

## VITA

**NAME** Nicole Patton Terry  
**ACADEMIC RANK** Professor  
**DEPARTMENT** School of Teacher Education and Florida Center for Reading Research  
**ADDRESS** 2010 Levy Ave, Suite 100, Tallahassee, FL 32310  
**EMAIL** [npattonterry@fsu.edu](mailto:npattonterry@fsu.edu) (preferred contact)  
**ORCID** <https://orcid.org/0000-0002-4564-9394>

### EDUCATION

2004 Ph.D. Northwestern University Communication Sciences & Disorders—Learning Disabilities  
2001 M.S. Northwestern University Learning Disabilities  
1999 B.S. Northwestern University Speech (Major: Human Communication Sciences)

### ACADEMIC APPOINTMENT & RELATED WORK EXPERIENCES

2022-present **Director**, Regional Educational Laboratory—Southeast, Florida State University (FSU), Tallahassee, FL  
2020-present **Director**, The Florida Center for Reading Research (FCRR), FSU  
2020-2021 **Deputy Director**, Regional Educational Laboratories—Southeast, FSU  
2018-present **Professor**, Olive & Manuel Bordas Professor of Education, School of Teacher Education, FSU  
2018-2020 **Founding Director**, The Village, FCRR, FSU  
2006-present **Research Affiliate**, Haskins Laboratories, New Haven, CT  
2018-2020 **Associate Director**, FCRR, FSU  
2013-2018 **Associate Professor**, Department of Educational Psychology, Special Education, & Communication Disorders, Georgia State University (GSU), Atlanta, GA  
2013-2018 **Founding Director**, The Urban Child Study Center, College of Education and Human Development, GSU  
2012-2018 **Affiliate Faculty Status**, Communication Disorders Program, GSU  
2012-2018 **Affiliate Faculty Status**, Educational Psychology Program, GSU  
2006-2013 **Assistant Professor**, Department of Educational Psychology and Special Education, GSU  
2004-2006 **Postdoctoral Fellow in Reading Research**, Haskins Laboratories, New Haven, CT  
2003 **Instructor**, Northwestern University, Evanston, IL  
2002-2004 **Teacher**, Learning Disabilities Resource Room, Dawes Elementary School, Evanston, IL  
2001-2002 **Research Assistant**, University of Michigan, Ann Arbor, MI  
1999-2001 **Diagnostic and Remediation Clinician**, Northwestern University Learning Disabilities Clinic, Evanston, IL  
1998-1999 **Research Assistant**, Northwestern University, Evanston, IL  
1997-2002 **Applied Behavioral Analysis Therapist and Student Aide**, Evanston and Wilmette, IL

### AWARDS, HONORS, & RECOGNITION

2023 **Community Leaders of the Year**, Oxford Learning Academy  
2022 **President Elect**, Society for the Scientific Study of Reading  
2022 **Inez Beverly Prosser Research Award**, Choice-filled Lives Network  
2022 **Academic Leaders Network**, Atlantic Coast Conference (ACC)  
2021 **Faculty Leadership Development Program**, Florida State University  
2021 **Nomination**, Outstanding Graduate Teaching Award  
2020 **Fellow**, American Speech-Language-Hearing Association  
2017 **Distinguished Faculty Award**, College of Education and Human Development, Georgia State University, Atlanta, GA  
2014 **Outstanding Faculty Achievement Award**, Georgia State University, Atlanta, GA

- 2012 **Pacesetter Award—School Readiness**, member of the team accepting the honor on behalf of the City of Atlanta for the 2012 All American City Award. Atlanta, GA
- 2012 **Ron Colarusso Outstanding Urban Education Research Award**, College of Education, Georgia State University, Atlanta, GA
- 2010 **Nominee**, University Faculty Award for Undergraduate Research. Georgia State University, Atlanta, GA
- 2010 **Fellow**, Lessons for Success: Developing the Emerging Scientist. American Speech-Language-Hearing Association, National Institute on Deafness and Other Communication Disorders and the American Speech-Language-Hearing Foundation
- 2002 **H.R. Myklebust Award**, Department of Communication Sciences and Disorders. Northwestern University, Evanston, IL
- 1999-2004 **Fellow**, Illinois Consortium for Educational Opportunity Program

## RESEARCH & SCHOLARLY ACTIVITIES

### GRANTS & FUNDED PROJECTS

Externally Funded: In Progress & Completed (Total = \$87,811,678; Total as PI = \$53,062,359)

- Compton, D. L., Rueckl, J. G., Steacy, L. M., Petscher, Y., **Terry, N. P.**, & Duran, L. (2022-2026). *Learning Disabilities Research Innovation Hub: Determinants of phenotypes within the word reading (dis)ability population: The impact of diverse language experiences and child attributes on emerging reading skills*. National Institute of Child Health and Human Development. Application No. P20HD091013 (\$2,144,000 million over four years; Role: Co-Investigator)
- Terry, N. P.** & Gayle, M. (2022-2025). *University Research Partnerships to Reduce Educational Disparity in College Towns: Building a Model in Tallahassee, FL*. Co-funded by the William T. Grant Foundation, the Doris Duke Charitable Foundation, the Spencer Foundation. (\$650,000 over three years and an additional \$478,000 over three years from Florida State University; Role: Principal Investigator).
- Terry, N. P.** (2022-2027). *Regional Educational Laboratory—Southeast*. Institute of Education Sciences. Contract No. 91990022C0014 (\$27,000,060 over five years; Role: Director and Principal Investigator).
- Terry, N.P.** (2021-2025). *Florida Center for Reading Research and Florida Department of Education Partnership: Florida's Comprehensive Literacy State Development Program*. Florida Department of Education. (\$708,000 over five years; Role: Principal Investigator).
- Terry, N.P.** (2021-2023). *Florida Center for Reading Research and Florida Department of Education Partnership*. Florida Department of Education. (\$13,541,363 over three years; Role: Principal Investigator).
- Steacy, L., **Terry, N. P.**, Compton, D., & Cabell, S. (2021-2026). *R2D2.1: Preparing the Next Generation of Reading Disabilities and Dyslexia Researchers*. U.S. Department of Education, Office of Special Education and Rehabilitative Services Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel. Application No. H325D210062. (\$1,229,883 over five years; Role: Co-Principal Investigator).
- Terry, N. P.**, & Johnson, L. (2021). *Summer learning programs*. Walmart Foundation. (\$25,000 over one year; Role: Principal Investigator).
- Johnson, L.C. & **Terry, N.P.** (2021). *Strauss Literacy Initiative Partnership*. Strauss Fund for Children's Literacy. (\$41,000 over one year; Role: Co-Principal Investigator).
- Terry, N. P.** & Hart, S. (2020-2025). *Florida Interdisciplinary REsearch FeLLows in Education Sciences (FIREFLIES)*. Institute of Education Sciences Research Training Program in the Education Sciences—Predoctoral Interdisciplinary Research Training Program in Education Sciences. Application No. R305B200020. (\$4,449,927 over five years; Role: Principal Investigator).
- Terry, N. P.**, Compton, D., Cabell, S., & Steacy, L. (2019-2024). *R2D2.0: Preparing the Next Generation of Reading Disabilities and Dyslexia Researchers*. U.S. Department of Education, Office of Special Education and Rehabilitative Services Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel. Application No. H325D190037. (\$1,162,303 over five years; Role: Principal Investigator).
- Foorman, B. (2017-2022). *Regional Educational Laboratory—Southeast*. Institute of Education Sciences. Contract No. ED-IES-17-C-0011 (\$27,820,000 over five years; Role: Deputy Director from 2020-2022).
- Terry, N. P.**, Johnson, L., Cabell, S., Petscher, Y., & Compton, D. (2020). *PLEASE READ: Preventing Learning*

- Loss at Home—Summer Reading and Literacy Activities in the Context of the COVID 19 Pandemic.* Walmart Foundation. (\$40,000 over one year; Role: Principal Investigator).
- Terry, N. P.,** Johnson, L., Cabell, S., Petscher, Y., & Compton, D. (2020). *PLEASE READ: Preventing Learning Loss at Home—Summer Reading and Literacy Activities in the Context of the COVID 19 Pandemic.* Florida Grade Level Reading Campaign. (\$12,000 over one year; Role: Principal Investigator).
- Terry, N. P.,** & Clay, J. (2017-2020). *Partnerships for School Readiness & Achievement from Age 3 to Grade 3 (Atlanta 323).* Institute of Education Sciences. Application No. R305H180062. (\$400,000 over three years; Role: Principal Investigator).
- Terry, N. P.,** & Clay, J. (2017-2020). *Research-Practice Partnerships Program: Partnership for School Readiness & Achievement from Age 3 to Grade 3 (Atlanta 323).* Spencer Foundation. (\$400,000 over four years; Role: Principal Investigator).
- Terry, N. P.** (2016-2020). *Health Policy Scholars Program.* Robert Wood Johnson Foundation. (\$120,000 over four years; Role: Principal Investigator—Doctoral Fellowship Sponsor).
- Bingham, G. E., & **Terry, N. P.** (2017-2018). *Georgia’s Quality Rated Validation Project (GA-QRIS).* Georgia Department of Early Care and Learning and Child Trends. (\$325,220 over one year; Role: Co-Principal Investigator).
- Fortner, C. K., **Terry, N. P.,** & Ogletree, S. (2017-2018). City Schools of Decatur Research and Evaluation Partnership. City Schools of Decatur. (\$83,857 over two years; Role: Co-Principal Investigator).
- Terry, N. P.,** & Bingham, G. E. (2016-2018). *Grow Up Great Atlanta.* PNC Bank. (\$66,024 over two years; Role: Principal Investigator).
- Terry, N. P.** (2016-2017). *K-3 Technical Assistance Project.* The Atlanta Speech School. (\$141,205 over one Year; Role: Principal Investigator).
- Bingham, G. E., & **Terry, N. P.** (2016-2017). *Georgia’s Quality Rated Validation Project (GA-QRIS).* Georgia Department of Early Care and Learning and Child Trends. (\$479,257 over one year; Role: Co-Principal Investigator).
- Bingham, G. E., **Terry, N. P.,** & Kwon, K. (2015-2016). *Georgia’s Quality Rated Validation Project (GA-QRIS).* Georgia Department of Early Care and Learning and Child Trends. (\$259,134 over one year; Role: Co-Principal Investigator).
- Terry, N. P.,** & Bingham, G. E. (2015-2018). *Educare Follow Up Study.* Buffet Early Childhood Education Fund. (\$132,000 over three years; Role: Principal Investigator).
- Bingham, G. E., & **Terry, N. P.** (2015-2017). *East Lake YMCA & Drew Charter School Technical Assistance Project.* The Atlanta Speech School. (\$50,768 over two years; Role: Co-Principal Investigator).
- Bingham, G. E., **Terry, N. P.,** & Washington, J. A. (2014-2015). *East Lake/Drew Data Collection Project.* The Atlanta Speech School. (\$18,500 over one year; Role: Co-Principal Investigator).
- Terry, N. P.,** & McKeown, D. (2014- 2015). *Atlanta Promise Neighborhood—Partnership to Support Schools.* The United Way of Greater Atlanta, Smart Start. (\$30,679 over one year; Role: Co-Principal Investigator).
- Bingham, G. E., **Terry, N. P.,** & Washington, J. A. (2014-2016). *Read Right E-Learning Evaluation Study.* The Atlanta Speech School. (\$140,199 over two years; Role: Co-Principal Investigator).
- Terry, N. P.,** & Bingham, G. E. (2014- 2018). *The Kindergarten Plus Project.* The Annie E. Casey Foundation. (\$325,034 over three years; Role: Principal Investigator).
- Terry, N. P.,** & Bingham, G. E. (2013- 2017). *Sheltering Arms Early Education and Family Centers—Read Right from the Start Project.* The Atlanta Speech School, the United Way of Greater Atlanta, Smart Start and the Woodruff Foundation (Subcontract for Research and Evaluation). (\$439,934 over three years; Role: Principal Investigator).
- Terry, N. P.,** & Bingham, G. E. (2013- 2020). *Educare Atlanta Local Evaluation Partner.* Sheltering Arms Early Education and Family Centers and Annie E. Casey Foundation. (\$1,207,688 over seven years; Role: Principal Investigator).
- Terry, N. P.,** & Bingham, G. E. (2013-2014). *Examining the Read Right from the Start GA PreK Professional Development Program—Coaching Model Evaluation.* The Atlanta Speech School, the United Way of Greater Atlanta, Smart Start and the Woodruff Foundation (Subcontract for Research and Evaluation). (\$72,394 over two years; Role: Principal Investigator).
- Washington, J.A. (2012-2016). *Learning Disabilities Research Innovation Hub: Basis of Reading Deficits in*

*African American Children*. National Institute of Child Health and Human Development. Application No. 1 R24 HD075454. (\$2,157,501 million over four years; Role: Co-Investigator).

- Terry, N. P., & Bingham, G. E.** (2011-2018). *The YMCA-Read Right Project*. The Metro Atlanta YMCA, the United Way of Greater Atlanta, and the Woodruff Foundation (Subcontract for Research and Evaluation). (\$1,112,755 over seven years; Role: Principal Investigator).
- Terry, N. P., & Bingham, G. E.** (2009-2012). *The ER<sup>2</sup>S-GAP<sup>3</sup> Project—Examining the Read Right from the Start GA PreK Professional Development Program*. The Atlanta Speech School, the United Way of Greater Atlanta, Smart Start and the Woodruff Foundation (Subcontract for Research and Evaluation). (\$358,971 over three years; Role: Principal Investigator).
- Terry, N. P.** (2008-2010). *The E-SERF Project—Evaluating the Success of Early Reading First*. The United Way of Greater Atlanta, Smart Start and the U.S. Department of Education, Early Reading First Program Grants. (Subcontract for Research and Evaluation). (\$124,128 over three years; Role: Principal Investigator).
- Terry, N. P.** (2007-2009). *Policy and Research Implications for the Get Ready to Read! Program in Georgia*. The Goizueta Foundation, The National Center for Learning Disabilities, and United Way of Greater Atlanta, Smart Start. (\$64,894 over two years; Role: Principal Investigator).

#### Internally Funded: In Progress & Completed

- Noel, L., & **Terry, N. P.** (2018-2019). Mental, emotional, and behavioral (MEB) prevention programs with school-aged trauma effected children. FSU Council on Research and Creativity Committee on Faculty Research Support (COFRS) Program. (\$14,000 over one year: Co-Principal Investigator)
- Farquharson, K., & **Terry, N. P.** (2018–2019). SSpeaCS – Spelling and Speech Coding Scheme. Funded by FSU College of Communication and Information Research Award Program. (\$5,000 over one year: Co-Principal Investigator)
- Rutstrom, E., Washington, J. A., Bingham, G. E., & **Terry, N. P.** (2012-2013). *ISI Proposal: Evidence Based Assessment of a New Preschool Initiative in the Shanty Towns of Cape Town*. Seed Grant, International Strategic Initiative (ISI). Georgia State University. (\$4,000 over one year: Co-Principal Investigator).
- Terry, N. P., & Washington, J.A.** (2012-2013). *Contrasting Two Theory-Based Approaches to Literacy Instruction for Poor Readers who Speak Nonmainstream American English Speakers*. Seed Grant, Area of Focus Initiative in Research on the Challenges of Acquiring Language and Literacy. Georgia State University. (\$46,335 over one year: Co-Principal Investigator).
- Terry, N. P.** (Fall 2010). Professional Development Stipend. Office of Underrepresented Faculty, Georgia State University. (\$800)
- Terry, N. P.** (Spring 2010). Professional Development Stipend. Office of Underrepresented Faculty, Georgia State University. (\$800)
- Terry, N. P., & Williams, R.** (2009-2010). *The Quality of Semantic and Orthographic Knowledge in the Lexical Representations of Beginning Readers who use Nonmainstream American English Speakers*. Seed Grant, Area of Focus Initiative in Research on the Challenges of Acquiring Language and Literacy Georgia State University. (\$50,000 over one year: Co-Principal Investigator).
- Terry, N. P.** (2008). Professional Development Stipend. Office of Underrepresented Faculty, Georgia State University. (\$800)
- Terry, N. P.** (2007). Professional Development Stipend. Office of Underrepresented Faculty, Georgia State University. (\$800)

#### Externally Funded: Under Review

- Hart, S. A., Hogan, T., Solari, E., & **Terry, N. P.** (2023-2028). *Learning Disabilities Translational Science Collective: Building on the Florida Learning Disabilities Research Center*. National Institute of Child Health and Human Development. (\$10.6 million over five years; Role: Multiple PIs: Hart, Hogan, Solari, & Terry)

#### Other Grant Activities

- 2022-2025 **Expert Faculty**. Research Institute for Implementation Science in Education (RIISE). Institute of Education Sciences. (PI: Lyon)

- 2022-2025 **Advisory Board**, STEM Ed PRF: The PURPOSE Postdoctoral Training Initiative. National Science Foundation. (PI: Purpura)
- 2022-2024 **Advisory Board**, Collaborative Research: Linguistic Production, Perception, and Identity in the Career Mobility of Black Faculty in Linguistics and the Language Sciences. (PI: Charity Hudley)
- 2021-2025 **Consultant**, Development and validation of two complementary measures of early writing to assess teacher practice and child outcomes. Institute of Education Sciences. (PI: Bowles)
- 2020-2024 **Consultant**, Project GROW. Institute of Education Sciences. (PI: Al Otaiba)
- 2019-2021 **Consultant**, What does the CELF-P2 measure?: Delve into item performance differences of low income African-American children who speak nonmainstream American English. National Institutes of Health. (PI: Webb)
- 2019 **Technical Working Group Member**, Impact Evaluation of Training in Multi-Tiered Systems of Support for Reading in Early Elementary School. US Department of Education (Co-PI: Garet & Gersten).
- 2018-2019 **Consultant**, GradNation: Project Graduate 2.0. Multi-Agency Alliance for Children and Georgia Division of Family and Children Services. (PI: Bingham).
- 2017-present **Consultant**, *National Center on Improving Literacy*. US Department of Education (PI: H. Fien, Y. Petscher. & S. Sayko).
- 2017 **Consultant**, *An efficacy study of Toggle Talk*. National Center for Education Research, U.S. Department of Education (PI: J. Edwards, University of Maryland).
- 2011 **Consultant**, *Teaching practices and the development of language and literacy in English language learners*. Regular Research Grant (PI: B. K. Gorman & F. Lopez, Marquette University).
- 2010-2013 **Consultant**, *Developing Contrastive Analysis for Teaching Academic Classroom English to Young African American English Speaking Students*. National Center for Education Research, U.S. Department of Education (PI: H. K. Craig & SS. Schilling, University of Michigan).
- 2007-2012 **Investigator**, *Nature and Acquisition of the Speech Code and Reading*. National Institute of Child Health and Human Development, Program Grant (PI: C. Fowler, Haskins Laboratories).

## **PUBLICATIONS** (\* indicates student)

### Peer Reviewed Journal Articles (published and in press)

- Terry, N. P.**, Gatlin-Nash, B., Webb, M., Summy, S. R., & Raines, R. (2023). Revisiting the fourth grade slump among Black children: Taking a closer look at oral language and reading. *The Elementary School Journal*. <https://doi.org/10.1086/723371>
- Terry, N. P.**, Zuckerman, A. P., & McCardle, P. (2023). Introduction to the special issue: Examining reading difficulty and reading disability in racially and socioeconomically diverse student populations. *The Elementary School Journal*. <https://doi.org/10.1086/723376>
- Terry, N. P.**, & Albritton, K. (2022). Commentary: If not you, then who: Equity, social justice, and the role of school psychologists in ensuring reading success for all learners. *School Psychology*. Advance online publication. <https://doi.org/10.1037/spq0000525>
- Johnson, L., Smith, J., & **Terry, N. P.** (2022). Elevating language – Leveraging speech-language pathologists to support reading and writing for all students. *Literacy Today, October/November/December 2022 Issue*. Available at <https://www.literacyworldwide.org/get-resources/em-literacy-today-em-magazine>.
- Terry, N. P.**, & Baumann, A. (2022). Equitable implementation in the context of reading difficulty and reading disabilities. *Perspectives on Language and Literacy*, 48 (2), 21-27.
- Terry, N. P.**, Doss, C., Harris, M., & Marencin, N. (2022). Disproportionality in special education. *Perspectives on Language and Literacy*, 48 (2), 11-19.
- Terry, N. P.**, Zuckerman, A. P., & McCardle, P. (2022). Centering equity: Creating systems for equitable reading achievement in schools. *Perspectives on Language and Literacy*, 48 (2), 7-10.
- Terry, N. P.**, Gerido, L. H., Norris, C. U., Johnson, L. R., & Little, C. (2022). Building a framework to understand and address vulnerability to reading difficulties among children in schools in the United States. *New Directions for Child and Adolescent Development*, 2022 (183-184), 9-26. <https://doi.org/10.1002/cad.20473>
- Terry, N. P.**, Zuckerman, A. P., & McCardle, P. (2022). Introduction to the special issue: Understanding the

- contexts in which vulnerable students learn, develop, and achieve in reading in the United States. *New Directions for Child and Adolescent Development*, 2022(183-184), 5-8. <https://doi.org/10.1002/cad.20472>
- Terry, N. P.**, Zuckerman, A. P., & McCardle, P. (2022). Education and intervention in vulnerable student populations: Science and practice. Editors. *New Directions for Child and Adolescent Development*, 183-184.
- Terry, N. P.** (2021). Delivering on the promise of the science of reading for all children. *The Reading Teacher*, 75(1), 83-90.
- Albritton, K., Stuckey, A., & **Terry, N.P.** (2021) Multitiered early literacy identification in 3-year-old children in Head Start settings. *Journal of Early Intervention*, 44(1), 23-39.
- \*Edwards, E. B., **Terry, N.P.**, Bingham, G. E., & Singer, J. (2021). Perceptions of classroom quality and well-being among Black women teachers of young children. *Education Policy Analysis Archives*, 29(56), 1-24.
- Terry, N. P.**, Petscher, Y., Gaab, N., & Hart, S. (2021). Researchers translating the science of reading: Widening the lens of translational science through team science. *The Reading League Journal*, 2(1), 46-53.
- Petscher, Y., Cabell, S., Catts, H. W., Compton, D., Foorman, B., Hart, S. A., Lonigan, C. J., Phillips, B. M., Schatschneider, C., Steacy, L., **Terry, N. P.**, & Wagner, R. K. (2020). How the science of reading informs 21st century education. *Reading Research Quarterly*, 55(1), 267-282. <https://doi.org/10.1002/rrq.352>.
- Solari, E., **Terry, N. P.**, Gaab, N., Hogan, T. P., Nelson, N., Pentimonti, J., Petscher, Y., & Sayko, S. (2020). Translational science: A roadmap for the science of reading. *Reading Research Quarterly*, 55(1), 347-360. <https://doi.org/10.1002/rrq.357>.
- Terry, N. P.** (2020, June, Issue Editor). Diverse vulnerable learners with learning disabilities: A call to action. *Perspectives on Language and Literacy—International Dyslexia Association*, 46 (2), 7-9.
- Orizaba, L., Gorman, B., Fiestas, C., Bingham, G. E., & **Terry, N. P.** (2020) Examination of narrative language at microstructural and macrostructural levels in Spanish-speaking preschoolers. *Language, Speech, and Hearing Services in Schools*, 51 (2), 428-440.
- Terry, N. P.**, Gatlin, B., & Johnson, L. (2018). Same or different: How bilingual readers can help us understand bidialectal readers. *Topics in Language Disorders*, 38(1), 50-65.
- Washington, J. A., & **Terry, N. P.** (2018, Special Issue Editors). Bidialectalism, bilingualism and language disorders: Where are we now? *Topics in Language Disorders*, 38 (1), 3-4.
- Albritton, K., **Terry, N. P.**, & Truscott, S. (2018). Examining the effects of performance feedback on preschool teachers' fidelity of implementation of a small-group phonological awareness intervention. *Reading & Writing Quarterly*, 34 (5), 361-378.
- Albritton, K., Truscott, S., & **Terry, N. P.** (2017). Exceptional professional learning for RtI implementation in early childhood settings. *Contemporary School Psychology*, 1-12.
- Webb, M., **Terry, N. P.**, Lederberg, A., Bingham, G., & Puranik, C. (2018). Factorial validity and measurement invariance of the Test of Preschool Early Literacy-Phonological Awareness Test among deaf and hard-of-hearing children and hearing children. *Ear and Hearing: The Official Journal of the American Auditory Society*, 39(2), 278-292.
- Albritton, K., Stuckey, A., & **Terry, N.P.** (2017) Identifying Head Start children for higher tiers of language and literacy instruction within a response to intervention framework. *Journal of Early Intervention*, 39(4), 267-280.
- Johnson, L. S., **Terry, N. P.**, Thomas-Tate, S., & Connor, C. M. (2017). An experimental investigation of dialect awareness instruction for African American children in second through fourth grade. *Reading and Writing: An Interdisciplinary Journal*. 30(9), 2009–2038.
- \*Kenner, B. B., **Terry, N. P.**, Friehling, A. H., & Namy, L. (2017). Phonemic awareness development in 2.5- and 3.5-year-old children: An examination of emergent, receptive, knowledge and skills. *Reading and Writing: An Interdisciplinary Journal*, 30 (7), 1575-1594.
- Terry, N. P.**, Petscher, Y., & \*Rhodes, K. (2017). Psychometric analysis of the *Diagnostic Evaluation of Language Variation, Screening Test*: Extension to pre-kindergarten (age 4). *Assessment for Effective Intervention*, 42(3),176-185.
- \*Taylor, N., Greenberg, D., & **Terry, N. P.** (2016). The relationship between parents' literacy skills and their preschool children's emergent literacy skills. *Journal of Research and Practice in Adult Literacy, Secondary, and Basic Education*, 5(2), 5-16.
- Albritton, K., Anhalt, K., & **Terry, N.P.** (2016) Promoting equity for our nation's youngest students: School

- psychologists as agents of social justice in early childhood settings. *School Psychology Forum: Research in Practice*, 10 (3), 237-250.
- Gorman, B., Bingham, B., Fiestas, C., & Terry, N. P. (2016). Assessing the narrative abilities of Spanish speaking preschool children: A Spanish adaptation of the Narrative Assessment Protocol. *Early Childhood Research Quarterly*, 36, 307-317.
- Terry, N. P., Connor, C. M., Johnson, L. S., Stuckey, A., & Tani, N. (2016). Dialect variation, dialect-shifting, and reading comprehension in second grade. *Reading and Writing: An Interdisciplinary Journal*, 29, 267-295.
- \*Ennis, R., Jolivet, K., Terry, N.P., Fredrick, L. D., & Alberto, P. A. (2015). Classwide teacher implementation of self-regulated strategy development with students with E/BD in a residential facility. *Journal of Behavior Education*, 24 (1), 88-111.
- \*Bakhtiari, D., Greenberg, D., \*Nightingale, E., & Terry, N. P. (2015). Spoken oral language and adult struggling readers. *Journal of Research and Practice in Adult Literacy, Secondary, and Basic Education*, 4 (1), 9-20.
- \*Pendergast, M., Bingham, G. E., & Terry, N. P. (2015) Examining the relationship between emergent literacy skills and invented spelling of pre-kindergarten Spanish-speaking Dual Language Learners. *Early Education and Development*, 26 (2), 264-285.
- Terry, N. P. (2014). Dialect variation and phonological knowledge: Phonological representations and metalinguistic awareness among beginning readers who speak nonmainstream American English. *Applied Psycholinguistics*, 35, 155-176. doi: 10.1017/S0142716412000276.
- \*Mansour, S, & Terry, N.P. (2014). Phonological awareness skills of young African American English speakers. *Reading and Writing: An Interdisciplinary Journal*, 27 (3), 555-569. doi: 10.1007/s11145-013-9458-z.
- Bingham, G., & Terry, N. P. (2013). Early language and literacy achievement of Early Reading First students in kindergarten and first grade in the United States. *Journal of Research in Childhood Education*, 27 (4), 440-453. doi: 10.1080/02568543.2013.822952.
- \*Green, K., Terry, N.P., & Gallagher, P. (2013). Progress in language and literacy skills among children with disabilities in inclusive Early Reading First classrooms. *Topics in Early Childhood Special Education*. 33 (4), 249-259. doi: 10.1177/0271121413477498.
- Terry, N. P., Mills, M., Bingham, G., \*Mansour, S., & \*Marencin, N. (2013). Oral narrative skills of African American pre-kindergarteners who speak Nonmainstream American English. *Language, Speech, and Hearing Services in Schools*, 44 (3), 291-305. doi: 10.1044/0161-1461.
- \*McDaniel, S., Houchins, D., & Terry, N. P. (2012). Corrective Reading as a supplementary curriculum for students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*. doi: 10.1177/1063426611433506.
- Williams, R. S., Terry, N. P., & \*Metzger, I. (2012). Kid Categories: A comparison of the category productions of LSES and MSES elementary school children. *Communication Disorders Quarterly*, 34, 71-80.
- Terry, N. P. (2012). Examining relationships among dialect variation and emergent literacy skills. *Communication Disorders Quarterly*, 33 (2), 67-77. doi:10.1177/1525740110368846.
- Terry, N. P. & Connor, C.M. (2012). Changing nonmainstream American English use and early reading achievement from kindergarten to first grade. *American Journal of Speech Language Pathology*, 21, 78-86.
- Terry, N. P., Connor, C. M., Petscher, Y., & Conlin, C. (2012). Dialect variation and reading: Is change in nonmainstream American English use related to reading achievement in first and second grade? *Journal of Speech, Language, and Hearing Research*, 55, 55-69.
- Terry, N. P., & Connor, C. M. (2010). African American English and spelling: How do second graders spell dialect-sensitive features of words? *Learning Disabilities Quarterly*. 33 (3), 199-210.
- Terry, N. P., Connor, C. M., Thomas-Tate, S., & \*Love, M. (2010). Examining relationships among dialect variation, literacy skills, and school context in first grade. *Journal of Speech, Language, and Hearing Research*, 53, 126-145.
- Terry, N. P. (2008). Addressing African American English in early literacy assessment and instruction. *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 15, 54-61.

**Terry, N. P.** (2006). Relations between dialect variation, grammar, and early spelling skills. *Reading and Writing: An Interdisciplinary Journal*, 19(9), 907-931.

Peer Reviewed Books and Book Chapters (published and in press)

- Linzarini, A., Bugden, S., Merkley, R., Gaab, N., Siegel, L.S., Aldersey, H., Anderson, J., Araya, B.M., Barnes, M.A., Boyle, C., Clasby, B., Doherty, B., Edyburn, D.L., Fishstrom, S., Gaurav, N., Guerriero, S., Hudson, A., Iuculano, S., Jansen-van Vuuren, J., Joannis, M., Joshi, R.M., Kalbfleisch, L., Kent, H., Miller, A.H., Paule, B., Page, A., **Terry, N. P.**, Petscher, Y., Peters, L., Sider, S., Specht, J., Steinle, P.K., Tonks, J., Vaughn, S., van Bergen, E., and Williams, W.H. (2022) Identifying and supporting children with learning disabilities. In Duraiappah, A.K., van Atteveldt, N.M., Borst, G., Bugden, S., Ergas, O., Gilead, T., Gupta, L., Mercier, J., Pugh, K., Singh, N. C., and Vickers, E.A. (Eds.) *Reimagining Education: The International Science and Evidence Based Assessment*. New Delhi: UNESCO MGIEP.
- Gatlin-Nash, B., & **Terry, N.P.** (2022). Theory-based approaches to language instruction for primary school poor readers who speak nonmainstream American English. In E. Saiegh-Haddad, L. Laks, & C. McBride (Eds). *Handbook of Literacy in Diglossia and Dialectal Contexts—Psycholinguistic and Educational Perspectives*. pp. 477-491. Cham: Springer. (invited, data-based)
- Terry, N. P.** (2019). Knowledge at the intersection of research and practice. In J.A. Washington, D. C. Compton, & P. McCardle (Eds). *Dyslexia: Revisiting etiology, diagnosis, treatment, and policy*. pp. 260-265. Baltimore: Paul H. Brookes Publishing Co. (invited)
- Terry, N. P.** (2015). Addressing dialect differences in early reading intervention. In Conner, C. M., & McCardle, P. (Eds). *Advances in Reading Intervention: Research to Practice to Research*. pp. 143-154. Baltimore, MD: Guilford Press. (invited)
- Terry, N. P.**, Brown, M. C., & Stuckey, A. (2015). African American children's early language and literacy learning in the context of spoken dialect variation. In Bahr, R. H., & Silliman, E. R. (Eds). *Handbook of Communication Disorders*. pp. 303-312. Abingdon, Oxon, UK: Routledge. (invited)
- Washington, J. A., **Terry, N. P.**, & Seidenberg, M. (2013). Language variation and literacy learning: The case of African American English. In Stone, C. A., Silliman, E. R., Ehren, B. J., & Wallach, G. P. (Eds). *Handbook of Language and Literacy, 2<sup>nd</sup> Edition*. pp. 204-222. New York, NY: Guildford Press. (invited)
- Terry, N. P.** (2012). Teacher voices: Addressing dialect differences in early literacy instruction. In Pandey, A., *Language Building Blocks: Essential Linguistics for Early Childhood Educators*. New York, N.Y.: Teachers College Press. (invited)
- Terry, N. P.**, & Scarborough, H. S. (2011). The phonological hypothesis as a valuable framework for studying the relation of dialect variation to early reading skills. In Brady, S., Braze, D., & Fowler, C. (Eds). *Explaining Individual Differences in Reading: Theory and Evidence*, pp. 97-117. New York, NY: Taylor & Francis Group. (invited, data based)
- Knight, D., Day, K., & **Terry, N. P.** (2009). Preventing and identifying reading difficulties in young children. In G. Reid, J. Wearmouth, G. Elebheri, and D. Knight (Eds.), *Dyslexia: A handbook for research and practice*, pp. 61-70. New York: Routledge Publishing. (invited)

Textbook Chapters (published and in press)

- McKinney, T., **Terry, N.P.**, & \*Owens, J. (2017). Students with learning differences affecting achievement. In R. Colarusso, C. O'Rourke, and & M. Leontovitch (Eds.), *Special education for all teachers (7th ed.)*. Dubuque, IA: Kendall/Hunt.
- Terry, N. P.**, Irving, M. A., & \*FitzPatrick, E. (2017). Cultural and linguistic diversity: Issues in education. In R. Colarusso, C. O'Rourke, & M. Leontovitch (Eds.), *Special education for all teachers (7th ed.)*. Dubuque, IA: Kendall/Hunt.
- Patterson, D., **Terry, N.P.**, & \*Pressley, M. (2017). Approaches to instruction for students with learning differences. In R. Colarusso, C. O'Rourke, and & M. Leontovitch (Eds.), *Special education for all teachers (7th ed.)*. Dubuque, IA: Kendall/Hunt.
- Terry, N.P.**, & Leontovitch, M. (2013). Students with learning differences affecting achievement. In R. Colarusso, C. O'Rourke, and & M. Leontovitch (Eds.), *Special education for all teachers (6th ed.)*. Dubuque, IA: Kendall/Hunt.
- Terry, N. P.**, & Irving, M. A. (2013). Cultural and linguistic diversity: Issues in education. In R. Colarusso, C.



O'Rourke, & M. Leontovitch (Eds.), *Special education for all teachers (6th ed.)*. Dubuque, IA: Kendall/Hunt.

- Viel-Ruma, K., **Terry, N.P.**, & \*Stuckey, A. (2013). Approaches to instruction for students with learning differences. In R. Colarusso, C. O'Rourke, and M. Leontovitch (Eds.), *Special education for all teachers (6th ed.)*. Dubuque, IA: Kendall/Hunt.
- Heflin, L. J., Wilson, R. M., & **Terry, N.P.** (2009). Students with learning differences affecting achievement. In R. Colarusso and C. O'Rourke (Eds.), *Special education for all teachers (5th ed.)*. (pp. 133-174). Dubuque, IA: Kendall/Hunt.
- Terry, N. P.**, & Irving, M. A. (2009). Cultural and linguistic diversity: Issues in education. In R. Colarusso and C. O'Rourke (Eds.), *Special education for all teachers (5th ed.)*. (pp. 109-133). Dubuque, IA: Kendall/Hunt.

#### Research and Evaluation Reports (published)

- \*Neely, A., & **Terry, N. P.** (2016, September). 2GEN Data Inquiry Report. Produced for Sheltering Arms Early Education and Family Centers. Atlanta, GA.
- Terry, N. P.**, Bingham, G., \*Murray, B., & Gatlin, B. (2016, August). *The Kindergarten Plus (KPLUS) Project. Year 2 Evaluation*. Produced for the Annie E. Casey Foundation—Atlanta Civic Site. Atlanta, GA.
- Terry, N. P.**, Bingham, G., \*Lee, T., & Johnson, L. (2016, October). *The Y-Read Right from the Start Project: Year 5 Evaluation*. Produced for the YMCA of Metro Atlanta. Atlanta, GA.
- Terry, N. P.**, Bingham, G., & Johnson, L. (2016, September). *The Sheltering Arms-Read Right from the Start Project: Year 3 Evaluation*. Produced for Sheltering Arms Early Education and Family Centers. Atlanta, GA.
- Terry, N. P.**, Bingham, G., & \*Edwards, E. (2016, August). *Educare Atlanta: Local Evaluation Partner Year 3 Evaluation*. Produced for Sheltering Arms Early Education and Family Centers. Atlanta, GA.
- Bingham, G., \*Murray, B., & **Terry, N. P.** (2015, August). *The Read Right E-Learning Evaluation Study Project*. Produced for the Rollins Center for Language & Literacy at The Atlanta Speech School. Atlanta, GA.
- Terry, N. P.**, Bingham, G., Washington, J. A., & \*Pattermann-Carriveau, P. (2015, August). *The Kindergarten Plus (KPLUS) Project. Year 1 Evaluation*. Produced for the Annie E. Casey Foundation—Atlanta Civic Site. Atlanta, GA.
- Terry, N. P.**, Bingham, G., & \*Quinn, M. (2015, August). *The Y-Read Right from the Start Project: Year 4 Evaluation*. Produced for the YMCA of Metro Atlanta. Atlanta, GA.
- Terry, N. P.**, Bingham, G., & \*Marencin, N. (2015, August). *The Sheltering Arms-Read Right from the Start Project: Year 2 Evaluation*. Produced for Sheltering Arms Early Education and Family Centers. Atlanta, GA.
- Terry, N. P.**, Bingham, G., Washington, J. A., & \*Edwards, E. (2015, August). *Educare Atlanta: Local Evaluation Partner Year 2 Evaluation*. Produced for Sheltering Arms Early Education and Family Centers. Atlanta, GA.
- Bingham, G., & **Terry, N. P.** (2014, August). *The Y-Read Right from the Start Project: Coaching Model Program Evaluation*. Produced for the Rollins Center for Language & Literacy at The Atlanta Speech School. Atlanta, GA.
- Terry, N. P.**, & Bingham, G. (2014, August). *The Y-Read Right from the Start Project: Year 3 Evaluation*. Produced for the YMCA of Metro Atlanta. Atlanta, GA.
- Terry, N. P.**, & Bingham, G. (2014, August). *The Sheltering Arms-Read Right from the Start Project: Year 1 Evaluation*. Produced for Sheltering Arms Early Education and Family Centers. Atlanta, GA.
- Terry, N. P.**, Bingham, G., & Washington, J. A. (2014, August). *Educare Atlanta: Local Evaluation Partner Year 1 Evaluation*. Produced for Sheltering Arms Early Education and Family Centers. Atlanta, GA.
- Terry, N. P.**, & Bingham, G. (2013, August). *The Y-Read Right from the Start Project: Year 2 Evaluation*. Produced for the YMCA of Metro Atlanta. Atlanta, GA.
- Terry, N. P.**, & Bingham, G. (2012, August). *The Y-Read Right from the Start Project: Year 1 Evaluation*. Produced for the YMCA of Metro Atlanta. Atlanta, GA.
- Terry, N. P.**, & Bingham, G. (2011, August). *Read Right from the Start GA Pre-K Professional Development Program: Examining student, teacher and classrooms outcomes from Year 2*. Produced for the Rollins Center for Language & Learning at the Atlanta Speech School. Atlanta, GA.
- Terry, N. P.**, Bingham, G., & Hart, R. (2010, September). *Read Right from the Start GA Pre-K Professional*

*Development Program: Examining student, teacher and classrooms outcomes from Year 1.* Produced for the Rollins Center for Language & Learning at the Atlanta Speech School. Atlanta, GA.

- Terry, N. P.** (2009, July) *The E-SERF Project: Examining the Success of Early Reading First in 1<sup>st</sup> grade—READERS.* Report for the Early Reading First supplemental award granted to the Reinforce, Educate, And Develop Early Readers Successfully project. Produced for the United Way Metro Atlanta-Smart Start. Atlanta, GA.
- Terry, N. P.** (2009, July) *The E-SERF Project: Examining the Success of Early Reading First in 1<sup>st</sup> Grade—DREAM.* Report for the Early Reading First supplemental award granted to the Developing Readers Early And Mightily project. Produced for the United Way Metro Atlanta-Smart Start. Atlanta, GA.
- Terry, N. P.** (2008, July) *The E-SERF Project: Examining the Success of Early Reading First in Kindergarten—READERS.* Report for the Early Reading First supplemental award granted to the Reinforce, Educate, And Develop Early Readers Successfully project. Produced for the United Way Metro Atlanta-Smart Start. Atlanta, GA.
- Terry, N. P.** (2008, July) *The E-SERF Project: Examining the Success of Early Reading First in Kindergarten —DREAM.* Report for the Early Reading First supplemental award granted to the Developing Readers Early And Mightily project. Produced for the United Way Metro Atlanta-Smart Start. Atlanta, GA

#### Peer Reviewed Journal Articles and Book Chapters (in review)

- FitzPatrick, E., McKeown, D., Brown, M. C., & **Terry, N. P.** (in review). “Nothing continued to happen”: Addressing attrition, lack of fidelity, and other barriers to implementation in high-poverty, high-mobility urban settings.
- Terry, N. P.**, Bingham, G. E., Berryman, A. F., Clay, J., & Canton, K. (expected 2023). Leveraging research-practice partnerships to support evidence use in early childhood: Lessons learned from Atlanta 323. In S. Q. Cabell, S. B. Neuman, & N. P. Terry. *Handbook of the Science of Early Literacy.* Guilford Press.
- Cabell, S. Q., Neuman, S. B., & **Terry, N. P.** (expected 2023, Editors). *Handbook of the Science of Early Literacy.* Guilford Press.
- Terry, N. P.**, Doss, C., Harris, M., & Marencin, N. (expected 2023). Culturally and linguistically diverse students with learning disabilities. In C. Okolo, L. Cutting, & N. P. Terry. *Handbook of Learning Disabilities.* Guilford Press.
- Okolo, C., Cutting, L., & **Terry, N. P.** (expected 2023, Editors). *Handbook of Learning Disabilities.* Guilford Press.

#### **PRESENTATIONS & WORKSHOPS** (\* indicates student; † indicates symposium organizer)

##### Peer Reviewed Data-based Research Presentations (national & international)

- Davenport, J., Drummond, K., & **Terry, N. P.** (2023, May). Transforming knowledge into action: An interactive discussion. *Annual Principal Investigators’ Meeting of the Institute of Education Sciences.* (virtual breakout session)
- Toste, J., Zucker, T., **Terry, N. P.**, & Lyon, A. (2023, May). Enhancing the impact of reading research through implementation science. *Annual Principal Investigators’ Meeting of the Institute of Education Sciences.* (virtual breakout session)
- †**Terry, N. P.** (2023, April). Centering equity in research-practice partnerships. *Annual meeting of the American Education Research Association.* Chicago, IL. (poster symposium).
- Frierson, H. T., & Hopson, R. K. (2023, April). Presidential session: The 26<sup>th</sup> conversations with senior scholars on advancing research and professional development related to Black education. *Annual meeting of the American Education Research Association.* Chicago, IL. (roundtable symposium).
- Johnson, L.C., King-St, Remy, S., Burnett, T., Gbedey, D., & **Terry, N. P.** (2022, November). Exploring the change in caregivers' language interactions during a summer shared book reading program. *Annual meeting of the American Speech-Language-Hearing Association.* New Orleans, LA. (technical research presentation)
- †Cabell, S. Q., Neuman, S. B., & **Terry, N. P.** (2022, July). Building a science of early literacy instruction. *Annual Meeting of the Society for the Scientific Study of Reading.* Orange County, CA. (symposium)
- Harris, M., Doss, C., Summy, R., Lampkin, L. O., Little, C., & **Terry, N. P.** (2022, July). Exploring the relations between drivers of teachers’ implementation of evidence-based reading practices. *Annual Meeting of the Society for the Scientific Study of Reading.* Orange County, CA. (poster)

- Raines, R., Passalacqua, J., & **Terry, N. P.** (2022, July). A meta-analysis on effective methods of preparation for preservice elementary school teachers to teach reading. *Annual Meeting of the Society for the Scientific Study of Reading*. Orange County, CA. (spoken paper)
- Doss, C., Harris, M., Summy, R., Johnson, L., Lampkin, L. O., Little, C., & **Terry, N. P.** (2022, July). Examining change in teachers' knowledge of instructional practices to teach foundational reading skills after participating in a professional learning community. *Annual Meeting of the Society for the Scientific Study of Reading*. Orange County, CA. (poster)
- †Cabell, S. Q., Neuman, S. B., & **Terry, N. P.** (2021, December). Harnessing the science of early literacy to support teaching and learning. *Annual meeting of the Literacy Research Association*. Atlanta, GA. (symposium)
- Johnson, L.C., Fumero, K., Summy, R., Gerido, L., Funari, C., Harris, M., Cabell, S., Petscher, Y. & **Terry, N. P.** (2021, November). The impact of the PLEASE READ summer reading program on student outcomes. *Annual meeting of the American Speech-Language-Hearing Association*. Washington, D.C. (technical research presentation)
- Summy, R. S., **Terry, N. P.**, & Baktihari, D. (2021, November). Quantity, quality, and sophistication of language for parents/caregivers and children during three play contents. *Annual meeting of the American Speech-Language-Hearing Association*. Washington, D.C. (poster)
- Meyer, J., Leventhal-Weiner, R., Taylor, A., Tarrant, K., Kitrosser, J., & **Terry, N. P.** (2021, September). If we knew then what we know now: Lessons from established research-practice partnerships in early childhood education. *Annual meeting of the Society for Research in Education Effectiveness*. (virtual panel session)
- Terry, N. P.**, \*Hammond-Gerido, L., \*Norris, C., & Johnson, L. J. (2021, July). Building a framework for understanding vulnerability to reading difficulties among children in the U.S. *Annual Meeting of the Society for the Scientific Study of Reading*. (In-person meeting cancelled, pre-recorded spoken presentation and live panel discussion).
- Caton, K., Berryman, A. F., **Terry, N. P.**, Bingham, G., & Fortner, C.K. (2021 April). A spatial examination of the pre-K to kindergarten transition. *Annual meeting of the American Education Research Association*. Prerecorded poster for virtual conference (In-person meeting cancelled).
- Lindo, E. & Terry, N. P., (2021, March). CEC Division of Research Showcase: Evidence-based instructional approaches for linguistically diverse learners. *Annual meeting of the Council for Exceptional Children*. (Pre-recorded panel session. In-person meeting cancelled; panel organizer; invited panel)
- Johnson, L., Gatlin-Nash, B., Lee-James, R., & **Terry, N.P** (2020 November). I see me in what I read: Utilizing diverse books in literacy-based language therapy. *Annual meeting of the American Speech Language Hearing Association*, San Diego, CA. (seminar; convention canceled)
- Gatlin-Nash, B., Johnson, L., Lee-James, R., & **Terry, N.P** (2020 November). Nonmainstream dialect use in writing: Implications for assessment. *Annual meeting of the American Speech Language Hearing Association*, San Diego, CA. (poster; convention canceled)
- Norris, C.U., Gerido, L., Johnson, L., & Terry, N. P. (2020, October). Exploring the association between reading achievement and violence in school-aged children. *Annual meeting of the American Public Health Association*. *Prerecorded poster for virtual conference* (In-person meeting cancelled).
- †**Terry, N. P.** & Hogan, T. (2020, July). Contextualizing the science of reading I and II—considering implementation to address reading in vulnerable student populations. *Annual meeting of the Society for the Scientific Study of Reading*. Toronto, Canada. (double symposium co-chair; convention canceled)
- Terry, N. P.**, Bingham, G., Fortner, K., Ahearn, S., Veal, D., Berryman, A. F., Limia, V. D., & Caton, K. (2020, April). Atlanta 323: Initial findings from a research-practice partnership focused on school readiness & achievement. *Annual meeting of the American Education Research Association*, San Francisco, CA. (symposium; convention canceled)
- Farquharson, K., Paulk, K., Kochis, E., Wood, K., & **Terry, N.P** (2019, November). Development of the Speech and Spelling Coding Scheme (SSpeeCS). *Annual meeting of the American Speech Language Hearing Association*, Orlando, FL. (poster)
- Limia, V. D., Caton, K., Mason, A., Favors, S., Fortner, K., Bingham, G., & **Terry, N. P.** (2019, November). Confirmatory factor analysis of the Georgia Kindergarten Inventory of Developing Skills. *Annual meeting of the American Evaluation Association*, Minneapolis, MN. (poster)
- Terry, N. P.**, & Gatlin-Nash, B. (2019, July). Language instruction for poor readers who speak nonmainstream

- American English. *Annual Meeting of the Society for the Scientific Study of Reading*. Toronto, Canada.
- Farquharson, K., **Terry, N. P.**, & Paulk, K. (June, 2019). Examining the Influence of Speech Production Errors on Spelling Ability. *Annual meeting of the International Child Phonology*. Montreal, Quebec, Canada. (poster)
- Mason, R. S., Gearing, N. V., Johnson, L. R., Bingham, G. E., & **Terry, N.P** (2018, November). The use of language environment analysis system (LENA) in a noisy environment: feasibility study in family child care homes. *Annual meeting of the American Speech Language Hearing Association*, Philadelphia, PA. (poster)
- Johnson, L. R., Lee-James, R., & **Terry, N.P** (2018, November). The relation between DeltaDVAR, inhibitory control, language, and reading in African American students. *Annual meeting of the American Speech Language Hearing Association*, Philadelphia, PA. (poster)
- Mason, R. S., Haring, C., Venuto, N. G., Johnson, L. R., Bingham, G. E., & **Terry, N. P.** (2018, July). Does the relation between primary caregiver home literacy beliefs and practices and children's early academic skill rely on self-regulation? *Annual Meeting of the Society for the Scientific Study of Reading*. Brighton, United Kingdom. (interactive poster)
- Terry, N. P.**, & Webb, M. (2018, July). A latent profile analysis of language, reading, and dialect variation among low-income African American children. *Annual Meeting of the Society for the Scientific Study of Reading*. Brighton, United Kingdom. (interactive poster)
- Morris, P. (2018, April). Research-practice partnerships for quality improvement in early education: Best practices and creative solutions. *Annual meeting of the American Educational Research Association*. New York, NY. (symposium)
- Orizaba, L., Gorman, B., Bingham, G., & **Terry, N.P.** (2017, November). A comparison between two narrative assessment measures for Spanish-speaking preschoolers. *Annual meeting of the American Speech Language Hearing Association*. Los Angeles CA. (poster)
- †**Terry, N. P.** (2017, November). Cross-sector partnerships for preschool through 3<sup>rd</sup> grade (P3) in metro Atlanta. *Annual meeting of the National Association for the Education of Young Children*. Atlanta, GA.
- Mason, R., Bingham, G., \*Venuto, N., & Terry, N.P. (2017, September). Look who is talking: Understanding the linguistic environments of family child care homes. *Biennial meeting of the LENA Research Foundation: Early Language Conference-Combining Approaches to Boost Early Talk*. Beaver Creek, CO.
- \*Kenner, B. B., **Terry, N. P.**, Friehling, A., & Namy, L. (2017, April). Phonemic awareness development in 2.5- through 4.5-year-old children: Evidence of emergent, receptive knowledge and abilities. *Annual meeting of the Society for Research in Child Development*. Austin, TX. (poster)
- Gatlin, B., Johnson, L., & **Terry, N.P.** (2016, November). Analyzing nonmainstream American English use in oral and written language contexts among middle elementary students. *Annual meeting of the American Speech Language Hearing Association*. Philadelphia PA. (poster)
- Johnson, L., \*James, R., Gatlin, B., & **Terry, N. P.** (2016, November). Executive functioning skills and its relation to oral and written narrative skills in African American children. *Annual meeting of the American Speech Language Hearing Association*. Philadelphia, PA. (poster)
- Terry, N. P.**, Webb, M., Branum-Martin, L., & Washington, J. (2016, July). The structure of language, dialect, and reading among low-income school-aged African American children. *Annual Meeting of the Society for the Scientific Study of Reading*. Porto, Portugal. (interactive poster)
- Gorman, B. K., Fiestas, C., Bingham, G., & **Terry, N.P.** (2016, June). Performance differences in Spanish-speaking preschoolers' language skills on a narrative assessment protocol. *Annual Meeting of the Symposium on Child Language Disorders*. Madison, WI. (poster presentation)
- Terry, N. P.**, Washington, J., \*Rhodes, K., & Webb, M. (2015, July). Revisiting the "4<sup>th</sup> grade slump" among low-income African American children in urban schools. *Annual Meeting of the Society for the Scientific Study of Reading*. The Big Island, Hawaii. (interactive poster)
- Webb, M., **Terry, N. P.**, & Mitri, S. M. (2015, July). A latent profile analysis of early literacy skills prekindergarten children who speak nonmainstream American English. *Annual Meeting of the Society for the Scientific Study of Reading*. The Big Island, Hawaii. (interactive poster)
- \*Floyd, T., \*Towson, J., Bingham, G., & **Terry, N. P.** (2015, April). Preschool teachers' language practices: Effects on student language and pre-literacy skills. *Annual meeting of the American Education Research Association*. Chicago, IL. (poster)

- \*Floyd, T., \*Towson, J., **Terry, N. P.**, & Bingham, G. (2015, April). Classroom Assessment Scoring System in diverse settings: Confirmatory factor analysis. *Annual meeting of the National Council on Measurement in Education. Chicago, IL.* (spoken paper)
- \*Towson, J., \*Floyd, T., Bingham, G., & **Terry, N. P.** (2014, November). Providing high-quality language modeling: Instructional support construct of the classroom assessment scoring system. *Annual meeting of the American Speech Language Hearing Association. Orlando, FL.* (poster)
- \*Rhodes, K., \*Floyd, T., **Terry, N. P.**, & Washington, J. A. (2014, November). Factor validity of the Diagnostic Evaluation of Language Variation Screening Test (DELV-S). *Annual meeting of the American Speech Language Hearing Association. Orlando, FL.* (poster)
- Webb, M., **Terry, N.P.**, Lederberg, A., & Bingham, G. E. (2014, July). Assessing measurement invariance of the TOPEL-Phonological Awareness across DHH children with functional hearing and hearing minority children. *Annual Meeting of the Society for the Scientific Study of Reading. Santa Fe, New Mexico.* (spoken paper)
- Terry, N. P.** (2014, June). Addressing spoken dialect variation in early reading intervention. *The Dyslexia Foundation Biannual Meeting. Faial, Azores* (spoken paper, invited),
- Towson, J., Marencin, N., \*Floyd, T., Washington, J., & **Terry, N. P.** (2014, June). Evaluating the predictive validity of the DELV-ST: An examination with preschoolers who varied in their language use and dialect. *Annual Meeting of the Symposium on Child Language Disorders. Madison, WI.* (poster presentation)
- \*Fitzpatrick, E., **Terry, N. P.**, Washington, J., & McKeown, D. (2014, June). How African American English dialect use, language disorder risk status, and grade level impact written fluency in African American students in urban settings. *Annual Meeting of the Symposium on Child Language Disorders. Madison, WI.* (poster presentation)
- \*Payne, C., Bingham, G. E., & **Terry, N. P.** (2014, June). The relationship between peer-play interactions and early language and literacy development. *Annual Meeting of the Symposium on Child Language Disorders. Madison, WI.* (poster presentation)
- Marencin, N., \*Floyd, T., & **Terry, N. P.** (2013, November). Measurement differences in performance of nonmainstream American English-Speaking preschoolers on the CELF-P2. *Annual meeting of the American Speech Language Hearing Association. Chicago, IL.* (poster)
- \*Rodriguez, M., \*Gold, K., \*Krasselt, M., Brown, M., Washington, J. A., & **Terry, N. P.** (2013, November). Finding common ground: Phonological characteristics of AAE & Latino English speakers. *Annual meeting of the American Speech Language Hearing Association. Chicago, IL.* (poster)
- Terry, N. P.**, Brown, M., Stuckey, A., & Washington, J. A. (2013, November). The construct of "Spoken NMAE Use": Are we measuring what we think we are? *Annual meeting of the American Speech Language Hearing Association. Chicago, IL.* (poster)
- Terry, N. P.**, Washington, J. A., Brown, M., & Stuckey, A. (2013, November). Contrasting theory-based approaches to language instruction for poor readers who speak nonmainstream American English. *Annual meeting of the American Speech Language Hearing Association. Chicago, IL.* (poster)
- \*Towson, J., \*Floyd, T., Stuckey, A., Bingham, G. E., & **Terry, N. P.** (2013, November). Teacher fidelity of the *Read Right From the Start* program: Implications on language & literacy. *Annual meeting of the American Speech Language Hearing Association. Chicago, IL.* (poster)
- \*Floyd, T., \*Towson, J., Bingham, G. E., & **Terry, N. P.** (2013, October). Teachers' language practices: Examining the association across measures and the effect on student literacy. *Annual Meeting of the Georgia Educational Research Association, Savannah, GA.* (spoken paper)
- \*Albritton, K., \*Stuckey, A., & **Terry, N. P.** (2013, October). Examining a Response to Intervention (RtI) assessment framework among preschool-aged children. *Annual Meeting of the Consortium for Educational Assessment and Teaching Effectiveness, Atlanta, GA* (poster presentation).
- \*Floyd, T., Bingham, G. E., & **Terry, N. P.** (2013, October). Early childhood teachers' literacy and language knowledge, self-efficacy beliefs, and classroom practices. *Annual Meeting of the Consortium for Educational Assessment and Teaching Effectiveness, Atlanta, GA* (spoken presentation).
- Washington, J. A., **Terry, N. P.**, & Seidenberg, M. (2013, September). The Georgia Learning Disabilities Research Innovation Hub. *Society for Research on Educational Effectiveness, Washington, D.C* (spoken presentation)
- †**Terry, N. P.**, Washington, J. A., & Seidenberg, M. (2013, July). Investigating language variation and

- reading difficulties among high-risk populations. *Annual Meeting of the Society for the Scientific Study of Reading. Hong Kong, China.* (spoken paper symposium)
- \*Bakhtiari, D., & Terry, N. P. (2013, June). A preliminary investigation of phonological and semantic knowledge of young African American English speakers. *Annual Meeting of the Symposium on Child Language Disorders. Madison, WI.* (poster presentation)
- \*Mansour, S., & Terry, N. P. (2013, June). NonMainstream American English dialect and emergent literacy skills: A path analysis. *Annual Meeting of the Symposium on Child Language Disorders. Madison, WI.* (poster presentation)
- \*Marencin, N., & Terry, N. P. (2013, June). The performance of non-mainstream American English speaking preschoolers on the CELF-P2. *Annual Meeting of the Symposium on Child Language Disorders. Madison, WI.* (poster presentation)
- \*Bakhtiari, D., Terry, N. P., & Mason, R. S. (2013, February). A preliminary investigation of semantic knowledge of young African American English speakers. *Annual meeting of the Eastern Educational Research Association. Tampa, FL.* (poster presentation)
- Terry, N. P., Mills, M. T., Bingham, G. E., \*Mansour, S., & \*Marencin, N. (2012, November). A comprehensive evaluation of narrative skills among African American pre-kindergarteners. *Annual meeting of the American Speech Language Hearing Association. Atlanta, GA.* (poster)
- \*Marencin, N., & Terry, N. P. (2012, November). Performance of Non-Mainstream American English-speaking pre-kindergarteners on the CELF-P2s. *Annual meeting of the American Speech Language Hearing Association. Atlanta, GA.* (poster)
- \*Mansour, S., & Terry, N. P. (2012, November). Phonological awareness & reading among young African American English speakers. *Annual meeting of the American Speech Language Hearing Association. Atlanta, GA.* (poster)
- \*Pendergast, M., Bingham, G. E., & Terry, N. P. (2012, November). Associations between emergent literacy skills & invented spelling among DLLs. *Annual meeting of the American Speech Language Hearing Association. Atlanta, GA.* (poster)
- \* Bingham, G. E., Pendergast, M., & Terry, N. P. (2012, November). Examining the relation among the home literacy environments of pre-kindergarten Spanish Dual Language Learners and their development of Spanish and English language and literacy skills. *Annual meeting of the National Association for the Education of Young Children. Atlanta, GA.* (poster)
- Terry, N.P., Connor, C. M., Bingham, G., & \*Pendergast, M. (2012, July). Relations between change in Nonmainstream American English use, early language and literacy achievement, and classroom language environment in pre-kindergarten. *Annual Meeting of the Society for the Scientific Study of Reading. Montreal, Canada.* (interactive poster)
- \*Mansour, S., & Terry, N.P. (2012, July). Phonological awareness skills of young African American English speakers. *Annual Meeting of the Society for the Scientific Study of Reading. Montreal, Canada.* (interactive poster)
- \*Taylor, N., Greenberg, D., & Terry, N. P. (2012, March). *Exploring the relationship between parents' oral and written language skills and their preschool children's oral and written language skills.* *Annual meeting of the National Conference on Family Literacy. San Diego, CA.* (spoken paper presentation)
- \*Taylor, N., Greenberg, D., & Terry, N. P. (2012, February). The relationship between parents' oral and written language skills and their preschool children's oral and written language skills. *Annual meeting of the Eastern Educational Research Association. Hilton Head, SC.* (spoken paper presentation)
- Bingham, G., Terry, N.P., \*Green, K., \*Albritton, K., & \*Pendergast, M. (2011, November). Early childhood teachers' literacy and language knowledge, self-efficacy beliefs, and classroom practices. *Annual meeting of the Literacy Research Association. Jacksonville, FL.* (spoken paper presentation)
- \*Green, K. B, Terry, N. P., & Gallagher, P. (2011, November). Growth in language and literacy skills among children with disabilities. *Annual meeting of the Division of Exceptional Children's International Conference on Young Children with Special Needs and their Families. National Harbor, Maryland.* (spoken paper presentation)
- Gorman, B., Terry, N. P., Bingham, G., & Fiestas, C. (2011, November). Preschoolers need their siesta: A Spanish adaptation of the Narrative Assessment Protocol. *Annual meeting of the American Speech Language Hearing Association. San Diego, CA.* (poster)
- † Terry, N. P., Mills, M. T., & Washington, J. A. (2011, November; declined). Addressing dialect differences in

- research and practice: An update. *Annual meeting of the American Speech Language Hearing Association. San Diego, CA.* (symposium)
- Connor, C. M., & Terry, N. P. (2011, July). Non-mainstream dialect use in second grade. *Annual meeting of the Society for the Scientific Study of Reading. St. Pete Beach, FL.* (symposium)
- Terry, N. P. (2011, July). Lexical quality among young children who speak nonmainstream American English. *Annual meeting of the Society for the Scientific Study of Reading. St. Pete Beach, FL.* (symposium)
- \*Pendergast, M., Bingham, G., Terry, N.P., & \*Green, K. (2011, July). Measuring growth of dual language learners' oral growth in English and in Spanish. *Annual Meeting of the Society for the Scientific Study of Reading. St. Pete Beach, FL.* (interactive poster)
- \*Green, K., Barret-Mynes, J., Bingham, G., Terry, N.P., & \*Albritton, K. (2011, July). Examining the relative importance of children's language, literacy, and social skills to invented spelling. *Annual Meeting of the Society for the Scientific Study of Reading. St. Pete Beach, FL.* (spoken paper presentation)
- Bingham, G., Terry, N.P., Dever, B., \*Green, K., \*Albritton, K., & \*Pendergast, M. (2011, July). Examining an early literacy professional development intervention: effects on prekindergarten teachers and children. *Annual Meeting of the Society for the Scientific Study of Reading. St. Pete Beach, FL.* (interactive poster)
- †Terry, N. P. (2011, March). Perspectives on developing, implementing, and evaluating evidence-based literacy practices in pre-K and middle school. *Annual meeting of the Society for Research in Child Development. Montreal, Canada.* (symposium)
- Terry, N. P. (2011, March). A developmental perspective on the relation between NMAE dialect use & early literacy skills. *Annual meeting of the Society for Research in Child Development. Montreal, Canada.* (poster)
- Bingham, G., Terry, N.P., & Hart, R. (2011, March). Examining the long term effects of an Early Reading First literacy intervention into 1<sup>st</sup> grade. *Annual meeting of the Society for Research in Child Development. Montreal, Canada.* (poster)
- Bingham, G., Terry, N.P., & Hart, R. (2011, March). Examining an early literacy professional development intervention: Effects on prekindergarten teachers and children. *Annual meeting of the Society for Research in Child Development. Montreal, Canada.* (spoken paper presentation)
- Hart, R., Terry, N. P., & Bingham, G. (2011, March). Evaluating implementation in pre-K: Considering child, teacher, classroom, and system level outcomes. *Annual meeting of the Society for Research in Child Development. Montreal, Canada.* (spoken paper presentation)
- Terry, N. P. & Connor, C. (2011, February). African American English and spelling: How do second graders spell dialect-sensitive features of words? *Annual meeting of the Pacific Coast Research Conference. Coronado, California.* (spoken paper presentation)
- Bingham, G., Hart, R., & Terry, N. P. (2010, December). Examining the long-term effects of an Early Reading First literacy intervention. *Annual Meeting of the National Reading Conference. Fort Worth, TX.* (spoken paper presentation)
- Terry, N. P. (2010, November). Lexical semantic representations of young nonmainstream American English speakers. *Annual meeting of the American Speech-Language-Hearing Association. Philadelphia, PA.* (poster)
- Terry, N. P. (2010, November). Phonological representations of young nonmainstream American English speakers. *Annual meeting of the American Speech-Language-Hearing Association. Philadelphia, PA.* (poster)
- Hart, R., Bingham, G., & Terry, N. P. (2010, November). Evaluating the longitudinal impact of early childhood professional development programs on K-3 Success. *Annual meeting of the American Evaluation Association. San Antonio, TX.* (spoken paper presentation)
- Terry, N. P. (2009, November). Emergent reading skills in nonmainstream American English speakers *Annual meeting of the American Speech-Language-Hearing Association. New Orleans, LA.* (spoken paper presentation)
- Terry, N. P. (2009, November). Metalinguistic awareness and reading skills in nonmainstream American English speakers. *Annual meeting of the American Speech-Language-Hearing Association. New Orleans, LA.* (poster)
- \*Smith, N., & Terry, N. P. (2009, August). Phonological representations of beginning readers who

- speak African American English. *Annual meeting for the Ronald McNair Post-baccalaureate Scholars Program*. Atlanta, GA. (spoken paper presentation)
- Hausmann, S., Mitchell, K., St. Cyr, J., & **Terry, N. P.** (2009, June). Early Reading First: Transforming Early Childhood Professionals into Early Literacy Leaders. *Early Reading First Grantees Summer Institute*, Opening Session, US Department of Education. Atlanta, GA. (spoken paper presentation)
- Terry, N. P.** (2009, May). The E-SERF Project: Examining the Success of Early Reading First—Year 1 Outcomes. *Annual meeting for the International Reading Association*. Minneapolis, Minnesota. (spoken paper presentation)
- Scarborough, H. S. & **Terry, N. P.** (2008, July). Predictions about prediction: Mixed support for the phonological deficit hypothesis. *Annual meeting of the Society for the Scientific Study of Reading*. Asheville, NC. (symposium, invited)
- Terry, N. P.**, Godley, C. G., & \*Kenner, B. B. (2008, May). It's never too early to *Get Ready to Read!*. *Annual meeting for the International Reading Association*. Atlanta, GA. (spoken paper presentation)
- Connor, C. & **Terry, N. P.** (2008, February). Child-by-environment interactions: Cultural/linguistic and instructional variation and student achievement. *Annual meeting of the Pacific Coast Research Conference*. Coronado, California. (poster)
- Scarborough, H. S., **Terry, N. P.**, & Griffin, D. M. (2007, November). Addressing dialect differences: Advances in policy, research, and practice. *Annual meeting of the American Speech-Language-Hearing Association*. Boston, MA. (symposium, invited)
- Terry, N. P.** & Scarborough, H. S. (2007, March). Phonological representations of words by children who speak African American English: Relationship to early reading skills. *Annual meeting of the Society for Research in Child Development*. Boston, MA. (symposium)
- Scarborough, H. S. & **Terry, N. P.** (2006, July). Precision and development of phonological representations of dialect differences. *Annual meeting of the Society for the Scientific Study of Reading*. Vancouver, Canada. (interactive poster)
- Terry, N. P.** (2005, June). Early linguistic awareness and spelling skills among African American English and Standard American English speakers. *Annual meeting of the Society for the Scientific Study of Reading*. Toronto, Canada. (interactive poster)
- Terry, N. P.** (2004, March). African American English and early reading and spelling development. *Annual meeting of the Learning Disabilities Association of America*. Atlanta, GA. (spoken paper presentation)
- Carlisle, J.C., Hanson, K., Strasser, K., and **Terry, N. P.** (2003, June). Exploring the relation of phonological precision and vocabulary knowledge. *Annual meeting of the Society for the Scientific Study of Reading*. Boulder, Colorado. (spoken paper presentation)
- Johnson, D.J. and **Terry, N. P.** (2003, March) Written language disorders from early childhood through adulthood. *Annual meeting of the Learning Disabilities Association of America*. Chicago, IL. (spoken paper presentation)
- Carlisle, J.C., **Terry, N. P.**, Gugisberg, K., and Strasser, K. (2002, June) Phonological sensitivity as a cornerstone of language learning and literacy acquisition. *Annual meeting of the Society for the Scientific Study of Reading*. Chicago, IL. (spoken paper presentation)

Data-based and Research-Based Presentations (national, regional, & local)

- Raines, R. M., Cabell, S. Q., & **Terry, N. P.** (2022, July). *Supporting open science: Archiving data to facilitate data sharing*. *Office of Special Education Programs Leadership and Project Directors' Annual Conference*. (In-person meeting cancelled, virtual poster).
- Doss, C., Harris, M. S., Blake, M. R., & **Terry, N. P.** (2023, March). *The development and validation of a knowledge survey aligned with the What Works Clearinghouse Practice Guide and Professional Learning Community, Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade*. Annual Marvalene Hughes Research in Education Conference. Tallahassee, FL. (poster)
- Doss, C., & **Terry, N. P.** (2022, July). Research-practice partnerships: Creating conditions for collaboration to support use of evidence-based practices in reading instruction. *Office of Special Education Programs Leadership and Project Directors' Annual Conference*. (In-person meeting cancelled, virtual poster).
- Doss, C., Harris, M. S., Summy, R., & **Terry, N. P.** (2022, March). *Examining teacher knowledge after*



- participation in a summer professional learning community*. Annual Marvalene Hughes Research in Education Conference. Tallahassee, FL. (poster)
- Terry, N. P.**, \*Harris, M., \*Doss, C., Osbourne-Lampkin-L., & Johnson, L. (2021, September). Lessons learned from implementing the professional learning community for using the IES Practice Guide *Foundational Skills to Support Reading for Understanding in K-3*. Presented as a part of an approved training, coaching, and technical assistance project for the Regional Education Lab—Southeast.
- Doss, C., & **Terry, N. P.** (2021, July). Building community during Covid-19 as a 1<sup>st</sup> year fellow PhD student. *Office of Special Education Programs Leadership and Project Directors' Annual Conference*. (In-person meeting cancelled, virtual poster).
- Hererra, S., & **Terry, N. P.** (2021, March). Establishing a research agenda for Leon County Schools to support COVID-19 responses. Presented as a part of an approved training, coaching, and technical assistance project for the Regional Education Lab—Southeast.
- Osborne-Lampkin, L., **Terry, N. P.**, Kosanovich, M., Newton, Y., & \*Doss, C. (2021, March). Supporting your child's reading at home: Resources parents use and need in the context of COVID-19. *Annual meeting of the Society for Research on Educational Effectiveness Conference*. (In-person meeting cancelled, live panel discussion).
- Osborne-Lampkin, L., **Terry, N. P.**, Kosanovich, M., Newton, Y., & \*Doss, C. (2021, April). Supporting your child's reading at home: Resources parents use and need in the context of COVID-19. Presented for the Improving Literacy Alliance, Regional Educational Laboratory—Southeast.
- Terry, N. P.** (2020, April). Coaching to intensify instruction—Important considerations for LEAs and SEAs. Presented for the Improving Literacy Alliance, Regional Education Lab—Southeast.
- \*Stuckey, A., **Terry, N.P.**, & Bingham, G. E. (2012, September). Preventing summer learning loss in pre-K through 3<sup>rd</sup> grade. *Annual meeting of the Georgia Association for Young Children*. Duluth, GA. (spoken paper presentation)
- †**Terry, N. P.** (2012 September). Research Symposium. *Annual meeting of the Georgia Association for Young Children*. Duluth, GA. (symposium)
- †**Terry, N. P.** (2011, September). Research Symposium. *Annual meeting of the Georgia Association for Young Children*. Duluth, GA. (symposium)
- †**Terry, N. P.** (2010, October). Research Symposium. *Annual meeting of the Georgia Association for Young Children*. Duluth, GA. (symposium)
- \*Green, K., & **Terry, N.P.** (2010, October). Language and literacy performance of children with disabilities in Early Reading First classrooms. *Annual meeting of the Georgia Association for Young Children*. Duluth, GA. (spoken paper presentation)
- †**Terry, N. P.**, Bingham, G., & Hart, R. (2010, September). *Read Right from the Start GA Pre-K Professional Development Program: Examining student, teacher and classrooms outcomes from Year 1*. Presented to the Rollins Center for Language & Learning at the Atlanta Speech School. Atlanta, GA. (symposium)
- Terry, N. P.**, & St. Cyr, J. (2009, June) *Realizing The DREAM Project*. Presented to United Way Metro Atlanta-Smart Start. Atlanta, GA. (symposium)
- †**Terry, N. P.**, Mitchell, K., & St. Cyr, J. (2009, May) *Examining the Success of Early Reading First Forum*. Presented for United Way Metro Atlanta-Smart Start. Atlanta, GA. (symposium)
- Terry, N. P.** (2009, February) *The E-SERF Project: Examining the Success of Early Reading First—Year 1 Outcomes*. Presented to Quality Assist on behalf of the United Way Metro Atlanta-Smart Start. Atlanta, GA. (symposium)
- †**Terry, N. P.** (2009, February) *The E-SERF Project: Examining the Success of Early Reading First—Year 1 Outcomes*. Presented to the United Way Metro Atlanta-Smart Start. Atlanta, GA. (symposium)
- Terry, N. P.**, & Godley, C. G. (2009, January). It's never too early to *Get Ready to Read!*. *Annual meeting for the Georgia Reading Conference*. Atlanta, GA. (spoken paper presentation)
- \*Crawley, C., & **Terry, N. P.** (2008, November). Phonological representations of good and poor readers who speak African American English. *Psychology Undergraduate Research Conference*, Georgia State University. Atlanta, GA. (poster)
- \*Smith, N., & **Terry, N. P.** (2008, November). Phonological representations of beginning readers who speak African American English. *Psychology Undergraduate Research Conference*, Georgia State University. Atlanta, GA. (poster)
- \*Crawley, C., & **Terry, N. P.** (2008, August). Phonological representations of good and poor readers who speak

African American English. *Annual meeting for the Ronald McNair Post-baccalaureate Scholars Program at Georgia State University*. Atlanta, GA. (spoken paper presentation)

\*Smith, N., & Terry, N. P. (2008, August). Phonological representations of beginning readers who speak African American English. *Annual meeting for the Ronald McNair Post-baccalaureate Scholars Program at Georgia State University*. Atlanta, GA. (spoken paper presentation)

Terry, N. P. (2007, April). Relations between non-standard dialect use and early literacy skills. Presented jointly for the *Center for Research on Atypical Development and Learning and the Developmental Psychology Seminar Series*, Georgia State University. Atlanta, GA. (spoken paper presentation)

Terry, N.P. (2007, January). Dialect awareness: A new perspective on the relationship between African American English and early literacy learning. *Annual meeting of the Georgia Read Write Now Conference*. Atlanta, GA. (spoken paper presentation)

### INVITED ADDRESSES—INTERNATIONAL, NATIONAL, & LOCAL

Terry, N. P. (2023, February). *Delivering on the science of reading for all learners*. Landmark School. Prides Crossing, MA.

Terry, N. P. (2023, January). *Collaborating for reading and literacy success*. Panhandle Area Education Consortium. Tallahassee, FL.

Terry, N. P. (2022, December). *Equitable, and effective early learning opportunities: Research, practice, and policy considerations*. Early Learning Network Forum. Institute of Education Sciences. (panel moderator)

Terry, N. P. (2022, October). *Delivering on the promise of the science of reading for all learners*. Annual conference for The Reading League. Syracuse, NY. (keynote)

Terry, N. P. (2022, October). *University and community partnerships for literacy achievement*. University of Virginia. Charlottesville, VA. (address and panel discussion)

Terry, N. P. (2022, October). *Discussion of current trends in literacy instruction*. Illinois Literacy Summit. Illinois State Board of Education. Normal, IL. (keynote panel discussion)

Terry, N. P. (2022, September). *Delivering on the promise of the science of reading for all learners*. Science of Teaching Reading Conference. Training and Technical Assistance Center at William and Mary. (keynote)

Wolf, M., Terry, N. P., Englebreston, R., & Solari, E. (2022, July). Can the science of reading fix everything? How the science of reading can support equity for all learners. *Annual Office of Special Education Programs Leadership and Project Director's Conference*.

Ming, N., Terry, N. P., Coburn, C., & Dibner, K. (2022, July). Recommendations from the National Academies of Science, Engineering, and Medicine report on *The Future of Education Research at IES: Advancing an Equity-Oriented Science*. *Annual Meeting of the National Network for Education Research Practice Partnerships*. (keynote panel discussion)

Terry, N. P. (2022, June). *The last mile: Delivering on the promise of evidence-based reading, language, and literacy instruction for all learners*. Summer Literacy Institute. Florida Department of Education. Orlando, FL. (keynote)

Terry, N. P. (2022, April). Research-practice partnerships: A powerful tool to support translation, implementation, and dissemination of evidence-based practices in schools & communities. *Implementation Science IS For All: A CSD Practice-Research Exchange Conference*. MGH Institute of Health Professions. (keynote).

Terry, N. P., & Davis, D. (2022, January). *Grounding the science of PreK-12 reading in equity*. North Carolina PreK-12 Literacy & Equity Summit. North Carolina State University, Friday Institute for Educational Innovation, North Carolina Department of Public Instruction, EdNC, UNC System, and the NC Department of Health and Human Services. (keynote)

Terry, N. P. (2021, September). *Delivering on the promise of evidence-based reading instruction for all learners*. International Literacy Day. Macquarie University Centre for Reading (MQCR), Macquarie University. New South Wales, Australia. (keynote)

Tseng, V., Terry, N. P., Lopez Turley, R., & Wilson, C. (2021, July). Advancing diversity in RPP leadership. *Annual Meeting of the National Network for Education Research Practice Partnerships*. (keynote panel discussion).

Terry, N. P. (2021, June). *Delivering on the promise of evidence-based reading instruction for all learners*. IES Reading Day. Institute of Education Science.

Terry, N. P. (2021, April). *The Florida Center for Reading Research: Advancing reading through science*.

- International Dyslexia Association—Georgia Chapter Dyslexia Knowledge Wednesday Webinar: Advancing Reading through Science.
- Solari, E., Petscher, Y., Gaab, N., & **Terry, N. P.** (2021, May). *Advancing translational science in the classroom*. Research Roundtable. Winward Institute, Harrison, N. Y. (invited panel discussion)
- Burk, K., Hewes, C., Miller, C. M., **Terry, N. P.**, & Wentzell, D. (2021, March). *Why are so many districts not following research?* Right to Read CT Series. Connecticut Commission for Women, Children, Seniors, Equity, and Opportunity. (invited panel discussion)
- Terry, N. P.** (2020, September). Navigating the last mile of the science of reading. *Making sense of the science of reading*. International Literacy Association.
- Terry, N. P.** (2020, July). It takes more than a whole village: Examining essential RPP structural elements. *Annual Meeting of the National Network for Education Research Practice Partnerships*.
- Forum for Youth Investment. (2020, January). *Delivering on the Evidence Act: How agencies can engage stakeholders in the learning agenda process*. The Urban Education Institute. (panel)
- Terry, N. P.** (2020, January). Reading disabilities & dyslexia in vulnerable student populations: important considerations for African American students. *Plain Talk about Literacy and Learning Annual Literacy Institute*. New Orleans, LA.
- Terry, N. P.** (2020, January). Contextualizing the science of reading: vulnerability as a framework to understand and address reading disability & difficulty. *Plain Talk about Literacy and Learning Annual Literacy Institute*. New Orleans, LA.
- Terry, N.P.** (2019, November). Addressing reading difficulty: Advancing research and practice for vulnerable children. *Annual meeting of the American Speech Language Hearing Association*. Los Angeles CA. (symposium)
- Terry, N. P.** (2019, August). *Addressing reading through research and partnership*. Inaugural annual meeting of the Nigerian Center for Reading Research and Development. Bayero University, Kano, Nigeria. (keynote)
- Terry, N. P.** (2019, July). Hey NNERPP!: Considering paradigm shifts, place-based work, and practitioner partners in RPPs. *Annual Meeting of the National Network for Education Research Practice Partnerships*. Boston, MA. (panel)
- Terry, N. P.** (2019, April). *Are the children ready?: Challenges and opportunities of early childhood education*. Presented for the Southeast Regional Education Lab for the Hillsborough County Public Schools Early Learning Symposium. Tampa, FL. (keynote)
- Terry, N. P.** (2019, March). Dyslexia and literacy in high-risk and diverse populations: Issues for low-income African American students. *Annual meeting of the Southeastern Psychological Association*. Jacksonville, FL. (keynote)
- Terry, N. P.** (2018, July). Engaging community organizations in research-practice partnerships. *Annual Meeting of the National Network for Education Research Practice Partnerships*. Portland, OR. (roundtable chair)
- Terry, N. P.** (2018, April). *Dyslexia and literacy in high-risk and diverse populations: Considering dialect variation among African American students*. CSD Connect Annual Conference. Roxelyn & Richard Pepper Department of Communication Sciences & Disorders, School of Communication, Northwestern University. (keynote)
- Terry, N. P.** (2018, April). *Dyslexia and literacy in high-risk and diverse populations: Issues for African American students*. CSD Connect Annual Conference. Roxelyn & Richard Pepper Department of Communication Sciences & Disorders, School of Communication, Northwestern University. (keynote)
- Terry, N. P.** (2018, February). Dyslexia and literacy: Differences within differences for African American children. Presented for annual conference of *The Dyslexia Foundation*. Los Angeles, CA.
- Tseng, V. (2017, July). Democratizing evidence in education: How to expand and diversify evidence production and use for those that need it the most. *Annual Meeting of the National Network for Education Research Practice Partnerships*. Nashville, TN. (panel)
- Terry, N. P.** (2017, February). Research-practice partnerships for child development, school readiness, and student success. Presented for the *Southeast Regional Education Lab Governing Board*. Sarasota, FL. (keynote)
- Terry, N. P.** (2016, July). Dyslexia and literacy in high-risk and diverse populations: Considerations for low-income African American learners. Presented for the *Annual Wilson Conference for Wilson Certified Teachers*. Boston, MA. (keynote)
- Terry, N. P.** (2016, June). Galvanizing for early learning and school readiness. Presented for *The Mayor's*

*Summit on Children*. Tallahassee, FL. (keynote)

**Terry, N. P.** (2015, October). Dyslexia and literacy in high-risk and diverse populations: Issues in literacy among low socio-economic status populations. Presented for annual conference of *The Dyslexia Foundation*. Cambridge, MA.

#### **OTHER FORMS OF PUBLIC RESEARCH ENGAGEMENT** (\* indicates student)

Jones, J. Clements, D., & **Terry, N. P.** (2023, February). *Raise the Bar: Literacy and Math Series—Research to Practice to Improve Early Literacy and Math*. US Department of Education. Washington, DC. (virtual panel presentation)

**Terry, N. P.**, Johnson, L. J., & Root J. R. (2022, June). *ReadUP—An update*. Leon County Schools. Tallahassee, FL. (school board presentation)

**Terry, N. P.** (2022, April). *From translation to implementation*. Research Education Advocacy (READ) Podcast. <https://www.thewindwardschool.org/the-windward-institute/read/nicole-patton-terry-phd> (podcast)

**Terry, N. P.** (2022, March). *Addressing reading through partnership in Tallahassee, Florida*. Blue Cross Blue Shield of America Women's Resource Group. (invited talk)

**Terry, N. P.** (2020, December). *Addressing early learning and reading in Tallahassee*. Leadership Tallahassee. Tallahassee, FL. (invited talk)

Petscher, Y., & **Terry, N. P.** (2020, August). *Speech recognition in education: The powers and perils of speech recognition*. SmartBrief. <https://www.smartbrief.com/original/2020/08/speech-recognition-education-powers-and-perils>. (blog)

**Terry, N. P.** (2020, July). *Applying the four pillars: Teacher preparation and effectiveness*. Get Georgia Reading. Georgia Grade Level Reading Campaign. (invited talk)

Petscher, Y., **Terry, N. P.**, Gaab, N., & Hart, S. (2020, April). *Widening the lens of translational science through team science*. <https://doi.org/10.31234/osf.io/a8xs6> (pre-print)

Petscher, Y., Hooker, D., Smith, S., & **Terry, N. P.** (2020). *A. R. Chronicles #3*[Cartoon, Comic Book]. Eugene, OR: National Center on Improving Literacy.

**Terry, N. P.** (2020, January). *Bidialectalism, school research partnerships, and poverty*. SeeHearSpeak Podcast. <https://www.seehearspeakpodcast.com/> (podcast)

Petscher, Y., Hooker, D., Smith, S., & **Terry, N. P.** (2019). *A. R. Chronicles #2.5*[Cartoon, Comic Book]. Eugene, OR: National Center on Improving Literacy.

**Terry, N. P.** (2019, December). *ReadUP—A university partnership between Leon County Schools and the Florida Center for Reading Research*. Leon County Schools. Tallahassee, FL. (school board presentation)

**Terry, N. P.**, & Johnson, L. (2019, October). *Addressing early learning and reading in Tallahassee*. Leadership Tallahassee. Tallahassee, FL. (invited talk)

**Terry, N. P.** (2019, October). *My perspective on Purpose Built Communities: Creating neighborhoods where everyone can thrive*. Opportunity Tallahassee. Tallahassee, FL. (invited talk)

**Kelling, K.** (2019, October). *Voices that inspire*. WFSU Public Broadcasting Station. (podcast)

**Terry, N. P.** (2019, May). *Preschool to 3<sup>rd</sup> grade early learning systems: Challenges and opportunities*. Presented for the Atlanta Early Learning Coalition. Atlanta, GA. (invited talk)

**Terry, N. P.** (2019, March). *My perspective on Purpose Built Communities: Creating neighborhoods where everyone can thrive*. Tallahassee Chamber of Commerce. Tallahassee, FL. (invited talk)

Petscher, Y., Hooker, D., Smith, S., & **Terry, N. P.** (2018). *A. R. Chronicles #2*[Cartoon, Comic Book]. Eugene, OR: National Center on Improving Literacy.

**Kuhlman, C.** (2018, October). *Great outcomes start with early learning: A view from the network*. Annual Convening of the Purpose Built Communities. (panel member)

**Terry, N. P.** (2018, August). The role of community organizations in supporting student success. *Education Week*. Available at: [https://blogs.edweek.org/edweek/urban\\_education\\_reform/2018/08/the\\_role\\_of\\_community\\_organizations\\_in\\_supporting\\_student\\_success.html](https://blogs.edweek.org/edweek/urban_education_reform/2018/08/the_role_of_community_organizations_in_supporting_student_success.html) (blog)

**Terry, N. P.** (2018, August). Engaging community organizations to support student achievement. *Education Week*. Available at: [https://blogs.edweek.org/edweek/urban\\_education\\_reform/2018/08/engaging\\_community\\_organizations\\_to\\_support\\_student\\_achievement.html](https://blogs.edweek.org/edweek/urban_education_reform/2018/08/engaging_community_organizations_to_support_student_achievement.html) (blog)

Binderman, M. (2017, October). *Bridging the gap between early childhood and elementary school*. Panel

presented for the Georgia Early Education Alliance for Ready Students Alliance for Early Success Georgia Site Visit Atlanta, GA. (panel member)

- Clay, J., and Ahearn, S. (2017, March). Using data and research to strengthen early learning efforts in Atlanta. *Education Week*. Available at: [http://blogs.edweek.org/edweek/urban\\_education\\_reform/2018/03/using\\_data\\_and\\_research\\_to\\_strengthen\\_early\\_learning\\_efforts\\_in\\_atlanta.html](http://blogs.edweek.org/edweek/urban_education_reform/2018/03/using_data_and_research_to_strengthen_early_learning_efforts_in_atlanta.html) (companion blog)
- Terry, N. P. (2017, March). From Age 3 to Grade 3: How Atlanta promotes school readiness and achievement. *Education Week*. Available at: [http://blogs.edweek.org/edweek/urban\\_education\\_reform/2018/03/from\\_age\\_3\\_to\\_grade\\_3\\_how\\_atlanta\\_promotes\\_school\\_readiness\\_and\\_achievement.html](http://blogs.edweek.org/edweek/urban_education_reform/2018/03/from_age_3_to_grade_3_how_atlanta_promotes_school_readiness_and_achievement.html) (blog)
- National Public Radio Interview. (2016, March). Atlanta school tackles elementary reading in preschool. Interview as part of *WABE and American Graduate's Advancing Atlanta: Education Series*. Available at: <http://news.wabe.org/post/atlanta-school-tackles-elementary-reading-preschool> (blog)
- Blank, S., Yates, C., & Terry, N. P. (2011, August). *Solving Georgia's Reading Problem*. Panel presented at the Annual meeting of the Georgia Forward Forum. Callaway Gardens, GA. (symposium)
- Terry, N. P. (2008, January). Early literacy screening in recognition and response models: The *Get Ready to Read!* initiative. Presented for the *Tremaine Capitol Hill Briefing: RTI Goes to Pre-K: A Comprehensive System for Early Intervention to Promote School Readiness*. Hosted by the National Center for Learning Disabilities. Washington, D.C. (symposium)
- †Terry, N. P. & Godley, C.G. (2007, September) Research and Policy Symposium on the *Get Ready to Read!* Initiative. Presented for the Southeast Regional Center for *Get Ready to Read!*, United Way Metro Atlanta-Smart Start. Atlanta, GA. (symposium)

## EDITORIAL & REVIEW BOARDS

### Grant Reviews

- 2020-2022 **Principal Panel Member**, Reading, Writing, and Language Development Panel. Institute of Education Sciences.
- 2019 **Reviewer**, Lyle Spencer Research Awards Program, Spencer Foundation
- 2012-2013 **Rotating Member**, Institute of Education Sciences—Reading Writing, and Language Development Review Panel
- 2012 **Ad hoc expert reviewer**, Institute of Education Sciences—Reading Writing, and Language Development Review Panel (recused invitation, conflict of interest)
- 2010 **Ad hoc expert reviewer**, National Science Foundation—Linguistics Program

### Journal and Other Research Reviews

- 2017- **Associate Editor**, *Journal of Learning Disabilities*
- 2016-2017 **Associate Editor (Language)**, *Journal of Speech, Language, and Hearing Research*
- 2015 *Child Development*
- 2015 *Journal of Speech, Hearing, and Language Research*
- 2013 *Journal of Research on Educational Effectiveness*
- 2013 *Handbook of Educational Psychology, 3<sup>rd</sup> Edition*
- 2013 *Early Childhood Research Quarterly*
- 2012-2013 **Associate Editor (Language)**, *American Journal of Speech-Language Pathology*
- 2012 **Guest Associate Editor**, *Journal of Speech, Hearing, and Language Research*
- 2011 *Reading and Writing: An Interdisciplinary Journal*
- 2011 *American Journal of Speech-Language Pathology*
- 2010 *American Journal of Speech-Language Pathology*
- 2010 *Learning Disabilities Quarterly*
- 2010 *Language Speech and Hearing Services in Schools*
- 2009 *Reading and Writing: An Interdisciplinary Journal*
- 2008 *Perspectives on Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*
- 2007 *Reading and Writing: An Interdisciplinary Journal*
- 2007 *Exceptional Children*
- 2006 *American Journal of Speech-Language Pathology*

### Other Reviews

- 2011-2023 Proposals submitted for presentation at the Society for the Scientific Study of Reading Annual Conference
- 2010-2013 Proposals submitted for presentation at the Georgia Association on Young Children Annual Conference
- 2009 Proposals submitted for presentation at the Council for Exceptional Children Annual Convention
- 2007 *Instructional Modules*, National Institute on Leadership, Disability, and Students Placed At Risk, University of Vermont
- 2007 Proposals submitted for presentation at the American Speech-Language-Hearing Association Annual Convention (Language Science Subcommittee)

## TEACHING

### Florida State University (2019-present)

- RED 6747 Theory and Research in Reading
- RED 6938 Doctoral Seminar in Reading and Language Arts—Research in Communities and Schools
- RED 5965 Policy and Leadership in Reading and Language Arts

### Georgia State University (2006-2018; ‡indicates instructor of record only)

- EXC 6560‡ Educational Evaluation of Students with Disabilities
- EXC 6580‡ Instructional Methods for Behavior Learning Disabilities (graduate)
- EXC 7130 Assessment for Instruction (graduate)
- EXC 7190 Alternative Approaches to Literacy Instruction for Students with Disabilities (graduate)
- EXC 7460‡ Math Instruction in Special Education I (graduate)
- EXC 8980 Professional Investigation and Writing in Special Education (graduate)
- EXC 9910 Research Seminar in Learning Disabilities (graduate)
- HON 4870 Honors Thesis: Research (undergraduate)
- HON 4880 Honors Thesis: Writing (undergraduate)

## INVITED LECTURES, PRESENTATIONS, & PROFESSIONAL DEVELOPMENT WORKSHOPS

### Florida State University

- Terry, N. P.** (2021, March). *Full Professor Mentorship Workshop*. Office of Faculty Development and Advancement.
- Terry, N. P.** (2020, September). *It takes more than a whole village: Lessons learned from creating and sustaining university-community partnerships*. School of Teacher Education Colloquium Series.
- Terry, N. P.** (2019, November). *Poverty, dialect, and dyslexia*. Lecture presented to PSY 4930 Dyslexia: The science, the media, the individuals.
- Bertrand-Jones, T. (2019, July-August). *Sisters of the Academy (SOTA) Research BootCamp*. (mentor)
- Terry, N. P.** (2019, June). *FCRR Table Talks*. The Florida Center for Reading Research.
- Terry, N. P.** (2019, April). *Addressing reading through research and partnership*. Developmental Psychology Graduate Student Association.
- Terry, N. P.** (2019, February). *Giving effective presentations*. School of Teacher Education Graduate Student Association.
- Terry, N. P.** (2018, November). *Addressing reading through research and partnership*. Keynote address delivered for the Annual PURPOSE Colloquium.
- Terry, N. P.** (2018, November). *Addressing reading through research and partnership*. School of Teacher Education Colloquium Series.

### Georgia State University

- Urban Child Study Center.** (2017, January). *Choosing and working with a professional mentor*. Lecture presented on Drop Everything and Write (DEW) Day (graduate, postdoctoral, and junior scholars).
- Urban Child Study Center.** (2016, December). *Using myIDP to guide your career and mentoring goals*. Lecture presented on Drop Everything and Write (DEW) Day (graduate, postdoctoral, and junior scholars).

- Washington, J. A., & Terry, N. P. (2013, March). Learning Disabilities Research Innovation Hub: Basis of Reading and Reading Difficulties in African American Children. Presented for the *Center for Research on Atypical Development and Learning*. Georgia State University. Atlanta, GA. (brown bag)
- Terry, N. P. (2012, April) *CV Writing*. Lecture presented to Ronald E. McNair Post Baccalaureate Achievement Program.
- Terry, N. P. (2010, April) *CV Writing*. Lecture presented to Ronald E. McNair Post Baccalaureate Achievement Program.
- Terry, N. P. (2010, March) *Oral language and reading disabilities*. Lecture presented to EXC 4320: Introduction to Language Disorders.
- Terry, N. P. (2009, September) *Oral language, reading, and reading disabilities*. Lecture presented to EXC 7910: Clinical Practicum in Communication Disorders.
- Terry, N. P. (2009, February) *Oral language and reading disabilities*. Lecture presented to EXC 4320: Introduction to Language Disorders.
- Terry, N. P. (2008, April). *Postdocs*. Lecture presented to EXC 8961: Special Education Doctoral Seminar.
- Terry, N. P. (2008, February). Preparing an R03 submission on the relation between nonstandard dialect use and early literacy skills. Presented for the *Center for Research on Atypical Development and Learning*. Georgia State University. Atlanta, GA. (brown bag)
- Terry, N. P. (2007, October) *Designing experimental language assessments for culturally and linguistically diverse students*. Lecture presented to PSYC 8551: Cognitive and Linguistic Development.
- Terry, N. P. (2007, February) *Relations between dialect variation and early literacy skills: Investigating African American English*. Lecture presented to EXC 8961: Special Education Doctoral Seminar.

#### Other Colleges & Universities

- Terry, N. P. (2023, April). *It takes more than a whole village: Lessons learned from creating and sustaining university-community partnerships*. Department of Applied Psychology and Human Development Colloquium Series, Ontario Institute for Studies in Education (OISE). University of Toronto.
- Terry, N. P. (2023, April). *It takes more than a whole village: Lessons learned from creating and sustaining university-community partnerships*. School Mental Health Collaborative. University of Wisconsin.
- Petscher, Y., & Terry, N. P. (2020, October). *Widening the lens of translational science through team science*. Science of Learning and Art of Communication (SLAC) Graduate Training Program Lecture Series. University of Connecticut.
- Terry, N. P. (2020, September). *It takes more than a whole village: Lessons learned from creating and sustaining university-community partnerships*. College of Education, University of Virginia.
- Terry, N. P. (2020, March). *Addressing reading difficulty: Advancing research & practice for vulnerable children*. School of Education Brown Bag Series, University of California—Irvine.
- Terry, N. P. (2016, June). *Addressing dialect variation in early language and literacy development and instruction: An update*. Florida Center for Reading Research at Florida State University.
- Terry, N. P. (2012, April). *Dialect variation and literacy achievement: Current research and future directions*. Annual Predoctoral Interdisciplinary Research Training Mini-Conference. Florida Center for Reading Research at Florida State University.
- Terry, N. P. (2011, March). *Dialect variation and literacy acquisition and achievement*. Lecture presented to EDUC 525. Language and Learning in Home and School Settings. University of Michigan.
- Scarborough, H. S., Terry, N. P., Katz, L., & Naples, A. (2006, March). Loci of difficulty for learning-disabled learners. Presented for the *Reading Seminar Series*, Haskins Laboratories, Yale University. New Haven, CT. (brown bag)

#### Federal Agencies

- Terry, N. P. (2022, May). *Path to Enhancing Scientific Workforce Diversity Workshop: Entry into the STEM Ecosystem*. Strategies to EnRich Inclusion and AchieVe Equity (STRIVE) Scientific Workforce Diversity Committee. Eunice Kennedy Shriver National Institute of Child Health and Human Development. (invited panel)
- Terry, N. P. (2022, February). *Black Voices in Education Research: Supporting Black Students across the Education Sciences*. The White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Black Americans and the Institute of Education Sciences (IES). (invited panel)

- Terry, N. P.** (2020, January). *Pathways to scientific careers for junior scholars*. Learning Disabilities Research Centers and Learning Disabilities Research Hubs PI Meeting. Eunice Kennedy Shriver National Institute of Child Health and Human Development. (invited panel)
- Arce-Trigatti, P. (2019, November). *Research Practice Partnership (RPP) Development Workshops for CSforAll*. National Science Foundation and National Network of Education Research-Practice Partnerships (coach).
- Washington, J. A., & **Terry, N. P.** (2015, August). Learning Disabilities Research Innovation Hub: Basis of Reading and Reading Difficulties in African American Children. Presented for the *National Institutes of Child Health and Development Speaker Series*. Washington, DC. (brown bag)

Other Lectures, Presentations, & Professional Development Workshops (\* indicates student)

- Terry, N. P.** (2022, June). *Literacy and leadership*. Summer Literacy Institute. Florida Department of Education. Orlando, FL. (invited professional development workshop)
- Terry, N. P.** (2021, June). *The promise of P3: Creating pathways for literacy from birth to 3<sup>rd</sup> grade*. Summer Literacy Institute. Florida Department of Education. Orlando, FL. (invited professional development workshop)
- Terry, N. P.** (2021, April). *Are the children ready?: Resources to support early learning and school readiness*. Office of Early Learning Transition to Kindergarten Regional Summits. Florida Department of Education. (invited professional development lecture)
- Phillips, B., Wood, C., & **Terry, N. P.** (2020, October). *What exactly is oral language and how does it serve as the foundation for literacy?* Just Read Florida! and the Office of Early Learning. Florida Department of Education. (invited professional development lecture)
- Terry, N. P.** (2016, July). Making it stick: Addressing the needs of struggling readers in diverse student populations. Presented for the *Annual Wilson Conference for Wilson Certified Teachers*. Boston, MA. (symposium)
- Terry, N. P.**, & Smith, D. (2016, April). Two generation approaches to early education and workforce development at Educare Atlanta. Presented for *Annual Conference of the Educare Learning Network*. Atlanta, GA. (symposium)
- Terry, N. P.** (2015, February). Panelist for the annual *Montague Lecture at The Atlanta Speech School*. Atlanta, GA. (panel)
- Terry, N. P.** (2015, February). *Writing instruction*. Presented for The Atlanta Speech School. Atlanta, GA.
- Washington, J. A., & **Terry, N. P.** (2013, December). *The Georgia Learning Disabilities Research Innovation Hub*. Presented for the Rollins Center for Language and Literacy at the Atlanta Speech School.
- Terry, N. P.** (2013, December). *The Urban Child Study Center*. Presented for the Rollins Center for Language and Literacy at the Atlanta Speech School.
- Terry, N. P.** (2012, October). Data-based decision making. Symposium presented at the Read Across Georgia Conference. Stone Mountain, GA. (symposium)
- Washington, J.A., \*Jackson, T., & **Terry, N.P.** (2012, September). *Oral Language Development: Promoting School Readiness & Achievement, Part 1*. Annual meeting of the Georgia Association for Young Children. Duluth, GA.
- Day, K., & **Terry, N.P.** (2012, September). *Early Oral Language Instruction: Promoting School Readiness & Achievement Part 2*. Annual meeting of the Georgia Association for Young Children. Duluth, GA.
- Harrison, S., & **Terry, N.P.** (2012, September). *Early Literacy Development & Instruction: Promoting School Readiness & Achievement Part 3*. Annual meeting of the Georgia Association for Young Children. Duluth, GA.
- \*Albritton, K., & **Terry, N.P.** (2012, September). *Early Language and Literacy Assessment for Instruction: Promoting School Readiness & Achievement, Part 4*. Annual meeting of the Georgia Association for Young Children. Duluth, GA.
- Terry, N. P.** (provided every fall and spring semester, 2010 to present). *Transitioning from Pre-K to Kindergarten*. Presented to the Child Development Program, Georgia State University.
- Terry, N. P.**, Bingham, G., Hart, R., & Mitchell, K. (May, 2010). *Promoting young children's language and literacy growth*. Presented to the Cobb County Early Learning Advisory Council on behalf of United Way Metro Atlanta-Smart Start. Marietta, GA.
- Mills, M., Moss, S., **Terry, N. P.**, & Washington, J. A. (2010, April). *Filling your academic-research career*



*shopping bag.* Annual meeting of the National Black Association for Speech-Language and Hearing. Tampa, FL.

**Terry, N. P. & Godley, C.G.** (multiple presentations, 2007-2009) *Get Ready to Read!:* Early identification, early intervention, and effective support and services. Presented on behalf of the Southeast Regional Center for *Get Ready to Read!*, United Way Metro Atlanta-Smart Start. Presented to: the Georgia Department of Education, the DeKalb County Early Learning Commission, and to local United Way divisions in Fayetteville County, Cowetta County, Cherokee County, Douglas/Paulding County, Rockdale County, and Cobb County, GA.

## **POSTDOCTORAL, GRADUATE, UNDERGRADUATE RESEARCH & COMMITTEES**

<sup>F</sup>Florida State University, <sup>G</sup>Georgia State University, <sup>O</sup>Other University or Institute

*Italics indicate competitive fellowship or award*

### Postdoctoral Fellow, Mentor or Sponsor:

2022-present <sup>F</sup>Janae Duclos-Francois'  
2015-2016 <sup>G</sup>Brandy Gatlin (currently at University of California, Irvine)  
2014-2018 <sup>G</sup>Lakeisha Johnson (currently at Florida State University)

### Competitive Fellowships, Mentor or Sponsor (program):

2016-2020 <sup>G</sup>Adrian Neely, *Robert Wood Johnson Foundation Health Policy Scholar* (currently postdoctoral research at Morehouse School of Medicine)

### Doctoral degree dissertation committee member, completed (program):

2022-present <sup>F</sup>Rebecca Summy (Communication Sciences and Disorders, CSD; *Florida Interdisciplinary REsearch FeLLows in Education Sciences (FIREFLIES)*)  
2022-present <sup>F</sup>Maria Larkin (Elementary Education, ELED)  
2022-present <sup>F</sup>Sen Wang (Reading Education, RED)  
2020-2022 <sup>F</sup>Lauren Stanley (Social Work, SOW)  
2021-2022 <sup>F</sup>Keisey Fumero (CSD)  
2020-2021 <sup>F</sup>Shawna Durtschi (Educational Psychology, EPY)  
2020-2021 <sup>F</sup>Jessica Bagneris (SOW)  
2019-2020 <sup>F</sup>Rasheda D. Haughbrook (Psychology, PSY)  
2016-2019 <sup>G</sup>Darisuh Bakthari (EPY; *Research on the Challenges of Acquiring Language and Literacy Program (L&L) Doctoral Fellow; Co-Chair*; currently at Dalhousie University)  
2017-2018 <sup>G</sup>Weke Andrews (BLD, **Chair**)  
2016-2017 <sup>G</sup>Johari Harris (EPY)  
2016-2017 <sup>G</sup>Margaret Quinn (ECE; *Research on the Challenges of Acquiring Language and Literacy (L&L) Doctoral Fellow*)  
2016-2017 <sup>G</sup>Tianna Floyd (EPS; *Southern Regional Education Board (SREB) Doctoral Fellow; 2014 Outstanding Research, Measurement, & Statistics Doctoral Student*)  
2016-2017 <sup>G</sup>Ellen Litkowski (EPY)  
2011-2016 <sup>G</sup>Katherine Waller (BLD)  
2014-2016 <sup>O</sup>Brandy Biscoe Kenner (Psychology, Emory University)  
2014-2015 <sup>G</sup>Millicent Carmouche (**Chair**, Behavior Learning Disabilities-BLD; *Southern Regional Education Board (SREB) Doctoral Dissertation Fellow*; currently at University of South Alabama)  
2014-2015 <sup>G</sup>Adrienne Stuckey (**Chair**, BLD, *2014 Outstanding Special Education Doctoral Student*; currently at Western Carolina University)  
2012-2014 <sup>G</sup>Kizzy Albritton (**Co-Chair**, Counseling and Psychological Services-CPS; *Leadership Education in Neurodevelopmental Disabilities (LEND) Fellow; Southern Regional Education Board (SREB) Doctoral Dissertation Fellow; 2012 College of Education Doctoral Dissertation Award; 2013 Outstanding CPS Doctoral Student; 2013 National Association of School Psychologists Graduate Student Research Grant; 2013 Ron Colarusso Outstanding Urban Education Dissertation Award*; currently faculty at University of Texas-Austin)

2013-2014 <sup>G</sup>Stacey Tucci (DHH)  
 2013-2014 <sup>G</sup>Meghan Pendergast (ECE; *Research on the Challenges of Acquiring Language and Literacy (L&L) Doctoral Fellow*)  
 2013-2014 <sup>G</sup>Jessica Williams-Trussell (DHH)  
 2013-2014 <sup>G</sup>Souraya Mansour (**Co-Chair**, EPY; *Research on the Challenges of Acquiring Language and Literacy Program (L&L) Doctoral Fellow*)  
 2010-2013 <sup>G</sup>Jessica Page-Bergeron (DHH)  
 2012-2013 <sup>G</sup>Robin Ennis (BLD)  
 2011-2012 <sup>G</sup>Jennifer Beal-Alvarez (Deaf and Hard of Hearing-DHH)  
 2010-2011 <sup>G</sup>Nicole Taylor (**Co-Chair**, Educational Psychology-EPY; *Research on the Challenges of Acquiring Language and Literacy Program (L&L) Doctoral Fellow*; EPY Outstanding Doctoral Dissertation Award; currently at Spelman College)  
 2008-2010 <sup>G</sup>Joanna Cannon (DHH)  
 2007-2008 <sup>G</sup>Shane Crosby (BLD)  
 2007-2008 <sup>G</sup>Deborah Mock (Early Childhood Special Education, ECSE)  
 2007-2008 <sup>G</sup>Michael Morrier (ECSE)  
 2007-2008 <sup>G</sup>Kristin Hess (AUTSIM)

Doctoral advisory committee member, completed and in progress (program):

2022-present <sup>F</sup>Catherine Partington (RED; *R2D2.0: Preparing the Next Generation of Reading Disabilities and Dyslexia Researchers (R2D2)*)  
 2022-present <sup>F</sup>Jordan Dozier (SPED; *R2D2*)  
 2022-present <sup>F</sup>Rebecca Vasile (RED; *R2D2*)  
 2022-present <sup>F</sup>Madison Kellenberger (RED; *R2D2*)  
 2022-present <sup>F</sup>Peter Marti (SPED; *R2D2*)  
 2022-present <sup>F</sup>Margaret Re'Shaun Blake (RED, **Chair**; *FIREFLIES*)  
 2021-present <sup>F</sup>Christine White (PSY; *FIREFLIES*)  
 2021-present <sup>F</sup>Kiana Hines (CSD; *FIREFLIES*)  
 2021-present <sup>F</sup>Shaylyn King-St. Remy (CSD; *FIREFLIES*)  
 2021-present <sup>F</sup>Jasmine Smith (CSD; *FIREFLIES*)  
 2021-present <sup>F</sup>Stephanie Estrera (PSY; *FIREFLIES*)  
 2021-present <sup>F</sup>Dana Santangelo (PSY; *FIREFLIES*)  
 2021-2022 <sup>F</sup>Shayna Harris (SOW; *FIREFLIES*)  
 2020-present <sup>F</sup>Denisha Campbell (CSD)  
 2020-present <sup>F</sup>Rhonda Raines (RED, **Chair**; *R2D2*)  
 2020-present <sup>F</sup>Monique Harris (RED, **Chair**; *R2D2*)  
 2020-present <sup>F</sup>Coretta Doss (RED, **Chair**; *R2D2*)  
 2020-present <sup>F</sup>Nancy Marencin (RED; *R2D2*)  
 2020-present <sup>F</sup>Jennifer Todd Passalacqua (RED; *R2D2*)  
 2020-present <sup>F</sup>Cynthia Norris (PSY; *FIREFLIES*)  
 2020-2021 <sup>F</sup>Kristen Troester (RED, **Chair**; *FIREFLIES*)  
 2020-2021 <sup>F</sup>Shawna Durtschi (EPY)  
 2020-2021 <sup>F</sup>Keisey Fumero (CSD)  
 2020-2021 <sup>F</sup>Rebecca Summy (CSD; *FIREFLIES*)  
 2019-2021 <sup>F</sup>Lauren Stanley (SOW)  
 2019-2021 <sup>F</sup>Maria Larkin (ELED)  
 2019-2022 <sup>F</sup>Sen Wang (RED)  
 2019-2021 <sup>F</sup>Mary Campbell (RED)  
 2016-2018 <sup>G</sup>Adrian Neely (MSE)  
 2016-2017 <sup>G</sup>Kathleen Kimball (BLD)  
 2016-2017 <sup>G</sup>Weke Andrews (BLD, **Chair**)  
 2016 <sup>G</sup>Elizabeth Miller (DHH, **Chair**)  
 2016-2018 <sup>G</sup>Tanya Parker (DHH, **Chair**)  
 2013-2018 <sup>G</sup>Adrienne Perkins (CPS)

- 2013-2016 <sup>G</sup>Erin Fitzpatrick (BLD; *Research on the Challenges of Acquiring Language and Literacy (L&L) Doctoral Fellow; Chair*)
- 2014-2016 <sup>G</sup>Margaret Quinn (ECE; *Research on the Challenges of Acquiring Language and Literacy (L&L) Doctoral Fellow*)
- 2013-2016 <sup>G</sup>Tianna Floyd (EPS; *Southern Regional Education Board (SREB) Doctoral Fellow; 2014 Outstanding Research, Measurement, & Statistics Doctoral Student*)
- 2012-2016 <sup>G</sup>Darisuh Bakthari (EPY; *Research on the Challenges of Acquiring Language and Literacy Program (L&L) Doctoral Fellow; Co-Chair*)
- 2011-2016 <sup>G</sup>Monishea O'Neal (MSE)
- 2013-2014 <sup>G</sup>Millicent Carmouche (BLD; *Southern Regional Education Board (SREB) Doctoral Dissertation Fellow; Chair*)
- 2013-2014 <sup>G</sup>Crystal Payne (ECSE; COE Dean's Fellow; *Leadership Education in Neurodevelopmental Disabilities (LEND) Fellow; Chair*)
- 2011-2012 <sup>G</sup>Kizzy Albritton (Counseling and Psychological Services-CPS)
- 2011-2013 <sup>G</sup>Stacey Tucci (DHH)
- 2011-2014 <sup>G</sup>Tawanna Jackson (Communication Disorders-CD)
- 2011-2013 <sup>G</sup>Jessica Williams-Trussell (DHH)
- 2011-2013 <sup>G</sup>Souraya Mansour (EPY; **Co-Chair**)
- 2010-2014 <sup>G</sup>Adrienne Stuckey (BLD, 2014 *Outstanding Special Education Doctoral Student; Chair*)
- 2010-2011 <sup>G</sup>Angela Fain (BLD, **Chair**)
- 2009-2013 <sup>G</sup>Meghan Pendergast (ECE)
- 2009-2012 <sup>G</sup>Katherine Green (ECSE)
- 2009-2014 <sup>G</sup>Jackie Isbell (AUTISM)
- 2009-2011 <sup>G</sup>Kizzy Albritton (CPS)
- 2009-2011 <sup>G</sup>Jennifer Beal-Alvarez (DHH)
- 2008-2010 <sup>G</sup>Jessica Page-Bergeron (DHH)
- 2007-2009 <sup>G</sup>Patsy Nomvete (BLD)
- 2007-2014 <sup>G</sup>Brandi Biscoe Kenner (BLD)
- 2007-2009 <sup>G</sup>Clarence Lane Brooks (ECSE)

Masters degree thesis completed (program):

- 2016-2017 <sup>G</sup>Nyeelah Mathews (EPY, **Co-Chair**)
- 2011-2012 <sup>G</sup>Dariussh Bakhtiari (EPY, **Co-Chair**)
- 2011-2013 <sup>G</sup>Nancy Marencin (CD, *Leadership Education in Neurodevelopmental Disabilities (LEND) Fellow; 2013 Outstanding Student in CD; Co-Chair*)
- 2011-2013 <sup>G</sup>Danika Kogelschatz (EPY, **Co-Chair**)

Undergraduate degree honors thesis, completed (program):

- 2008-2009 <sup>G</sup>Neesia Smith (Psychology-PSY, **Chair**)

Mentored undergraduate research, completed (program):

- 2008, 2009 <sup>G</sup>Neesia Smith, Ronald E. McNair Post Baccalaureate Achievement Program (PSY, **Chair**). *Project won First place for Oral Presentation (2009) at the Annual meeting for the Ronald McNair Post-baccalaureate Scholars Program. Atlanta, GA.*
- 2008 <sup>G</sup>Capreese Crawley, Ronald E. McNair Post Baccalaureate Achievement Program (PSY, **Chair**)
- 2008 <sup>G</sup>Isha Metzger, Ronald E. McNair Post Baccalaureate Achievement Program (PSY)
- 2008 <sup>G</sup>Sallie Barrie, Ronald E. McNair Post Baccalaureate Achievement Program (PSY)
- 2007, 2008 <sup>O</sup>Zaneta Smith, National Institutes of Mental Health Careers and Opportunities in Research Training Program (PSY, Spelman College, **Chair**)

## PROFESSIONAL SERVICE & ACTIVITIES

### NATIONAL REVIEWS, PANELS, AND BOARDS

2022-2022 Member, Learning Research & Development Center Board of Visitors. University of Pittsburgh  
 2022 Member, Literacy-ELA Learning Framework Advisory Council. PBS Kids Ready to Learn  
 2022 National Advisory Group, The Path Forward, Barksdale Reading Institute & The Hunt Institute  
 2022 Research Program Review, Department of Teaching and Learning, Southern Methodist University.  
 2021 Member, Lexia Educational Leadership Council.  
 2021-2022 Member, National Academies' Committee on the Future of Education Research at the Institute of Education Sciences in the U.S. Department of Education  
 2020- Advisory Board Member, Region 7 Comprehensive Center. US Department of Education National Comprehensive Center Network. RMC Corporation.  
 2019-2020 Statewide Literacy Initiative. Massachusetts Department of Elementary & Secondary Education  
 2019 Advisor and Content Reviewer. *Forward Together: A School Leader's Guide to Building Inclusive Schools*. National Center for Learning Disabilities and Understood.org  
 2019 Community Research Collaboratives. Stanford Center for Opportunity Policy in Education  
 2018 Member. Child Development and Behavior Branch Workshop on Media Exposure and Early Child Development. National Institute of Child Health and Human Development.  
 2017 Member, Early Care and Education Quality Measures Expert Panel. Child Trends  
 2015 Member. Policy Workshop on Neuroscience and Learning. White House Office of Science and Technology

**SERVICE TO THE PROFESSION** (*Current Offices & Professional Membership*)

2020-present **Member**, International Literacy Association  
 2017-present **Member**, International Dyslexia Association  
 2016-present **Member**, American Educational Research Association  
 • *Division K Exemplary Research in Teaching and Teacher Education Award Committee (2022-2023)*  
 2003-present **Member**, Society for the Scientific Study of Reading  
 • *President Elect (2022-2023)*  
 • *Chair of Publications Committee (2014-2021)*  
 • *Board Member and Publications Committee (2012-2021)*  
 2010-present **Member**, National Association for the Education of Young Children  
 2007-present **Member**, American Speech-Language Hearing Association  
 2010-2016 **Member**, Georgia Association on Young Children  
 • *Board of Directors and Conference Committee (2010-2013)*  
 • *Founder & Chair, Research Symposium, GAYC Annual Conference (2010-2013)*  
 2010-2016 **Member**, Southern Early Childhood Association  
 2006-2015 **Member**, National Association for the Education of African American Children with Learning Disabilities

**SERVICE TO THE UNIVERSITY**

Florida State University

2022- **Member**, Milton S. Carothers Faculty Lecture Series Steering Committee (University)  
 2021- **Chair**, Advisory Board, Florida Center for Reading Research (University)  
 2021- **Chair**, Executive Committee, Florida Center for Reading Research (University)  
 2021-2022 **Member**, Vice President for Research Search Committee (University)  
 2020-2021 **Chair**, Florida Center for Reading Research Faculty Search Committee (University)  
 2019-2020 **Chair**, Reading Committee (Department)  
 2019-2020 **Chair**, Florida Center for Reading Research Strategic Planning Committee (University)  
 2019-2020 **Chair**, School of Teacher Education Faculty Search Committee (Department)  
 2019-2020 **Member**, College of Education Promotion and Tenure Committee (College)  
 2018-2019 **Member**, College of Education Strategic Planning Committee-Partnerships and Community Engagement (College)  
 2018-2019 **Chair**, School of Teacher Education Faculty Search Committee (Department)

2018- **Member**, School of Teacher Education Promotion and Tenure Committee (Department)

Georgia State University

2016-2017 **Chair**, Special Education Faculty Search Committee (Department)  
2015-2016 **Member**, Georgia State University Strategic Plan Review Committee (University)  
2015-2018 **Member**, Second Century Initiative (2CI): Adult Literacy (University)  
2013-2014 **Member**, Special Education Faculty Search Committee (Department)  
2013-2014 **Member**, Area of Focus Initiative in Research on the Challenges of Acquiring Language and Literacy Faculty Search Committee (Department)  
2013-2015 **Program Coordinator**, Behavior Learning Disabilities Program (Department)  
2012-2015 **Member**, Second Century Initiative (2CI): Breaking the Glass Ceiling of Language and Literacy in Deaf/Hard of Hearing Students (University)  
2012-2013 **Member**, Educational Psychology Faculty Search Committee (Department)  
2012 **Member**, Special Education Temporary Faculty Search Committee—Language and Literacy Initiative (Department)  
2011-2015 **Member**, Cities Initiative—Human Capital Working Group Committee (University)  
2011-2012 **Member**, Behavior Learning Disabilities Faculty Search Committee (Department)  
2010-2018 **Faculty Advisor**, EPSE Doctoral Student Association (Department)  
2011 **Member**, Special Education Temporary Faculty Search Committee—Language and Literacy Initiative (Department)  
2010 **Member**, Special Education Temporary Faculty Search Committee—Language and Literacy Initiative (Department)  
2009-2012 **Member**, Student Affairs Committee (College)  
2008-2013 **Member**, Professional Education Faculty Content Knowledge Committee (College)  
2008-2009 **Member**, Area of Focus Initiative in Research on the Challenges of Acquiring Language and Literacy Faculty Search Committee (Department)  
2008-2009 **Member**, Special Education Clinical Faculty Search Committee (Department)  
2008-2018 **Member**, Area of Focus Initiative—Research on the Challenges of Acquiring Language and Literacy (University)  
2008 **Faculty Guest**, Advisory Board Meeting (College)  
2008 **Member**, Special Education Clinical Faculty Search Committee (Department)  
2007-2008 **Member**, Educational Psychology Faculty Search Committee (Department)  
2007-2014 **Secretary**, Post Masters/Masters Advisory Committee (Department)  
2006-2015 **Member**, Post Masters/Masters Advisory Committee (Department)  
2006-2018 **Member**, Center for Research on Atypical Development and Learning (University)  
2006-2012 **Member, Advisory Board**, Ronald McNair Post-baccalaureate Scholars Program (University)  
2006-2018 **Member**, Behavior and Learning Disorders Program Faculty (Department)  
2006-2018 **Member**, Graduate Faculty (College)  
2006-2007 **Member**, Curriculum Committee—Annual Program Review (Department)  
2006-2007 **Member**, Committee for the Georgia State University Literacy Clinic (College)

**SERVICE TO THE STATE & LOCAL COMMUNITY**

2021-2022 **Member**, Get F.R.E.S.H. Crew, Oak Ridge Elementary School, Tallahassee, FL  
2020-present **Member**, Florida Preschool Development Grant State Advisory Council, Office of Early Learning, Florida Department of Education.  
2018-present **Member**, Early Childhood Education and Family Empowerment Workgroup, Whole Child Leon, Tallahassee, FL  
2018-present **Member**, Early Learning Policy Thought Leaders Network, Florida Grade Level Reading Campaign, Tallahassee, FL  
2018-present **Member**, Title I Advisory Council, Leon County Schools, Tallahassee, FL  
2018-2021 **Advisory Board**, South City Foundation, Tallahassee, FL  
2018-2019 **Steering Committee Member**, Accelerating Student Performance into Realms of Excellence (A.S.P.I.R.E.) Local College Access Network (LCAN), Tallahassee, FL

- 2017-2018 **Member**, Kindergarten Readiness and 3<sup>rd</sup> Grade Change Network, Learn4Life, Atlanta, Georgia (*Member, Data Committee 2017-present*)
- 2016-2019 **Member**, Atlanta Early Education Council, Georgia Early Education Alliance for Ready Students, Atlanta, Georgia.
- 2016-2019 **Member**, Superintendent's Advisory Council, DeKalb County School System, Stone Mountain, GA
- 2016-2017 **Member**, Metro Atlanta Child Care Map Stakeholders Committee, Georgia Early Education Alliance for Ready Students, Atlanta, Georgia.
- 2016-2017 **Member**, Georgia School Readiness Definition Committee, Atlanta Early Learning, Georgia Early Education Alliance for Ready Students, Atlanta, Georgia.
- 2016 **Member**, Get Georgia Reading P3 Framework—Jackson Cluster, Atlanta Public Schools, Atlanta, Georgia.
- 2015-2019 **Member**, Data Committee, United Way of Greater Atlanta, Atlanta, Georgia. (*Chair (2017-2019)*)
- 2015-2016 **Advisor**, Emory Community Building and Social Change Fellows: Early Learning Playbook, Emory University and Zeist Foundation, Atlanta, Georgia.
- 2013-2018 **Board Member**, Drew Charter School, Atlanta, Georgia. (*Co-Chair, Teaching and Learning Committee 2013-present*)
- 2012 **Co-Chair**, All American City Award application submitted on behalf of the City of Atlanta, GA (Initiative supported by the Georgia Early Education Alliance for Ready Students and the United Way of Metropolitan Atlanta).
- 2011, 2013 **Judge**, Annual Psychology student conference Spelman College, Morehouse College, and Clark Atlanta University
- 2010-2013 **Consultant**, Grade Level Reading Summer Learning for Struggling Readers. (Initiative supported by the Annie E. Casey Foundation)
- 2010-2012 **Consultant**, Building a Grade Level Reading Campaign in Georgia. (Initiative supported by the Annie E. Casey Foundation)
- 2009-2018 **Consultant**, Child Development Program, Georgia State University (provide support with children with disabilities or suspected to be in need of early intervention)
- 2008-2009 **Member, Advisory Board & Core Working Group**, Read Right from the Start Georgia Pre-K Professional Development Program, Rollins Center for Language & Learning, the Atlanta Speech School
- 2007, 2009 **Lab Host**, Visits with faculty and students from Spelman College, Morehouse College, and Clark Atlanta University participating in the National Institutes of Mental Health Careers and Opportunities in Research Training Program
- 2007 **Judge**, Student conference for the National Institutes of Mental Health Careers and Opportunities in Research Training Program at Spelman College, Morehouse College, and Clark Atlanta University
- 2007-2008 **Member, Advisory Board**, Children Impact, United Way Metro Atlanta
- 2006-2009 **Member, Advisory Board**, *Get Ready to Read!* Southeast Regional Center, United Way Metro Atlanta-Smart Start
- 2006-2008 **Consultant**, Rollins Center for Language & Learning, the Atlanta Speech School