Newport Beach, CA.
- Goodrich, J. M., Rodgers, D., Hebert, M., Lee, K., & *Toman, G.** (2022, February). *Executive function and writing: A meta-analysis*. Paper presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.
- *Willems, K., Loveall, S., **Goodrich, J. M., & *Lang, D.** (2022, January). *Correlation between emergent literacy skills and conventional reading ability for young children with autism spectrum disorder: A meta-analysis*. Poster presented at the annual convention of the Council for Exceptional Children, Orlando, FL.
- Wofford, M. C., *Cano, J., **Goodrich, J. M., & Fitton, L.** (2021, November). *Tell or retell? The role of task and language in Spanish-English Narrative Microstructure Performance*. Poster presented at the annual ASHA Convention, Washington, DC.
- Hebert, M., Rodgers, D. B., **Goodrich, J. M., & *Toman, G.** (2021, October). *Meta-analysis of the relations between executive function and writing for students with learning disability*. A paper presented at the Council for Learning Disabilities Conference; Las Vegas, NV.
- Fitton, L., & **Goodrich, J. M.** (2021, July). *Predicting risk for reading difficulty among young dual language learners: Combining Spanish and English*. Paper presented at the 28th annual meeting of the Society for the Scientific Study of Reading, Virtual Conference.
- Goodrich, J. M., Hebert, M., & Namkung, J.** (2021, April). *Characterizing remote instruction provided by elementary school teachers during school closures due to COVID-19*. Poster presented at the AERA 2021 Virtual Annual Meeting.
- Goodrich, J. M., Hebert, M., Rodgers, D., & *Toman, G.** (2021, April). *Exploring the relations between executive function and writing skills across development: A meta-analytic path analysis*. Paper presented at the biennial meeting of the Society for Research on Child Development, Virtual Conference.
- Goodrich, J. M., Koziol, N., Yoon, H., & *Leiva, S.** (2021, April). *Is bilingualism associated with executive function in early childhood? A propensity score analysis*. Poster presented at the biennial meeting of the Society for Research on Child Development, Virtual Conference.
- *Leiva, S., & Goodrich, J. M. (2021, April). *Sentence priming in English and Spanish among bilinguals with good and poor reading comprehension*. Poster presented at the biennial meeting of the Society for Research on Child Development, Virtual Conference.

- *Thayer, L., Goodrich, J. M., & Knoche, L. (2021, April). *Predicting spontaneous language growth with standardized language assessments in bilingual children*. Poster presented at the biennial meeting of the Society for Research on Child Development, Virtual Conference.
- *Willems-Cygan, K., **Goodrich**, J. M., & Loveall, S. J. (2021, April). *Systematic review: Effects of positive support interventions on decreasing maladaptive behaviors in children with autism*. Poster presented at the biennial meeting of the Society for Research on Child Development, Virtual Conference.
- Goodrich**, J. M., Hebert, M., & Rodgers, D. (2021, February). *Examining the social validity of Morrison-style posters*. Poster presented at the annual meeting of the Pacific Coast Research Conference, Virtual Conference.
- *Leiva, S., & **Goodrich**, J. M. (2020, July). *Sentence priming in English and Spanish among bilinguals with good and poor reading comprehension*. Poster accepted at Annual Meeting of the Society for Scientific Studies of Reading, Newport Beach, CA, USA (Conference canceled).
- Namkung, J., & **Goodrich**, J. M. (2020, July). *Modeling changes in achievement gaps in reading and mathematics*. Paper accepted at Annual Meeting of the Society for Scientific Studies of Reading, Newport Beach, CA, USA (Conference canceled).
- *Thayer, L., *Leiva, S., & **Goodrich**, J. M. (2020, July). *Correlates of vocabulary knowledge among Spanish-speaking children in Honduras*. Poster accepted at Annual Meeting of the Society for Scientific Studies of Reading, Newport Beach, CA, USA (Conference canceled).
- Goodrich**, J. M., & Koziol, N. A. (2020, April). *Using regression discontinuity designs to control for selection bias in evaluations of differential item functioning*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA (Conference Canceled).
- Goodrich**, J. M., *Thayer, L., & *Leiva, S. (2020, February). *Predictors of achievement gaps in reading and mathematics between monolingual student and dual language learners*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- Hebert, M., **Goodrich**, J. M., & Rodgers, D. (2020, February). *Examining the social validity of Morrison-style posters*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- *Leiva, S., **Goodrich**, J. M., *Thayer, L., Bohaty, J., & Peng, P. (2020, February). *Effects of executive function training on academic outcomes among dual-language learners*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.

- *Thayer, L., & **Goodrich**, J. M. (2020, February). *A meta-analysis on the effects of language of instruction on DLL students' language and literacy*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- Goodrich**, J. M., & Lonigan, C. J. (2019, July). *Cross-language relations of early literacy skills: An analysis of the threshold hypothesis using quantile regression*. Paper presented at the 26th annual meeting of the Society for the Scientific Study of Reading. Toronto, ON, Canada.
- Goodrich**, J. M., & Leiva, S. (2019, March). *Relations between home language and literacy practices and dual language learners' reading outcomes*. Poster presented at the biennial meeting of the Society for Research on Child Development, Baltimore, MD.
- *Leiva, S., *Thayer, L., **Goodrich**, J. M., & Peng, P. (2019, March). *A meta-analysis on the bilingual advantage in executive function across development*. Poster presented at the biennial meeting of the Society for Research on Child Development, Baltimore, MD.
- Goodrich**, J. M. (2019, February). *Considerations for assessment and instruction of writing skills among Spanish-speaking dual language learners*. Paper presented at the 27th annual Pacific Coast Research Conference, San Diego, CA.
- Goodrich**, J. M. (2019, January). *Adapting sentence-combining instruction for dual language learners*. Paper presented at the annual meeting of the Council for Exceptional Children, Indianapolis, IN.
- Goodrich**, J. M., Lonigan, C. J., & Phillips, B. M. (2018, July). *Exploring the effects of the home language environment on growth in language skills among Spanish-speaking language-minority children*. Poster presented at the 25th annual meeting of the Society for the Scientific Study of Reading, Brighton, UK.
- *Leiva, S., & Goodrich, J. M. (2018, July). *Semantic priming and reading skills among Spanish-speaking language-minority children*. Poster presented at the 25th annual meeting of the Society for the Scientific Study of Reading, Brighton, UK.
- Goodrich**, J. M., Lonigan, C. J., & Phillips, B. M. (2018, May). *Exploring the effects of the home language environment on growth in language skills among Spanish-speaking language-minority children*. Poster presented at the second Bilingual Research Conference, Houston, TX.
- Savaiano, M., Hebert, M., & **Goodrich**, J. M. (2018, February). *Sentence combining for English language learners. Sentence combining for students who are blind*. Poster presented at the 26th annual Pacific Coast Research Conference, San Diego, CA.
- Goodrich**, J. M., & Lonigan, C. J. (2017, July). *Does the longitudinal stability of literacy skills differ for children who enter school with varying levels of literacy skills? A quantile regression approach*. Paper presented at the 24th annual meeting of the Society for the Scientific Study of Reading, Halifax, NS, Canada.

Goodrich, J. M., Lonigan, C. J., Phillips, B. M., Farver, J. M., & McDowell, K. (2017, April). *An examination of first- and second-language vocabulary development among Spanish-speaking language-minority children.* Paper presented at the biennial meeting of the Society for Research on Child Development, Austin, TX.

Goodrich, J. M., & Lonigan, C. J. (2016, July). *The longitudinal relations between decoding and reading comprehension among language-minority children.* Paper presented at the 23rd annual meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

Goodrich, J. M., Lonigan, C. J., Kleuver, C. G., & Farver, J. M. (2014, July). *Development and transfer of vocabulary knowledge in Spanish-speaking language minority preschool children.* Poster presented at the 21st annual meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.

Goodrich, J. M., & Lonigan, C. J. (2012, July). *Lexical characteristics of words and phonological awareness skills of preschool children: A test of the lexical restructuring model.* Poster presented at the 19th Annual Meeting of the Society for the Scientific Study of Reading, Montreal, Quebec, Canada.

Farrington, A. L., Lonigan, C. J., & **Goodrich, J. M. (2011, July).** *Item response theory of the Revised Get Ready to Read and differential item functioning for preschoolers who are English language learners.* Poster presented at the 18th annual meeting of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

Goodrich, J. M., Lonigan, C. J., & Farver, J. M. (2011, July). *Children's expressive language skills and their impact on the relation between first and second language phonological awareness skills.* Poster presented at the 18th Annual Meeting of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

Goodrich, J. M., Lonigan, C. J., & Farver, J. M. (2010, July). *Do skills in children's first language promote development of skills in their second language? An experimental evaluation of transfer.* Poster presented at the 17th Annual Meeting of the Society for the Scientific Study of Reading, Berlin, Germany.

Goodrich, J. M., & Lonigan, C. J. (2010, June). *Accuracy of teacher-administered assessments of preschool children's early language and literacy skills.* Poster presented at the annual meeting of the Institute of Education Sciences, Washington, DC.

State/Local (23 Total Presentations)

Erbeli, F., *Xu, Y., *Rice, M., & **Goodrich, J. M. (2023, March).** *How much phonemic awareness instruction is enough?* Presentation for the second annual meeting of the Brazos Valley Chapter for the Texas Association for the Education of Young Children, Bryan, TX.

- *Luna, R., *Thayer, L., Crosby-Quinatoa, E., **Goodrich**, J.M., & Fitton, L. (2022, April). *Conceptual vocabulary scores as a diagnostic tool for Spanish-English bilingual learners*. Poster presentation at Discover University of South Carolina. Columbia, SC. (Local)
- *Morgan, H., *Vargas, A., *Monroy-Cuellar, D., **Goodrich**, J. M. & Fitton, L. (2022, April). *The association between bilingual exposure and scores on measures of language ability*. Poster presentation at Discover University of South Carolina. Columbia, SC. (Local)
- *Navarro-Sanchez, R., *Alvarez, L., **Goodrich**, J. M., & Fitton, L. (2022, March). *Examining the frequency of code-switching in young bilinguals*. Poster presented at Student Research Week, Texas A&M University, College Station, TX.
- *Groth, M., *Thayer, L., & **Goodrich**, J. M. (2021, April). *A meta-analysis on the effects of bilingual education programs for dual language learner's academic achievement*. Presentation at the University of Nebraska Student Research Days 2021.
- *Hyler, D., *Miller, A., & **Goodrich**, J. M. (2021, April). *Are bilinguals at an advantage in metalinguistic awareness? A meta-analysis*. Presentation at the University of Nebraska Student Research Days 2021.
- *Hyler, D., *Zhang, L., **Goodrich**, J. M., & Namkung, J. M. (2020, August). *School closure and its impact on education*. Presentation at the Nebraska Virtual Summer Research Symposium 2020.
- Goodrich**, J. M. (2020, April). *Embedding executive function training in early literacy instruction*. Paper presented at the 2020 CYFS Summit on Research in Early Childhood, Lincoln, NE (Conference Canceled).
- Goodrich**, J. M., & Koziol, N. A. (2020, April). *Examining differential item functioning across English and Spanish-adapted mathematics assessments*. Paper presented at the 2020 CYFS Summit on Research in Early Childhood, Lincoln, NE (Conference Canceled).
- *Rodriguez, A., *Harms, M., **Goodrich**, J. M., & Fitton, L. (2020, April). *Early language and literacy skills of Spanish-speaking dual language learners*. Poster presented at the University of Nebraska-Lincoln Spring Research Fair, Lincoln, NE (Conference Canceled).
<https://digitalcommons.unl.edu/ucareresearch/178/>
- Goodrich**, J. M., *Thayer, L., & *Leiva, S. (2019, September). *Predictors of achievement gaps in reading and mathematics between monolingual students and dual language learners*. Poster presented at the annual meeting of the Nebraska Council for Exceptional Children, Lincoln, NE.
- *Leiva, S., **Goodrich**, J. M., *Thayer, L., Bohaty, J., & Peng, P. (2019, September). *Effects of executive function training on academic outcomes among dual-language learners*. Poster presented at the annual meeting of the Nebraska Council for Exceptional Children, Lincoln, NE.

- *Thayer, L., & **Goodrich**, J. M. (2019, September). *Effects of language of instruction on dual language learners' language and literacy*. Poster presented at the annual meeting of the Nebraska Council for Exceptional Children, Lincoln, NE.
- *Anderson, J., *Sindelar, C., **Goodrich**, J. M., Namkung, J., & Hebert, M. (2019, August). *Exploring the relations between executive function, self-efficacy, and reading skills*. Poster presented at the Nebraska Summer Research Symposium, Lincoln, NE.
- *Brush, R., *Ringler, B., *Deuel, W., Hebert, M., **Goodrich**, J. M., & Namkung, J. (2019, August). *Examining students' writing skills in the context of executive function and self-efficacy*. Poster presented at the Nebraska Summer Research Symposium, Lincoln, NE.
- *Miller, A., & **Goodrich**, J. M. (2019, April). *Executive function and literacy skills of dual language preschoolers*. Poster presented at the Research Fair at the University of Nebraska-Lincoln, Lincoln, NE.
- *Lee, A., & **Goodrich**, J. M. (2018, September). *A comparison of single-language and conceptual vocabulary assessments when used with Spanish-speaking students*. Poster presented at the annual meeting of the Nebraska Speech, Language, and Hearing Association, Kearney, NE.
- *Andress, T., & **Goodrich**, J. M. (2018, May). *Predictors of reading comprehension for Spanish-speaking language-minority children*. Poster presented at the Nebraska Council for Exceptional Children Conference, Lincoln, NE.
- Hebert, M., Savaiano, M., **Goodrich**, J. M., *Andress, T., *Luff, H., *Pope, S. ... *Rodriguez, A. (2018, May). *Teaching sentence combining skills to English language learners*. Poster presented at the Nebraska Council for Exceptional Children Conference, Lincoln, NE.
- *Gervais, S., **Goodrich**, J. M., Hebert, M., & Savaiano, M. (2018, April). *Writing education for English language learners*. Poster presented at the Research Fair at the University of Nebraska-Lincoln, Lincoln, NE.
- Goodrich**, J. M., & Namkung, J. M. (2018, April). *The simple view of mathematics? Shared predictors of reading comprehension and mathematics for language-minority children*. Paper presented at the 2018 CYFS Summit on Research in Early Childhood, Lincoln, NE.
- Namkung, J. M., **Goodrich**, J. M., & Molfese, T. (2018, April). *Early math skills: Their importance and individual differences*. Paper presented at the 2018 CYFS Summit on Research in Early Childhood, Lincoln, NE.
- Goodrich**, J. M., & Lonigan, C. J. (2015, October). *Language minority children's sensitivity to the semantic relations between words*. Poster presented at the 1st Florida Psycholinguistics Meeting, Tallahassee, FL.

Invited Presentations (16 Total Presentations):

Goodrich, J. M. (2023, August). *Promoting early reading and writing skills in preschool*. Presentation at the annual Sonshine Education Conference for preschool professional development, College Station, TX.

Goodrich, J. M. (2023, March). *Promoting letter and sound knowledge in preschool*. Presentation for the second annual meeting of the Brazos Valley Chapter for the Texas Association for the Education of Young Children, Bryan, TX.

Goodrich, J. M., & *Speights, L. (2023, January). *Phonemic awareness*. Invited Professional Development Session for Pre-K through Third Grade Teachers, Amigos Por Vida Charter School, Houston, TX.

Goodrich, J. M. (2022, October). *Language and literacy development in bilingual children*. SEHD Dean's Development Council Presentation, School of Education and Human Development, Texas A&M University

Goodrich, J. M. (2022, April). *Pursuing grant funding as early career faculty*. Council of Principal Investigators Research Impact Presentation, College of Education and Human Development, Texas A&M University.

Goodrich, J. M. (2022, April). *Important lessons from research for supporting multilingual children*. Presentation for the first annual meeting of the Brazos Valley Chapter for the Texas Association for the Education of Young Children, Bryan, TX.

Goodrich, J. M. (2022, April). *Home language environment and vocabulary development of bilingual children*. Presentation for Texas A&M University Advanced Literacy Studies Group.

Goodrich, J. M. (2021, August). *Assessment and Instruction of Bilingual Learners*. Invited Presentation for University of Tennessee Knoxville Educator Professional Development Modules.

Goodrich, J. M. (2021, July). *Teaching language and literacy for young dual language learners*. Invited presentation for the University of Nebraska-Lincoln Early Childhood Special Education Program Summer Seminar.

Goodrich, J. M., & Peng, P. (2021, January). *Embedding supports for cognitive skills into evidence-based literacy instruction: Theoretical considerations and preliminary evidence*. Invited Presentation for the Learning Disabilities Association of America Science to Practice 2021 Virtual Conference.

Goodrich, J. M., & Lonigan, C. J. (2019, April). *Addressing one research question using multiple methodological approaches*. Invited Presentation for the Nebraska MAP Academy Methodology Application Series, Lincoln, NE.

Goodrich, J. M. (2019, April). *Identifying Special Education Eligibility for English Language Learners*. Omaha Public Schools, Omaha, NE.

Goodrich, J. M. (2019, January). *Strategies that Support Young Dual Language Learners*. Community Action Head Start, Lincoln, NE.

Goodrich, J. M. (2019, January). *Using Datavyu to Code Video Data*. Nebraska Academy for Early Childhood Research Knowledge Event, Lincoln, NE.

Goodrich, J. M. (2018, February). *Home Literacy Practices for Spanish-Speaking Children*. St. James Catholic Elementary School, Crete, NE.

Goodrich, J. M. (2016, September). *Avenues to Effectiveness in Educational Research*. IES Predoctoral Interdisciplinary Training Program Capstone Event. Florida State University, Tallahassee, FL.

Other References:

Namkung, J. M., Peng, P., & **Goodrich, J. M.** (2023). *The relation between mathematics anxiety and prealgebra competence for students with versus without mathematics learning difficulties*. Manuscript submitted for publication. (Note: My role on this manuscript was as a data analyst, writing the Method and Results sections).

*Thayer, L., & **Goodrich, J. M.** (2023). *The effects of bilingual education on multilingual students' academic outcomes*. Manuscript submitted for publication.

*Leiva, S., **Goodrich, J. M.**, & Hebert, M. (2022). *Sentence context effects on word processing among school-aged children in Honduras*. Manuscript submitted for publication.

*Leiva, S., **Goodrich, J. M.**, *Thayer, L., & Peng, P. (2020). *A meta-analysis of the bilingual advantage in executive function among children*. Manuscript submitted for publication.

Goodrich, J. M. (2015). *Language minority children's sensitivity to the semantic relations between words* (Unpublished doctoral dissertation). Florida State University, Tallahassee, FL.

Goodrich, J. M. (2014). *Review of the interdependence and transfer of literacy-related skills in Spanish-speaking language minority children*. Unpublished manuscript, Florida State University, Tallahassee, FL.

Acknowledgements in Peer-Reviewed Publications:

*Murphy, C., & Koehler, K. (2022). Energy deficiency impairs resistance training gains in lean mass but not strength: A meta-analysis and meta-regression. *Scandinavian Journal of Medicine & Science in Sports*, 32, 125-137.

Peer-Review Experience:Editorial Experience:

Editorial Board Member, *Journal of Speech, Language, and Hearing Research*, 2020 - Present

Editorial Board Member, *Early Childhood Research Quarterly*, 2021 – Present

Editorial Board Member, *Reading & Writing*, 2023 – Present

Manuscript Reviews (115 Total Reviews):

Ad Hoc Reviewer for <i>Early Childhood Research Quarterly</i>	41 Reviews Completed
Ad Hoc Reviewer for <i>Journal of Speech, Language, and Hearing Research</i>	22 Reviews Completed
Ad Hoc Reviewer for <i>Journal of Educational Psychology</i>	8 Reviews Completed
Ad Hoc Reviewer for <i>Child Development</i>	2 Reviews Completed
Ad Hoc Reviewer for <i>Journal of Child Language</i>	2 Reviews Completed
Ad Hoc Reviewer for <i>Language, Speech, and Hearing Services in Schools</i>	4 Reviews Completed
Ad Hoc Reviewer for <i>Learning and Individual Differences</i>	1 Review Completed
Ad Hoc Reviewer for <i>Developmental Psychology</i>	3 Reviews Completed
Ad Hoc Reviewer for <i>Reading and Writing</i>	4 Reviews Completed
Ad Hoc Reviewer for <i>Bilingualism and Bilingual Education</i>	1 Review Completed
Ad Hoc Reviewer for <i>Scientific Studies of Reading</i>	6 Reviews Completed
Ad Hoc Reviewer for <i>Language Learning</i>	3 Reviews Completed
Ad Hoc Reviewer for <i>Early Education and Development</i>	3 Reviews Completed
Ad Hoc Reviewer for <i>Developmental Science</i>	1 Review Completed
Ad Hoc Reviewer for <i>Bilingual Research Journal</i>	1 Review Completed
Ad Hoc Reviewer for <i>Reading Research Quarterly</i>	4 Reviews Completed
Ad Hoc Reviewer for <i>Annals of Dyslexia</i>	7 Reviews Completed
Ad Hoc Reviewer for <i>Cognitive Development</i>	1 Review Completed
Ad Hoc Reviewer for <i>Journal of Multilingual and Multicultural Development</i>	1 Review Completed

Conference Reviews:

2019 Invited Reviewer for *Society for the Scientific Study of Reading*

Consulting Work:

Consultant (March 2021). *Literature review of measurement and prevalence of bias against vulnerable populations in early childhood assessment*. Grant awarded to Insight Policy Research by the Bill and Melinda Gates Foundation.

Consultant (April 2021). *Building Consensus: Aligning Reading Research with Practice*. Purdue University College of Education.

Teaching experience:

Instructor:

At TAMU:

RDNG 468: Essential Foundations of Language and Literacy for All Learners (Spring 2022)

EDCI 353: Early Childhood Through Adolescent Development and Education (Fall 2021 – Present)

At UNL:

SPED 212, Assessment Techniques for Diverse Learners, (Fall 2020-Spring 2021)

SPED 995, Executive Function, (Fall 2019-Fall 2021)

SPED 996, Meta-Analysis, (Spring 2019-Spring 2021)

SPED 995, Doctoral Seminar in Special Education: Systematic Review, (Spring 2019-Spring 2021)

SPED 201, Introduction to Special Education, (Spring 2017-Spring 2021)

SPED 415, Reading and Writing Disabilities in Elementary School, (Fall 2016, Fall 2017)

At Florida State University:

DEP 3103, Child Psychology, (Fall 2013, Fall 2014)

At Tallahassee Community College

CHD 2220, Child Development, (Spring 2014)

Teaching Professional Development:

Texas A&M University Center for Teaching Excellence Effective Teaching Practices Program (Fall 2021 – Spring 2022)

University of Nebraska-Lincoln Peer Review of Teaching Program (Fall 2017-Spring 2018)

Research Professional Development

NIH R01 Boot Camp, Texas A&M University (Fall 2022 – Spring 2023)

Kay and Jerry Cox Fellow, STaR Mentoring Program, School of Education and Human Development, Texas A&M University (Fall 2021 – Spring 2023)

Research Development Fellows Program, University of Nebraska-Lincoln (Fall 2016-Spring 2017)

Scholarly Enhancement Program, University of Nebraska-Lincoln (Fall 2017-Spring 2019)

Mentoring:

Undergraduate Advisement:

Member, Undergraduate Thesis Committee for Hannah Morgan (Communication Sciences & Disorders). “Language Development among Spanish-English Speaking Kindergarten Students: Comparing Scores Before and After the Onset of the COVID-19 Pandemic. University of South Carolina, 2022-2023.

Mentor, Texas A&M University Undergraduate Student Research Initiative, 2021-2022, Awardee: Roberto Navarro-Sanchez (Total Award: \$2625)

Mentor, University of Nebraska-Lincoln Undergraduate Creative Activities and Research Experiences Student Grant, 2020-2021, Awardee: Megan Groth (Total Award: \$2400).

Mentor, University of Nebraska-Lincoln Undergraduate Creative Activities and Research Experiences Student Grant, 2020-2021, Awardee: Dominique Hyler (Total Award: \$2400).

Mentor, University of Nebraska-Lincoln Undergraduate Creative Activities and Research Experiences Student Grant, Summer 2020, Awardee: Dominique Hyler (Total Award: \$2400).

Mentor, University of Nebraska-Lincoln First Year Research Experiences Student Grant, 2019-2020, Awardee: Meyri Ibrahim.

Mentor, University of Nebraska-Lincoln Undergraduate Creative Activities and Research Experiences Student Grant, 2019-2020, Awardee: Margarita Quintana (Total Award: \$2400).

Mentor, University of Nebraska-Lincoln Undergraduate Creative Activities and Research Experiences Student Grant, 2019-2020, Awardee: Alejandro Rodriguez (Total Award: \$2400).

Mentor, University of Nebraska-Lincoln Undergraduate Creative Activities and Research Experiences Student Grant, Summer 2019, Awardee: Joelly Anderson (Total Award: \$2400).

Mentor, University of Nebraska-Lincoln Undergraduate Creative Activities and Research Experiences Student Grant, Summer 2019, Awardee: Charlee Sindelar (Total Award: \$2400).

Mentor, University of Nebraska-Lincoln Undergraduate Creative Activities and Research Experiences Student Grant, 2018-2019, Awardee: Adriana Miller (Total Award: \$2400).

Mentor, University of Nebraska-Lincoln Undergraduate Creative Activities and Research Experiences Student Grant, 2017-2018, Awardee: Sarah Gervais (Total Award: \$2400).

Co-Advisor, Undergraduate Honor's Thesis for Adriana Miller (Psychology). "Is There a Bilingual Advantage in Meta-Linguistic Awareness?" University of Nebraska-Lincoln, 2020.

Co-Advisor, Undergraduate Honor's Thesis for Isabella Catalano (Psychology). "The Effect of Multilingualism on Executive Function." University of Nebraska-Lincoln, 2018.

Master's Advisement

Chair, M.Ed. Committee for Amber Dickens (Reading and Literacy). Texas A&M University, 2022-present.

Member, Thesis Committee for Kayla Dewey (Communication Sciences & Disorders). "Meta-analysis of factors impacting reading impairment rates in studies of children with developmental language disorder." University of South Carolina, 2022-2023.

Member, Thesis Committee for Andrea Vargas (Communication Sciences & Disorders). "The Correlation between Bilingual Children's Self-Reported Language Preference and their Scores on Dual-Language Standardized Assessments." University of South Carolina, 2022-2023.

Member, Thesis Committee for Paulina Trevino (Department of Educational Psychology). Texas A&M University, 2021-present.

Chair, Thesis Committee for Lauren Thayer (Special Education). "The Effects of Bilingual Education on Dual Language Learners' Academic Outcomes." University of Nebraska-Lincoln, 2018-2021.

Chair, Thesis Committee for Tim T. Andress (Special Education), "An Experiment on a Sentence Construction Intervention for Upper-Elementary Native Spanish-Speaking English Language Learners with Writing Difficulties." University of Nebraska-Lincoln, 2018.

Doctoral Advisement:

Committee Member, Natasha Wilkerson Ph.D. Committee. Texas A&M University, 2022-Present.

Committee Member, Jessica Arellano Ed.D. Committee. Texas A&M University, 2022-Present.

Chair, Doctoral Committee for Lauren Thayer (Teaching, Learning, & Culture), Dissertation Defense. “Evaluating the academic achievement of multilingual students using multiple methods” Texas A&M University, 2021-2023

Co-Chair, Committee for Sergio Leiva, Dissertation Defense (Special Education). “Sentence Context Effects on Word Recognition Among Third-to-Sixth Grade Children in Honduras”. University of Nebraska-Lincoln, 2017-2022

Committee Member, Committee for Jessica Schultz, Dissertation Proposal Defense (Special Education). “Executive functions in braille reading and individuals with visual impairments.” University of Nebraska-Lincoln, 2021-2023.

Outside Representative, Committee for Rebecca Tuttle, Dissertation Defense (Teaching, Learning, and Teacher Education), “Investigating the role of culturally relevant pedagogy with children from minoritized communities”. University of Nebraska-Lincoln, 2020.

Outside Representative, Committee for Clayton Theissinger, Dissertation Defense (Educational Administration). “The relationship of school climate and ninth-grade-on-track rates in Illinois high schools.” University of Nebraska-Lincoln, 2020.

Committee Member, Committee for Samantha Cooper, Dissertation Defense (Special Education). “The effects of extended practice on letter naming fluency”. University of Nebraska-Lincoln, 2020.

Committee Member, Committee for Pamela Bazis, Dissertation Defense (Special Education). “Effects of the ‘Write Sounds’ program on handwriting and phonics skills.” University of Nebraska-Lincoln, 2020.

Service:

TLAC search committee for two early childhood education faculty (Fall 2022)

Associate Chair, Early Childhood Education Program Area, Department of Teaching, Learning, & Culture (2022—Present)

Co-Founder, Texas A&M University Early Childhood Interest Group (2021—Present)

Texas A&M University CEHD Council of Principal Investigators (Fall 2021 – Present; Vice Chair 2022 – 2023)

Conference Planning Committee, Brazos Valley Chapter of the Texas Association for the Education of Young Children (Fall 2021 – Present)

SECD Department Chair Search Committee (Fall 2019-Spring 2020)

SECD Research Committee (Fall 2018-Present; Chair 2019-Spring 2021)

Nebraska Academy for Early Childhood Research Advisory Board (Spring 2018 – Spring 2021)

Executive Graduate Governance Committee (January 2019-Fall 2020)

Special Education Graduate Governance Committee (Summer 2017-Fall 2020)

Nebraska Academy for Early Childhood Research Steering Committee (Fall 2016 – Spring 2021)

Professional Memberships:

Society for Research on Child Development (2017 – Present)

Society for the Scientific Study of Reading (2009 – Present)

American Educational Research Association (2020 – 2021)

Council for Exceptional Children (2019)