**Annemarie H. Hindman** ahindman@temple.edu

1301 Cecil B. Moore Ave

Ritter Hall, Office # 298

Philadelphia, PA 19122

215.204.5589

**Academic Positions**

 **Temple University**

2020-present Professor, College of Education and Human Development

Dept. of Teaching and Learning
and, by courtesy, Department of Psychology

2017-present Founding Director,
Center for Assessment, Evaluation, and Education Policy Analysis

2013-2020 Associate Professor, College of Education

Dept. of Teaching and Learning (2017-2020)
and, by courtesy, Department of Psychology (2019-2020)

Dept. of Psychological Studies in Education (2013-2017)

2008-2013 Assistant Professor, College of Education

Dept. of Psychological, Organizational and Leadership Studies (2012-2013)

Dept. of Curriculum, Instruction, and Technology (2008-2012)

**Education**

Ph.D. **University of Michigan**

Combined Program in Education and Psychology, 2008

M.S. **University of Michigan**

Developmental Psychology, 2005

B.A. **Yale University**

History, 2000

Phi Beta Kappa, Magna cum Laude, Honors in the Major

**Productivity Indices (drawn from Google Scholar)**

Citations: 4748

h-index: 31

i10-index: 50

# Grants

***Current Grants***

2021-2025 *Story Talk in Kindergarten*

Institute of Education Sciences, $1,400,000, Co-PI (PI – Wasik)

2019-2023 *DEEL@Temple – Diversifying the Early Learning Workforce*

 William Penn Foundation, $800,000, PI

2018-2021 *Text-to-Talk Enhancement and Replication*

William Penn Foundation, $754,200, Co-PI (with Co-PI Wasik)

2018-2023 *Developing STEM Achievement and Motivation: The Role of Spatial Skills and*

*Parent-Child Interactions*

National Science Foundation, $2,434,948, Co-PI (PI – Gunderson)

2018-2023 *Training Teachers to Teach Vocabulary (T3V): A Professional Development*

*Intervention for Toddler and Preschool Teachers of Children at Risk for*

*Communication Difficulties*

Institute of Education Sciences, $1,400,000, PI

2018-2022 *CCAMPIS – Child Care Access Means Parents in School*

 US Department of Education, $783,864, PI

2018-2021 *Aligning Temple’s Early and Elementary Teacher Preparation Program with the*

*Needs of the School District of Philadelphia*

 William Penn Foundation, $750,000, PI

2017-2022 *Improving Early Elementary School Students’ Literacy Skills through Improved*

*Teacher Quality: A Temple University, Philadelphia Federation of Teachers, School District of Philadelphia Collaboration*

William Penn Foundation, $960,000, PI

***Current Evaluation-Specific Grants & Contracts***

2021-2023 *Oxford Circle Community Literacy Activities Project*

William Penn Foundation, Temple evaluation subcontract PI ($20,000)

2019-2022 *Oxford Circle Family Parents as Teachers Home Visiting Project*

William Penn Foundation, Temple evaluation subcontract PI ($60,000)

2020-2023 *After School Activities Partnership (ASAP)*

William Penn Foundation, Temple evaluation subcontract PI ($60,000)

2020-2025 *Temple Teacher Residency*

U.S. Department of Education Teacher Quality Partnership,
Temple evaluation subcontract PI ($50,000)

***Completed Grants***

2016-2022 *Parents Plus: Language Coaching*

Institute of Education Sciences (NCSER), $1,499,741, Co-I (PI – Sawyer)

2019-2020 *Planning grant for Child Development Associate Support*

 PHMC Professional Development Organization, $14,112, PI

2018-2021 *Early Language and Literacy Professional Development for Teachers of English Learners*

Office of English Language Acquisition, $2,685,381, Co-PI (PI – Hammer)

2015-2019 *Story Talk at Home: An Evidence-based, Community-informed Vocabulary*

*Intervention for Head Start Families*

Annie E. Casey Foundation, $200,000, PI

2015-2018 *Text-to-Talk: Connecting Families and Preschools with Technology*

William Penn Foundation, $500,000, Co-PI (with Co-PI Wasik)

2015-2018 *Network for Integrating Cognitive and Educational Sciences Postdoctoral*

*Research Training Program*

Institute of Education Sciences,$687,200, Co-PI (PI – Newcombe)

2014-2018 *Story Talk: A Cognitive Research-based Intervention for Preschool Children*

Department of Education, $1,500,000, Co-PI (PI – Wasik)

2012-2016 *Exceptional Coaching for Early Language and Literacy-Enhanced (ExCELL-E*):

*Refining an Effective, Research-based Teacher Professional Development Model*

 Department of Education Investing in Innovation (i3) Fund, $3,002,525, Co-PI

2009-2010 *Family Involvement in Early Writing Skills*Temple University Office of the Vice Provost for Research, $3,000, PI

2008-2009 *School-Family Partnership in Preschools Serving High-Need Populations: A Multi-method Investigation*

Temple University College of Education (CITE) Seed Grant, $4,000, PI

2007-2009*Child-, Family-, and Classroom-Level Effects on School Readiness Trajectories in Head Start*. Administration for Children and Families. $50,000, Co-I

2007-2008 *School-Family Partnership and Early Learning.*

Spencer Foundation Pre-Doctoral Fellowship, $25,000, PI

***Past Evaluation Grants & Contracts***

***with Center for Assessment, Evaluation, & Education Policy Analysis***

2020-2021 *Examining Cyber Charter Schools in Pennsylvania*

 Pennsylvania Department of Education, $510,000, Co-PI

2019-2021 *Evaluation of the Carnell Elementary Social-Emotional Support Program*

Pennsylvania Commission on Crime and Delinquency,
Temple evaluation subcontract PI ($13,000)

2017-2018 *Oxford Circle Needs Assessment of Early Literacy - subcontract*

William Penn Foundation

Temple evaluation subcontract PI ($15,000)

# Peer-reviewed Publications

\*Indicates graduate student or postdoctoral fellow.

Wasik, B. A., \*Farrow, J. M., & **Hindman, A. H.** (In press). **More than “Good Job!”: The**

**critical role of teacher feedback in classroom discourse and language development.** *The*

*Reading Teacher*.

**Hindman, A. H.**, Wasik, B. A., & Anderson, K. (In press). Using Turn and Talk to develop

language: Observations in early classrooms. *The* *Reading Teacher*.

**Hindman, A. H.** (2022). Beyond classroom pets: Innovative ways to connect young

children with animals. *Teaching Young Children: Special issue on Bringing Nature into*

*the Classroom*, *15*(3).

DOI: https://www.naeyc.org/resources/pubs/tyc/spring2022/classroom-pets

Snell, E. K., Wasik, B. A., & **Hindman, A. H.** (2022). Text to talk: Effects of a home-school

vocabulary texting intervention on prekindergarten vocabulary. *Early Childhood*

*Research Quarterly, 60,* 67–79.

**Hindman, A. H.**, Farrow, J., Anderson, K., Wasik, B. A., & Snyder, P. (2021). Understanding

child-directed speech around book reading in toddler classrooms: Evidence from Early

Head Start programs. *Frontiers in Psychology, 12,* 719-783.
DOI: 10.3389/fpsyg.2021.719783

**Hindman, A. H.**, Morrison, F. J., Connor, C. M., & Connor, J. A. (2020). Bringing the science

of reading to pre-service elementary teachers: Tools that bridge research and practice.

*Reading Research Quarterly, 55*(1), 197-206. DOI: <https://doi.org/10.1002/rrq.345>

Aram, D., Skibbe, L., **Hindman, A. H.**, Bindman, S., Atlas, Y. H., & Morrison, F. J. (2020).

Parents’ early writing support and its associations with parenting practices in the United

States and Israel. *Merrill-Palmer Quarterly, 66*(4), 392 – 420.

\*Bustamante, A. S., & **Hindman, A. H.** (2020). Construyendo la fuerza: Approaches to

Learning among Dual Language Learners in Head Start. *Early Childhood Research*

*Quarterly, 52,* 124-137. DOI: https://doi.org/10.1016/j.ecresq.2018.06.003

\*Farrow, J.M., Wasik, B.A., & **Hindman, A.H.** (2020). Exploring the unique contributions of

teachers’ syntax to preschoolers’ and kindergarteners’ vocabulary learning. Early

Childhood Research Quarterly, 51, 178-190. DOI: 10.1016/j.ecresq.2019.08.005

Snell, E.K., **Hindman, A.H.**, & Wasik, B.A. (2020). Exploring the use of texting to support

family-school engagement in early childhood settings: teacher and family

perspectives. Early Child Development and Care, *190*(4), 447-460.

DOI: 10.1080/03004430.2018.1479401

Wasik, B.A. & **Hindman, A.H.** (2020). Increasing preschoolers’ vocabulary development

through a streamlined teacher professional development intervention. Early Childhood

Research Quarterly, 50, pp. 101-113. DOI: 10.1016/j.ecresq.2018.11.001

Snell, E.K., Wasik, B.A., & **Hindman, A.H.** (2020). Using texting to help families build their

children’s vocabulary at home. Reading Teacher, *74*(1), 49-57. DOI: 10.1002/trtr.1906

Snell, E. K., Hindman, A. H., & Wasik, B. A. (2019). A review of research on technology-

mediated language and literacy professional development models. *Journal of Early*

*Childhood Teacher Education, 40*(3), 205-220. DOI: 10.1080/10901027.2018.1539794

\*Bustamante, A. S.& **Hindman, A. H.** (2019).Classroom quality and academic school

readiness outcomes in Head Start: The indirect effect of approaches to learning. *Early*

*Education and Development, 30*(1), 19-35*.* DOI: 10.1080/10409289.2018.1540249

**Hindman, A. H.** & \*Bustamante, A. S. (2019). Special issue: Teacher well-being in early

childhood. *Journal of Applied Developmental Psychology, 61,* pp. 1-60.

**Hindman, A. H.** & \*Bustamante. A. S. (2019a). Understanding well-being among

teachers in early childhood settings: Challenges, supports, and implications for children’s

development. Introduction to the special issue. *Journal of Applied Developmental*

*Psychology, 61,* 1-3. DOI: 10.1016/j.appdev.2019.03.005

**Hindman, A. H.**, & \*Bustamante, A. S. (2019b). Teacher depression in Head

Start as a dynamic variable: Exploring the nature and predictors of change ove the Head

Start year. *Journal of Applied Developmental Psychology, 61,* 43-55.
DOI: 10.1016/j.appdev.2018.09.004

**Hindman, A. H.**, Wasik, B. A., & \*Bradley, D. E. (2019). How classroom conversations

unfold: Exploring teacher-child exchanges during shared book reading. *Early Education*

*and Development, 30*(4), 478-495. DOI: 10.1080/10409289.2018.1556009

Wasik, B. A., & **Hindman, A. H.**, (2019). Why wait? The importance of

wait time in developing children’s language and vocabulary skills. *The Reading Teacher,*

*72*(3), 369-378.DOI:10.1002/trtr.1730

\*Bustamante, A. S., **Hindman, A. H.**, & \*Champagne, C. R., & Wasik, B. A. (2018). Circle

Time revisited: How do preschool classrooms use this part of the day? *Elementary School*

 *Journal*, *118*(4), 610-631. DOI: 10.1086/697473

Snell, E. K., **Hindman, A. H.**, & Wasik, B. A. (2018). Exploring the use of texting to

support family-school engagement in early childhood settings: Teacher and family

perspectives. *Early Child Development and Care*. DOI: 10.1080/03004430.2018.1479401

**Hindman, A. H.**, & Wasik, B. A. (2017). Is dosage important? Examining Head Start

 preschoolers’ language and literacy learning after one versus two years of an intervention.
 *Early Child Development and Care, 187* (3-4), 342-357.DOI:

 10.1080/03004430.2016.1236256.

**Hindman, A. H.**, \*Bustamante, A. S., & \*Roberts, E. D. (in press). Behavioral
 inhibition in Head Start: Development during the preschool year and links to academic and
 social outcomes. *Journal of Applied Research on Children*. In special issue: The Critical

 Years-Research and Progress in Early Education and Early Brain Development (W. Steven
 Barnett, Ed.)

Wasik, B. A., **Hindman, A, H.**, & Snell, E. (2016). Book reading and vocabulary development:

 A systematic review. *Early Childhood Research Quarterly*.

**Hindman, A. H.**, Pendergast, L., & \*Gooze, R. (2016). Using bifactor models to measure

teacher-child interaction quality in early childhood: Evidence from the Caregiver

Interaction Scale. *Early Childhood Resarch Quarterly, 36,* 366-378.

**Hindman, A. H.**, Wasik, B. A., & Snell, E. K. (2016). Closing the thirty million word gap:

 Next steps in designing research to inform practice. *Child Development Perspectives,*
 *10*(2), 134-139.

Boyle, J. R., & **Hindman, A. H.** (2015). Scaffolding the persuasive writing of middle school

students: Scaffolding the persuasive writing of middle school students: An exploratory

study of the DECIDE graphic organizer. *Middle Grades Research Journal, 10*(2).

Snell, E. K., **Hindman, A. H.**, & Belsky, J. (2015). Child effects and child care.

Development and Psychopathology, 27, 1059–1076.

**Hindman, A. H.**, Snell, E. K., Wasik, B. A., Lewis, K. A., Hammer, C. J., & Iannone-

 Campbell, C. (2015). Research and practice partnerships for professional development in
 early childhood: Lessons from ExCELL-e. *Journal for the Education of Students Placed
 at Risk*. DOI: 10.1080/10824669.2014.984036

**Hindman, A. H.**, & Wasik, B. A. (2015). Building vocabulary in two languages: An

 examination of Spanish-speaking dual language learners in Head Start. *Early Childhood*

 *Research Quarterly*, *31*, 19-33. DOI: 10.1016/j.ecresq.2014.12.006

Snell, E. K., **Hindman, A. H.**, & Wasik. B. A. (2015). How can book reading close the word

gap? Five key practices from research.  *The Reading Teacher, 68*(7), 560–571. DOI: 10.1002/trtr.1347

Wasik, B. A., & **Hindman, A. H.** (2015). Closing the thirty million word gap: Why talking

more is not enough. *Phi Delta Kappan, 96,* 50-54*.*

Bindman, S. L. W., Skibbe, L. E., **Hindman, A. H.**, Aram, D., & Morrison, F. J. (2014).

Parental writing support and preschoolers' early language, literacy, and fine motor

skills. *Early Childhood Research Quarterly, 29*(4), 614–624. DOI: 10.1016/j.ecresq.2014.07.002

**Hindman, A. H.**, Skibbe, L. E., & Foster, T. (2014). Exploring the variety of parental talk

during shared book reading and its contributions to preschool language and literacy:

Evidence from the Early Childhood Longitudinal Study–Birth Cohort. *Reading and*

*Writing: An Interdisciplinary Journal*, *27*, 287-313.

# Wasik, B. A., & Hindman, A. H. (2014). Understanding the active ingredients in an

# effective preschool vocabulary intervention: An exploratory study of teacher and child

# talk during book reading. *Early Education and Development*, *25*, 7, 1035-1056.

Bindman, S. L. W., **Hindman, A. H.**, Bowles, R., & Morrison, F. J. (2013). The

contributions of parental management language to self-regulation in preschool children.

*Early Childhood Research Quarterly*, *28*, 529-539.

**Hindman, A. H.** (2013). Mathematics instruction in Head Start preschools: Nature, extent,

and unique contributions to children’s learning. *Journal of Applied Developmental*

*Psychology, 34*, 230-240.

**Hindman, A. H.**, Skibbe, L. E., & Morrison, F. J. (2013). Teacher outreach to families

across the school transition: Relations to academic and social skills. *Early Childhood*

*Education Journal, 41*, 391-399*.* DOI: 10.1007/s10643-010-0410-4

 Reprinted, at the request of the editors, in M. R. Jalongo, J. P. Isenberg, & B. A.

Fennimore (Eds.). *Educating the young child: Advances in theory and research,*

*implications for practice* (pp. 57-71). Norwell, MA: Springer.

**Hindman, A. H.**, & Wasik, B. A. (2013). Vocabulary learning in Head Start: Nature and

extent of classroom instruction and its contributions to children’s learning. *Journal of*

*School Psychology*, *51*(3), 387-405.

# Skibbe, L. E., Hindman, A. H., Connor, C. M., & Morrison, F. J. (2013). Relative  contributions of pre-kindergarten and kindergarten to children’s literacy and  mathematics. *Early Education and Development, 24(5), 687-703.*

Skibbe, L. E., Worzalla, S. L., **Hindman, A. H.**, Aram, D., & Morrison, F. J. (2013).

Longitudinal relations between parental writing support and preschoolers’ language and

literacy skills. *Reading Research Quarterly*, *48*, 4, 387-401. DOI: 10.1002/rrq.55

Awarded the Dina Feitelson Award, 2015, for excellence in the field of early language and literacy.

Wasik, B. A., & **Hindman, A. H.** (2013). Realizing the promise of open-ended prompts

*The* *Reading Teacher, 67*(4), 302-311*.* DOI: 10.1002/trtr.1218

**Hindman, A. H.**, & Wasik, B. A. (2012). Morning Message time: An exploratory study in

Head Start. *Early Childhood Education Journal, 40*(5), 275-283.

DOI: 10.1007/s10643-011-0459-8.

**Hindman, A. H.**, & Wasik, B. A. (2012). Unpacking an effective language and literacy

coaching intervention in Head Start: Following teachers’ learning over two years of Head

Start. *Elementary School Journal*, *113*(1), 131-154.

**Hindman, A. H.**, Miller, A. L., & Froyen, L., & Skibbe, L. E. (2012). A portrait of family

involvement durign Head Start: Nature, extent, and predictors. *Early Childhood Research*

*Quarterly, 27,*654-667.DOI: 10.1016/j.ecresq.2011.11.002

**Hindman, A. H**., Wasik, B. A., & Erhart, A. M. (2012). Shared book reading and Head Start

preschoolers’ vocabulary learning: The role of book-related discussion and curricular

connections. *Early Education and Development, 23*(4), 451-474.

**Hindman, A. H.**, & Morrison, F. J. (2012). Differential contributions of three parenting

dimensions on preschool literacy and learning-related social skills in a middle-income

sample. *Merrill-Palmer Quarterly, 58*(2), 191-223.

**Hindman, A. H.**, Cromley, J. G., Skibbe, L. E., & Miller, A. L. (2011). Growth models in

large-scale datasets: Insight from the FACES data. *Evaluation Review, 35*(3), 204-239.

DOI: 10.1177/0193841X11412068

**Hindman, A. H.**, & Morrison, F. J. (2011). School-family partnership and its associations

with early literacy and social skills among Head Start preschoolers. *Elementary School*

*Journal*, *11*(3), 359-386. DOI: 10.1086/657651

**Hindman, A. H.**, & Wasik, B. A. (2011). Exploring Head Start teachers’ early language and

literacy knowledge: Lessons from the *ExCELL* professional development intervention.

*National Head Start Association: Dialog Journal, 14*(4),293-315. DOI:

10.1080/15240754.2011.617528

**Hindman, A. H.**, & Wasik, B. A. (2011). Measuring teachers’ knowledge about early

language and literacy: Practical implications and considerations. *National Head Start*

*Association: Dialog Journal, 14*(4),351-356. DOI: 10.1080/15240754.2011.618647

Wasik, B. A., & **Hindman, A. H.** (2011). Improving vocabulary and pre-literacy skills of

preschoolers in poverty through teacher professional development model. *Journal of*

*Educational Psychology*, *103*(2), 455-469. DOI: 10.1037/a0023067

Wasik, B. A., & **Hindman, A. H.** (2011). The Morning Message in early childhood

classrooms: Practical guidelines for teachers. *Early Childhood Education Journal, 39*(3),

183-189. DOI: 10.1007/s10643-011-0463-z

**Hindman, A. H.**, Skibbe, L. E., Miller, A. L., & Zimmerman, M. (2010). Ecological

contexts and early learning: Contributions of child, family, and classroom factors during

Head Start to literacy and mathematics growth through first grade.*Early Childhood*

*Research Quarterly, 25*, 235-250. DOI: 10.1016/j.ecresq.2009.11.003

**Hindman, A. H.**, & Wasik, B. A. (2010). Head Start families sharing home language and

literacy experiences. *National Head Start Association: Dialog Journal*, *13*(2), 112- 118.

DOI: 10.1080/15240751003737919

Wasik, B. A., & **Hindman, A. H.** (2010). Understanding the home language and literacy

environments of Head Start families: Testing the Family Literacy Survey and interpreting

its findings. *National Head Start Association: Dialog Journal*, *13*(2), 71- 91.

DOI: 10.1080/15240751003737885

Wasik, B. A., **Hindman, A. H.**, & Jusczyk, A. M. (2009). Using curriculum specific progress

monitoring to determine Head Start children’s vocabulary development. *National Head*

*Start Association: Dialog Journal, 12*(3), 257- 275. DOI:10.1080/15240750903075289

**Hindman, A. H.**, Connor, C. M., Jewkes, A. M., & Morrison, F. J. (2008). Untangling the

effects of shared book reading: Multiple factors at home and school and associations with

preschool literacy outcomes. *Early Childhood Research Quarterly, 23,* 330-350.

DOI: 10.1016/j.ecresq.2008.01.005

**Hindman, A. H.**, & Wasik, B. A. (2008). Head Start teachers’ beliefs about language and

literacy instruction. *Early Childhood Research Quarterly, 23,* 479-492.

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Wasik, B. A., Bond, M. A., & **Hindman, A. H.** (2006). The effects of a language and

literacy intervention on Head Start children and teachers. *Journal of Educational*

*Psychology, 98*(1), 63-74. DOI: 10.1037/0022-0663.98.1.63

Connor, C. M., Son, S., **Hindman, A. H.**, & Morrison, F. J. (2005). Teacherqualifications,

classroom practices, and family characteristics: Complex effects on first-graders’

vocabulary and early reading outcomes. *Journal of School Psychology*, 43(4),343-375.

DOI: 10.1016/j.jsp.2005.06.001

**Invited Chapters**

**Hindman, A. H.** & Wasik, B. A.(In press).Professional development in early language and

literacy: Using data to balance effectiveness and efficiency. In S. Cabell, S. B. Neuman,

and N. Patton Terry, *Handbook on the Science of Early Literacy*.

**Hindman, A. H.**, \*Darmer, K., & \*Champagne, C.R. (In press). Understanding

gender differences in Head Start. *Routledge Companion on Boyhood in the U.S.* New

York: Routledge.

**Hindman, A. H.**, \*Schwartz, S., \*McMillan, B., \*Ho, J., and \*Wu, Q. (in press). Preparing

future educators to teach across content areas: Infusing educational psychology into

teacher preparation. In K. Buehler & J. Vogler, *Teaching Learning for Effective*

*Instruction.*

## **Hindman, A. H.** (2019). Parent and teacher rating scales. In B. Hopkins, E. Geangu, &

## S. Linkenauge (Eds.), Cambridge Encyclopedia of Child Development, second edition

## (pp. 141-144). New York: Cambridge University Press.

**Hindman, A. H.**, Wasik, B. A., & Snell, E. (2017). Developing vocabulary as a

foundation for reading success: Research to practice strategies promoting alignment

with common core and home-school connections. In L. B. Bailey, *Implementing the*

*Common Core State Standards Across the Early Childhood Curriculum*. New York:

Routledge (86-105).

\*Montaño, Z. & **Hindman, A. H.** (2016). Parenting influences on children's cognitive

 development. In C. Connor (Ed.), *Cognitive development of Reading and Reading*

 *Comprehension* (pp. 120-136). New York: Routledge.

## **Hindman, A. H.** (2016). Parenting support and education. In D. L. Couchenour & K.

## Chrisman (Eds.), SAGE Encyclopedia of Contemporary Early Childhood Education (pp.

## 967-970). Thousand Oaks, CA: Sage. DOI: 10.4135/9781483340333.n288

Wasik, B. A., & **Hindman, A. H.** (2013). Promoting early language and literacy

development. In M. Boivin and K. Bierman (Eds.), *Promoting school readiness and early*

*learning: The implications of developmental research for practice* (pp.165-186). New

York: Guilford.

Morrison, F. J., & **Hindman, A. H.** (2012). How is school readiness best fostered? In E.

Reese & S. Suggate (Eds.), *Contemporary debates in child development and education*

(pp. 123-132). New York: Routledge.

Wasik, B. A., & **Hindman, A. H.** (2012). Scaffolding preschoolers’ vocabulary development

through purposeful conversations: Unpacking the *ExCELL* model of language and

literacy professional development. In T. Kaefer, S. B. Neuman, & A. Pinkham (Eds.),

*Knowledge development in early childhood: How young children build knowledge and*

*why it matters* (pp. 185-204). New York: Guilford.

**Hindman, A. H.** (2012). Parent-teacher communication. In J.A. Banks (Ed.), *Encyclopedia*

*of diversity in education, volume 3* (pp. 1651-1653). Thousand Oaks, CA: Sage

Publications.

Wasik, B. A., & **Hindman, A. H.** (2011). Identifying critical components of effective

language and literacy coaching of preschool teachers. In D.K. Dickinson & S.B. Neuman

(Eds.), *Handbook of Early Literacy: Volume 3* (pp.322-336). New York: Guilford.

Wasik, B. A., & **Hindman, A. H.** (2009). The quality of teacher language and its impact on children’s vocabulary development. *National Reading Conference Yearbook* (pp. 82-98).

Oak Creek, WI: National Reading Conference.

Morrison, F. J., Connor, C. M., & **Hindman, A. H.** (2010). Early schooling and growth of

literacy in the transition to school. In D. Aram & O. Korat (Eds.), *Literacy development*

*and enhancement across orthographies and cultures* (pp. 153-164). New York: Springer.

Morrison, F. J., & **Hindman, A. H.** (2008). School readiness. In M. M. Haith & J. B. Benson

(Eds.), *Encyclopedia of infant and early childhood development, 2nd edition* (pp. 54-66).

London: Elsevier Press.

**Hindman, A. H.**, & Wasik, B. A. (2007). Bringing words to life: Optimizing book reading to

build vocabulary. In A. van Kleek (Ed.), *Sharing books and stories to promote*

*language and literacy* (pp. 149-179). San Diego: Plural Press.

Wasik, B. A., & **Hindman, A. H.** (2005). The implications of policy decisions on practices

in early childhood education. In N. Bascia, A. Cummings, A. Datnow, K. Leithwood, &

K. Livingstone (Eds.), *International handbook of education policy* (pp. 115-132).

Norwell, MA: Springer.

Wasik, B. A., Bond, M. A., & **Hindman, A. H.** (2002). After-school tutoring and children at

risk. In R. Garner (Ed.), *Hanging out: Community-based after-school programs for*

*children* (93-112). Westport, CT: Bergin & Garvey.

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Language and literacy development for at-risk children. In O. N. Saracho & B. Spodek

(Eds.), *Contemporary perspectives in literacy in early childhood education* (pp. 53-76).

Greenwich, CT: Information Age Publishing.

Wasik, B. A., Bond, M. A., & **Hindman, A. H.** (2002). Educating preschool and

kindergarten children at risk. In S. Stringfield and D. Land (Eds.), *Educating at-risk*

*students: One- hundred-first yearbook of the National Society for the Study of Education,*

*part II* (pp. 89-110). Chicago: University of Chicago Press.

Wasik, B. A., Bond, M. A., & **Hindman, A. H.** (2002). Effective preschool programs for

children at risk. In O. N. Saracho & B. Spodek (Eds.), *Contemporary perspectives*

*in early childhood education* (pp. 63-90). Greenwich, CT: Information Age.

**Manuscripts in Review**

\*Champagne, C. R., Hindman, A. H., & Rudasill, K. *Entity versus incremental feedback to older*

*toddlers.* Manuscript in first review.

\*Farrow, J. M., Hindman, A. H., & Wasik, B. A. (under review). Exploring unique contributions

of teachers’ writing supports to children’s vocabulary learning. *Early Education and*

*Development*.

Hindman, A. H., \*Farrow, J. & Wasik, B. A. (under review). Teacher-child conversations:

Insights into how teacher feedback supports language development. Special Invited

Issue of *Topics in Language Disorders*.

Hindman, A. H. *Parenting practices among families in Head Start: A review of the Child*

*Rearing Practices Scale*. Revise and resubmit.

Hindman, A. H., Sawyer, L. B., & \*McMillan, B. *Speech and language services in Head Start*

*preschools: Evidence from the FACES data.* Manuscript in first review.

**Manuscripts in Preparation**

Aram, D., Skibbe, L. E., Hindman, A. H., Bindman, S. L., Harpaz, Y., & Morrison, F. J. *Parents’*

*early writing support in English and Hebrew: Associations with parenting dimensions in*

*the United States and Israel.*

\*Champagne, C. R., & Hindman, A. H. *Parent perceptions of school-family partnership in Head*

*Start.*

Hindman, A. H., Hammer, C. S., \*Darmer, K., & Limlingan, M. C. *Family involvement in early*

*childhood: A critical review of the literature.*

Hindman, A. H., \*Wang, L., & \*Wu, Q. Applying the science of learning and development to

pre-service teachers: What do we know about residency models?

Sawyer, L. B. & Hindman, A. H. *Narrative skills and vocabulary development: Evidence from*

*the Early Chlidhood Longitudinal Study – Birth Cohort.*

\*Wang, L., & Hindman, A. H. English language learners’ early English development:

perspectives from home and school language environments. *Early Childhood Education*

*Journal*.

\*Wu, Q., Hindman, A. H., & Kaplan, A. Montessori teachers’ Montessori teacher learning and

identity formation: A case study of three preschool teachers in China.

**Conference Presentations and Workshops**

Hindman, A. H., & Wasik, B. A. (2022, July). Building a science of early literacy instruction:

Professional development in early language and literacy: Using data to balance

effectiveness and efficiency. In S. Cabell & N. Patton Terry (Chairs), *Building a Science*

*of Early Literacy Instruction*. Paper to be presented at the annual meeting for the Society

for the Scientific Study of Reading, Los Angeles, CA.

Tavassolie, N., Tian, J., Bennett-Pierre, G., Newcombe, N., Weinraub, M., Hindman, A.H.,

Newton, K., & Gunderson, E. A. (2022, June). *Measuring the Spatial Home Learning*

*Environment: Initial Test of the Spatial Toys and Activities Checklist (STAC) .*Poster to

be presented at the Mathematical Cognition and Learning Society Conference 2022,

Belgium.

Tian, J., Tavassolie, N., Bennett-Pierre, G., Newcombe, N., Weinraub, M., Hindman, A.H.,

Newton, K., & Gunderson, E. A. *Growth mindset message influences parents’ choices of*

*games.*Poster to be presented at the Mathematical Cognition and Learning Society

Conference 2022, Belgium.

\*Farrow, J. M**.,**Wasik, B. A., & Hindman, A. H. (2022, April)**.***Exploring teachers’*

*language features: Is decontextualized content or linguistic structures related to*

*children’s vocabulary learning?*Paper presented at the American Education Research

Association. San Diego, California.

Sawyer, L. B., Hammer, C. S., & Santoro, J., Smith, J., & Hindman, A. H. (2022, April). *Parents*

*Plus: Examining the promise of a caregiver-implemented intervention for young children*.

Paper presented at the American Education Research Association. San Diego, California.

\*Farrow, J., Hindman. A.H., & Wasik, B. (2021, April). “Exploring unique links between early

writing language supports and children’s vocabulary learning in early childhood.” Paper presented at the American Education Research Association. Virtual.

\*Farrow, J., Wasik, B., & Hindman. A.H. (2021, April). Exploring unique contributions of

teachers’ academic language to preschoolers and kindergarteners' vocabulary learning.

(April 2021). Poster presented at the *Society of Research for Child Development*. Virtual.

\*Farrow, J., Wasik, B, & Hindman. A.H. (2021, April) “Exploring linguistic features of

teachers of color.” Poster accepted at the *Society of Research for Child Development*.

Virtual.

\*Wu, Q. & Hindman, A. H. (2021, August 12-14). *Montessori Teacher Learning and Identity*

*Formation: Case Study of Three Preschool Teachers in China*. Poster presented at the

annual meeting of the American Psychological Association, Online.

\*Bradley, D. & Hindman, A. H. (2020, Apr 17-21) The Role of Koru in Preservice Teachers'

Stress, Anxiety, and Mindfulness Levels [Roundtable Session]. AERA Annual Meeting

San Francisco, CA http://tinyurl.com/qksohfk (Conference Canceled)

\*Farrow, J., Hindman, A. H. & Wasik, B. (2020, Apr 17 - 21) Exploring the Contribution of

Academic Language Features to Child Vocabulary Growth [Roundtable Session]. AERA

Annual Meeting San Francisco, CA <http://tinyurl.com/t79tjvq> (Conference Canceled)

Hammer, C. S., Esposito, K., Wasik, B. A., & Hindman, A. H. (Accepted - 2020, May). Findings

from a pilot of a professional development program for teachers of preschool DLLs.

Poster presented at the SRCD Conference on Construction of the ‘Other’: Development,

Consequences, and Applied Implications of Prejudice and Discrimination, Rio Grade,

Puerto Rico.

Wasik, B. A. & Hindman, A. H. (2020, February). Teachers’ use of progress monitoring data in a

tier 1 early language and literacy intervention. In J. Carta (Chair), *MTSS in Early*

*Education: Developing Research-Based Solutions to Persistent Problems.* Paper

presented at the biennial meeting of the Conference on Research Innovations in Early

Interventions, San Diego, CA.

Hammer, C. S., Wasik, B. A., Escobar, K., & Hindman, A. H. (2020, February). *Training*

*teachers to support the language skills of dual language learners.* Paper presented at the

annual meeting of the Conference on Research Innovations in Early Invervention, San

Diego, CA.

Hindman, A. H., & Wasik, B. A. (Accepted). *Family involvement in early childhood education:*

*Successes, challenges and lessons learned from Blueprints Certified Programs (#173)*.

Session presented at the annual Blueprints conference, Westminster, CO.

\*Darmer, K., & Hindman, A. H. (2019, March). *Change in parents’ reports of harshness during*

*Head Start.* Poster presented at the biennial meeting of the Society of Research in Child

Development, Baltimore, MD.

\*Champagne, C. R., Hindman, A. H., & Kaplan, A. (2019, March). *Exploring the development*

*of young children’s achievement motivation: Teacher-child itneractions around errors in*

*preschool.* Poster presented at the biennial meeting of the Society of Research in Child

Development, Baltimore, MD.

\*Farrow, J., & Hindman, A. H., & Wasik, B. A. (2019, March). *Exploring the relation between*

*teachers’ syntax, teachers’ decontextualized language, and children’s vocabulary.* Poster

presented at the biennial meeting of the Society of Research in Child Development,

Baltimore, MD.

Hindman, A. H. (2019, March). Modern vocabulary interventions: Cross-cutting themes and

open questions. In (M. Scott, Chair) *Exploring recent techniques in vocabulary*

*interventions*. Paper presented at the biennial meeting of the Society of Research in Child

Development, Baltimore, MD.

Hindman, A. H. (2019, March). What do we know and where do we go in this emerging field.

In (J. Downer, Chair) *Examining children’s classroom experiences in the context of*

*teacher mental health and access to supports.* Paper presented at the biennial meeting of

the Society of Research in Child Development, Baltimore, MD.

Snell, E. K., Wasik, B. A., & Hindman, A. H. (2019, March). Can texting support vocabulary

growth? Results from the Text to Talk study. In (E. Snell, chair), *Text me: Promoting*

*family engagement and child outcomes through texting.* Paper presented at the biennial

meeting of the Society of Research in Child Development, Baltimore, MD.

\*Bustamante, A. S., & Hindman, A. H. (2018, April). *Construyendo en la fuerza: Approaches*

*to learning and school readiness gains in Latino children served by Head Start.* Poster

presented at AERA invited poster session “Excellence in Education Research: Early-

Career Scholars and Their Work.” New York, NY.

Hindman, A. H., Wasik, B. A., & Bradley, D. (2018, April*.) Worth waiting for: Teacher wait*

*time in preschool settings*. Paper submitted to the annual meeting of the American

Educational Research Association, New York, NY.

\*Farrow, J. M., Hindman, A. H., & Wasik, B. A. (2018, April). *Teacher syntax in the preschool*

*classroom*. Paper presented to the annual meeting of the American Educational Research

Association, New York, NY.

Hindman, A, H., Sawyer, L. B., & McMillan, B. (2008, March). *A national perspective on*

*preschoolers with speech and language issues: Evidence from the FACES data.* Poster

session presented at the meeting of the Conference on Research Innovations in Early
 Intervention (CRIEI), San Diego, CA.

Limlingan, M. C., Hammer, C. S., Campollo, D., Wasik, B. A., & Hindman, A. H.

(2018, March). Developing from a distance: Measuring quality of a web-

mediated coaching program in classrooms with DLLs. In (Chair), *Classroom quality for*

*dual language learners and the relationship to growth in English and Spanish.*

Symposium conducted at the meeting of the Conference on Research Innovations in

Early Intervention (CRIEI), San Diego, CA.

Wasik, B. A. & Hindman, A. H. (2018, March). *Story Talk: Developing vocabulary in
 preschoolers*. Poster session presented at the meeting of the Conference on Research
 Innovations in Early Intervention (CRIEI), San Diego, CA.

Wasik, B. A., & Hindman, A. H. (2018, January). *Story Talk: Effects from a Randomzied*

*Controlled Trial.* Poster presented at the annual meeting of the Institute of Eduction

Sciences Project Director’s Meeting, Washington, DC.

Hindman, A. H., & Wasik, B. A. (2017, December). ExCELL-e: A web-based model for early

childhood teacher professional development. In N. Breslow (Chair), *Strengthen, Scale,*

*and Sustain Coaching Using Technology Tools*. Paper presented at the annual meeting of

Learning Forward, Orlando, FL.

Wasik, B. A., & Hindman, A. H. (2017, November). *Story Talk: A cognitive-based vocabulary*

*intervention for preschool teachers*. Paper presented at the annual meeting of the

Cognitive Development Society, Portland, OR.

\*Champagne, C. R., & Hindman, A. H. (2017, August). *Error climate in early childhood: How*

*do preschool teachers respond to children’s errors during book reading?* Poster

presented at the annual meeting of the American Psychological Association, Washington,

DC.

\*Bustamante, A. S. &Hindman, A. H. (2017, August). *Expanding the breadth of skills for*

*success: Approaches to learning as a pathway to academic success.*Paper presented at

EECERA symposium “Challenging views on assessment and intervention.” Bologna,

Italy.

\*Bustamante, A. S. & Hindman, A. H. (2017, April). *Classroom quality and academic school*

*readiness outcomes in Head Start: The indirect effect of approaches to learning.*Poster

presented at AERA invited poster session “Excellence in Education Research: Early-

Career Scholars and Their Work.” San Antonio, TX.

\*Champagne, C. R., & Hindman, A. H. (2017, April). *How can home-based literacy*

*interventions increase children’s vocabulary? Specific feedback from Head Start*

*families*. Poster presented at the annual meeting of the Society for Research on Child

Development, Austin, TX.

Hindman, A. H., & Wasik, B. A. (2017, April). How does language and literacy PD change

preschool teachers’ knowledge? Evidence from the ExCELL Teacher Knowledge

assessment. In J. Dwyer (Chair), *Measuring Early Childhood Teacher Knowledge.* Paper

presented at the annual American Educational Research Association conference, San

Antonio, TX.

\*Champagne, C. R., Hindman, A. H., & Wasik, B. A. (2016, November). *What motivates*

*families to get involved? Perspectives from low-income families in Head Start.* Paper

presented at the annual meeting of the Northeastern Educational Research Association,

Trumbull, CT.

Hindman, A. H., Wasik, B. A., & \*Champagne, C. R. (2016, July). *Building Head Start*

*children’s vocabulary: Parent and educator perspectives on involvement*. Poster

presented at the biennial National Research Conference on Early Childhood,

Washington, DC.

Hindman, A. H., Snell, E. K., & Wasik, B. A. (2016, July). Text to Talk: Facilitating parental

engagement around language and literacy with a texting-based intervention. In E. Snell

(Chair), *Developments in Mobile Technologies: Using Texting to Improve Outcomes for*

*Families and Children*. Paper presented at the biennial National Research Conference on

Early Childhood, Washington, DC.

Hammer, C. S., Hindman, A. H., Snell, E. K., & Wasik, B. A. (2016, July). Improving teacher

quality: Understanding changes in early childhood teacher instructional practice with

web-based coaching. In C. Hammer (Chair), *Changes in Teacher Practices: The Effects*

*of Three Professional Development Models*. Paper presented at the biennial National

Research Conference on Early Childhood, Washington, DC.

\*Roberts, E. D., & Hindman, A. H. (2016, July). *Developing competencies: Pre-service*

*teachers’ knowledge of emotion socialization in the classroom.* Poster presented at the

biennial National Research Conference on Early Childhood, Washington, DC.

Nicolopoulou, A., Hindman, A. H., & Sawyer, L.B. (2016, July). *Narrative skills in early*

*childhood: Evidence from the ELCS-B dataset*. Poster presented at the annual meeting of

the Society for the Scientific Study of Reading, Porto, Portugal.

Hindman, A. H. (2016, April). Measuring parenting in Head Start: The Child Rearing Practices

Scale. In E. Klein (chair), Assessing Children’s Learning and Development. Paper

presented at the annual meeting of the American Educational Research Association,

Washington, DC.

Hindman, A. H. (2016, April). A researcher’s view on the FACES data. In J. West (Chair), *Data*

*for decisions: Family and Child Experiences Survey as a model of policy-driven and*

*policy-guiding research*. Paper presented at the annual meeting of the American

Educational Research Association, Washington, DC.

Kaplan, A., Black, W. N., Degnan, J. W., Mormando, K. W, Ducette, J., Hindman, A. H.,

Jordan, W., & Kanno, Y. (April, 2016). *Harnessing motivational science to promote*

*equitable college access through enhancing the test-optional admission decision process.*

Poster presented at the annual meeting of the American Educational Research

Association, Washington, DC.

Snell, E. K., & Hindman, A. H. (2016, April). Exceptional coaching for early language and

 literacy: A research partnership addressing web-mediated approaches. In H. Larsen

 (chair), *Research and the nature of the collaborative partnership: Insight into what*

 *was learned.* Paper presented at the annual meeting of the American

Educational Research Association, Washington, DC.

Hindman, A. H., \*Richmond, D. L., & \*Roberts, D. (2015, March). *Nature of parenting and*

*relations with child outcomes in Head Start: Understanding the Block Childrearing*

*Practices scale.* Poster presented at the biennial meeting of the Society for Research in

Child Development, Philadelphia, PA.

Hindman, A. H., \*Roberts, D., & \*Richmond, D. (2015, March). *Vocabulary development in two*

*languages: Native Spanish speakers in Head Start.* Poster presented at the biennial

meeting of the Society for Research in Child Development, Philadelphia, PA.

Hindman, A. H., Wasik, B. A., & Snell, E. K. (2015, March). Examining adult-child dialog

strategies during center time that promote vocabulary development in children. In T.

Toub (Chair), *Beyond book reading: Promoting vocabulary development through*

*innovative activities*. Paper presented at the biennial meeting of the Society for Research

in Child Development, Philadelphia, PA.

Snell, E., Hindman, A. H., & Wasik, B.A. (2015, March). Supporting teachers in building

vocabulary through conversations: Lessons from the ExCELL-e intervention.In J. Dwyer

(chair), *Supporting Conceptual Knowledge Development in Preschool Children*. Paper

presented at the biennial meeting of the Society for Research in Child Development,

Philadelphia, PA.

Wasik, B. A., Snell, E. K., & Hindman, A. H. (2015, March). Increasing children’s vocabulary

through teacher professional development: Findings from an effective language

intervention. In E. Gershoff (Chair), *Improving school readiness through preschool*

*curricula: Roles of curricula type, coaching, instructional practices, and scale up*. Paper

presented at the biennial meeting of the Society for Research in Child Development,

Philadelphia, PA.

Wasik, B. A., & Hindman, A. H. (2015, March). *Vocabulary development through classroom*

*centers*. Paper presented at the biennial meeting of the Society for Research in Child

Development, Philadelphia, PA.

Hindman. A. H., & Wasik, B. A. (2014, July). *Understanding the interconnections between*

*English and Spanish vocabulary among dual language learners in Head Start: Evidence*

*from the FACES Data*. Poster presented at the biannual Head Start Research

Conference, Washington, D.C.

Snell, E., Hindman, A. H., & \*Moran, K. (2014, July). *Head Start children experiencing multiple*

 *child care arrangements*. Poster presented at the biannual Head Start Research

Conference, Washington, D.C.

Wasik, B. A., & Hindman, A. H. (2014, July). Active ingredients *in an effective vocabulary*

 *Intervention in Head Start.* Poster presented at the biannual Head Start Research

Conference, Washington, D.C.

Hindman, A. H., Lewis, K., & Wasik, B. A. (2014, April). Designing content for online

professional development around early language and literacy: Preschool teachers’

perspectives. In A.H. Hindman (chair), *Providing preschool teachers with web-mediated*

*professional development in early language and literacy: Promising practices.* Paper

presented at the annual meeting of the American Educational Research Association,

Philadelphia PA.

Hindman, A. H. & \*McCormack, L. (2014, April.) *Measuring community involvement among*

 *Head Start Families: A closer look at the Community Involvement Survey*. Paper

presented at the annual meeting of the American Educational Research Association,

Philadelphia PA.

\*Moran, K. & Hindman, A. H. (2014, April) *The quality of center-based childcare: Examining*

*the nature of structure and process quality in two urban, high-poverty centers.* Poster

presented at the annual meeting of the American Educational Research Association,

Philadelphia PA.

Wasik, B. A., Hindman, A. H., & Snell, E. (2014, April). *Exceptional coaching for early*

 *Language and literacy – ExCELL*. Poster presented at the School District of Philadelphia

Research, Policy and Practice Conference, Philadelphia, PA.

Wasik, B. A., Hindman, A. H., Bond, M. A., & Jusczyk, A. M. (2014, Jan). *Exceptional*

*coaching for early language and literacy – enhanced: Helping teachers build young*

*children’s vocabulary*. Poster presented at the Johns Hopkins University Science of

Learning Symposium, Baltimore, MD.

Wasik, B. A., & Hindman, A. H. (2013, April). *Isolating active ingredients in a preschool*

*vocabulary intervention: Teacher and child talk during book reading*. Paper presented at

the annual meeting of the American Educational Research Association, San Francisco,

CA.

Hindman, A. H., & Cromley, J. G. (2012, July). Writing development among American children

in poverty: Lessons from the FACES data. In H. Gerde (chair), *Early writing*

*development*. Paper presented at the annual meeting of the Society for the Scientific

Study of Reading, Montreal, Canada.

Wasik, B.A., & Hindman, A. H. (2012, July). Teacher input in preschool children’s vocabulary

development. Poster presented at the annual meeting of the Society for the Scientific

Study of Reading, Montreal, Canada.

Hindman, A. H., & Wasik, B. A. (2012, June). *Vocabulary instruction in Head Start preschool*

*classrooms*. Poster presented at the biennial meeting of the National Head Start

Research Conference, Washington, DC.

Hindman, A. H., & Wasik, B. A. (2012, June). *Unpacking an effective language and literacy*

*intervention: Following Head Start teachers’ learning over two years.* Poster presented at

the biennial meeting of the National Head Start Research Conference, Washington, DC.

Skibbe, L. E., Worzalla, S. L., Hindman, A. H., Aram, D., & Morrison, F. J. (2011, July).

Longitudinal relations between maternal writing support and preschoolers’ language and

literacy skills. In D. Aram (Chair), *Exploring the nature of parent-child home literacy*

*activities and their implications for development in various populations*. Paper presented

at the annual meeting of the Society for the Scientific Study of Reading, St. Pete Beach,

Florida.

Wasik, B. A., & Hindman, A. H. (2011, July). *Teacher and child outcomes of an intensive*

*language and literacy intervention.* Poster presented to the annual meeting of

the Society for the Scientific Study of Reading, St. Petersburg, FL

Hindman, A. H. (2011, April). Cumulative effects of reading instruction in kindergarten through

third grade in the ECLS-K dataset. In S. Guthrie (chair), *Cumulative effects of instruction*

*on reading achievement.* Symposium presented at the biennial meeting of the Society for

Research in Child Development, Montreal, Canada.

Worzalla, S. L., Hindman, A. H., Bowles, R. P., & Morrison, F. J. (2011, April). The

contributions of parental management language to self-regulation in preschool children.

In S. L. Worzalla (chair), *Exploring home and school variables that shape self-regulation*

*development in early childhood*. Symposium presented at the biennial meeting of the

Society for Research in Child Development, Montreal, Canada.

Hindman, A. H., Miller, A. L., & Skibbe, L. E. (2011, April). A portrait of family involvement

in Head Start: Nature, extent, and predictors. In *Family engagement and early childhood*

*education*. Paper presented at the annual meeting of American Educational Research

Association, New Orleans, LA.

Hindman, A. H., & Wasik, B. A. (2011, April). Training Head Start teachers to promote

children’s vocabulary through classroom instruction. In T. Christ and X. C. Wang

(chairs), *Early childhood vocabulary learning: From child development to professional*

*development.* Paper presented at the annual meeting of American Educational Research

Association, New Orleans, LA.

Hindman, A. H., Skibbe, L. E., & Miller, A. L. (2010, June). Family involvement and Head

Start children’s academic and social development: Building a multidimensional,

longitudinal, and culturally sensitive model. In A. H. Hindman (chair), *Developmental-*

*ecological perspectives on Head Start children’s development and learning: Five studies*

*using the FACES datasets*. Session presented at the biennial meeting of the National

Head Start Research Conference, Washington, DC.

Wasik, B. A., & Hindman, A. H. (2010, June). The relationship between program fidelity and

Head Start teacher and child outcomes. In B. Wasik (chair), *Innovative approaches to*

*conceptualizing and measuring fidelity of program implementation*. Session presented at

the biennial meeting of the National Head Start Research Conference, Washington, DC.

Wasik, B. A., Hindman, A. H., & Jusczyk, A. (2010, June). Promoting Head Start children’s

vocabulary development through progress monitoring. In M. Han (chair), *Supporting*

*struggling learners in preschool: Emerging approaches and opportunities*. Session

presented at the biennial meeting of the National Head Start Research Conference,

Washington, DC.

\*Erhart, A. M., Hindman, A. H., & Wasik, B. A. (2010, April). *Characteristics of classrooms*

*that predict vocabulary learning among high-risk Head Start preschoolers*. Poster

presented at the annual meeting of the American Educational Research Association,

Denver, CO.

Froyen, L. C., Hindman, A. H., Miller, A. L., & Skibbe, L. E. (2010, April). *Patterns of*

*parental involvement in Head Start: An examination of the FACES dataset*. Poster

presented at the biennial meeting of the Conference on Human Development, New York,

NY.

Hindman, A. H. (2010, April). *Shared book reading and preschoolers’ early literacy skills:*

*Evidence from the Reading Aloud Profile Together study of the ECLS-B*. Paper

presented at the biennial meeting of the Conference on Human Development, New York,

NY.

Worzalla, S. L., Skibbe, L. E., Hindman, A. H., & Bowles, R. P. (2010, April). *The impact of*

*maternal management language on self‐regulation in preschool children.* Poster

presented at the biennial meeting of the Conference on Human Development, New York.

Hindman, A. H., Wasik, B. A., & Erhart, A. M. (2010, April). *Child-by-instruction interaction*

*effects of shared book reading in Head Start classrooms*. Paper presented at the annual

meeting of the American Educational Research Association, Denver, CO.

Hindman, A. H., Wasik, B. A., & Jusczyk, A. M. (2010, April). Monitoring progress: A tool for

promoting vocabulary development among Head Start preschoolers. In C. Vukelich

(chair), *Supporting struggling learners in preschool: Emerging approaches and*

*opportunities*. Paper presented at the annual meeting of the American Educational

Research Association, Denver, CO.

Hindman, A. H., & Miller, A. L. (2009, June). Family contributions to Head Start preschoolers’

literacy skills over the transition to school. In D. Aram (chair), *Early Literacy*

*Development*. Paper presented to the annual meeting of the Society for the Scientific

Study of Reading, Boston, MA.

Hindman, A. H., & Morrison, F. J. (2009, April). School-family partnership and developmental

trajectories of literacy, mathematics, and social skills in Head Start graduates. In H.

Bachman (chair), *Family Involvement and Academic Success*. Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Hindman, A. H., Skibbe, L. E., & Miller, A. L. (2009, April). Ecological predictors of early

language and literacy skills in Head Start children. In R. Shearer (chair), *Ecological*

*predictors of developmental outcomes in Head Start populations: Findings from the 1997 and 2000 FACES cohorts.* Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Hindman, A. H., & Morrison, F. J. (2009, April). *Contributions of family involvement to school*

*readiness: Head Start to first grade.* Paper presented at the annual meeting of the

American Educational Research Association, San Diego, CA.

Wasik, B.A., & Hindman, A.H. (2008, December). *The quality of teacher language and its*

*impact on vocabulary development*. Paper presented at the annual meeting of the National

Reading Conference, Orlando, FL.

Hindman, A. H., & Morrison, F. J. (2008, July). *The role of school-family partnership in Head*

*Start preschooler’s literacy development*. Paper presented at the annual meeting of the

Society for the Scientific Study of Reading, Asheville, NC.

Hindman, A. H., & Wasik, B. A. (2008, June). *Do Head Start teachers practice what they*

*believe*? Poster presented at the biennial meeting of the National Head Start

Research Conference, Washington, D.C.

Wasik, B. A., Hindman, A. H., & Jusczyk, A. (2008, June). *Can professional development*

*impact the way teachers talk with children?* Poster presented at the biannual meeting of the National Head Start Research Conference, Washington, D.C.

Hindman, A. H. & Morrison, F. J. (2008, April). *School-family partnership in Head*

*Start: Relations with literacy and social development*. Paper presented at the biennial

meeting of the Conference on Human Development, Indianapolis, IN.

Hindman, A. H., Skibbe, L. E., & Morrison, F. J. (2008, April). *Multiple dimensions of*

*parenting and their effects on child outcomes from preschool through kindergarten*.

Paper presented at the biennial meeting of the Conference on Human Development,

Indianapolis, IN.

Hindman, A. H., & Morrison, F. J. (2008, April). *Teacher-parent partnership and early school*

*readiness*. In K. Gallagher (chair), *What makes a difference for vulnerable students in*

*early education? Support, relationships, and communities.* Symposium presented at the

annual meeting of the American Educational Research Association, New York, NY.

Hindman, A. H., & Morrison, F. J. (2007, July). *Parenting across the preschool years: Specific*

*patterns of association with literacy and learning-related social skills.*  Paperpresented at

the annual meeting of the Society for the Scientific Study of Reading, Prague, Czech

Republic.

Hindman, A. H., Jewkes, A. M., & Morrison, F. J. (2007, April). *Optimizing parent-teacher*

 *communication: A strategy for closing the achievement gap, one child at a time.*

Professional development workshop presented for the Research to Practice track of the

annual meeting of the National Head Start Association Training Conference, San

Antonio, TX.

Hindman, A. H., & Morrison, F. J. (2007, April). *Multiple dimensions of parenting and*

*associations to early literacy and learning-related social skills.* Paperpresented at the

annual meeting of the American Educational Research Association, Chicago, IL.

Hindman, A. H., & Morrison, F. J. (2007, April). *Teacher outreach across the transition to*

*school: A multilevel analysis of associations to early literacy and learning-related social*

*skills.* Paperpresented at the annual meeting of the American Educational Research

Association, Chicago, IL.

Hindman, A. H., & Morrison, F. J. (2007, April). *Parent involvement in preschool and relations*

*to early literacy skills: Child by instruction interactions.* Poster presented at the biennial

meeting of the Society for Research in Child Development, Boston, MA.

Wasik, B. A., Bond, M. A., Hindman, A. H., & Jusczyk, A. M. (2007, April). *The impact of a*

*teacher professional development intervention on Head Start children’s language and*

*pre-literacy development*. In M. McKeown (chair), *Fostering development among*

*teachers and children in language, math, science and social skills*. Poster symposium

presented at the biennial meeting of the Society for Research in Child Development,

Boston, MA.

Brink, B. M., Hindman, A. H., & Morrison, F. J. (2007, March). *Relations between parents’*

*management language and preschool children’s learning-related social skills*. Poster

presented at the annual meeting of the University of Michigan Undergraduate Student

Research Symposium, Ann Arbor, MI.

Crowder, A. M., Hindman, A. H., & Morrison, F. J. (2006, July). *Warmth, control, and*

 *engagement in families of preschoolers with behavioral difficulties.* Poster presented at

 the annual meeting of the University of Michigan Summer Research Opportunities Program, Ann Arbor, MI.

Hindman, A. H., & Morrison, F. J. (2006, July). *Family involvement in the FACES dataset:*

*Change over the first year of Head Start and relations to early literacy skills*. Poster

presented at the biennial meeting of the National Head Start Research Conference,

Washington, D.C.

Hindman, A. H., & Morrison, F. J. (2006, July). *Teacher outreach to families across the*

*transition to school*. Paper presented at the annual meeting of the Society for Scientific

Study of Reading, Vancouver, Canada.

Hindman, A. H., & Morrison, F. J. (2006, June). *Parenting preschoolers in America:*

*Dimensions of parenting and relations to early academic and social outcomes.* Paper

presented at the Department of Education, Beijing Normal University, Beijing, China.

Hindman, A. H., & Morrison, F. J. (2006, May). *Family involvement from preschool to first*

 *grade: Nature, extent, and relations to child outcomes*. Paper presented at the biennial

 meeting of the Conference on Human Development, Louisville, KY.

Lopez, R. A., Hindman, A. H., Jewkes, A. M., Brink, B. M., & Morrison, F. J. (2006, May).

*Parental warmth and early academic and social outcomes*. Paper presented at the

biennial meeting of the Conference on Human Development, Louisville, KY.

Hindman, A. H., & Morrison, F. J. (2006, April). *Child-by-instruction interactions in book*

*readings with preschoolers at home and school*. Paper presented at the annual

meeting of the American Educational Research Association, San Francisco, CA.

Hindman, A. H., & Morrison, F. J. (2006, April). *Head Start families’ at-home involvement in*

*early literacy activities: Complex effects on children’s vocabulary in the FACES data*.

Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Cameron, C. E., Hindman, A. H., Jewkes, A. M., & Morrison, F. J. (2005, October). *What did*

*you learn in school today? Using observational video data to investigate children’s*

*educational experiences.* Paper presented at the Interuniversity Consortium for Political

and Social Research (ICPSR) Meeting of Official Representatives, Ann Arbor, MI.

Hindman, A. H., & Morrison, F. J. (2005, June). *Child engagement in shared book reading and*

*its relations to language and literacy outcomes.* Poster presented at the annual

meeting of the Society for the Scientific Study of Reading, Toronto, Canada.

Hindman, A. H., & Morrison, F. J. (2005, April). *Family involvement in early childhood*

*education: Teacher and parent partnership practices*. Paper (roundtable) presented at the

annual meeting of the American Educational Research Association, Montreal, Canada.

Hindman, A. H., Morrison, F. J., & Knieper, K. (2005, April). *Shared book reading with young*

*children at home and school: Child- and context-related variables.* Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Hindman, A. H., & Morrison, F. J. (2004, June). *Tailoring best practices in book reading: An*

*analysis of differential effects of immediate and non-immediate talk related to individual*

*and contextual variation*. Posterpresented at the annual conference of the Society for the

Scientific Study of Reading, Amsterdam, The Netherlands.

Hindman, A. H., & Wasik, B. A. (2004, June). *Obstacles to a trainer-of-trainers language and*

*literacy initiative with Head Start education coordinators*. Poster presented at the

biennial meeting of the National Head Start Research Conference, Washington, D.C.

Connor, C. M., & Hindman, A. H. (2004, April). *Strategies for enhancing emergent literacy.*

District preschool professional development workshop, West Bloomfield, MI.

Bond, M. A., Hindman, A. H., & Wasik, B. A. (2002, June). *Training Head Start teachers in*

*active listening*. Poster presented at the biennial meeting of the National Head Start

Research Conference, Washington, D.C.

Wasik, B. A., Bond, M. A., & Hindman, A. H. (2002, June). *Language and literacy training*

*for Head Start teachers*. Poster presented at the biennial meeting of the National Head

Start Research Conference, Washington, D.C.

Wasik, B. A., Bond, M. A., & Hindman, A. H. (2000, December). *Getting the most out of a*

*book: Teacher training and interactive book reading*. In L. Klenk (chair), *Literature-*

*based instruction*. Symposium presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

# Teaching Experience

*Undergraduate General Education*

Developmental Psychology

Kids, Community, and Controversy: Sociological and psychological foundations of major

problems in American schools

*Undergraduate Teacher Preparation*

Early Language and Literacy Instruction, Birth-Kindergarten

Educational Psychology

School-Family-Community Partnership

Observing and Assessing Young Children

Early Childhood Curriculum Development and Implementation

Senior Student Teaching Seminars 1 and 2

*Masters & Doctoral*

Cognitive Development and Learning in School Contexts

Hierarchical Linear Modeling

Multivariate Statistics

# Student Supervision and Advising

*Postdoctoral advisor: Ongoing*

Linlin Wang

*Postdoctoral advisor: Completed*

Andres Bustamante, Assist Prof at University of California at Irvine, completed May 2018

Brianna McMillan, Assist Prof Smith College, completed Aug 2020

*Primary doctoral advisor: Ongoing*

Qiling Wu, Educational psychology, Ph.D.

*Primary doctoral advisor: Defended*

2019 JeanMarie Farrow, Literacies and Learners, PhD.

2019 Carly Champagne, Educational psychology, Ph.D.

2019 Don Bradley, Educational psychology, Ph.D.

2018 Lena Adams Kim, Educational psychology, Ph.D.

2018 Leigh McCormick, Literacies and Learners, Ph.D.

2016 Danielle Roberts, Educational psychology, Ph.D.

*Dissertation committee service: Ongoing*

N/a

*Dissertation committee service: Defended*

Samantha Schwartz, School Psychology, defended May 2022

Ashley LaSala Baran, School Psychology, defended September 2021

John Armstrong, School Psychology, defended June 2021

Adrienne Reitano, Urban Education, defended April 2021

Kexin (Cathy) Ren, Developmental Psychology, defended April 2021

Lorraine Sova, TESOL, defended November 2020

Brian Jeans, Educational Psychology, defended November 2020

Tim Klavon, Science Education, defended October 2020

Linda Ruan, School Psychology, defended July 2020

Molly Scott, Developmental Psychology, defended June 2020

Bikem Polat, Urban Education, defended June 2020

Jessica Tobin Nagle, Literacy and Learners, defended February 2020

Amanda Neuber Haggerty, defended April 2019

Tamika Curry, Urban Education, defended March 2019

Lorraine Mento, Special Education, Ph.D. defended May 2018

Inah Min, Combined Program in Education & Psychology, U of Michigan, defended April 2018

Mary Lou Heron, Literacy, defended March 2018

Annette Ponnock, Educational Psychology, defended May 2017

Laura Young, Educational Psychology, defended May 2017

Rachael Hidalgo, Special Education, Ph.D. defended Sept 2016

Judy Flanigan, COE Literacies and Learners, Ph.D. defended May 2016

Dana Bitetti, Communication Sciences and Disorders, Ph.D. defended May 2016

Sarah Edwards, COE Literacies and Learners, Ph.D. defended August 2015

Kelly McGinn, Educational Psychology, Ph.D. defended March 2015

Kaitlin Moran, COE Urban Education, Ph.D. defended May 2014

Joni Saby, Psychology, Ph.D. defended Dec 2013 (outside reader)

Rachel Gooze, Department of Public Health, Ph.D. defended Dec 2012

Subir Sahu, COE Urban Education, Ph.D. defended April 2012

Julia Alexander, COE Psychological Studies in Ed., Ph.D. defended Dec. 2010

*Master’s thesis advisor:*

Jasmine Johnson (2017), Xi Kang (2017), Lauren Winther (2017), Yushu Sun (2018), Shani Beaufort (2019), Helen Phraner (2022)

# Honors and Awards

2015 Dina Feitelson Research Award for Published Paper on Literacy;
(see Skibbe, Worzalla, Hindman, Aram, & Morrison, 2014)

2011 College of Education Undergraduate Teaching Award, Temple University

2009 Dimond Outstanding Dissertation Award, U. of Michigan School of Education

2009 Outstanding Dissertation Award, AERA Family-School-Community SIG

# 2007-2008 Spencer Dissertation Fellowship, Spencer Foundation

# 2007-2008 Rackham Dissertation Fellowship, University of Michigan (declined)

2007 Rackham Outstanding GSI Award, University of Michigan

2006 Sims Medal, University of Michigan

# 2006 Margaret Ayers Host Award, University of Michigan

# 2005 Zigler Award, National Head Start Association

# 2005 Graduate Fellowship, American Academy of Political and Social Sciences

* 1. Regents’ Fellowship, University of Michigan, Ann Arbor

# University Service

*Service to Temple University*

2015-2017 Faculty Senator, College of Education

2014-2015 Member, Temple Option development committee

2010-2013 Member, Temple University Writing Intensive Course Committee

2009-2010 Member, Provost’s Seed Grant, Preparing Arts Instructors for Philadelphia

*Service to Temple College of Education*

2020 Member, TeaL NTT hiring search committee

2019-present College Promotion & Tenure Committee

2018 Hope Center director hiring search committee

2017-present Program Coordinator, Early & Elementary (PreK-4th) Teacher Education

2015-2017 Program Coordinator, Educational Psychology

# 2015-present Member, Curriculum Committee

2015-present Course coordinator, ECE 3287, ECE 4102, ECE 4106,
ECE 4802, ECE 4803

2015, 2016 Special education hiring search committee

2014-2015 Associate Program Coordinator, Early Childhood (PreK-4th) Teacher Ed

# 2014 Member, Collegiate Steering Committee

2014 Educational Administration hiring search committee

2013, 2015 Member, POLS or PSE Department Chair Committee

2012, 2014, 2018 Member, Merit Committee

2011-2014 Co-chair, Undergraduate Education Committee

2011-2013 Community College Articulation Agreement Oversight

2010-2015 Course coordinator, ECE 2106, ECE 2108, ECE 2187, ECE 4106/4196

# 2010-2015 Year coordinator, Sophomore year, PreK-4th teacher certification program

2010-2011 Member, Continuous Improvement Committee

2009-2010 Member, Teacher Induction Work Group

*Service to Departments within College of Education*

2013 Department Chair Search Committee

2009-2011 Member, CITE Master’s Program Admissions Committee

# 2008-present Member, Literacies and Learners Doctoral Program Committee

# Professional Service

##### City of Philadelphia

2022- Philadelphia Dept of Public Health
Children’s Health Collaborative Innovation Team

2020- Early Childhood Education Professional Development Organization (ECE PDO)
 at Public Health Management Corporation (PHMC) Stakeholder Board

2019- Read by Fourth Institution of Higher Education (IHE) Committee

2022 Read by Fourth, Free Library of Philadelphia

 Invited talk: Science of Reading

2017-2019 Philadelphia Mayor’s Office

A Running Start Early Learning Coordinating Committee

##### Journal Editorship

2016-2018 Associate Editor, *Journal of Applied Developmental Psychology*

##### Editorial Board Membership

##### 2014-present Journal of Applied Developmental Psychology

 \*Outstanding Reviewer Award, 2014, 2015

##### 2015-present Early Education and Development

##### 2013-present Early Childhood Research Quarterly

##### 2009-present Elementary School Journal

##### 2011-2015, &2020-present Reading Research Quarterly

2021-present *Reading Teacher*

*Federal Grant Reviewing*

2020-2023 Panel chair & reviewer, *Institute of Education Sciences Early Learning Programs*

*and Policies Grant Review Panel*

2021 Reviewer, *Office of Planning, Research, and Evaluation (OPRE), Administration*

*for Children and Families*

2016 Reviewer, *Institute of Education Sciences* Y16 Low-cost Short-duration Proposals

2015Reviewer*, Institute of Education Sciences* Y16 IES Research Networks – Early

Learning Peer Review Panel

##### 2014, 2015 Reviewer, Institute of Education Sciences unsolicited proposals

2011-2014 Principal panel member, *Institute of Education Sciences Early Learning*

*Programs and Policies Grant Review Panel*

2011 Ad hoc panel member, *Institute of Education Sciences Early Learning*

*Programs and Policies Grant Review Panel*

# *Ad-hoc Journal Reviewing*

# 2008-present Ad hoc reviewer, including: *AERA Open,* *American Educational Research*

# *Journal,* *American Journal of Speech-Language Pathology,* *Applied*

# *Developmental Psychology, Child Development, Children and Youth Services*

# *Review, Developmental Psychology,* *Journal of Educational Psychology,* *Journal*

# *of Family Issues*, *National Head Start Association Dialog Journal,* *Review of*

# *Educational Research, Social Development*

# 2016 Reviewer, National Head Start Research Conference

# 2012 Reviewer, Society for Research in Child Development Conference

# Consulting

2022 State of Michigan: Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network Early Literacy Task Force

2018 Evaluation of Preschool Special Education Practices, Mathematica & NCEE
(PI: C. Vogel)

2018 Children’s Literacy Initiative - Coaching Fidelity Tool

2017 Study of Coaching Practices in Early Care and Education Settings, OPRE
(PI: E. Moiduddin)

2015-2018 Lehigh University Mountain Top Project secondary data analysis consultant
(PI: A. Nicolopoulou)

2014-2017 Development and Validation of the Systematic Assessment of Book Reading, IES

Goal 1 (PI: J. Pentimonti)

2010 PNC Grow Up Great evaluation (PI: S. Chase)

# Professional Affiliations

2003-present American Educational Research Association

2001-present National Association for the Education of Young Children

2005-present National Head Start Association

2003-present Society for Research in Child Development

2003-present Society for the Scientific Study of Reading

**Professional Training**

2022 Equity-Informed Measurements, University of Pittsburgh

2022 SMART Clinical Trial Design, University of Pittsburgh

2022 Three Approach to Qualitative Data Analysis, AERA

2021 Survival Analysis, AERA

2021 Multilevel Power Analysis, AERA

2020 Introduction to R, Statistical Horizons

2016 Item Response Theory, Statistical Horizons

2015 Latent Class Analysis, Statistical Horizons

2014 Head Start Impact Study dataset workshop, ICPSR

2013 Scale Development, Statistical Horizons

2012 Mediation and Moderation, Statistical Horizons

2011-2012 Temple University Faculty Grant Mentoring Program

2010 Power Analysis for Cluster Randomized Trials workshop, AERA

2009 ECLS-B dataset workshop, National Center for Education Statistics

2007 HLM month-long course, U. of Michigan Survey Research Center

2007 NVIVO workshop, U. of Michigan Center for Statistical Consulting and Research

2006-2007 Mplus latent modeling/structural equation workshops, Johns Hopkins University

2005 FACES dataset workshop, University of Michigan

2005 HLM workshop, U. of Michigan Center for Statistical Consulting and Research