

**DALE CLARK FARRAN**  
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**HOME:** 1902 Beechwood Ave  
Nashville, TN 37212

**EDUCATION**

1975 Ph.D., Education and Child Development  
Bryn Mawr College, Bryn Mawr, Pennsylvania  
1965 B.A. with Highest Honors in Psychology  
University of North Carolina at Chapel Hill  
1961-63 Attended Wesleyan College, Macon, Georgia  
1961 Henry Grady High School, Atlanta, Georgia

**PROFESSIONAL HISTORY**

1996-Present Professor, Departments of Teaching and Learning; Psychology and Human Development  
Senior Associate Director, Peabody Research Institute  
and Fellow, JF Kennedy Research Center on Human Development Director, Susan Gray School for Children (until July 1, 2001)  
Peabody College, Vanderbilt University  
1987-1996 Professor, Department of Human Development and Family Studies, University of North Carolina at Greensboro. (Chair of Department, 1987-1994)  
1984-1987 Head, Child Development Research Department, Center for Development of Early Education, Kamehameha Schools/Bishop Estate.  
1984-1987 Associate Professor, Psychology Department, University of Hawaii.  
*University of North Carolina at Chapel Hill (1974-1984)*  
1975-1984 Investigator, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.  
1980-1984 Clinical Associate Professor, Division of Special Education, School of Education, University of North Carolina at Chapel Hill.  
1979-1984 Faculty, Bush Institute for Child and Family Policy, UNC Chapel Hill  
1980-1986 Research Associate, Health Services Research Center, UNC Chapel Hill.  
1976-1980 Clinical Assistant Professor, Division of Special Education, School of Education, UNC Chapel Hill.  
1975-1976 Instructor, School of Education, UNC Chapel Hill.  
1974-1975 NICHHD Post-doctoral Fellowship, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

## HONORS AND AFFILIATIONS

Invited Participant, Pathways for Supporting Early Math Learning, A Conference Supported by the Heising-Simons Foundation, (Berkeley, CA: November 7 & 8, 2011; Palo Alto, CA: November 18-19, 2012).

Named Alexander Heard Distinguished Professor, 2008, Vanderbilt University.

Named Fellow of the American Educational Research Association, July, 2008

Invited "Opponent for the Defense." September, 2006, Mälardalen University, Västerås (Defense of Lena Almqvist)

US Distinguished American Scholar, June, 2002, New Zealand Fulbright US Distinguished American Scholar Programme.

Professional of the Year, 1999, Mayor's Advisory Council on Disabilities, Nashville, TN

Fellow, American Psychological Society, January, 1998

Honorary Coach, Vanderbilt University Women's Basketball team, Spring, 1998; Winter, 2000

Outstanding Advisor, School of Human Environmental Sciences, 1991

Peabody Award for Excellence in Research, 1984.

Spencer Foundation, Outstanding Young Scholar Award, 1978, 1980.

NICHD Post-doctoral Fellowship, Frank Porter Graham Child Development Center, University of North Carolina, 1974-75.

Initiated into Phi Beta Kappa, May 1965.

Honor's Thesis: The Basis of the Achievement Drive (awarded Highest Honors).

Member, Society for Research in Child Development

Member, International Society for the Study of Behavioral Development.

Member, American Educational Research Association, Early Childhood SIG

Member, National Association for the Education of Young Children

Member, American Psychological Society

Charter Member: Society for Research in Educational Effectiveness

## PUBLICATIONS

### ***Edited Books/Published Scales***

Cooper, D. & Farran, D.C. (1991). *Cooper-Farran Behavioral Rating Scale*. Clinical Psychology Publishing Company, Inc.

Farran, D. C., & McKinney, J. D. (Eds.). (1986). *Risk in intellectual and psychosocial development*. New York: Academic Press.

Feagans, L., & Farran, D. C. (Eds.). (1982). *The language of children reared in poverty: Implications for evaluation and intervention*. New York: Academic Press.

### ***Working Papers (Available online).***

Farran, D., Lipsey, M., & Wilson, S. (2011). *Experimental evaluation of the Tools of the Mind Pre-K Curriculum*. Working paper available online (95 pages),  
[http://www.peabody.vanderbilt.edu/peabody\\_research\\_institute/pri\\_news.xml](http://www.peabody.vanderbilt.edu/peabody_research_institute/pri_news.xml).

Hofer, K., Lipsey, M., Dong, N., & Farran, D. (2012). *Results of the Early Math Project – Scale-Up Cross Site Results*. Working paper available online (91 pages).  
<http://peabody.vanderbilt.edu/research/pri/index.php>

### ***Journal Articles/Book Chapters***

Fuhs, M., Turner, D., Farran, D. & Wilson, S. (under review). Prekindergarten children's executive function skills and achievement gains: Comparing direct assessments and teacher ratings. *Journal of Educational Psychology*.

Hofer, K., Cummings, T., & Farran, D. (*revised and resubmitted*). Preschool children's math-related behaviors mediate curriculum effects on math achievement gains. *Early Childhood Research Quarterly*

Smith, T., Cobb, P., Farran, D., Cordray, D., Munter, C., & Dunn, A. (*in press*). Evaluating Math Recovery: Assessing the causal impact of a diagnostic tutoring program on student achievement. *American Educational Research Journal*.

Farran, D.C. & Hofer, K. (2013). Evaluating the quality of early childhood education programs. In O. Saracho & B. Spodek (Eds.), *Handbook of Research on the Education of Young Children* (pp 426-437). New York, NY: Routledge/Taylor & Francis.

Spivak, A. & Farran, D. (2012). First grade teacher behaviors and children's prosocial actions in classrooms. *Early Education and Development*, 23, 623-639..

Varol, F., Farran, D., Bilbrey, C., Vorhaus, E., & Hofer, K. (2012). Improving mathematics instruction for early childhood teachers: Professional development components that work. *NHSA Dialog*, 15, 24-40..

Varol, F., Farran, D.C., Bilbrey, C., Vorhaus, E., & Hofer, K. (2012). Professional development for preschool teachers: Evidence for practice. *NHSA Dialog*, 15, 122-126..

Farran, D.C. (2011). Rethinking school readiness. *Exceptionality Education International*, 21, 5-15.

Dickinson, D., Watson, B., & Farran, D. (2008). It's in the details: Approaches to describing and improving preschool classrooms. In C. Vukelich & L. Justice (Eds.), *Achieving excellence in preschool literacy instruction* (pp 136-162). New York, NY: Guilford Press.

Farran, D. C. (2007). *Is education the way out of poverty? A Reflection on the 40th anniversary of Head Start* (with commentaries by James King and Bernard L. Charles), Center for Research on Child Development and Learning, No. 3 (50 pages – ISBN: 0-9727709-2-5).

Varol, F. & Farran, D. (2006). Early mathematical growth: How to support young children's mathematical development, *Early Childhood Education Journal*.

Farran, D.C., Kang, S.J., Aydogan, C., & Lipsey, M. (2005). Preschool classroom environments and the quantity and quality of children's literacy and language behaviors. In D. Dickinson & S. Neuman (Eds.), *Handbook of early literacy research, Vol. 2*. New York, NY: Guilford Publications, Inc.

Farran, D.C. (2005). Developing and implementing preventive intervention programs for children at risk: Poverty as a case in point. In M. Guralnik (ed.), *A developmental systems approach to early intervention: national and international perspectives* (pp. 267-304). Baltimore: Paul Brookes, Publisher.

Howse, R., Lange, G., Farran, D.C., & Boyles, C. (2003). Motivation and self regulation as predictors of achievement in economically disadvantaged young children. *Journal of Experimental Education*, 71, 151-174.

Farran, D.C. (2002). The importance of experience for the human brain: Why intervention is so important in risk situations. *Childrenz Issues*, 6, 7-11.

Farran, D.C. & Son-Yarbrough, W. (2001). Title I funded preschools as a developmental context for children's play and verbal behaviors. *Early Childhood Research Quarterly*, 16, 245-262.

Farran, D.C. (2001). Decision-making in a multiple choice world. *Young Children*, 56, 76-77.

McGaha, C. & Farran, D. (2001). Interactions in an inclusive classroom: The effects of visual status and setting. *Journal of Visual Impairment and Blindness*, 95, 80-94.

Farran, D.C. (2001). Experience-dependent modifications of the brain and early intervention: Assumptions and evidence for critical periods. In D.B. Bailey, F. Symons, J. Bruer, & J. Lichtman (eds). *Critical thinking about critical periods* (pp 233-266). Baltimore: Paul Brookes.

Farran, D.C. (2000). Another decade of intervention for disadvantaged and disabled children: What do we know now? In J. P. Shonkoff & S.J. Meisels (Eds.), *Handbook of early childhood intervention* (second edition) pp. 510-548. New York: Cambridge University Press.

Farran, D.C. (1999). Child development and education. *Journal of Common Sense*, 4, 12-15.

Cassidy, D., Hicks, S. & Farran, D. (1998). The North Carolina Child Care Corps: The role of national service in child care. *Early Childhood Research Quarterly*, 13, 659-675.

Feagans, L., Fendt, K. & Farran, D.C. (1995). The effects of day care intervention on teachers' ratings of the elementary school discourse skills in disadvantaged children. *International Journal of Behavioral Development*, 243-261.

Feagans, L. & Farran, D.C. (1994). The effects of day care intervention in the preschool years on the narrative skills of poverty children in kindergarten. *International Journal of Behavioral Development*, 17, 503-523.

Comfort, M. & Farran, D.C. (1994). Parent-child interaction assessment in family-centered intervention. *Infants and Young Children*, 6, 33-45.

Farran, D.C. & Shonkoff, J. (1994). Developmental disabilities and the concept of school readiness. *Early Education and Development*, 5, 141-151.

Farran, D. C., Son-Yarbrough, W., Silveri, B. & Culp, A. (1993). Measuring the environment in public school preschools for disadvantaged children: What is developmentally appropriate? In S. Reifel (Ed), *Advances in Early Education and Day Care*, 1993, pg. 75-93. Greenwich CN: JAI Press, Inc.

Farran, D. C., Mistry, J., Ai-Chang, M. & Herman, H. (1993). Kin and calabash: The social networks of preschool part-Hawaiian children. In R. Roberts (Ed.) *Coming Home to Preschool: The Socio-cultural context of early education*. Ablex Press.

Farran, D.C. & Darvill,T. (1993). Mother-child interactions and the development of verbal and perceptual skills in part-Hawaiian preschool children. In R. Roberts (Ed.). *Coming Home to Preschool: The Socio-cultural context of early education*. Ablex Press.

Farran, D., & Silveri, B. (1992). The developmental appropriateness of public schools for disadvantaged four year olds. In B. Day (Ed.), *Early childhood education in North Carolina public schools: A call for leadership*. North Carolina Association for Supervision and Curriculum Development.

Farran, D. C., Silveri, B, & Culp, A. (1991). Public school preschools and the disadvantaged. In L. Rescorla, M. Hyson & K. Hirsh-Pasek (Eds.). *Early academics: Challenge or pressure?* New Directions for Child Development Source Book. San Francisco: Jossey-Bass.

Farran, D. C., & Kasari, C. (1990). A longitudinal analysis of the development of synchrony in mutual gaze in mother-child dyads. *Applied Developmental Psychology*, 11, 419-430.

Farran, D.C. (1990). Effects of intervention with disadvantaged and disabled children: A decade review. In S. Meisels & J. Shonkoff (Eds.), *Handbook of early intervention*. Cambridge, England: Cambridge University Press.

Farran, D.C., Clark, K. & Ray, A. (1990). Measures of parent/child interaction. In E. Gibbs & D. Teti (Eds.), *Interdisciplinary assessment of infants: A guide for early intervention professionals*. Baltimore: Paul H. Brooks Publishing.

Arakaki, A., Oshiro, M., & Farran, D. C. (1989). Research into practice: Integrated reading and writing in a kindergarten curriculum. In J. Mason (Ed.), *Reading and writing connections*. New York: Allyn and Bacon, Inc.

Farran, D. C., & Harber, L. (1989). Responses to a learning task at 6 months and IQ test performance during the preschool years. *International Journal of Behavioral Development*, 12, 101- 114.

Speidel, G., Farran, D. C., & Jordan, C. (1989). On the learning and thinking styles of Hawaiian children. In D. Topping, V. Kobayashi, & D. Crowell (Eds.), *Thinking: Third international conference*. Hillsdale, NJ: Lawrence Erlbaum, Inc.

Cooper, D., & Farran, D. C. (1988). Behavioral risk in kindergarten. *Early Childhood Research Quarterly*, 3, 1-20.

Kawakami-Arakaki, A., Oshiro, M., & Farran, D. C. (1988). *Research to practice: Integrated reading and writing in a kindergarten curriculum*. Technical Report No. 145. Champaign, Ill: Center for the Study of Reading, University of Illinois at Urbana- Champaign.

Sparling, J. W., Seeds, J. W., & Farran, D. C. (1988). The relationship of obstetrical ultrasound to parent and infant behavior. *Obstetrics & Gynecology*, 72, 902-907.

Towle, P., Farran, D. C., & Comfort, M. (1988). Parent-handicapped child interaction observational coding systems: A review. In K. Marfo (Ed.), *Mental-handicap and parent-child interactions*. New York: Praeger.

Farran, D. C., Kasari, C., Yoder, P., Harber, L., Huntington, G., & Comfort-Smith, M. (1987). Rating mother-child interactions in handicapped and at-risk infants. In D. Tamir, T. B. Brazelton and A. Russell (Eds.), *Stimulation and intervention in infant development* (pp. 297-312). London, England: Freund Publishing House, Ltd.

Farran, D. C., & Margolis, L. (1987). The family economic environment as a context for children's development. In J. Lewko (Ed.), *How children and adolescents view the world of work* (pp. 69-87). San Francisco: Jossey-Bass, Inc.

Farran, D. C., & Sparling, J. (1986). Coping styles in parents of handicapped children. In E. Hibbs(Ed.), *Infancy as prevention*. New York: International Universities Press.

Farran, D. C. (1986). Problems and perspectives for the concept of risk in psychosocial development: A summary. In D. C. Farran and J. D. McKinney (Eds.), *Risk in intellectual and psychosocial development* (pp. 261-269). New York: Academic Press.

Farran, D. C., & Cooper, D. H. (1986). Psychosocial risk: Which early experiences are important for whom? In D. C. Farran & J. D. McKinney (Eds.), *Risk in intellectual and psychosocial development* (pp. 187-226). New York: Academic Press.

Farran, D. C., Metzger, J. D., & Sparling, J. (1986). Immediate and continuing adaptations in parents of handicapped children: A model and an illustration. In J. J. Gallagher and P. Vietze (Eds.), *Families of handicapped persons: Current research, treatment and policy issues* (pp. 143-163). Baltimore: Paul Brookes & Co.

Yoder, P., & Farran, D. C. (1986). Mother-infant engagements in dyads with handicapped and non-handicapped infants. *Applied Research in Mental Retardation*, 7, 51-58.

Cooper, D. H., & Farran, D. C. (1985). Behavioral risk: An ecological perspective on classifying children as behaviorally maladjusted in kindergarten. In W. Frankenburg and R. Emde (Eds.), *Early identification of children at risk: An international perspective* (pp. 193-202). New York: Plenum Publishing Company.

Farran, D. C., Burchinal, M., Hutaff, S., & Ramey, C. (1984). Allegiances or attachments: Relationships among day care infants and their teachers. In R. Ainslie (Ed.), *Quality variations in day care* (pp. 133-158). New York: Praeger.

Margolis, L., & Farran, D. C. (1984). Unemployment and children. *International Journal of Mental Health, 13*(1-2), 107-124.

Farran, D. C. (1983). Forward. In C. C. Farran, *Infant Colic*. New York: Scribners.

Farran, D. C. (1982). Mother-child interaction, language development and the school performance of poverty children. In L. Feagans & D. C. Farran (Eds.), *The language of children reared in poverty: Implications for evaluation and intervention* (pp. 19-52). New York: Academic Press.

O'Connell, J. C., & Farran, D. C. (1982). The effect of day care on the use of intentional communicative behaviors in socioeconomically depressed infants. *Developmental Psychology, 18*, 22-29.

Farran, D. C. (1982). Intervention for poverty children: Alternative approaches. In L. Feagans and D.C. Farran (Eds.), *The language of children reared in poverty* (pp. 269-271). New York: Academic Press.

Ramey, C. T., & Farran, D. C. (1981). The functional concern of mothers for their infants. *Infant Mental Health Journal, 1*, 48-55.

Jay, S., & Farran, D. C. (1981). The relative efficacy of predicting IQ from mother-child interactions using ratings versus behavioral counts. *Journal of Applied Developmental Psychology, 2*, 165-177.

Feagans, L., & Farran, D. C. (1981). How demonstrated comprehension can get muddled in production. *Developmental Psychology, 17*, 718-727.

Margolis, L., & Farran, D. C. (1981). Health consequences for children of parental job loss. *North Carolina Medical Journal, 42*, 849-850.

Farran, D. C. (1980). Comments on James Comer's Talk. In R. Haskins and J. J. Gallagher (Eds.), *Care and education of young children in America: Policy, politics, and social science* (pp. 158-160). Norwood, New Jersey: Ablex.

Farran, D. C., Hirschbiel, P., & Jay, S. (1980). Toward interactive synchrony: The gaze patterns of mothers and children in three age groups. *International Journal of Behavioral Development, 3*, 215-224.

Farran, D. C., & Haskins, R. (1980). Reciprocal influence in social interactions of mothers and three year old children from different socioeconomic backgrounds. *Child Development, 51*, 780-791.

Finkelstein, N., Gallagher, J. J., & Farran, D. C. (1980). The attentiveness and responsiveness to auditory stimuli of children at-risk for mental retardation. *American Journal of Mental Deficiency, 85*, 135-144.

Farran, D. C., Haskins, R., & Gallagher, J. J. (1980). Poverty and mental retardation: A search for explanations. In J. J. Gallagher (Ed.), *New directions for exceptional children: Vol. 1*, (pp. 47-65). San Francisco: Jossey-Bass, Inc.

Farran, D. C., & Ramey, C. T. (1980). Social class differences in dyadic involvement during infancy. *Child Development, 51*, 254-257. Reprinted in: M. Bloom (Ed.) (in press). *Life span development preventive and intervention helping*. New York: McMillan.

Gallagher, J. J., Haskins, R., & Farran, D. C. (1979). Poverty and public policy. In T. B. Brazelton, and V. C. Baugham (Eds.), *The family: Setting priorities* (pp. 239-269). New York: Science and Medicine Publishing Co.

Ramey, C. T., Farran, D. C., & Campbell, F. A. (1979). Predicting IQ from mother-infant interactions. *Child Development, 50*, 804-814.

Ramey, C. T., Farran, D. C. Campbell, F. A., & Finkelstein, N. W. (1978). Observations of mother-infant interactions: Implications for development. In F. D. Minifie and L. L. Lloyd (Eds.),

*Communicative and cognitive abilities--early behavior assessment.* Baltimore, Maryland: University Park Press, 397-441.

Farran, D. C. (1977). Young children's behavior in open classrooms. *Forum on Open Education*, 13.

Farran, D. C. & Ramey, C. T. (1977-1978). Infant day care and attachment behaviors toward mothers and teachers. *Child Development*, 48, 1112-1116. Reprinted in S. Chess and A. Thomas (Eds.) (1978). *Annual progress in child psychiatry and child development*. New York: Brunner/Mazel.

Farran, D. C. (1968). Competition and learning for underachievers. In S. Boocock & E. O. Shield (Eds.), *Stimulation Games in Learning*. Beverly Hills, California: Sage Publications Inc.

Farran, D. C. (1967). Games work with underachievers. *Scholastic Teacher*.

### ***Other Publications***

Farran, D.C. (March, 1995). The care of young children in groups. *Newsletter of the North Carolina Association for the Education of Young Children*.

Farran, D.C. (August, 1994). NC-aeyc Position Statement on Children and Violence. Adopted by the NC-aeyc Governing Board for the Annual Conference.

Farran, D.C. (July, 1993). General principles of early child development. *Newsletter of the North Carolina Association for the Education of Young Children*.

Farran, D. C. (1988). *Educational reform in kindergarten: A multidisciplinary approach*. Technical Report No. 143. Honolulu: Center for Development in Early Education, Kamehameha Schools/Bishop Estate.

Farran, D. C. (1982). Now for the bad news. *Parents' Magazine*, 57, 80-82; 145.

Margolis, L. H., & Farran, D.C. (1980). Unemployment: Health and behavioral consequences for children. *Networker*, 2, 5.

Farran, D. C., & Salkind, N. (1979). Should we intervene in families? *Networker*, 1, 1.

Haskins, R., Farran, D. C., & Sanders, J. (1978). The day care decision: What research can tell parents. *Parents' Magazine*, 53, 58; 76-78.

Farran, D. C., & Yanofsky, S. (1972). *Change in junior high schools: Two case studies*. Pennsylvania Advancement School, Philadelphia. (ERIC Document Reproduction Service No. ED 169 165).

### ***Unpublished Scale Development***

Farran, D.C. & Collins, E. N. (1996). *Teacher Child Interaction Scale training videotape and workbook*. Available from Dale C. Farran, Department of Teaching and Learning, PO Box 330 GPC, Vanderbilt University, Nashville, TN 37203 or Edna N. Collins, School of Education, UNC-Wilmington.

Farran, D.C., & Collins, E. (1995). *Teacher Child Interaction Scale*. Available from Dale C. Farran, Department of Teaching and Learning, PO Box 330 GPC, Vanderbilt University, Nashville, TN 37203.

Culp, A. M., & Farran, D. C. (1989). *Manual for observation of play in preschools*. Unpublished manuscript. Available from D.C. Farran, Peabody College, Vanderbilt University, Nashville, TN 37212.

Farran, D. C., Kasari, C., Comfort, M., & Jay, S. (1986). *Parent/Caregiver Involvement Scale*. (Revision of Parent-Child Interaction Scale, 1980, 1981, 1984). Available from Dale C. Farran, Department of Teaching and Learning, PO Box 330 GPC, Vanderbilt University, Nashville, TN 37203.

Farran, D. C., & Jacobs, A. (1986). *Parent/Caregiver Involvement Scale Training Videotape and Workbook*. (Revision of Farran, D. C., & Harber, L. (1983). *Parent-Child Interaction Scale Videotape*). Available from Dale C. Farran, Department of Teaching and Learning, PO Box 330 GPC, Vanderbilt University, Nashville, TN 37203 .

Feagans, L. & Farran, D.C. (1982). *Adaptive Language Inventory*. Chapel Hill, NC: The Frank Porter Graham Child Development Center.

Farran, D. C., & Haskins, R. (1977). *Reciprocal control category system for coding dyadic interactions* (6, 20 and 36-60 month versions). Available from Dale C. Farran, Department of Teaching and Learning, PO Box 330 GPC, Vanderbilt University, Nashville, TN 37203 .

## INVITED INSTITUTES

Visiting Distinguished Scholar (February, 2005), Mälårdalen University, Västerås, Sweden.  
Visiting Distinguished Professor (October, 2001), University of Canberra, Canberra, ACT, Australia.

- “The Ecology of an Inclusive Classroom” (October 12, full day workshop for teachers, administrators, students and interventionists)
- “Attachment and Disability” (October 17, half day workshop with ACT Disability Program Coordinators)
- “Attachment and Disability in Early Childhood” (October 19, full day workshop with The Canberra Region Attachment Network)
- “Early Intervention and Brain Development” (October 20, half day workshop for the ACT Early Intervention Society)
- “Early Intervention and Critical Periods” (October 23, full day workshop with the ACT Child Health and Development Services)

Visiting Distinguished Scholar (September, 1997), Seminar on early intervention. University of Porto, Porto, Portugal.

Visiting Professor (July, 1995), Infant development, assessment and intervention. Summer Institute of the University of British Columbia and the Infant Development Programme of British Columbia, Canada.

Workshop Leader, (November, 1992, October, 1993; January, 1994; October, 1994), Principles of Child Development. Early Childhood Leadership Development Program (Smart Start), Chapel Hill, NC.

Visiting Professor (July, 1991), Working with Families of Handicapped Children. University of British Columbia, Vancouver, British Columbia, Canada.

Visiting Professor (July, 1989), Prekindergarten Curriculum: Exceptional preschool children and their families. University of British Columbia, Vancouver, British Columbia, Canada.

Director, (June 23-27, 1988), Serving Young Handicapped Children: The Implications of PL 99-457. University of North Carolina at Greensboro.

## INVITED TALKS (*past ten years*)

(June, 2012). Developing self regulation and achievement in preschool classrooms. Presentation to the Tennessee Early Childhood Education Summit, Nashville, TN.

(June, 2012). Good learning environments for children: 10 things I think I know. Presentation to the Acelero Institute, Princeton, NJ>

(June, 2012). Early experiences, development and later academic success. Presentation to the Mayor’s Committee on Children and Youth, Nashville, TN.

(March, 2012). What does fidelity of implementation mean? And how will we know when we see it? Presentation to the Institute of Education Sciences PI Meeting, Washington, DC.

(April, 2012). The critical importance of high quality early childhood education. Presentation to the Miami-Dade County United Way Steering Committee, Nashville, TN

(May, 2006). When – and HOW – should pre-kindergarten curricula be evaluated? Invited address to the Tennessee Governor's Conference on Pre-K Education, Nashville, TN.

(May, 2005) Assessing what we can versus what we should: what are the most important things to know about young children's development? Keynote address to School Readiness Conference, University of British Columbia, Canada, Vancouver.

(March, 2005). Is education the way out of poverty: A reflection on the 40<sup>th</sup> anniversary of Head Start. Carolyn Lavelly Lecture presented at the University of South Florida, Tampa, FL.

(October, 2004). Is education the way out of poverty? Out of the Lunch Box Talk, Nashville Public Library.

(September, 2004). What higher education has to offer early childhood education: A randomized control trial in early childhood education. Higher Education Luncheon Invited Speaker: Tennessee Association for the Education of Young Children, Nashville, TN.

(July, 2004). Randomized control trials in early childhood education: An example of how they can work Presentation to the Porto Summer Institute: Advancing research, policy, and practice in early childhood intervention, Porto, Portugal.

(June, 2002). The importance of experience for the human brain: Why intervention is so important in risk situations. Keynote address: *Storming the brain: Early experience and brain development*, National seminar, Wellington, New Zealand.

(June, 2002). Individualizing within a group context: The ultimate paradox in early childhood education. Open Lecture, sponsored by Children's Issues Centre, Dunedin, New Zealand.

(April, 2002). Music and the brain: What develops? Presentation to the Annual Conference of Music Educators, Nashville, TN.

(June, 2001). Decisions, Decisions, Decisions: Raising Children in the New Millennium. Presentation to the Vanderbilt Alumni at Reunion, 2001.

(March, 2001). Effects of early intervention on children's domain specific achievement outcomes in Title I funded preschools. Presentation to the Department of Human Development, University of Maryland, College Park, MD.

(November, 2000). Early experiences and brain development. Presentation to the 2nd Annual Tennessee Family Learning Partnership Institute, Nashville, TN.

(October, 2000). Bridging the gap between children's preschool skills and public school instruction. Eva Goble Lecture, School of Consumer and Family Sciences, Purdue University, West Lafayette, IN.

(October, 2000). Intervention policies and practices for young children. Grand Rounds, Meharry Medical College, Nashville, TN .

(September, 2000). Context: A neglected but essential element in intervention. Presentation to the Heller School, Brandeis University, Waltham, MA.

(June, 2000). Teaching *versus* learning: Two incompatible approaches to the classroom? Research Division, Educational Testing Service, Princeton, NJ.

(May, 2000). Decisions in an age of autonomy. Commencement address, Peabody College.

## RESEARCH GRANTS

### ***Submitted***

7/13 – 6/17 Developmental Trajectories of Language and Self-Regulation Skills in Prekindergarten English Learners: Implications for Early Academic Achievement: Goal (1) Exploration Principal Investigator (with Mary Fuhs, Co-PI)

7/13/-6/16 Enhancing Professional Development for Implementing the *Tools of the Mind* Curriculum (Goal 2). Principal Investigator (with Sandra Wilson, Deborah Leong, Elena Bodrova, Co-PIs)

7/13 – 6/16 Exploring What Matters: Child and Teacher Preschool Classroom Correlates of Student Learning (*Resubmission*)  
Institute of Education Sciences  
Co-Principal Investigator (with Kerry Hofer, PI)

3/13 – 2/17 Early Math Skills and Later Math Competencies and Executive Function  
Institute of Education Sciences  
Principal Investigator (Kerry Hofer, Bethany Rittle-Johnson, Bruce McCandless, Co PIs)

### ***Funded Proposals***

4/11-3/13 Exploring the Predictors of School Readiness: Meta-analysis of Longitudinal Research  
Institute of Education Sciences  
Co-Principal Investigator (with Sandra Wilson, PI)

03/10 -02/15 Postdoctoral Field Based Research Methodology Training  
Institute of Education Sciences  
Principal Investigator (with Mark Lipsey, \$654,720)

08/09-07/11 Talking About Math in preschool  
Office of Program Research and Evaluation (Head Start Graduate Fellows program)  
Administration for Children and Families (DHHS)  
Co-Investigator (with Tracy Cummings), \$50,000

06/09-05/13 Learning-Related Cognitive Self-Regulation School Readiness Measures for Preschool Children: Optimizing Predictive Validity for Achievement  
Institute of Education Sciences  
Co-Principal Investigator (with Mark Lipsey & Sandra Wilson), \$1,450,017

07/09-6/13 Experimental Validation of *Tools of the Mind* PreKindergarten Curriculum.  
Institute of Education Sciences  
Principal Investigator (with Mark Lipsey), \$3,161,312

07/09-6/14 Evaluating the Effectiveness of Tennessee's Voluntary Pre-K Program  
Institute of Education Sciences (State Evaluation Program)  
Co-Principal Investigator (with Mark Lipsey), \$6,031,36

7/09-6/14 *Experimental Education Research Training (ExpERT): Vanderbilt's Predoctoral Research Training Program in Education Sciences* (renewal application)  
Institute of Education Sciences  
Co-Principal Investigator (with David Cordray)

10/08-9/11 Transatlantic Consortium on Global Education and developmental studies (GEDS)  
EU/US Cooperation Programme In Higher Education And Vocational Education and Training  
EU-US Atlantis Program: US DOE and European Union

08/07-07/09	Director, US Site (Peabody/Vanderbilt), \$300,000 Evaluating Math Recovery with Student Outcomes. Institute of Education Sciences, Co-principal Investigator (with Paul Cobb), \$1,158,250
11/06-10/08	ECI-NET Transatlantic Consortium on Early Childhood Intervention: Advancement of Policy and Practice EU/US Cooperation Programme In Higher Education And Vocational Education and Training (US DOE) Director, Participating US site, \$49.906
08/06-07/09	Assessing intervention fidelity in randomized field experiments. Institute of Education Sciences Co-principal Investigator (with David Cordray), \$1,400,000.
07/06-07/10	Scaling up TRIAD: Teaching Early Mathematics for Understanding with Trajectories and Technologies Institute of Education Sciences Co-principal Investigator (with Mark Lipsey), \$1,908,604 Subcontract to the State University of New York at Buffalo (Clements and Sarama)
06/06-09/06	Pre-K Summer Institute and Endorsement Seminar TN Department of Education, Office of Early Learning Principal Investigator, \$200,000.
07/05-06/06	Scaling up the Implementation of a Pre-Kindergarten Mathematics Intervention in Public Preschool Programs Institute of Education Sciences Principal Investigator (with Mark Lipsey), \$326,169
06/05-09/05	TN Pre-K Training Institute TN Department of Education Principal Investigator (with Tisha Bennett), \$142,000
09/04-08/07	Program Evaluation of a County-wide Early Reading First Program Subcontract to the Wayne County Public Schools (TN) Early Reading First Award U.S. Department of Education Principal Investigator, \$725,835
09/02-08/03	Planning the evaluation of a school readiness program. National Institute of Child Health and Human Development Investigator, \$186,157
07/02-06/07	Focus in early childhood curricula: Helping children transition to school. Preschool Curriculum Evaluation Program Office of Educational Research and Improvement, US Dept of Education (Now Institute of Education Sciences) Principal Investigator, \$2,816,641
10/01-09/06	Transatlantic Consortium on Early Childhood Education Fund for Improvement of Post Secondary Education Director, Participating University Site \$202,895
01/01-07/01	Group influences on the development of attention, emotional regulation, and conscience in young children (pilot study) Peabody Small Grants Award

Principal Investigator, \$6,900  
 07/97-06/98 Creating more acceptable and accepting environments for infants and toddlers with disabilities.  
 United Way of Middle Tennessee  
 Principal Investigator, \$7,900.

09/96-08/99 Mastery Behaviors and Scholastic Competence of At-Risk Children Transitioning into School and the Shared Perceptions of their Parents and Teachers  
 National Institute on the Education of At-Risk Students  
 Office of Educational Research and Improvement  
 Co-Principal Investigator (with Lange at UNC-Greensboro), \$808,000

09/94-08/95 North Carolina Child Care Corps  
 AmeriCorps  
 Co-Principal Investigator, \$542,000

09/93-08/98 Creating Cycles of Success in Early Childhood Education  
 US Department of Education  
 Principal Investigator, \$4,297,000

08/90-06/92 Preschool Initiative Network Continuation  
 Smith-Richardson Foundation  
 Principal Investigator, \$22,000

6/89 5/90 Preschool Initiative Network Continuation  
 Z. Smith Reynolds Foundation  
 Principal Investigator, \$50,000.

01/89-05/89 Off-Hour Child Care: Parental Concerns About Quality  
 American Express  
 Principal Investigator, \$10,000.

06/88-05/89 Preschool Initiative Network  
 Z. Smith Reynolds Foundation  
 Principal Investigator, \$45,000.

03/85-03/86 The Consequences for Children of Parental Unemployment  
 Maternal and Child Health  
 Co-Principal Investigator, \$100,579.

02/84-02/86 Discourse Skills and School Adaptation  
 The Spencer Foundation  
 Co-Principal Investigator, \$102,000.

02/83-02/84 Longitudinal Study of Discourse Skills and School Adaptation  
 The Spencer Foundation  
 Co-Principal Investigator, \$31,000.

01/83-01/84 Adaptive Language in Kindergarten Children  
 National Institute of Child Health and Human Development  
 Co-Principal Investigator, \$44,453.

10/82-10/87 Facilitating Parent-Child Reciprocity  
 U.S. Department of Education  
 Co-Principal Investigator, \$300,000.

10/82-10/83 Identification of Critical Social Behaviors that Predict Success in Kindergarten  
 U.S. Department of Education  
 Co-Principal Investigator, \$14,347.

07/81-12/83 Work and Family Life Project  
 W. T. Grant Foundation  
 Co-Principal Investigator, \$200,000.

07/80-07/81 Race, Socioeconomic Status and Adaptive Language  
 Spencer Foundation  
 Principal Investigator, \$4,900.

07/78-08/79 A Comparative Study of Infants at Risk for Mental Retardation Showing the Effects of Intervention on the Development of Communication Skills  
 Bureau of the Education of the Handicapped  
 Co-Principal Investigator, \$7,295.

01/78-12/82 Language as an Adaptive Tool for the Young Child  
 National Institute of Child Health and Human Development  
 Co-Principal Investigator, \$116,165.

1978 Social Class Differences in the Emergence of Maternal Teaching Style  
 Spencer Foundation  
 Principal Investigator, \$4,965.

## SERVICE CONTRACTS

Early Childhood Education class at the Susan Gray School for Children, \$98,000. Funded 8/1/98, **Re-funded, 8/1/99, 8/1/00, 8/1/01.** Tennessee Department of Education.

Contract for the Susan Gray School for Children. \$365,000. Funded 7/1/97, re-funded for \$375,160, 7/1/98, **Re-funded for \$422,000, 8/1/99 (includes additional \$11,300 as special grant); \$431,700, 8/1/00, 7/1/01.** Department of Mental Health/Mental Retardation of the State of Tennessee.

Staff development support for the Susan Gray School for Children. \$12,000. Funded 1/1/98, Draughon Foundation. **Re-funded for \$15,000, 1/1/99, 1/1/00, 1/1/01.**

Physical therapy support services for the Susan Gray School for Children. \$12,000. Funded 6/1/97, **Re-funded for \$12,000, 6/1/98, Refunded for \$12,000, 6/1/99, 6/1/00.** Junior League of Nashville.

Contact for the Susan Gray School for Children: Preschool Class. \$62,000. Funded 8/1/97, **Re-funded for \$62,000, 8/1/98,** Metro Schools of Nashville.

## PAPERS PRESENTED (past 10 years)

Farran, D.C., & Lipsey, M. (September 2012). *Evaluating the effectiveness of the TN Voluntary Pre-K program.* Paper presented at the Fall Conference of the Society for Research in Educational Effectiveness, Washington, D.C.

Farran, D.C., Wilson, S., Lipsey, M., & Turner, K. (June 2012). *The effects of Tools of the Mind Curriculum on Children's Achievement and Self-Regulation.* In D.C. Farran (Chair). *Developing Self-Regulation in Preschool Classrooms: Results from Research on the Tools of the Mind Prekindergarten Curriculum.* Symposium presented at the Biennial Meeting of the Head Start Research Conference, Washington, D.C.

Fuhs, M., Farran, D.C., Meador, D., & Norvell, J. (June 2012). *Classroom Activities and Organization: Comparing Tools of the Mind to Control Classrooms.* In D.C. Farran (Chair). *Developing Self-Regulation in Preschool Classrooms: Results from Research on the Tools of the Mind Prekindergarten Curriculum.* Symposium presented at the Biennial Meeting of the Head Start Research Conference, Washington, D.C.

Newman, K., Fuhs, M., & Farran, D. (June 2012). *Investigating the Relationship Between Teacher-Child Interactions and Achievement Gains in Preschoolers*. Poster presented at the Biennial Meeting of the Head Start Research Conference, Washington, DC.

Wilson, S. & Farran. D.C. (March, 2012). *Experimental Evaluation of the Tools of the Mind Preschool Curriculum*. In D. Farran (Chair), *Enhancing Executive Function and Achievement in Prekindergarten Classrooms: The Effectiveness of Tools of the Mind*. Symposium presented at Spring Conference of the Society for Research In Educational Effectiveness, Washington, DC.

Lipsey, M., Hofer, K., Bilbrey, C., & Farran, D. (March, 2012). *Effects of the Tennessee Voluntary Pre-Kindergarten Program on School Readiness*. Paper presented at Spring Conference of the Society for Research In Educational Effectiveness, Washington, DC.

Farran, D.C. (September, 2011). *Developing self-regulation in pre-kindergarten classrooms*. Invited paper presented to the conference on Cognitive Neuroscience of Learning: Implications for Education, sponsored by the New York Academy of Sciences (Aspen, CO).

Anthony, K., Holmes, A., Farran, D.C., Lipsey, M., Clements, D., Sarama, J., & Hofer, K. (September, 2011). *The Effect of Time Spent on Mathematics-Related Computer Activities on Children's Achievement Outcomes in Pre-Kindergarten*. Paper presented to the Fall Conference of the Society for Research in Educational Effectiveness (Washington, DC)

Hofer, K., Lipsey, M., Farran, D.C., Bilbrey, C. & Abelson, P. (March, 2011) *The Developmental Suitability of a Sample of Preschool Classrooms: An Examination of Quality*. Poster presented at the biennial meeting of the Society for Research in Child Development (Montreal, Canada).

Anthony, K., Farran, D.C., Lipsey, M., Wilson, S., & Vorhaus, E. (March 2011). *Predicting Achievement Outcomes With Two Measures of Prekindergarten Self-Regulation*. Poster presented at the biennial meeting of the Society for Research in Child Development (Montreal, Canada).

Yun, C., Farran, D.C., Lipsey, M., Hofer, K., & Bilbrey, C. (March 2011). *The Development of Self-Regulation Through Play in Prekindergarten*. Poster presented at the biennial meeting of the Society for Research in Child Development (Montreal, Canada).

Lipsey, M. & Farran, D.C. (March, 2011). *Age Cutoff Regression-Discontinuity Evaluation of the Tennessee Voluntary Pre-Kindergarten Program: Some Conclusions and Conundrums*. Paper presented to the Spring Conference of the Society for Research in Educational Effectiveness (Washington, DC).

Clements, D., Sarama, J., Farran, D.C., Lipsey, M., Hofer, K.,& Bilbrey, C. (March, 2011) . *An Examination of the Building Blocks Math Curriculum:Results of a Longitudinal Scale-Up Study*. Paper presented to the Spring Conference of the Society for Research in Educational Effectiveness (Washington, DC).

Hofer, K., Lipsey, M., Farran, D.C., & Bilbrey, C. (March 2011). *The Effects of the Tennessee Voluntary Pre-Kindergarten Program: A Randomized Field Experiment* . Paper presented to the Spring Conference of the Society for Research in Educational Effectiveness (Washington, DC).

Anthony, K., Farran, D.C., Lipsey, M., Hofer, K., Bilbrey, C., & Vorhaus, E. (May, 2010). *Early school readiness and achievement: The role of Work-Related Skills*. Paper presented at the annual meeting of the American Educational Research Association (Denver, CO).

Smith, T., Cobb, P., Munter, C., Farran, D., & Cordray, D. (May, 2010). *Does the Mathematics Recovery program improve students' mathematics learning?* Paper presented at the annual meeting of the American Educational Research Association (Denver, CO).

Cassata-Widera, A., Farran, D., & Lipsey, M. (May, 2010). *Early science instruction and cognitive demand: Analysis of observational data from prekindergarten to first grade*. Poster presented at the annual meeting of the American Educational Research Association (Denver, CO).

Yun, C., Farran, D.C., Lipsey, M., & Bilbrey, C. (May 2010). *Academic self-concept and achievement in young children*. Poster presented at the annual meeting of the American Educational Research Association (Denver, CO).

Farran, D.C. (April, 2010). Discussant. In P. Garrett-Peters (chair), *Children's early care experiences: Effects on language, socioemotional competence, and adjustment in preschoolers*. Symposium presented at the biennial meeting of the Conference on Human Development (New York, NY).

Farran, D.C. *Cognitive self-regulation and the academic achievement of preschool children in different curricula*. In D. Farran (chair), *Attention and self-regulation in young children: Long term predictions of cognitive and scholastic outcomes*. Symposium presented at the biennial meeting of the Conference on Human Development (New York, NY).

Smith, T., Cobb, P., Farran, D., Cordray, D., Munter, C., & Dunn, A. (March, 2010). *Evaluating Math Recovery on student achievement*. Paper presented in T. Smith (chair), *Evaluating Math Recovery: Causal impact on student achievement, the impact of tutor knowledge, and measures of fidelity of implementation*. Symposium presented at the annual meeting of the Society for Research on Educational Effectiveness (Washington, DC).

Smith, T., Cobb, P., Farran, D., Cordray, D., Munter, C., Green, S., Garrison, A., & Dunn, A. (March 2010). *Evaluating Math Recovery: Implications for policy and practice*. In D. Clements (chair), *Interaction of research, practice, and policy in mathematics education*, invited symposium presented at the annual meeting of the Society for Research on Educational Effectiveness (Washington, DC).

Anthony, K., Farran, D., Lipsey, M. & Bilbrey, C. (June, 2009). *Work-related skills and achievement outcomes*. Poster presented at the annual IES Research Conference, Washington, DC.

Cassata-Widera, A., Farran, D.C., & Lipsey, M. (June, 2009). *Inferential thinking and child involvement during science instruction in a comprehensive early childhood curriculum*. Poster presented at the annual IES Research Conference, Washington, DC.

Cummings, T., Farran, D.C., Lipsey, M., Bilbrey, C., & Vorhaus, E. (June, 2009). *Instructional practices that promote math readiness in preschool children*. Poster presented at the annual IES Research Conference, Washington, DC.

Farran, D.C., Lipsey, M., Bilbrey, C., Hofer, K., & Vorhaus, E. (June, 2009). *Effects of an early math curriculum: Full implementation at a scale up site*. Poster presented at the annual IES Research Conference, Washington, DC.

Garrison, A., Farran, D.C., Lipsey, M., Bilbrey, C., & Vorhaus, B. (June, 2009). *Mathematics activities and the mathematical nature of the pre-kindergarten classroom environment*. Poster presented at the annual IES Research Conference, Washington, DC.

Hofer, K., Aydogan, C., Farran, D.C., Lipsey, M. (June, 2009). *The effect of early grade retention on children's skills and achievement*. Poster presented at the annual IES Research Conference, Washington, DC.

Yun, C., Farran, D.C., Lipsey, M. & Bilbrey, C. (June, 2009). *Gender effects and stability of academic self concept and feelings about school in young children*. Poster presented at the annual IES Research Conference, Washington, DC.

Farran, D.C. & Lipsey, M, (April, 2009). Long term effects from prekindergarten curricula. Paper presented in C.Ebanks (chair), Early intervention research and children's school readiness: What role does curriculum play? Paper symposium presented at the biennial meeting of the Society for Research in Child Development, Denver Colorado.

Cummings, T., Hofer, K., Farran, D.C., Lipsey, M., & Bilbrey, C. (April, 2009). Child talk and engagement in prekindergarten classroom predict achievement gains. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver Colorado.

Anthony, K., Farran, D., Lipsey, M., Bilbrey, C., Cummings, T., & Hofer, K. (April, 2009). The organization of prekindergarten classrooms and child disruptive behaviors. . Poster presented at the biennial meeting of the Society for Research in Child Development, Denver Colorado.

Farran, D.C., Lipsey, M. & Bilbrey, C. (April, 2009) Predicting high-stakes test results at third grade from pre-kindergarten curricula and children's skills. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Lipsey, M., Farran, D., Hurley, S., Hofer, K., & Bilbrey, C. (March, 2009). Effects of a literacy focused curriculum and a developmental curriculum on school readiness and subsequent state achievement test outcomes in rural prekindergarten classrooms. Paper presented at the annual meeting of the Society for Research in Educational Effectiveness, Washington, DC.

Cummings, T., Hofer, K., Farran, D.C., Lipsey, M., & Bilbrey, C. (March, 2009). Preparing prekindergartners with math readiness skills: The effect of children's talk, focus and engagement on math achievement. Paper presented at the annual meeting of the Society for Research in Educational Effectiveness, Washington, DC.

Farran, D.C. (June, 2008). Predicting TCAP scores at 3<sup>rd</sup> grade from pre-kindergarten curricula and individual skills. Paper presented at the Tennessee Early Childhood Summit, Nashville, TN.

Farran, D.C., Lange, G., & Boyles, C. (March, 2008). Children's self regulation as a significant predictor of high stakes state testing. Paper presented at the annual meeting of the Society for Research in Educational Effectiveness, Washington, DC.

Farran, D.C. (February, 2008). Threats to Children and Childhood in Advanced Technological Societies, Keynote Address, Early Years Conference, Vancouver, BC, Canada.

Farran, D.C. (May, 2007). Balancing instructional content in pre-kindergarten classrooms and determining for whom the programs work best. Presentation to the 2<sup>nd</sup> Annual TN Pre-K Summit, Nashville, TN.

Farran, D.C., Lipsey, M., Watson, B., & Hurley, S. (April 2007), Balance of content emphasis and child content engagement in an Early Reading First program. In D. Clements (chair), How should preschoolers spend their day? Integration and conflicts across developmental areas. Paper symposium presented at the annual meeting of the American Educational Research Association, Chicago IL.

Bilbrey, C., Farran, D., & Lipsey, M. (March, 2007). Active involvement by rural children from low income families in prekindergarten classrooms: Predictors and consequences. Paper presented in C. Ebanks (chair), Effects of early childhood interventions on children's school readiness: Findings from an evaluation study of preschool curricula. Paper symposium presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Aydogan, C., Spivak, A., Bilbrey, C., Farran, D., & Lipsey, M. (March, 2007). Children's social behavior and their skills in language, literacy, and math. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Farran, D. C., Lipsey, M., Aydogan, C., Plummer, C., Bilbrey, C., & Hurley, S. (March, 2007). Prekindergarten curricula: Teacher change and child engagement. In D. Dickinson (chair), Fostering development among teachers and children in literacy, math, science, and social development. Poster symposium presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Farran, D.C. & Lipsey, M. (March, 2007). The effects of cognitive self-regulation on the academic achievement of preschool children. In C. Blair (chair), Promoting the development of self-regulation in young children through innovative curricula and teacher interactions. Paper symposium presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Farran, D.C., Lipsey, M., Hurley, S., & Bilbrey, C. (June, 2006). The predictive utility of the ECERS-R in rural public school prekindergarten programs. Poster presented at the 8<sup>th</sup> annual Head Start Research Conference, Washington, DC.

Farran, D.C., Lipsey, M., Hurley, S., Watson, B., Richardson, N., & Curry, S. (June 2006). Multifaceted evaluation of a literacy curriculum during the first year of an Early Reading First project. Poster presented at the 8<sup>th</sup> annual Head Start Research Conference, Washington, DC.

Hofer, K., Farran, D., Lipsey, M., Hurley, S., & Bilbrey, C. (June 2006). Transitioning to school: Describing the classroom environment of rural, low-income children in kindergarten and 1<sup>st</sup> grade. Poster presented at the 8<sup>th</sup> annual Head Start Research Conference, Washington, DC.

Aydogan, C., Plummer, C. Kang, S., Bilbrey, C., Farran, D., & Lipsey, M. (May 2006). An investigation of prekindergarten curricula: Influences on classroom characteristics and child engagement. Poster presented at Institute of Education Sciences 2006 Research Conference, Washington, DC.

Farran, D.C., Lipsey, M., Bilbrey, C., & Hurley, S. (April, 2006). Comparing the effects of a literacy focused to a developmental curriculum in rural prekindergarten classrooms. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Farran, D.C. (May, 2005). Inclusive classrooms for toddlers. Paper presented in R. Simmeonson (chair), International perspective on early childhood intervention. Panel discussion (Ringvorlesung) at the Ludwig Maximillian University, Munich Germany.

Farran, D.C., Lipsey, M., & Bilbrey, C. (April, 2005). Transition to kindergarten for children from rural low income families: Differential effects of two comprehensive curricula. Paper presented in M. Lipsey (Chair), Curricula as intervention: Results from randomized control trials. Symposium presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Lange, G, Farran, D., Boyles, C., & Beck, A. (January, 2005). Predicting early academic competence of economically at-risk children from parent and teacher mastery ratings. Paper presented at the Second Annual Hawaii International Conference on Education, Honolulu, HI.

Lipsey, M. & Farran, D. (October, 2004). The comparative effects of two pre-kindergarten curricula on literacy-related outcomes: Results of a randomized field experiment. Paper presented in M. Lipsey (Chair), Evidence for educational effects; Early childhood education, after school and tutoring. Symposium presented at the annual meeting of the Association for Public Policy Analysis and Management, Atlanta, GA.

Farran, D.C., Lipsey, M., & Bilbrey, C. (June, 2004). Comparing a developmental with a literacy-focused comprehensive curriculum: Implementation and effects. Paper presented in Farran, D.C. (Chair), Evaluating preschool curricula for children from low-income families: Issues and outcomes. Symposium presented at Head Start's 7<sup>th</sup> National Research Conference, Washington, DC.

Kang, S.J. & Farran, D.C. (June, 2004). The relationship between literacy-related environments of preschool classrooms and low SES children's engagement with literacy materials. Poster presented at Head Start's 7<sup>th</sup> National Research Conference, Washington, DC.

Plummer, C., Farran, D.C., Hurley, S., & Lipsey, M. (June, 2004). The nature and effectiveness of mathematics education in prekindergarten classrooms of low-income children. Poster presented at Head Start's 7<sup>th</sup> National Research Conference, Washington, DC.

Lange, G., Farran, D., Boyles, C., & Beck, A. (January, 2005). Predicting early academic competence of economically at-risk children from parent and teacher mastery ratings. Paper presented at the Second Annual Hawaii International Conference on Education, Honolulu, HI.

Farran, D.C. (November, 2003). Preschool Curriculum Research – year one: A report from the field. Chair, Symposium presented at the annual meeting of the National Association for the Education of Young Children, Chicago, IL.

Farran, D.C., Kang, S.J., & Smith, K. (September, 2003). Individualizing early intervention for toddlers with disabilities in a group context. Paper presented at the 4<sup>th</sup> European Congress of the European Association for Mental Health and Mental Retardation, Rome, Italy.

Farran, D.C. & Lipsey, M. (April, 2003). Conceptual, theoretical and analytic issues related to evaluating preschool curricula. Paper presented in Schweingruber, H. (Chair), Overview and preliminary results of the Preschool Curriculum Evaluation Research Grants Program, Symposium presented at the biannual meeting of the Society for Research in Child Development, Tampa, FL.

Lange, G., Boyles, C., Beck, A., & Farran, D. C. (April, 2003). Contexts of children's spontaneous use of learning strategies in early childhood classrooms. Poster presented at the biannual meeting of the Society for Research in Child Development, Tampa, FL.

Farran, D., Lange, G., & Boyles, C. (April, 2003). Predicting standardized tests scores for low-income children. Round table presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Farran, D.C. & Tomonari, D. (November, 2002) The effects of noise on stress levels in two year old classrooms. Poster presented at the annual meeting of the the National Association for the Education of Young Children, New York, New York.

Farran, D., Kang, S.J., & Smith, K. (November, 2002). Early intervention and embedded instruction. Session presented at the annual meeting of the National Association for the Education of Young Children, New York, New York.

Tomonari, D. & Farran, D. (June, 2002). Noise, classroom functioning, and stress in classrooms for two-year olds. Poster presented at Head Start's Sixth National Research Conference, Washington, DC.

Farran, D.C., Smith, K., & Kang, S.J. (March, 2002). Early intervention, inclusion, and embedded instruction: Can we do it? Paper presented at the biennial meeting of the Consortium on Research Innovations in Early Intervention, San Diego, CA.

Farran, D.C., Lange, G., & Boyles, C. (November, 2001). Predicting academic achievement from early measures of self-regulation and motivation among children in Title I schools. Poster presented at the annual meeting of the National Association for the Education of Young Children, Anaheim, CA.

Farran, D.C., Lange, G., & Boyles, C. (March, 2001), Self-regulation and early academic achievement among low income children. In D.C. Farran & C. Blair (chairs), Self-regulation and motivation in vulnerable populations. Symposium presented at the 2001 Gatlinburg Conference on Research and Theory in Intellectual Disabilities. (Charleston, SC).

School of Human Environmental Sciences Tenure and Promotion Committee (1987-88)  
School of Human Environmental Sciences Renovation Committee (1988-90)  
Faculty Senate (1992-93)  
Chair, Dean of Human Environmental Sciences Search Committee (1993-94, 1994-95)  
School of Human Environmental Sciences Curriculum Committee (1993-95)  
Research Council (1994-96)  
Advisory Committee to the Chancellor (1995-96)  
Chancellor Vision Committee (1995-96)

***Vanderbilt University***

Member, Ad Hoc Grievance Committee, 2011-12  
Member, Vanderbilt University Faculty Benefits Committee, 2010-2012.  
Member, Vanderbilt University Athletics Committee, 2007-2009  
Secretary, Vanderbilt University Faculty Senate (2002-2004).  
Member, Vanderbilt University Promotions and Tenure Review Committee (2002-2005).  
Member, Vanderbilt University Intercollegiate Athletics Committee (2000-2003)  
Member, Vanderbilt Strategic Planning Retreat (2000).  
Vanderbilt University Faculty Senate (1998-2001), Re-elected (2001-2004)  
Member, Student Affairs Committee of the Faculty Senate (1998-2001)

***Peabody College***

Member, Faculty Council Research Committee, 2007-2008; 2011-12  
Member, Search Committee for Endowed Chairs, Peabody College  
Co-Director, ExpERT, doctoral training grant funded by the Institute for Education Sciences.  
Member, Psychology and Human Development Search Committee (Senior Scientist) (2002-2003 and 2006-2007)  
Member, Kennedy Center Director Search Committee (2000-2001)  
Member, Psychology and Human Development Search Committee (Senior Scientist) (2000-2001)  
Member, Psychology and Human Development Search Committee (1999-2000)  
Member, Special Education Search Committee (3 positions) (1999-2000)  
Chair, Peabody College Affirmative Action and Diversity Committee (1998-00)  
Peabody College Faculty Council, Member at Large (1997-00)  
External reviewer, Eva Horn, 4th year review, and Tenure and Promotion, Special Education  
Member, Peabody College Minority Mentoring Committee (1998-2000)  
Peabody College Tenure and Promotion Committee (1996-98)  
Research Council Grant Review Committee (1997-98)  
Member, Search Committee, Dunn Chair of Excellence (1998-1999)

***Department of Teaching and Learning and the Kennedy Center***

Area Director, Diversity, Learning and Development, PhD track, DTL  
Member, Department Chair Search Committee, 2011-12  
Chair, DTL Department Chair Search Committee, 2010-2011.  
Freshman Advisor (14), DTL  
Member, Search Committee, Faculty of the Practice in Teacher Education  
Member, Search Committee, Chair, Department of Teaching and Learning  
Member, Search Committee for Director Early Childhood Leadership Development EdD program

Member, DTL Personnel Committee (continuing)  
Chair, Mentoring Committee, Carin Neitzel (continuing)  
Member, Graduate Admissions Committee (continuing)  
Member, Program Committee in Early Childhood Education (2002-continuing).  
Freshman Advisor, 2002-2003.  
Chair, Search Committee, Senior Faculty in Diversity (2002-2003)  
Co-chair, Search Committee, Early Childhood Education (2002-2003).  
Member, Tenure and Promotion Review Committee, Xiaodong Lin, Summer, 2001  
Preparation, ECE Folio, NCATE, submitted January, 2001, resubmitted, October, 2001.  
Preparation, ECE Tennessee State Certification, June, 2001.  
Chair, Search Committee, Early Childhood Education, Assoc. Professor of the Practice (2000-2001)  
Chair, Search Committee, Senior Faculty in Diversity (2000-2001)  
Member, Second Year Review Committee (2000-2001)  
Chair, Program Committee for Early Childhood Education (1998-01)  
Member, Department Strategic Planning Committee (1998-2000)  
Chair, Southall Lecture Committee (1997-2001)  
Chair, Review Committee for Ann Neely Reappointment, (1998-99)  
Chair, Search Committee for Early Childhood Education (1998-1999)  
Member, JF Kennedy Administrative Team (1997-2001)  
Member, JF Kennedy Awards Committee (2000-2001)  
Member, JF Kennedy Membership Review Committee (1998-2000)  
JF Kennedy Center Coordinating Council (1996-00)

## **PROFESSIONAL SERVICE**

Member, Early Childhood Innovation Partnership, Center on Developing Child at Harvard University (2011 –present).  
Member, Implementation Working Group of the Child Care Policy Research (2011- present).  
External Reviewer, Department of Teaching and Learning, Brigham Young University (October, 2006).  
Member, Society for Research in Child Development, Policy and Communications Committee (2005-2009)  
Institute for Education Sciences Reading and Writing Standing Review Panel, appointed 2005-2008.  
Associate Editor, *Early Childhood Research Quarterly*, 2000-2005.  
Editorial Board, *Infants and Young Children*, (2001-2008).  
Member, Society for Research in Child Development, Governance Ad Hoc Committee.  
Scientific Reviewer, Teacher Quality Research Peer Review Panel for the Institute of Education Sciences, Washington, DC, June, 2003, March 2004.  
Chair, Early Reading First Proposal Review Panel, U.S. Department of Education, 12/2002  
Book Reviewer, Houghton Mifflin  
Proposal Reviewer, Alberta Heritage Foundation  
Ad Hoc Reviewer for *American Educational Research Journal* and *Child Development*  
Reviewer, biannual meeting of the Society for Research in Child Development, the annual meeting of the American Educational Research Association, the annual meeting of the National Association for the Education of Young Children and the biannual meeting of the Head Start Research Conference.  
Statement Reviewer, Research and Training Center on Early Childhood Development, Spring, 2003

Anonymous reviewer, *From neurons to neighborhoods*, first draft, for the National Research Academy.  
Chair, Legacy for Children Working Group (2001-2004), Center for Disease Control, Atlanta, GA.  
Tennessee Representative, Southern Early Childhood Association Summit: Raising Responsible Americans: An Early Childhood Agenda for the South, Little Rock, TN (October, 2000).  
Member, Early Childhood Education and Brain Research Committee (National Center for Early Development and Learning), 1998-present.  
Strategic Planning Committee, Kamehameha Schools/Bishop Estate, Honolulu, HI.  
Appointed, Editorial Board, *Early Childhood Research Quarterly*, 1997-2000.  
Consulting Editor, *Young Children*, 1995-1999  
Associate Editor, *Journal of Early Intervention Research*, 1994-1997  
Consulting Editor, *Early Childhood Research Quarterly*, 1994-1997  
Member-at-Large, Governing Board, North Carolina Association for the Education of Young Children, 1994-1996.  
National Advisory Board, Carolina Institute for Policy Studies, 1987- 1992  
National Advisory Board, Carolina Institute for Early Education of the Handicapped, 1984-1986  
Ad Hoc Advisory Board, North Carolina Child Advocacy Commission, 1988-89  
Director of Research, Project WIN, Boston, Massachusetts, 1987-1988  
Consulting Editor for *Developmental Psychology*, 1980-85  
Occasional reviewer for *Child Development*, *Merrill-Palmer Quarterly*, *Developmental Psychology*  
Grant reviewer for National Science Foundation, March of Dimes, Spencer Foundation, ACYF  
Abstract reviewer (each year) for annual meeting of the American Educational Research Association, the biennial meeting of the Society of Research in Child Development, and the biennial meeting of the National Conference on Research in Head Start.

## STATE AND COMMUNITY SERVICE

Presentation to Osher Life Long Learning Institute, 10/19/2011; Consultant in planning Osher Institute: Public Education – Searching for the Best, Fall 2011.  
Presentation to the TN Early Childhood Coordinators' Meeting, Memphis, TN (October 12, 2011): *Self-Regulation in Prekindergarten Classrooms: What is it and can we develop it?*  
Member, Tennessee Early Grades Math Advisory Committee, 2011-12  
Consultant, Nashville Chamber of Commerce Report Card Committee on Metro Nashville Schools, 2010-present  
Member, Mayor's Early Childhood Advisory Board, Nashville, 2010-present.  
Co-Chair, Pre-K Alignment Committee, Metro Nashville Public Schools, 2007-2009.  
Member (Treasurer), Metro Action Commission (2007-2010; 2004-2007), re-appointed by Mayor Bill Purcell (twice).  
Chair, Subcommittee Assessing Head Start Qualiy (2003-2004).  
Member, Annual Review Committee Metro Action Commission Director  
Member, Head Start Director Search Committee  
The importance of early education panel (Moderator and Presenter). Leadership Nashville (September and November, 2007).  
Consultant, United Way of Middle Tennessee, Early Reading First project.  
Consultant, Memphis City School System, Early Reading First proposal.  
Consultant, Canan County School System, Adolescent Literacy proposal

Member. TN Voluntary Pre-K Advisory Board, 2005-present.

Consultant, United Way of Middle Tennessee, Early Reading First proposal.

Consultant, Ripley Tennessee School District, Early Reading First proposal

Member, Mayor's Early Childhood Advisory Committee, Nashville, TN (2004 – 2005).

Member, Ad Hoc Committee on Early Childhood Licensure, Tennessee Department of Education (2003-2004)

Member, SACS accreditation team, Ensworth School, Nashville (Fall, 2003)

Panelist and Chair, Kindergarten Readiness Panel, Mayor's Summit on Children and Youth, Nashville (Spring, 2003)

The importance of early education panel (Moderator and Presenter). Leadership Nashville (November, 2002).

Healthy and Ready to Learn, panel member. Caring for children with special health care needs conference. (May, 2002).

Member (Secretary), Metro Action Commission (2001-2004), appointed by Mayor Bill Purcell.

Chair, Subcommittee Assessing Head Start Qualiy (2002-2003).

Member, Tennessee Tomorrow Committee (2000-ongoing). (Statewide committee on quality in education)

“Medical Monday” call in show, Channel 51, focus on School Readiness (August, 2001).

Presentation to the AmSouth Bank Regional Managers on the Effects of Early Experience (May, 2001)

Member, Prevention Committee, Vanderbilt Institute of Public Policy (2000)

Advisory Board, Cumberland Science Museum, Nashville, TN, 1998-1999.

Presentations to Leadership Nashville: Importance of Early Experience, December, 1997, 1998, 1999, 2000.

Presentation to Leadership Donelson on the Importance of Early Experience, March, 2000, 2001.

Presentations to Junior League of Nashville: Importance of Early Experience, October, 1998, 1999, 2000.

Steering Committee, Week of the Young Child, Nashville Area Association for the Education of the Young Child, 1997, 1998, 1999, 2000, 2001.

Planning Committee, 50th anniversary conference of the Southern Early Childhood Association, 1997-99.

Advisory Board, Association for Retarded Citizens of Davidson County, 1997-2000.

Appointed, Member of 9 person Early Childhood Transfer Articulation Committee, Ad-hoc committee of the Joint Committee on Articulation and Transfer Agreements (North Carolina),1995-96.

Member, Quality Child Care Committee, Appointed by the Children's Cabinet of the Guilford County Commissioners, 1995-96.

Invited Participant, Ad Hoc group to develop policy on competition for young children in 4-H, NC Cooperative Extension Service (March, 1995- June 1996)

Reviewer, BK Licensure materials for two public universities in North Carolina for the NC State Department of Public Instruction, 1995-96.

Member, Steering Committee, Children Youth and Families at Risk Project, NC Cooperative Extension Service, 1994-1996.

Member, BK, Higher Education Consortium, North Carolina Universities, 1994-1996.

Chair, Committee to Develop G level licensure in BK license, North Carolina State Department of Public Instruction, 1993-1995.

Chair, Committee to Develop Comprehensive Preschool Certificate; North Carolina State Department of Public Instruction. 1990-91.

Member, Personnel Subcommittee, North Carolina Interagency Coordinating Council, 1990-1994.

Advisory Board, Kindergarten Evaluation Team, NC Department of Public Instruction, 1988-89

Member, Pre K-K Task Force, NC Department of Public Instruction, 1988-1992

Member, Preschool Handicapped Training Providers, NC Department of Public Instruction, 1988-1994

Member of Advisory Board, Moses Cone Hospital Day Care Planning Team, 1988-1990.

Research Committee, Guilford County Adolescent Pregnancy Coalition, 1988-1990.

Advisory Board, Guilford Technical and Community College, 1988-1992.

Preschool Task Force, Greensboro City Schools, 1987-1991.

Member of Advisory Board, St. Andrew's Priory School, Honolulu, HI, 1986-1987.

PTA President, Seawell Elementary School, Chapel Hill/Carrboro NC School System.

Member of parent board of the Chapel Hill Cooperative Preschool, 1977-1980.