Sarah N. Lang

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EDUCATIONAL BACKGROUND

Doctor of Philosophy	Human Development and Family Science, The Ohio State University, December 2014 Concentration: Child Development Graduate Interdisciplinary Specialization: College Teaching Dissertation: *Relationships between families and early childhood teachers: The importance of cocaring for parents, infants and toddlers.*
Master of Science	Human Ecology, The Ohio State University, August 2004 Concentration: Human Development and Family Science, Early Childhood Development and Education Thesis: *The impact of emotional availability in the mother-child relationship and the home environment on child cognitive and linguistic competence.*
Bachelor of Science (Honors)	Psychology, The Ohio State University, June 2001 Graduated summa cum laude and with Honors

PROFESSIONAL EXPERIENCE

Associate Professor, Department of Human Sciences, Human Development and Family Science Program, The Ohio State University, May 2025 – Present

Faculty Affiliate, Center on Education and Training for Employment, College of Education and Human Ecology, The Ohio State University, October 2021 - Present

Faculty Affiliate, Crane Center for Early Childhood Research and Policy, College of Education and Human Ecology, The Ohio State University, August 2020 – Present

Assistant Professor, Department of Human Sciences, Human Development and Family Science Program, The Ohio State University, August 2019 – May 2025

Director Virtual Lab School (VLS) Project, Department of Human Sciences, The Ohio State University, January 2018 – Present

The **VLS** is an innovative, research- and competency-based, online professional development system for child and youth educators. The system integrates evidence-based information on developmentally appropriate and family-centered practices, with adult learning principles, including an emphasis on practice-based coaching, to empower professionals as they build their knowledge and skills around educating young children. The main VLS project is funded by the Department of Defense and U.S.D.A and is the required training system for all military-affiliated childcare staff. https://www.virtuallabschool.org/.

As Director, I lead a team of 15-20 funded staff members, graduate and undergraduate research assistants, and post-docs who perform content-, technical- and research-related duties affiliated with the project. In FY 2024 (Oct 2022-Sept 2023), our site had over 23 million page views, which includes both our public traffic and our support of the more than 77,000 military-affiliated users we have accumulated within our site's learning management system.

Instructor/Consultant in Early Childhood Development & Education A.A. Program, Department of Human Sciences, Human Development and Family Science Program, The Ohio State University, January 2018 – Present, https://online.osu.edu/program/aaecd

Adjunct Faculty, Faculty Coach/Observer for Early Childhood Education & Development Programs, Columbus State Community College, Columbus, OH, January 2012 – August 2019

Associate Director of Research and Professional Development, VLS, Department of Human Sciences, The Ohio State University, July 2016 – December 2017

Senior Research Scientist and Content Creator, VLS, Department of Human Sciences, The Ohio State University, March 2014 – June 2016

Graduate Research Associate, the New Parents Project & the Cocaring Research Project, The Ohio State University, June 2013 – March 2014

Graduate Teaching Associate, Independent Teaching Instructor, Human Development and Family Science Program, The Ohio State University, October 2010 – May 2013

Curriculum Coordinator, College of Education and Human Ecology, The Ohio State University, April 2008 – September 2010

Early Childhood Specialist, Lead Infant Toddler Teacher, A. Sophie Rogers Laboratory for Child and Family Studies, Schoenbaum Family Center, The Ohio State University, August 2007 – March 2008

Professional Staff Member, Early Childhood Teacher, A. Sophie Rogers Laboratory for Child and Family Studies, The Ohio State University, September 2004 – August 2007

Lecturer, Department of Human Development & Family Science, The Ohio State University, September 2004 – August 2007

Graduate Teaching Associate, Infant-Toddler Teacher, A. Sophie Rogers Laboratory for Child and Family Studies, The Ohio State University, June 2003 – September 2004

Director of Operations, IdeaGenic, Inc. (Technology and Data Storage Systems), Columbus, OH, October 2001 – May 2003

Teacher, Fun-damentals Learning Center, Columbus, OH, April 1999 – June 2001

AWARDS AND HONORS

2023, selected as a University of Jyväskylä Visiting Fellow Grant recipient (4500 €) to conduct research in Finland during Summer 2023

2021, awarded **University Outreach and Engagement, Community Engaged Program Award** for the Virtual Lab School (VLS) Momentum project with Future Ready Columbus, https://engage.osu.edu/2021-university-outreach-and-engagement-awards-0

2020, recognized as one of the top reviewers for *Early Education and Development*

2020, awarded $100,000 **BIG Idea, Dean's Transformative Research Innovation Challenge Seed Grant** from the College of Education and Human Ecology, The Ohio State University

2018, asked to serve on the Editorial Board of *Early Education and Development*

2015, OSU, Undergraduate Research Office, Nominated for Outstanding Research Mentor Award

2014, National Council of Family Relations, Best New Professional Research Article on Men in Families
See: http://journals.sagepub.com/doi/pdf/10.1177/0192513X14522243

2014, OSU, Department of Human Sciences, Graduate Student Service Award; Selected out of more than 60 graduate students, for significant service engagement within the program, department, university, graduate student council, and the local community

2013, OSU, Society for Research in Child Development, Student Travel Award

2013, OSU, **University Graduate Associate Teaching Award**, highest recognition for GTAs
Out of over 10,000 graduate students, one of 10 students selected for exemplary teaching

2013, Association of American Colleges and Universities, **K. Patricia Cross Future Leaders Award**
First candidate selected from Ohio State University; one of only a handful of graduate students selected from across the United States to recognize teaching, service and leadership

2012, OSU, Council of Graduate Students, Edward J. Ray Travel Award for Scholarship and Service

2012, OSU, Department of Human Development and Family Science, Graduate Student Teacher Award
Selected out of more than 20 graduate students in the Department for excellence in teaching

2011, OSU, Honors Society of Phi Kappa Phi, recognized as 2010-2011 OSU Chapter President

2011, OSU, Council of Graduate Students, Outstanding Committee Chair Award

2006, OSU, College of Human Ecology, Finalist for Outstanding Teaching Award

2005, OSU, College of Human Ecology, Finalist for Outstanding Teaching Award

SCHOLARLY PUBLICATIONS

Google Scholar calculated H-index=18, i10-index=21; Total citations = 1356, As of 5/21/2025

Summary of Research
Research across multiple fields of study has confirmed the importance of children's earliest experiences that impact their own developmental trajectories and the well-being of our society. Within the U.S., many early care and education (ECE) providers serving children under the age of six are undereducated and underpaid (IOM & NRC, 2015; McLean et al., 2021). There are also significant opportunity gaps in ECE, with infants and toddlers and children from families experiencing low income less likely to receive high-quality ECE, and many "child care deserts" where there is an inadequate supply of high quality care for the families that need it. My research focuses on identifying key components of quality ECE and attending to the contexts and professional development (PD) supports that help ECE providers do their best work and create strong partnerships with children's families. As such, the main questions I've addressed in my work include:

a. What are key mechanisms within family-provider or family-program partnerships that influence how they function, and how are these partnerships associated with family engagement, ECE program functioning, and children's development?
b. What characteristics and professional development experiences influence the quality of providers' knowledge and practices, as well as the quality of ECE programs? (With a focus on the Virtual Lab School PD model.)
c. How are we supporting all learners, including the adults and children who work and participate in ECE programs?

With a focus on high-quality early care and education, I have three interconnected lines of inquiry:

1) *Family-Provider Cocaring Partnerships*: Notably, measures I developed on cocaring relationships have been adapted for use in large national studies such as the Baby FACES 2018-2022 study of Early Head Start
2) *ECE Provider Wellbeing*: Examining how ECE teacher wellbeing impacts teachers' practices and children's functioning, and investigating small dose, online supports to increase ECE teachers' resilience
3) *Work Contexts and PD Approaches that Influence ECE Professionals' Knowledge and Skills*: Exploring coaching-inclusive PD approaches for ECE and examining the efficacy of the Virtual Lab School PD model as well as examining elements that may influence ECE professionals' turnover intentions

Chapters in Edited Books

The following symbols represent: +Invited paper, *Student author, **[R]reprint**

1. +[R] Maras*, E. Q, **Lang, S. N.,** & Schoppe-Sullivan, S. J. (2019). An observational assessment of parent–teacher cocaring relationships in infant-toddler classrooms. In *Working with Parents and Families in Early Childhood Education*. Routledge. https://doi.org/10.4324/9780429288876-6

Peer Reviewed Publications

*Denotes student or post-doctoral author

30. Ryu*, D., **Lang, S. N.,** & Jeon, L. (2024 online). Exploring the Associations Between Family–Teacher Cocaring Relationships and Teacher–Child Relationships in Single-Parent Families. *Early Education and Development*, 1–20. https://doi.org/10.1080/10409289.2024.2436828

29. Ha, N., Byun, S., **Lang, S.N.,** & Jeon, L. (2024 online). Qualitative study on Social-Emotional Learning for Teachers (SELF-T): a professional development intervention promoting early childhood educators' knowledge of emotional well-being. *European Early Childhood Education Research Journal, 1–15*. https://doi.org/10.1080/1350293X.2024.2425947

28. Peltoperä, K., Rautamies, E., & **Lang, S. N.** (2024 online). Constructing Closeness in Educational Collaboration in Extended Hours ECEC. *Early Childhood Education Journal, 1-13.* https://doi.org/10.1007/s10643-024-01798-3

27. **Lang, S. N.,** Tebben, E, Ryu*, D., Odean, R., Knight, K. M., Tyree, J., Luckey*, S. W., Fox*, E. G., & Buettner, C. K. (2024 online). Examining the implementation of the VLS Momentum project: A hybrid approach to supporting foundational practices in early care and education. *Early Childhood Education Journal.* https://doi.org/10.1007/s10643-024-01688-8

26. **Lang, S. N.,** Tebben, E., Luckey*, S. W., Hurns*, K. M., Fox*, E. G., Ford, D. Y., Ansari, A., & Pasque, P. A. (2024). Early childhood teachers' dispositions, knowledge, and skills related to diversity, inclusion, equity, and justice. *Early Childhood Research Quarterly, 67(2)*, 111-127. https://doi.org/10.1016/j.ecresq.2023.12.005

25. Tebben, E., West, K., Golden, L., **Lang, S.N.,** & Yoon, S. (2024). Who calls for help? Assessing the reach of the Ohio preschool expulsion prevention partnership. *Early Childhood Research Quarterly, 66,* 199-210. https://doi.org/10.1016/j.ecresq.2023.10.007

24. **Lang, S.N.,** Tebben, E., Odean, R., Wells, M. B., & Huang, H. (2024). Inequities in Coaching Interventions: A Systematic Review of Who Receives and Provides Coaching Within Early Care and Education. *Child Youth Care Forum, 53*, 114-171. https://doi.org/10.1007/s10566-023-09748-7

23. **Lang, S. N.,** Jeon, S., & Tebben, E. (2024). Relationships Between Families and Head Start Staff: Associations with Children's Academic Outcomes Through Home Involvement and Approaches to Learning. *Early Education and Development*, *35*(3), 413–430. https://doi.org/10.1080/10409289.2022.2155772

22. Fox*, E.G., **Lang, S.N**. & Tebben, E. (2023 online). Planning for Play in Early Childhood Classrooms. *Early Childhood Education Journal.* https://doi.org/10.1007/s10643-023-01591-8

21. Fuller*, J. A., Luckey*, S., Odean*, R., & **Lang, S. N.** (2021). Creating a diverse, inclusive, and equitable learning environment to support children of color's early introductions to STEM. *Translational Issues in Psychological Science, 7(4),* 473. https://doi.org/10.1037/tps0000313

20. Jeon, S., Jeon, L., **Lang, S**. and Newell, K. (2021), Teacher Depressive Symptoms and Child Math Achievement in Head Start: The Roles of Family–Teacher Relationships and Approaches to Learning. *Child Development, 92*: 2478-2495. https://doi.org/10.1111/cdev.13601

19. Luckey*, S., **Lang, S. N.**, & Jeon, L. (2021). Family Childcare Providers' Relationships with Parents and Self-reported Closeness and Conflicts with Children in Care. *European Early Childhood Education Research Journal, 29*:6, 877-894, DOI: 10.1080/1350293X.2021.1985556

18. Tebben*, E., **Lang, S. N**., Sproat, E., Tyree Owens, J., & Helms*, S. (2021). Identifying primary and secondary stressors, buffers, and supports that impact ECE teacher wellbeing: implications for teacher education. *Journal of Early Childhood Teacher Education, 1-19*. doi:10.1080/10901027.2021.1918294

17. Herman*, E. R., Breedlove*, M. L., & **Lang, S. N.** (2021). Family Child Care Support and Implementation: Current Challenges and Strategies from the Perspectives of Providers. *Child & Youth Care Forum*. doi:10.1007/s10566-021-09613-5

16. Rawn*, K.P., & **Lang, S.N.** (2020). The Roles of Stress and Support on Student-Teacher Relationships in Educators of Children with ASD. *Emerging Voices in Education, 2(1)*, 22– 37. https://doi.org/10.17918/vjpv-1243

15. **Lang, S. N.,** Jeon, L., Schoppe-Sullivan, S.J. et al. (2020). Associations Between Parent–Teacher Cocaring Relationships, Parent–Child Relationships, and Young Children's Social Emotional Development. *Child & Youth Care Forum, 49*, 623–646. doi:10.1007/s10566-020-09545-6

14. **Lang, S. N.,** Jeon, L., Sproat, E. B., Brothers*, B. E., & Buettner, C. K. (2020). Social Emotional Learning for Teachers (SELF-T): A Short-term, Online Intervention to Increase Early Childhood Educators' Resilience. *Early Education and Development, 31(7)*, 1112-1132. doi:10.1080/10409289.2020.1749820

13. Zvara, B. J., Altenburger, L. E., & **Lang, S. N.,** Schoppe-Sullivan, S.J. (2019). The role of coparenting in the association between parental neuroticism and harsh intrusive parenting. *Journal of Family Psycholog*y*, 33(8)*, 945-953. doi:10.1037/fam0000555

12. Jeon, L., Buettner, C. K., Grant, A. A., & **Lang, S. N.** (2019). Early childhood teachers' stress and children's social, emotional and behavioral functioning. *Journal of Applied Developmental Psychology, 61(2)*, 21-32. doi:10.1016/j.appdev.2018.02.002

11. Maras*, E. Q., **Lang, S. N.,** Schoppe-Sullivan, S. J. (2018). An observational assessment of parent-teacher cocaring relationships in infant-toddler classrooms. *European Early Childhood Education Research Journal, 26(2)*, 212-228. doi:10.1080/1350293X.2018.1442033

10. **Lang, S. N.,** Mouzourou, C., Jeon, L., Buettner, C. K., & Hur, E. (2017). Preschool teachers' professional training, observational feedback, child-centered beliefs and motivation: Direct and indirect associations with social and emotional responsiveness. *Child & Youth Care Forum, 46(1)*, 69-90. doi:10.1007/s10566-016-9369-7

9. **Lang, S. N.,** Schoppe-Sullivan, S. J., & Jeon, L. (2017). Examining a self-report measure of parent-teacher cocaring relationships and associations with parental involvement. *Early Education and Development, 28(1)*, 96-114. doi:10.1080/10409289.2016.1195672

8. Altenburger, L. E., **Lang, S. N.**, Schoppe-Sullivan, S. J., Kamp Dush, C. M., & Johnson, S. C. (2017). Toddlers' differential susceptibility to the effects of coparenting on social-emotional adjustment. *International Journal of Behavioral Development, 41(2)*, 228-237. doi:10.1177/0165025415620058

7. Wells, M. B., & **Lang, S. N.** (2016). Supporting same-sex mothers in the Nordic child health field: a systematic literature review and meta-synthesis of the most gender equal countries. *Journal of Clinical Nursing, 25 (23-24)*, 3469-3483. doi:10.1111/jocn.13340

6. **Lang, S. N.,** Tolbert*, A. R., Schoppe-Sullivan, S. J., & Bonomi, A. (2016). A cocaring framework for infants and toddlers: Applying a model of coparenting to parent–teacher relationships. *Early Childhood Research Quarterly, 34 (1)*, 40-52. doi:10.1016/j.ecresq.2015.08.004

5. Jia, R., **Lang, S. N.**, & Schoppe-Sullivan, S. J. (2016). A developmental examination of the psychometric properties and predictive utility of a revised psychological self-concept measure for preschool-aged children. *Psychological Assessment, 28(2),* 226-238. doi:10.1037/a0039403

4. Altenburger, L. E., Schoppe-Sullivan, S. J., **Lang, S.N.**, Bower, D. J. & Kamp Dush, C. M. (2014). Associations between prenatal coparenting behavior and observed coparenting behavior at 9-months postpartum. *Journal of Family Psychology, 28(4)*, 495-504. doi:10.1037/fam0000012

3. **Lang, S. N.**, Schoppe-Sullivan, S.J., Feng, X., Kotila, L. E., Kamp Dush, C. M., & Johnson, S. C. (2014). Relations between fathers' and mothers' infant engagement patterns in dual-earner families and toddler competence. *Journal of Family Issues, 35(8)*, 1107-1127. doi:10.1177/0192513X14522243

2. **Lang, S. N.**, Schoppe-Sullivan, S. J., Kotila, L. E., & Kamp Dush, C. M. (2013). Daily parenting engagement among new mothers and fathers: The role of romantic attachment in dual-earner families. *Journal of Family Psychology, 27(6)*, 826-872. doi:10.1037/a0034510

1. Schoppe-Sullivan, S. J., Kotila, L., Jia, R., **Lang, S. N.**, & Bower, D. J. (2013). Comparisons of levels and predictors of mothers' and fathers' engagement with their preschool aged children. *Early Child Development and Care, 183(3-4),* 498-514. doi:10.1080/03004430.2012.711596

Peer Reviewed Articles Under Review & In Development

The following symbols represent: *Student or post-doctoral author, [S]Refers to senior author or work completed by a doctoral advisee under my direction.

7. Fox*, E. G., **Lang, S. N.,** & Purtell, K. (R&R submitted, preregistered 2023). *Factors that influence early child care and education teachers' intention to leave: Compensation, workplace support, and mental health.* Preregistration: https://doi.org/10.17605/OSF.IO/Y6V39

6. Jeon, S., Garcia, A., Ryu, D., **Lang, S. N.,** Ismailova, A (invited, special edition, proposal accepted, under review). *Integrated Relationships Matter in Early Head Start Programs: Associations with*

Child Social Competence. Early Childhood Research Quarterly, Special Edition on Infant Toddler Care and Services

5. Ryu,* D., Jeon, S., Fox*, E. G., & **Lang[S], S. N.** (invited, special edition, proposal accepted, under review). *Mediating role of cocaring relationships in the associations between teacher-child relationships and parenting stress in Early Head Start.* Early Childhood Research Quarterly, Special Edition on Infant Toddler Care and Services

4. Fox*, E. G., Buckley, N., & **Lang[S], S. N.** (in development) *Examining state requirements for family engagement in early care and education.*

3. **Lang, S. N.,** Tebben, E., Ryu*, D., Fox*, E. G., Bush, A. & Buettner, C. K. (in development). *Examining the impact of the VLS Momentum project: A hybrid approach to supporting foundational practices in ECE.*

2. Bush*, A., Ryu*, D. Tebben, E., Fox*, E.G., Geraghty*, C. **Lang, S.N.** (in development). *Professional Development to Enhance Educators' Knowledge, Skills, and Dispositions in Supporting Children's Self and Cultural Understanding*

1. Räikkönen, E., **Lang, S. N.,** Koivula, M., Ryu*, D. & Sevón, E. (under review). *Examining Factorial Validity and Cross-cultural Similarity of the Cocaring Relationship Questionnaire Short Form for Assessing Family-Professional Partnerships in ECE.*

Peer-Reviewed Published Abstracts

Note all abstracts are peer reviewed. Published abstracts are also listed under papers or posters presented at national/international conferences.

1. Brian, A. S., Goodway, J. D., Wall, S., Lee, J., **Lang, S.,** Titus-Dieringer, S., & Chang, S. H. (2013, June). Evidence-based recommendations for motor skill intervention in young children. In *Journal of Sport & Exercise Psychology (Vol. 35*, pp. S61-S62). 1607 N Market St, PO BOX 5076, Champaign, IL 61820-2200 USA: Human Kinetics Publ Inc.. https://journals.humankinetics.com/view/journals/jsep/35/s1/article-pS60.xml

Non-Referred Articles

2. Gavazzi, S. M., Buettner, C.K., & **Lang, S. N.** (2019). Lifelong Learning Starts Young: The Virtual Lab School and the 21st Century Land-Grant Mission. *The evoLLLution, A destiny solutions illumination. https://evolllution.com/revenue-streams/extending_lifelong_learning/lifelong-learning-starts-young-the-virtual-lab-school-and-the-21st-century-land-grant-mission/*

1. **Lang, S. N.** (2015). Let's give service a real role: Why committee and volunteer work is a good idea for graduate students. *Chronicle of Higher Education, Advice. http://chronicle.com/article/Lets-Give-Service-a-Real-Role/190087/*

Research Briefs and Technical Reports

8. Knight, K. M., Buettner, D., Pickett, J., **Lang, S. N.** (2024). *Virtual Lab School Development, Enhancement, and Training Report for FY2024*, October 2023 – September 2024.

7. Knight, K. M., Buettner, D., Pickett, J., **Lang, S. N.** (2023). *Virtual Lab School Development, Enhancement, and Training Report for FY2023*, October 2022 – September 2023.

6. **Lang, S. N.,** Knight, K. M., Buettner, D., Pickett, J. (2022). *Virtual Lab School Development, Enhancement, and Training Report for FY 2022*, October 2021 – September 2022.

5. **Lang, S. N.,** Knight, K. M., Buettner, D., Pickett, J (2021*). Virtual Lab School, VLS Training & Use Repor*t, October 2020 – September 2021.

4. **Lang, S. N**., Odean, R., Tebben, E., Knight, K. M., Tyree, J., Buettner, C. K., Glowka, A., Pickett, J. (2021). *VLS Momentum Project Report.*

3. **Lang, S. N.,** Knight, K. M., Buettner, C. K., Buettner, D., Pickett, J. (2020). *Virtual Lab School, VLS Training & Use Report,* October 2019-September 2020.

2. **Lang, S. N.,** Buettner, C. K., Buettner, D., Pickett, J. (2019). *Virtual Lab School Brief Report on Training, Support and Users, FY2019*, October 2018-September 2019.

1**. Lang, S. N.,** Buettner, C. K., Buettner, D. (2018). *Virtual Lab School Brief Report on Training, Support and Users, FY2018,* October 2017-September 2018.

SCHOLARLY PRESENTATIONS

90 total presentations: 9 invited presentations, 38 international, 20 national, and 23 regional, state, or local presentations.

Invited Presentations

International:

9. **Lang, S.N.** (2023, December) *Fostering Strong Partnerships Between Early Care and Education Professionals and Families: A focus on Cocaring.* Virtual presentation, recorded to support future instruction, University of Jyväskylä. (not peer-reviewed)

8. **Lang, S.N.** (2022, April). *The Virtual Lab School Project: Hybrid, competency-based professional development for in-field professionals.* Invited presentation for the Organisation for Economic Co-operation and Development (OECD), Paris office. Offered Online via Zoom to government leaders and researchers from more than 20 countries and international organizations.

National

7. **Lang, S. N.,** Knight, K. M., Tebben[G], E. (2022, June). *Virtual Lab School and the VLS Momentum Project: Project Overview & Lessons Learned.* Invited presentation for the National Research Conference on Early Childhood organized by the U.S. Administration for Children and Families. Online, Covid19 adaptation. https://vimeo.com/748926762/0a0244c799

6. **Lang, S.N.;** Buettner, C. (2019, July). *Virtual Lab School: An Evidence-Based Workforce Development System for Improving Teachers' Practices, Ensuring Program Quality & Creating Career Pathways; Early Childhood State Systems: Partnering with Higher Education to Build Flexible Career Pathways symposium.* State and Territory Child Care and Development Fund Administrators Meeting (STAM). Lecture conducted from Arlington, VA.

State and Regional

5. **Lang, S. N.** (2023, October). *Fostering Strong Family-Program Partnerships and Navigating Challenges*. Presentation at the Ohio Association of Family and Consumer Sciences Conference in Columbus, OH (Not peer-reviewed).

4. **Lang, S.N.** (2019, October). An *Evidence-Based Workforce Development System for Improving Teachers' Practices, Ensuring Program Quality, & Creating Career Pathways.* Roundtables on Improving Access to High-Quality Child Care, Region V. Lecture conducted from Columbus, OH. (Not peer-reviewed)

Local (not peer-reviewed)

3. **Lang, S. N.,** Owens, J. T. (2019, June). *Social Emotional Learning for Teachers (SELF-T)*. Invited closing session at the the Schoenbaum Family Center and Crane Center for Early Childhood Research and Policy's Summer Institute, "Achieving Quality! Best Practices in Early Childhood," The Ohio State University College of Education & Human Ecology, Columbus, OH.

2. **Lang, S. N.** & Buettner, C. K. (2018, August). *Research to Practice: VLS Tools to Support Teachers using a Practice-Based Coaching Framework*. Invited workshop at the the Schoenbaum Family Center and Crane Center for Early Childhood Research and Policy, The Ohio State University College of Education & Human Ecology, Columbus, OH.

1. **Lang, S. N.** (2017, June). *Family partnerships: Creating & Sustaining Cocaring Relationships for Children, Families and You.* Invited workshop at the at the the Schoenbaum Family Center and Crane Center for Early Childhood Research and Policy, The Ohio State University College of Education & Human Ecology, Columbus, OH.

Presentations at International Meetings or Conferences

All presentations are peer reviewed. Please note [U] denotes undergraduate student author; [G] denotes graduate student author; [P] denotes postdoctoral scholar author; [S] denotes my role as senior or guiding author of the publication, scaffolding students' research dissemination

38. Sevón, E., Koivula, M., Räikkönen, E., Ryu, D., & **Lang, S.N.** (August, 2025) *Examining Factorial Validity and Cross-Cultural Similarity of the Short-Cocaring Relationship Questionnaire for Assessing Family-Professional Partnerships in Early Care and Education.* Poster presentation at the European Early Childhood Education Research Association (EECERA) Conference, Bratislava, Slovakia.

37. Tebben, E., Fox [G], E., Ansari, A., Luckey, S. W., Buckley [G], M. N., & **Lang [S], S. N.** (May, 2025). *RCT of online creating culturally responsive course for early childhood educators with and without coaching.* [Oral presentation]. Society for Research in Child Development (SRCD) Biennial Meeting, Minneapolis, MN, United States.

36. Ryu [P], D., **Lang, S. N.,** & Jeon, S. (May, 2025). Profiles of maternal relationship quality and well-being in Early Head Start [Poster presentation]. Society for Research in Child Development (SRCD) Biennial Meeting, Minneapolis, MN, United States.

35. Fox [G], E. G., Buckley [G], M. N., & **Lang [S], S. N.** (May, 2025). State-level policies for family engagement in early care and education [Poster presentation]. Society for Research in Child Development (SRCD) Biennial Meeting, Minneapolis, MN, United States.

34. Fox [G], E. G., Tebben, E., Bush [G], A., Purtell, K. M. & **Lang [S], S. N.** (May, 2025). Understanding who wants to leave and who plans to stay in early care and education [Poster presentation]. Society for Research in Child Development (SRCD) Biennial Meeting, Minneapolis, MN, United States.

33. Fox [G], E. G., Tebben, E., Luckey, S. W., Ansari, A., & **Lang [S], S. N.** (May, 2024). *Examining culturally responsive professional development for preschool teachers: RCT for online and coaching-inclusive supports.* Poster presented at the Society for Research in Child Development Anti-Racist Developmental Science Summit, Panama City, Panama.

32. Sevón, E., Koivula, M., & **Lang, S.N.** (June, 2023). *Empowering parents with cocaring in collaboration between parents and early childhood education and care institution?* Oral Presentation at the European Society on Family Relations (ESFR) 11th Conference, Roskilde University, Denmark.

31. **Lang, S. N.,** Tebben [G], E., Odean, R., Ryu [P], D., & Buettner, C. (2023, March). *Improving PFCC-Providing Program Quality through Use of Online Professional Development with Integrated Coaching Support.* Flash talk presented at the Society for Research in Child Development, Salt Lake City, Utah, U.S. A.,

30. **Lang, S. N.,** Tebben [G], E., Luckey [G], S. W., Hurns [U], K., Fox [G], E., Ford, D., Ansari, A., & Pasque, P.. (2023, March). *Early Childhood Educator's Skills, Knowledge, and Dispositions Related to Justice, Equity, Diversity, and Inclusion.* Poster presented at the Society for Research in Child Development, Salt Lake City, Utah, U.S.A.

29. Abdul-Masih [G], M., Fox [G], E. Purtell, K., **Lang, S. N.** (2023, March) *Predictors of TANF Receipt in Families with Young Children*. Poster presented at the Society for Research in Child Development, Salt Lake City, Utah, U.S.A.

28. Ryu [P], D., **Lang [S], S. N.,** & Jeon, L. (2023, March). *Moderating Role of Family Characteristics in the Associations between Parent-Teacher Cocaring Relationship and Teacher-Infant/Toddler Relationship.* Poster presented at the Society for Research in Child Development, Salt Lake City, Utah, U.S.A.

27. Fox [G], E., **Lang [S], S. N.,** Tebben, E., & Hudson, A. (2023, March). *Examining Personal and Contextual Factors that Support Quality Coaching in Early Care and Education Programs.* Poster presented at the Society for Research in Child Development, Salt Lake City, Utah, U.S.A.

26. Jeon, S., **Lang, S. N.,** & Li, H. (2023, March). *Integrated Relationships matter in Early Head Start Programs: Associations with child social competence.* Poster presented at the Society for Research in Child Development, Salt Lake City, Utah, U.S.A.

25. **Lang, S.N.,** Tebben[G], E., Knight, K. M., Taub, M., Scott[U], A., Buettner, C. K. (2022, August). *How is play represented in Child Development Associate (CDA) Candidates' Learning Experiences*? Oral presentation at the annual European Early Childhood Education Research Conference. Glasgow, Scotland.

24. Tebben[G], E., **Lang, S.N.,** Luckey[G], S.W., Hurns[U], K. Ansari, A., Ford, D., Pasque, P. (2022, August). *ECE Teachers' understanding of their role in responding to issues of diversity, equity and justice in children's play*. Oral presentation at the annual European Early Childhood Education Research Conference. Glasgow, Scotland.

23. Luckey[G], S, Odean[P], R., & **Lang[S], S.N**. (2021, September). *The Impact of Evidence-Based PD and Coaching on ECE Teachers' Perceptions of Supporting Children with Challenging Behavior.* Poster presented at the annual European Early Childhood Education Research Conference. Hosted Online via Virtual Festival, Covid19.

22. **Lang, S. N.,** Odean[P], R., Tebben[G], E., Buettner, C. K. (2021, April). *VLS Momentum: Pairing Online PD with Coaching to Prepare Teachers for their CDA.* Presented at the Virtual Biennial Meeting of the Society for Research in Child Development. Hosted Online, Covid19. https://www.acf.hhs.gov/opre/training-technical-assistance/webinar-responsive-relationships-ece-workforce-improving

21. **Lang, S.N.;** Buettner, C.; Jeon, L.; Basloe, M. (2019, August). *Building a system: Launching comprehensive ECE training with coaching support for new staff.* Early Childhood Education Research Association Conference. Lecture conducted from Thessaloniki, Greece.

20. **Lang, S. N.,** Jeon, L., Wells, M. B. (2019, March). *Direct and indirect associations between cocaring, parent-child relationships and toddlers' social emotional adjustment.* Presented at the biennial meeting of the Society for Research in Child Development, Baltimore, Maryland.

19. Buettner, C. K., **Lang, S. N.** (2019, March). *Family-teacher relationships and program family engagement: Associations with preschoolers' social and behavioral outcomes.* Presented at biennial meeting of the Society for Research in Child Development, Baltimore, Maryland.

18. **Lang, S.N.,** Jeon, L., Buettner, C. K., Wells, M. B. (2018, August). *Examination of coaching as a professional development strategy for ECE professionals: What are we missing?* Presented at The European Early Childhood Education Research Association Conference, Budapest, Hungary.

17. **Lang, S.N.,** Buettner, C.K., & Jeon, L. (2017, August). *Am I valued? Unpacking the stress in the professional lives of ECE Teachers.* Presented at the European Early Childhood Research Association Conference, Bologna, Italy.

16. **Lang, S.N.,** Mouzourou, C., Jeon, L., Buettner, C.K., & Hur, R.E. (2017, April). *Preschool teachers' professional training, feedback, beliefs and motivation: Associations with social and emotional responsiveness.* Presented at the biennial meeting of the Society for Research in Child Development, Austin, Texas.

15. **Lang, S. N.,** Jeon, L., Schoppe-Sullivan, S. J. (2016, June). *Examining infant-toddler teachers' attachment style, teacher-child relationships, and children's social-emotional adjustment.* Presented at the Society for Prevention Research, San Francisco, California.

14. Zvara, B., **Lang, S. N.,** Schoppe-Sullivan, S. J., Kamp Dush, C. M. (2016, May). *The role of coparenting in the associations between maternal personality and harsh intrusive parenting.* Presented at the Biennial International Conference on Infant Studies, New Orleans, Louisiana.

13. Jeon, L., Buettner, C. K., **Lang, S. N**., Pierce, J., & Garcia, R. (2016, May). *Family childcare providers' relationships with parents and self-reported closeness and conflicts with children in care.* Poster presented at the Biennial International Conference on Infant Studies, New Orleans, Louisiana.

12. Wells, M. B., **Lang, S. N.,** Jeon, L., & Schoppe-Sullivan, S. J. (2016, May). *Children's social-emotional adjustment and the importance of the parent-teacher cocaring relationship. P*oster presented at the Biennial International Conference on Infant Studies, New Orleans, Louisiana.

11. Maras[U], E. Q, **Lang, S. N.,** Schoppe-Sullivan, S. J. (2016, May). *An Observational Assessment of Parent-Teacher Relationships in Infant-Toddler Classrooms to Examine Predictors of Cocaring Quality.* Poster presented at the Biennial International Conference on Infant Studies, New Orleans, Louisiana.

10. **Lang, S. N.,** Schoppe-Sullivan, S. J., & Jeon, L. (2015, March). *Multidimensional parent-teacher relationships: Cocaring and its associations with child adjustment and teacher-child relationships.* Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

9. Bailey[U], Q., **Lang, S. N.,** Schoppe-Sullivan, S. J., & Ferrari, T. (2015, March). *Experiences of Adolescents Participating in Operation: Military Kids (OMK).* Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

8. **Lang, S. N.,** Tolbert[U], A. R., Schoppe-Sullivan, S. J., & Bonomi, A. (2014, June). *Cocaring: How do parents and infant-toddler teachers conceive their relationships with each other?* Poster

presented at the 14th World Congress of the World Association for Infant Mental Health, Edinburgh, Scotland.

7. Altenburger, L. E., **Lang, S. N.,** Schoppe-Sullivan, S. J., Kamp Dush, C. M., & Johnson, S. C. (2014, June). *Contributions of coparenting and infant temperament to toddler socioemotional functioning.* Presented at the 14th World Congress of the World Association for Infant Mental Health, Edinburgh, Scotland.

6. Altenburger, L. E., Schoppe-Sullivan, S. J., **Lang, S. N.,** Bower, D., & Kamp Dush, C. M. (2013, September). *Associations between prenatal coparenting behavior and observed coparenting behavior at 9 months postpartum.* Presented at the 16th European Conference on Developmental Psychology, Lausanne, Switzerland.

5. Brian, A., Goodway, J., Wall, S., Lee, J., **Lang, S. N.,** Titus-Dieringer, S. & Chang, S. (June, 2013). *Evidence-based recommendations for motor skill interventions for young children*. Poster presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, New Orleans, Louisiana.

4. **Lang, S. N.,** Schoppe-Sullivan, S. J., Feng, X., Kotila, L. E., Kamp Dush, C. M., Johnson, S. C. (2013, April). *Changes in new parents' time spent in engagement and association with toddler social emotional competence.* Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

3. **Lang, S. N.,** Schoppe-Sullivan, S. J., Kotila, L. E. Kamp Dush, C. M. (2013, April). *Being observed? Impact of the presence of fathers on mothers' parenting.* Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.

2. **Lang, S. N.,** Schoppe-Sullivan, S. J., Kamp Dush, C. M., & Johnson, S. C. (2012, June). *Early maternal and paternal relationship-focused and exploration-focused engagement predicts toddler adjustment.* Poster presented at the annual meeting of the International Society on Infant Studies, Minneapolis, Minnesota.

1. Bartholomew, M. K., **Lang, S. N.,** Schoppe-Sullivan, S. J., & Kamp Dush, C. M. (2011, April). *Working models of attachment and parenting self-efficacy.* Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Presentations at National Meetings or Conferences

All presentations are peer reviewed. Please note [U] denotes undergraduate student author; [G] denotes graduate student author; [P] denotes postdoctoral scholar author; [S] denotes my role as senior or guiding author of the publication, scaffolding students' research dissemination

20. **Lang, S.N.** (April, 2025). Discussant/Summary Organizer for Paper Session Symposium: *Relationship-based professional development models that support teaching practices in early care and education*. AERA 2025 Annual Meeting, Denver, CO, United States.

19. **Lang, S. N.,** Luckey, S. W., Tebben, E., Matesick, K. E., & Knight, K. M. (November, 2024). *Leading the Way: Supporting & Maintaining Inclusive Programs for Children, Families and Staff.* Oral presentation at the National Association for the Education of Young Children (NAEYC) annual conference, Anaheim, CA.

18. Fox [G], E., **Lang, S. N.,** Purtell, K. (June, 2024). *Factors That Influence Early Child Care and Education Teachers' Intention to Leave: Compensation, Workplace Support, and Mental Health*. Poster session at the Administration for Children and Families (ACF) National Research Conference on Early Childhood (NRCEC).

17. Ryu [P], D., Jeon, S., Fox [G], E. G., & **Lang [S], S. N.** (June, 2024). *Mediating role of cocaring relationships in the associations between teacher-child relationships and parenting stress in Early Head Start.* Paper symposium at the Administration for Children and Families (ACF) National Research Conference on Early Childhood (NRCEC). Within NRCEC Paper symposium title: Investigating the Different Roles of Cocaring from Multiple Perspectives: How Does Cocaring Help Families and Teachers in Supporting Early Development?

16. Tebben, E., Fox [G], E. G., Hudson, A., Geraghty [U], C., Ryu [P], D., & **Lang [S], S. N.** (June, 2024). *What makes for effective coaching? A qualitative investigation of coaches' perspectives in early care and education*. Paper symposium at the Administration for Children and Families (ACF) National Research Conference on Early Childhood (NRCEC). Within NRCEC Paper symposium title: Coaching effectiveness: Investigating implementation and benefits for early childhood classrooms.

15. Ryu[P], D., Tebben, E., Fox[G], E., Geraghty[U], C., & **Lang[S], S. N.** (April, 2024). *Professional development to enhance educators' KSDs in supporting children's self and cultural understanding.* Roundtable paper session at the American Educational Research Association (AREA) Annual Meeting, Philadelphia, PA.

14. Luckey, S. W., & **Lang, S. N.** (April, 2024). Black Adolescent Experiences with School Discipline: The Need for Equitable Support Systems. Roundtable paper session at the American Educational Research Association (AREA) Annual Meeting, Philadelphia, PA.

13. **Lang, S. N.,** Knight, K. M., Matesick, K. E. (November, 2023). *Giving Staff Choice & Voice: Leadership Strategies that Empower Staff.* Oral presentation given at the National Association for the Education of Young Children (NAEYC) annual conference, Nashville, TN.

12. **Lang, S. N.,** & Knight, K. M. (2022, November). *Leadership Practices that Attract and Maintain Strong Teams*. Presented at the National Association for the Education of Young Children 2022 Annual Conference, Washington, D.C.

11. Tebben, E. & **Lang, S. N.** (June 2022). *The Dual Impact of the COVID-19 Pandemic and a Quality Improvement Mandate on Child Care Availability in Ohio*. Poster presented online at the National Research Conference on Early Childhood, virtual conference, Covid19.

10. **Lang, S. N.,** & Knight K. M. (2021, November). *Coaching to Enhance Practice: Successful Strategies to Support Adult Learners.* Presented at the National Association for the Education of Young Children 2021 Annual Conference, Online

9. Tebben[G], E. & **Lang, S. N.** (2020, December). *Staff compensation is associated with population served, regardless of individual qualifications.* Poster presented online at the National Research Conference on Early Childhood. https://nrcec2020.ipostersessions.com/default.aspx?s=66-62-E0-5E-EB-6B-CA-DA-90-CA-B5-6F-23-66-6F-84

8. Tarullo, L., **Lang, S. N.,** Odean[P], R., Monahan, S., & Taylor, J. (2020, July). *Supporting Infant-Toddler Teachers with Technology.* Presented at the Child Care and Early Education Policy Research Consortium, Washington, D.C. [Offered Virtually, via Zoom].

7. Jeon, S., Jeon, L., **Lang, S. N.,** & Newell, K (2020, April). *Teacher Depression and Child Math Achievement: The Roles of Teacher-Parent Relationships and Approaches to Learning.* American Educational Research Association Annual Conference. Lecture conducted from San Francisco, CA. [Cancelled, Covid19].

6. Rosenberg, H., Anderson, S., **Lang, S. N**., Odean[P], R., & Holod, A. (2020, March). *Paths to professionalism: Exploring innovations in credentialing approaches.* Affinity discussion for the Child Care and Early Education Policy Research Consortium, Washington, D.C. [Session cancelled, Covid19].

5. **Lang, S. N.,** Basloe, M., Tyree, J., & Buettner, C. K. (2019, June) *Evidence-Based Workforce Development System to Improve Teachers' Practices and Ensure Program Quality: Examining the Virtual Lab School Model.* Presented at the BUILD Initiative, QRIS National Learning Network 2019 Conference, New Orleans, Louisiana.

4. Owens, J., & **Lang, S. N.** (2018, November). *Social-emotional learning for teachers (SELF-T): Helping teachers manage stress and care for their own social-emotional health.* Presented at the National Association for the Education of Young Children 2018 Annual Conference, Washington, D.C.

3. **Lang, S. N.,** Jeon, L., Buettner, C.K. (2018, June). *Social Emotional Learning for Teachers (SELF-T): A short-term online intervention to increase early childhood educators' resilience.* Poster presented at the National Research Conference on Early Childhood, Washington, D.C.

2. **Lang, S. N.,** Schoppe-Sullivan, S. J., Jeon, L., Maras, E.[U] (2015, November). *A new way to think about parent-teacher relationships in early childhood: Cocaring and how it links to parental involvement and children's social-emotional challenges and strengths.* Presented at the National Association for the Education of Young Children 2015 Annual Conference, Orlando, Florida

1. Altenburg, L. A., Schoppe-Sullivan, S. J., Kotila, L. E., **Lang, S. N.,** Kamp Dush, C. M. (2015, November*). Associations between maternal gatekeeping and fathers' parenting quality.* Presented at the National Council of Family Relations Annual Conference, Vancouver, British Columbia, Canada.

Presentations at Regional or State Meetings or Conferences

All presentations are peer reviewed.

9. Swartz, M. I., & **Lang, S. N**. (2015, October). *Examining the quality of parent-teacher relationships in infant and toddler care: Lessons learned from research and practice.* Presented at the 7th Annual Pennsylvania Infant Mental Health Conference, Pittsburg, Pennsylvania

8. **Lang, S. N.,** Creagh, C., & Adams, M. (2014, April). *Supporting gender creative children in childcare.* Presented at the Ohio Early Care & Education Conference, Columbus, Ohio.

7. Lorenz, A., **Lang, S. N.,** Varnum, L., & Oakes, J. (2013, April). *I want to make a plan… Language and children's social-emotional development.* Presentation at the Ohio Early Care & Education Conference, Columbus, Ohio.

6. **Lang, S. N.,** Brian, A. S., & Goodway, J. (2013, April). *Helping children become life-long learners and lovers of physical activity.* Presentation at the Ohio Early Care & Education Conference, Columbus, Ohio.

5. **Lang, S. N.,** Schoppe-Sullivan, S. J., & Kamp Dush, C. M. (2011, May). *New parents' self-reported attachment style and time spent in caregiving.* Presentation at the annual meeting of the Midwestern Psychological Association, Chicago, Illinois.

4. **Lang, S. N.,** Aledia, T., Casey, K., & Kirkbride, K. (2010, April). *Infant/toddler group time: A time for creating & sustaining classroom culture.* Presentation at Ohio Early Care & Education Conference, Columbus, Ohio.

3. Jirousek, M., **Lang, S. N.,** & Rigdon, B. (2010, April). *Empowering infant teachers to build home connections.* Presentation at Ohio Early Care & Education Conference, Columbus, Ohio.

2. **Tokar (Lang), S. N.,** & Palmer, S. J., (2007, April). *"I like the way Sally is sitting:" Is praise really respectful*? Presentation at Ohio Early Care & Education Conference, Columbus, Ohio.

1. **James (Lang), S. N.,** & Granchi, K. (2006, April). *"Can I take my clipboard?" - Supporting infant/toddler language and literacy development.* Presentation at the Annual Conference for the Ohio Association for the Education of Young Children, Columbus, Ohio.

Local, University or College

All presentations are peer reviewed. Please note [U] denotes undergraduate student author; [G] denotes graduate student author; [P] denotes postdoctoral scholar author; [S] denotes my role as senior or guiding author of the publication, scaffolding students' research dissemination

14. Buckley [G], M. N. [& **Lang, S.N**. as faculty advisor] (2025, February). *Parents' Relationships with Family Service Workers and Children's Head Start Absenteeism: The Moderating Role of Home Visit Frequency* Oral presentation at the 39th Edward F. Hayes Advanced Research Forum at the Ohio State University. Columbus, Ohio.

13. Fox [G], E., [& **Lang, S.N**. as faculty advisor] (2025, February). *Assessing coach-teacher alignment through ratings of teacher ECE competencies*. Oral presentation given at the College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, Ohio.

12. Bush [G], A., Blanton, W., Tebben, E., **Lang [S], S.N.** (2025, February). *Enhancing Early Childhood Education Through Licensing Analysis: Patterns, Challenges, and Recommendations*. Poster presentation at the College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, Ohio

11. Bush [G], A., Tebben, E., Ryu [P], D., **Lang [S], S.N.** (2025, February). *Understanding the Impact of Coach Assignment on Professional Development Outcomes for Early Childhood Educators.* Oral presentation at the 39th Edward F. Hayes Advanced Research Forum at the Ohio State University, Columbus, Ohio

10. Fox[G], E. [& **Lang[S], S.N**. as faculty advisor] (2024, March). *Examining Factors That Influence Early Care and Education Teachers' Intention to Leave: Compensation, Workplace Respect, and Symptoms of Depression.* Oral presentation at the 38th Edward F. Hayes Advanced Research Forum at the Ohio State University. Columbus, Ohio.

9. Fox [G], E., [& **Lang[S], S.N**. as faculty advisor] (2024, March). *Examining State Requirements for Family Engagement in Early Care and Education*. Oral presentation given at the College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, Ohio.

8. Fox[G], E. G. [& **Lang, S.N**. as faculty advisor] (2023, October). *Evaluating Sense of Community in a Columbus Neighborhood.* Poster presentation at the Autumn 2023 Engaged Scholarship Symposium led by the Ohio State University's Office of Outreach and Engagement. Columbus, Ohio.

7. Fox [G], E., Tebben, E., Ryu, D., Hudson, A., & **Lang, [S] S.N**. (2023, February). *Creating a Profile of Coaches in Early Childhood Education: A Comparative Case Study*. Oral presentation given at the College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, Ohio.

6. Abdul-Masih [G], M., Fox [G], E., **Lang, S.N**., & Purtell, K. (2023, February). *Predictors of TANF Receipt in Families with Young Children*. Poster presentation given at the College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, Ohio.

5. Breedlove[G], M. L., Tebben[G], E., Luckey[G], S. W., & **Lang[S], S.N**. (2022, February). *Examining Equity Statements of Social Emotional Learning Programs in Early Childhood Education: A Multiple Case Study*. Oral presentation given at the College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, Ohio.

4. Tebben[G], E. & **Lang[S], S. N.** (2022, February). *Child Care Quality Rating Changes After Participating in a Professional Development Initiative*. Oral presentation given at the College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, Ohio.

3. Luckey[G,] S. W., Hurns[U], K., [& **Lang[S], S. N.** as faculty advisor] (2022, February). Equity in School Discipline: Policy and Evidence of Equitable Practice. Poster presented the College of Education and Human Ecology Research Forum, The Ohio State University, Columbus, Ohio.

2. Luckey[G], S. [& **Lang[S], S.N**. as faculty advisor] (2021, April). *ECE Teachers' Perceptions of Evidence-Based PD and Intensive Coaching.* Poster presented at the 35th Edward F. Hayes Advanced Research Forum at the Ohio State University. Hosted Online, Covid19.

1. Breedlove[G],, M. L., Nichols[G], R., & **Lang, S.N**. (2020, February). *Examining Infant-Toddler Teacher's Attachment Style, Teacher-Child Relationships, and Children's Social Emotional Adjustment.* Oral presentation given at the College of Education & Human Ecology Research Forum, the Ohio State University, Columbus, Ohio.

RESEARCH FUNDING

TOTAL FUNDING as PI and CoI (all encompassing): $18,689,000+
TOTAL FUNDING AWARDED as PI: $ 10,342,000+

Federal Funding: $18,220,477 includes indirect costs at full federally negotiated F&A rate
5. **Lang, S. N.**, Purtell, K., Tebben, E., & Fox, E. G. 2024-2026 (18 months), Funded by Administration for Children and Families, U.S. Department of Health and Human Services, *Understanding Factors that Determine ECE Teachers' Turnover Decisions*, Secondary Data Analysis Grant on Eary Care and Education

- Grant number: 90YE0328
- PI: Lang, S.N., CoI: Purtell, K.
- Total funding: $100,000.

4. Yoon, S., & **Lang, S. N.,** Tebben, E., Kim, M. 2024-2026 (18 months), Funded by Administration for Children and Families, U.S. Department of Health and Human Services*, Family and Program Strengths: Examining Profiles to Support Social-emotional Well-being Among Children in Early Head Start Programs*, Secondary Analyses of Head Start Data

- Grant number: 90YR0180-01-00
- Co-PIs: Yoon, S. & Lang, S.N., CoI: Kim, M.
- Total funding: $100,000

3. **Lang, S. N.** 2024-2025, Funded by the U.S. Department of Defense through in an inter-agency agreement with the U.S. Department of Agriculture using National Institute of Food and Agriculture (NIFA)'s grant process. *Enhancement and expansion of the Virtual Lab School, a comprehensive professional development system for child care professionals*

- NIFA Grant Number 2024-48711-43725; Author: Lang, S.N.
- PI: Lang, S.N.
- Total funding: $855,000

2. **Lang, S. N.** 2020-2025, Funded by the U.S. Department of Defense through in an inter-agency agreement with the U.S. Department of Agriculture using National Institute of Food and Agriculture (NIFA)'s grant process. *Enhancement of the Virtual Lab School, A Comprehensive Professional Development System for Childcare Professionals.*

- NIFA Grant Number 2020-48711-32407; Author: Lang, S.N.
- PI: Lang, S.N.; CoI for 2020-2021 only: Buettner, C. K.,
- Total funding: $8,892,750

1. Buettner, C. K., **Lang, S. N.**, 2016-2021, Funded by the U.S. Department of Defense through in an inter-agency agreement with the U.S. Department of Agriculture using NIFA's grant process. *Expansion and Refinement of the Virtual Lab School, an Innovative Professional Development and Training System for Childcare Professionals*.

- NIFA Grant number 2016-48711-25897
- PI: Buettner, C.K..; CoI: Lang, S.N., in 2018 began to direct all day-to-day operations
- Total funding: $8,272,727

Extramural Funding: $359,500

3. **Lang, S. N.,** June 2023. University of Jyväskylä Visiting Fellow Grant recipient (4,500€) to conduct research in Finland on family-teacher partnerships during Summer 2023

2. Walton, K., & **Lang, S. N**., 2020-2021, *Ohio early intervention: Principles of special instruction training*

- Grant from the Ohio Department of Developmental Disabilities
- PI: Walton, K.; CoI: Lang, S. N.
- Total funding: $75,500.

1. **Lang, S. N.,** 2019-2020, *VLS Momentum Project with Future Ready Columbus*.

- Contract, externally funded by Future Ready Columbus (now Future Ready Five), partnership to support the professional development of non-credentialed ECE teachers at un/low-rated child care centers in Franklin County providing publicly funded child care, and to examine the efficacy of the VLS model.
- PI: Lang, S.N., 100%
- Total funding: $280,000.

Internal Funding: $110,000

2. **Lang, S.N.**, Tebben, E., Knight, K. M., Buettner, D., Summer 2025, *Launching the Virtual Lab School for Sustained Public Use*

- Department of Human Sciences, Human Development and Family Science Research Strategic Initiative grant
- PI: Lang, S.N.; CoI: Tebben, E.
- Total funding: $10,000

1. **Lang, S. N.,** Ansari, A., Ford, D., Pasque, P. 2021-2024, *Creating Culturally Responsive and Equitable Early Childhood Programs: Investigating Current Practices, Developing and Piloting New Professional Development*.

- BIG Idea, Dean's Transformative Research Innovation Challenge Internal Seed Grant from the College of Education and Human Ecology
- PI: Lang, S.N; CoIs; Ansari, A., Pasque, P., & Ford, D.
- Total funding: $100,000. [Originally awarded in 2020, Funding delayed till Au 2021 due to Covid19]

Grants Proposals for Research Funding that are Pending or were Submitted but not Funded.

4. 2024, *Personalized nutrition program to promote family-based cardiovascular disease prevention,* U.S. Department of Agriculture, National Institute of Food and Agriculture (NIFA), $999,684. Grant. PI: Zhu, J., CoIs: Peterson, D., Bruno, R., **Lang, S.N.**

3. 2020, *Transform Early Childhood Education Lead Teacher Preparation Programs,* Early Educator Investment Collaborative, $1,253,637. Grant. PI: **Lang, S.N.,** CoIs: Katz, L., & Purtell, K. [Invited for second round of competition, withdrew application due to Covid19].

2. 2020, *Understanding and Modifying Regulable Predictors of Quality*, Secondary Data Analysis Grant on Early Care and Education, Administration for Children and Families, U.S. Department of Health and Human Services, $100,544. Grant. PI**: Lang, S.N.,** CoI: Odean, R. [scored well; missed award cut-off by less than 5 points].

1. 2020, *OSU's National Center on Early Childhood Development, Teaching, and Learning*, Application to lead and administer this national center, Administration for Children and Families, U.S. Department of Health and Human Services, $10,199,999.00. Grant. PI: Justice, L., CoIs: **Lang, S.N**., Fuzer, D., Correia, A-P.

TEACHING ACTIVITES

Higher Education Teaching and Course Development Experience
The Ohio State University

2025	Faculty mentor for the Second-year Transformational Experience Program (STEP), leading a cohort of ~15 students to explore their academic, personal and professional goals, https://step.osu.edu/about
2025	HDFS 3450, Positive Guidance of Young Children in Group Contexts (3 credit hours) • Explored how to include Artificial Intelligence (AI) in meaningful ways • Refined course to be in alignment with current state and federal regulations
2024	HDFS 2900, Methods in Human Ecology Research (3 credit hours) • Fully online course; as this was my first term, I integrated instructional materials from 3 previous faculty instructors who had primarily taught this class in person. This course is a requirement in the Human Development & Family Science BS program. • Created significant opportunities for students' weekly online engagement, incorporated weekly feedback pages, following a "flipped" instructional model (see Gilboy et al., 2015; Nouri, 2016) • Average Enrollment: ~60 students, Student Evaluation of Instruction (SEI) averaged across two semesters: 4.21/5

2023	Worked with the Office of Technology and Digital Innovation (OTDI) to refine HDFS 3850, *Leading Early Childhood Education/Child Care and School-aged Youth Programs*, this included integrating clear weekly objectives, updating assigned readings across the term and reduction of required textbooks by using more publicly available, peer-reviewed and evidence-based materials, incorporating weekly feedback pages and more application-based activities to practice various leadership and management practices.
2020	Stewarded the course development for three new online courses (3 credit hours each) to be a part of Ohio State University's Associate of Arts, Early Childhood Development and Education (ECDE) degree, and the Human Development and Family Science B.S. degree: (1) *School Age Care: Service Learning & Positive Youth Development,* (2) *School Age Care: Developing Age Appropriate Curriculum,* (3) *Leading Early Childhood Education/Child Care and School-aged Youth Programs*; coordinated course writers, served as sole faculty peer reviewer, and partnered with the Office of Distance Education and E-learning Office
2020, 2022	HDFS (EduTL & EducST) 8081, *Introductory Seminar: Applied Developmental Science (ADS) in Education* (3 credit hours) • Redesigned course to include more ADS theory and conceptualization assignments • 4-5 enrolled graduate students; Average Student Evaluation of Instruction (SEI): 4.63/5
2018 - 2021	HDFS 3300 (2800), *Promoting Language and Literacy Development in ECDE* (3 credit hours) • Fully online course part of online ECDE AA program • 34-50 enrolled students; Average SEI: 4.5/5.0 HDFS 3310 (2810), *Developing Age Appropriate Curriculum for Infants and Toddlers* (3 credit hours) • Fully online course part of online ECDE AA program • 50 enrolled students; Average SEI: 4.1/5.0
2016; 2022	Course Developer for two new online courses which are part of Ohio State University's Associate of Arts, Early Childhood Development and Education (ECDE) Degree, *Promoting Language and Literacy Development in ECDE* and *Developing Age Appropriate Curriculum for Infants and Toddlers*, worked with coach from Office of Distance Education and E-learning Office. In 2022, I worked with the OTDI on significant course revisions to these courses (HDFS 3300 and 3310 listed above) included the inclusion of weekly journals for some application assignments, updated observation assignments for clarity, and revised weekly feedback pages with standardized templates.
2016 & 2017	HDFS 5410, *Infant-Toddler Development: Current Research and Controversies* (3 credit hours) • Graduate/Advanced undergraduate class, 3rd level writing course Average enrollment: 50 students; Average SEI: 4.5/5.0
2013	University Center for the Advancement of Teaching Facilitator, trained new Graduate Teaching Associates to teach independently

2012 - 2013 HDFS 2420 *Adolescence and Emerging Adult Development*
(3 credit hours)
- 2 semesters; average enrollment: 75 students
- Created syllabus used by other instructors in other sections
- Average Overall SEI: 4.8/5.0

2010 - 2012 *Middle Childhood and Adolescent Development*
(4 credit hours)
- 6 quarters; average enrollment: 60 students
- Created course materials (e.g., quizzes and PowerPoint lectures) used by other instructors in other sections
- Average Overall SEI: 4.73/5.0

2010 - 2014 Guest Lecturer:
Undergraduate Course in Leadership for Young Women
Methods in Human Ecology Research for Undergraduates (six times)
Parenting (two times)

2004 - 2007 *Guidance and Discipline for Young Children in Groups*
(3 credit hours)
- 10 quarters, average enrollment: 60 students
- Created course materials (e.g., PowerPoint lectures, video examples, quizzes and assignments) used by instructors in all sections
- Mentored graduate student teaching assistants
- Average Overall SEI: 4.64/5.0

Curriculum Construction for Young Children
(3 credit hours)
9 quarters, average enrollment: 60 students
- Created course materials (e.g., PowerPoint lectures, video examples, quizzes and assignments) used by instructors in all sections
- Often team-taught with other early childhood education experts
- Average Overall SEI: 4.7/5.0

Guest Lecturer: *Multicultural Programming for Young Children* (two times)

Columbus State Community College

2012 - 2018 Faculty Observer/Coach for Practicum Students in Childcare Centers or Pre-K programs
- 7 terms; Average Enrollment: 3 students

2012 *Guidance and Discipline for Early Childhood*
(3 credit hours)
- Enrollment: 25 students

Preschool Planning Seminar
(1 credit hour)
- Enrollment: 8 students

Academic Advising

Current Doctoral Students Advisor of Record

1. **Erin G. Fox** – Completed Candidacy Autumn 2024, on target to graduate Spring 2026
2. **Abby Bush** – Joining our VLS lab in Autumn 2024, pre-candidacy working on classes.

Completed Doctoral Students

1. **Summer W. Luckey** (2023) *Black Adolescent Experiences with School Discipline: The Need for Equitable Support Systems*, Current position: Interim Director, Frank W. Hale, Jr. Black Cultural Center within the Office of Diversity and Inclusion, The Ohio State University

Doctoral Students – Dissertation and General Examination Committee Member, Not Chair

1 completed doctoral dissertation committee
2 completed doctoral General Comprehensive Exam committee

Graduate Students Mentored and Funded by my Research

6. Abby Bush, lead author on 1 manuscript in development and 2 conference submissions
5. Erin G. Fox, lead author on 2 manuscripts, co-author on many other manuscripts and presentations
4. Summer W. Luckey, lead author on 1 manuscript, 2 as co-author, many presentations
3. Meghan Breedlove, coauthor on 1 manuscript
2. Caroline Bartholomew
1. Barbara Hodgdon

Post Doctoral Scholars Mentored and Funded by my Research

2. Dahyung Ryu, 2022-2025
1. Rosalie Odean, 2019-2021, Dr. Odean went on to be a research scientist at West Ed, a well-respected organization conducting research on education and human development.

Undergraduate Research Mentoring

Each year approximately 1-4 undergraduate student join my research team and work on research projects in my lab. They present at OSU forums and also at major national and international conferences and work on publishing their work with me. Many of these students have also been funded as undergraduate research assistants from my grant activity.

15. Rachel Leach, Su 2024 – visiting from UVA for research experience
14. Allison Haswell, Au 2023 – Sp 2025, presented at OSU undergraduate research forum
13. Carly Geraghty, Sp 2023 – Au 2024, involved in two presentations, manuscript in development
12. Lidya Ruamba, Sp 2023
11. Caitlyn Moloney, Au 2022
10. Alli Marchese, Au 2022
9. Ansley Scott, Su 2022
8. Kyla Hurns, Sp 2022 – Sp 2023, part of 3 presentations and coauthor on manuscript
7. Molly Richards, Au 2021 – Su 2022
6. Fiona Schmidt, Au 2021
5. Brandon McCormick, Au 2020 – Su 2021, coauthor on manuscript
4. Rachel Schwab, Au 2019 – Su 2021,
3. John Fuller, Au 2019 – Su 2021, lead author on manuscript
2. Kyle Rawn, 2018-2020, lead author on manuscript
1. Elly Maras, 2014-2015, part of 2 presentations, and lead author on manuscript

Community Education

Although I am not in extension, as part of my research efforts and my grant work funded by the U.S. Department of Defense through the U.S. Department of Agriculture, **I lead the development and enhancement of our public facing scholarship on the Virtual Lab School (VLS)**

The VLS Website

The Virtual Lab School is a comprehensive professional development system that provides foundational, as well as more advanced, training to infant toddler, preschool, and school-age child care teachers; child and youth program coaches, child care center directors, and family child care (FCC) providers. It currently contains

- 90 foundational courses to support these professionals' competency in their respective roles, and is structured not only to verify that direct care staff or FCC providers achieve the competency necessary to provide high-quality care, but that they have the resources and supports available to be successful in implementation.
- An ever-expanding set of Focused Topics courses (i.e., currently 13 live offerings) to support more specialized staff within programs (e.g., support or food service staff), or enhance more seasoned professionals' knowledge and skills regarding how to best support specific populations of children, families or staff, in evidence-informed ways
- New forms of targeted professional development to meet emerging needs from our military stakeholders and provide annual training for more seasoned professionals.

GLOBAL REACH

Although originally designed and funded to support the professionals in U.S. military-affiliated child care programs throughout the world (i.e., more than 30,000 individuals), most of the VLS scholarship is publicly available. In FY2024 alone the VLS had **more than 23 million pageviews**

Our customed designed VLS Learning Management System

- Currently contains the records of over 77,000 military-affiliated child and youth professionals (CYPs)
- Since the launch of our learning management system in 2016, the VLS has helped these CYPs earn
    - Over 560,000 course certificates
    - Over 22,000 foundational track certificates
    - Over 3.3 million hours of certified, research-based, competency-focused professional development

Curriculum Development in the Virtual Lab School (VLS)

Under my leadership and since my appointment as Assistant Professor, the VLS has expanded in numerous ways. In collaboration with the U.S. Department of Defense, I make choices about what courses will be developed, draft original course outlines, and, now, with my team's Associate Director of Professional Development and Training on the VLS project, oversee the selection of course authors, network to secure appropriate video footage, lead internal and external review cycles, final edits and deployment on the site (https://www.virtuallabschool.org/). I highlight just a few of the significant updates to VLS public-facing scholarship since becoming a faculty member in autumn 2019

- 2020, Focused Topics Course, Supporting Children with Challenging Behaviors
- 2020, Focused Topics Course, Sexual Development & Behavior in Children and Youth
- 2020, Focused Topics Course, Trauma Informed Care in Child Care Settings
- 2020, Focused Topics Course, Sexual Development & Behaviors in K-12 Students
- 2020, Focused Topics Course, Child Abuse Identification & Reporting for Support Staff
- 2020, Focused Topics Course, Child Abuse Prevention for Support Staff
- 2021, Focused Topics Course, Using the VLS: Coaching to Enhance Practice
- 2021, New Foundational Lesson for Program Management, Program Staffing Schedules
- 2022, Focused Topics Course, Leadership Essentials

- 2023, Focused Topics Course, Creating Culturally Responsive Programs
- 2023, Focused Topics Course, Valuing & Building Family Child Care
- 2024-2026, 15 new courses for Youth Professionals, currently in development

SERVICE ACTIVITES

Professional Service

Summer 2024	Symposium Chair, National Research Conference on Early Childhood
Autumn 2023	Abstract and symposium reviewer for the American Educational Research Association Conference, reviewed 20 submissions under the Early Childhood Education and Family/Community & School Partnerships foci
Spring 2023	Attended multiple NitR (National Infant Toddler Researchers) meetings hosted by the Office of Program Research and Evaluation (OPRE) section of the U.S. federal Administration for Children and Families to talk about future workforce supports
June 2022	Grant review for U.S. Administration for Children and Families, the Secondary Analyses of Child Care and Early Education Data Grant Program
January 2022	Abstract and symposium reviewer for the National Research Conference on Early Childhood (NRCEC); Federal Administration for Children and Families
2021 – 2022	*Invited session leader, 2022 National Research Conference on Early Childhood (NRCEC).* I was asked by the Administration for Children and Families to serve as a session developer and leader for a research symposium on virtual professional development and lessons learned during Covid-19. I participated in bi-monthly planning calls with Martha Zaslow, Scientific Advisor to the NRCEC planning committee, selected the other speakers, organized our virtual presentation, and served as the lead coordinator of and introducer to the session.
October 2021	Reviewer for 2022 K. Patricia Cross Future Leaders Award, Association of American Colleges and Universities
Summer 2019	Discussant, European Early Childhood Education Research Association
Spring 2019	Symposium Chair, Society for Research in Child Development
March 2019	Presented research on the VLS *Social-Emotional Learning for Teachers (SELF-T)* Focused Topics Course at the *Network of infant/toddler Researchers (NitR)* meeting hosted by the Office of Planning, Research & Evaluation (OPRE), a section of the U.S. Administration for Children & Families
2018 – Present	Serve on the Editorial Board of *Early Education and Development*; recognized as top reviewer for 2020
Spring 2016	Symposium Chair, International Conference on Infant Studies
2015 – Present	Serve as an ad hoc review for a variety of journals, including: *Early Childhood Research Quarterly; Child Development; Journal of Early Childhood Teacher Education; Social and Emotional Learning: Research, Practice, and Policy; Teaching and Teacher Education; Child & Youth Care Forum; Journal of*

Research in Childhood Education; Scientific Reports; Infant Mental Health Journal; Cogent Psychology; Journal of Advanced Nursing; European Journal of Educational Research; Early Child Development and Care; Early Years: An international research journal; International Journal of Behavioral Development; and the *Journal of Family Psychology*

Consulting

Spring 2024 — Invited by *Education Northwest* to evaluate the content validity of a quality interaction in child care (QUIC) tool designed to virtually assess the quality of teacher-child interactions across various early learning settings in a state in the northwest. The QUIC is an integral component of the state's Quality Rating and Improvement System. I participated in a Delphi panel, providing two rounds of detailed feedback and suggested improvements.

Spring 2024 — Reviewed *Research Foundations of Human Development and Family Science* by Kathleen Dyer for textbooks by Routledge.

2023 – Present — Work with colleagues at the *University of Jyväskylä* on collaborations around family-teacher partnerships and supporting young children's social emotional development; have provided mentorship support to Ph.D. students, talks, and collaborated on new grant opportunities.

2021 – 2024 — Early Childhood Teacher Wellbeing Research Project, PI: Lieny Jeon, University of Virginia. Provide consultation around online professional development models to support teacher resiliency.

Ohio State University Service

University Level Service

2025 — Served as external faculty member, dissertation defense, Geoffery Fernquist from Department of Anatomy

2024-2027 — **Elected University Faculty Senator**, representing the College of Education and Human Ecology

2024-2027 — Faculty member appointed to serve on the University Library Committee, one of the committees under the University Senate

2024 — Served as faculty judge for poster presentations at the 29th Annual Denman Undergraduate Research Forum

2023 — Gave an invited presentation on family-program partnerships at the *Ohio Association of Family and Consumer Sciences* Conference at the request of OSU extension educators

2023 — Served as external faculty member, dissertation defense, Wonseok Chey from Kinesiology

2022 — Served as external faculty member, dissertation defense, Kim Scott from Health and Rehabilitation Sciences

2022 — Served as a faculty judge for submitted abstracts to the 36th Annual Edward F. Hayes Graduate Research Forum

2021	Served as faculty judge for poster and oral presentations at the 35th Annual Edward F. Hayes Graduate Research Forum
2020	Served as faculty judge for poster presentations at the 25th Annual Denman Undergraduate Research Forum
2020	Served as external faculty member, dissertation defense, Alex Fraga from Sociology
2013-2014	Graduate student representative on the Graduate Council, the decision-making body for graduate student programs, policies and procedures university-wide
2011-2013	University Senator, two terms, elected by Council of Graduate Students
2010-2013	Voting Member, Council on Academic Affairs, participated heavily in review of semester conversion program proposals
2009-2013	Executive Board Member of the Ohio State University Phi Kappa Phi Chapter, (2009-2010, Advisor to student group) (**2010-2011, President of Ohio State Chapter**)
Spring 2007	Guest Speaker, Honors & Scholars House

College of Education and Human Ecology and Department of Human Sciences Service

2025	Co-chair the Human Development & Family Science (HDFS) *Undergraduate Studies Committee*; in addition to the UTA processing highlighted below, also now oversee our Carmen Canvas course shell infrastructure
2024	Volunteered at the Annual EHE Research Forum (Spring term)
2023-2024	Serve on the Operational Excellence subcommittee of the EHE Strategic Planning committee, helped develop and distribute a survey to gather staff & faculty feedback on college operations (e.g., fiscal, HR, technology, marketing)
2023	Volunteered at the Annual EHE Research Forum (Spring term)
2022	Served on the search and hiring committee for the Human Sciences, Human Resource Specialist
2021	Served on Search Committee for Targeted Hire, Assistant Professor, Human Sciences
2020-Present	Serve on the Human Development & Family Science (HDFS) *Undergraduate Studies Committee;* **2024 began leading Undergraduate Teaching Assistant (UTA) recruitment, selection and processing**
2020-Present	Serve as a representative for the online Early Care Early Childhood Development and Education (ECDE) A.A. degree at relevant Office of Technology and Digital Innovation, university and college meetings

2020 - Present	Represent HDFS B.S. degree and online ECDE A.A. degree for the college-wide educator preparation and job market conversation, for *FEEP Becoming a School Professional* sessions
2020	Serve on Search Committee for Targeted Diversity Hire, Associate Professor, Human Science
2019	Served on the HDFS Academic Unit Review ad hoc committee
2018-2020	Serve on *The Urban and Rural Education (TRUE) Initiative* Affinity Group under the direction of Associate Dean, Dr. Noelle Arnold
2018-2019	Serve on the *Undergraduate Studies Committee* for the Human Development and Family Science Program
Summer 2018	Community Presentation given at the Crane Center for Early Childhood Research and Policy, *VLS Tools to Support Teachers using a Practice-Based Coaching Framework*
Summer 2017	Community Presentation given at the Crane Center for Early Childhood Research and Policy, *Practitioner Workshop: Family Partnerships*
Spring 2015	Gave Human Development and Family Science "brown bag" presentation: *Understanding parent-teacher relationships: Cocaring and its association with parental involvement and child adjustment*
Spring 2013, 2014	Served on discussion panel for new graduate student recruits for the Human Development and Family Science Program
2012-2013	Graduate Student Representative on the Graduate Studies Committee, Human Development and Family Science Program
Spring 2013	Volunteer, College of Education and Human Ecology Research Forum
Spring 2013	Reviewer of undergraduate scholarship submissions for the College of Education and Human Ecology
2006-2007	Co-Advisor for The Student Association for Family, Child, & Lifespan Development, an undergraduate student volunteer organization

Council of Graduate Students, member 2010-2014

2013-2014	Severed as **Secretary**, elected by the delegate body
2012-2014	Reviewer of Edward J. Ray Travel Award for Scholarship and Service for the Council of Graduate Students
Spring 2012, 2013	Volunteer, Hayes Graduate Research Forum
2010-2011	Academic Relations Committee Chair: coordinated survey of graduate student-advisor relationships and led an information session on graduate interdisciplinary specializations

Community Service

2022	Provided professional development regarding developmentally appropriate reading techniques to local early childhood professionals
2017-2019	Member, Wickliffe Progressive (Informal) Elementary School, Parent Teacher Organization (2017-2018, Treasurer Elect) **(2018-2019, Treasurer)**
2012-2017	Member, North Broadway Children's Center Board of Trustees, Non-profit Child Care Center, Columbus, Ohio, served as expert community member (2013-2014, Secretary) **(2014-2015, Co-Chair of Board**) **(2015-2016, Chair of the Board)**
Autumn 2013	Participated in the Center of Science and Industry's (COSI) first *Portal to the Public* project, sharing my research in an interactive way with guests. Columbus, Ohio
2012-2014	Collaborated with preschool teachers at North Broadway Children's Center on projects to present at the Ohio Early Care & Education Conference
Fall 2012	Served on COSI's Early Childhood Development and Education Advisory Board for reimagining Little Kids Space, Columbus, Ohio
2009-2010	Collaborated with infant and toddler teachers at Riverside's Bright Horizon Childcare Center, and the Ohio State University Childcare Center on a project presented at the Ohio Early Care & Education Conference
Spring 2009	Served on the Central Ohio Bright Horizon's Recruitment Advisory Board, Columbus, Ohio

Community service presentations

Winter 2022 - Provided certified professional development to early care and education professionals on *developmentally appropriate reading strategies for infants, toddlers, and preschoolers*, North Broadway Children's Center, Columbus, OH

Summer 2016 – Conducted seminar for Step Up to Quality, Ohio Approved professional development hours at North Broadway Children's Center; *Family Partnerships: Creating & Sustaining Cocaring Relationships for Children, Families and You*, Columbus, Ohio

Spring/Summer 2015 – Conducted seminar for Step Up to Quality, Ohio Approved professional development hours at North Broadway Children's Center, The Compass School, Childcare Center at the Defense Logistics Agency, and Action for Children; *Positive Guidance to Foster Children's Social and Emotional Strengths*, Columbus, Ohio

Summer 2006 & 2007 – Conducted seminar for teenage volunteers at an Ohio State University sponsored academic summer program provided for urban elementary school students; *Guidance and Discipline Based on Relationships & Respect*, Columbus, Ohio

Summer 2006 – Conducted seminar for local early childhood educators at the Northwest Area Early Childhood In-Service, New Hope Church; *Guidance and Discipline Based on Relationships & Respect*, Powell, Ohio

Winter 2006 – Conducted seminar for childcare employees at the Leo Yassenoff Jewish Community Center*; Cultivating Respectful Relationships with Young Children*, Columbus, Ohio

Winter 2005 – Conducted seminar for OSU JumpStart staff/volunteers*; Guidance and Discipline Based on Relationships & Respect*, Columbus, Ohio

PROFESSIONAL MEMBERSHIPS & HONORS ASSOCIATIONS

International Society on Infant Studies
Society for Research on Child Development
National Association for the Education of Young Children
European Early Childhood Research Association
The Honor Society of Phi Kappa Phi
The Network of Infant Toddler Researchers (NitR) organized by the Office of Planning, Research & Evaluation (OPRE) within the U.S. Administration for Children & Families (ACF)
The Child Care and Early Education Policy Research Consortium (CCEEPRC) organized by OPRE