

Tricia A. Zucker, Ph.D.

PRESENT TITLE: Associate Professor of Pediatrics
McGovern Medical School at UTHealth
University of Texas Health Science Center Houston
Associate Director of Children's Learning Institute

ADDRESS: Department of Pediatrics
Children's Learning Institute
7000 Fannin St., UCT 2300
Houston, TX 77030

CITIZENSHIP: USA

UNDERGRADUATE EDUCATION:

B.B.A. Business Administration, 2002 (*summa cum laude*)
Southern Methodist University
Dallas, TX

GRADUATE EDUCATION:

Master of Education, 2006
Doctor of Philosophy, 2009
Curry School of Education
University of Virginia
Charlottesville, VA

POSTGRADUATE TRAINING:

Postdoctoral fellowship, Pediatrics, 2009-2010
The University of Texas Medical School at Houston
Children's Learning Institute (CLI)
Houston, TX (Mentor: Susan Landry, Ph.D.)

ACADEMIC APPOINTMENTS:

Associate Professor, 2015-present
Assistant Professor, 2010-2015
Department of Pediatrics, CLI
The University of Texas Medical School at Houston
Houston, TX

OTHER PROFESSIONAL EXPERIENCE:

Elementary Teacher/Teach For America Corps Member, 2002-2005
Houston Independent School District – Houston, TX
Louisa County Public Schools – Louisa, VA

Instructor for Summer Institute, 2005
Teach For American National Summer Institute
University of Houston, Houston, TX

Instructor for Summer Educator Academy, 2005, 2006
Reading First in Virginia Teacher Academy
University of Virginia Satellite, Roanoke, VA

Graduate Research Assistant & Clinician, 2005-2007
Teaching Assistant, 2006
Diagnosis & Remedial Reading Instruction, EDIS 5730/5740
Preschool Language and Literacy Lab; McGuffey Reading Center; Reading First
University of Virginia – Charlottesville, VA

Research Coordinator I, 2007-2008
CLI, University of Texas Health Science Center (UTHSCH), Medical School - Houston, TX

Consultant, 11/2012-8/2013
National Center on Early Childhood Education (NCRECE, R305A060021)
U.S. Department of Education, Institute of Education Sciences, \$8.4 million
PI: Robert Pianta, University of Virginia – Charlottesville, VA
Responsibilities: Provided training and ongoing consultation on the use of an observational coding system, the Systematic Assessment of Book Reading.

LICENSURE & CERTIFICATION:

Elementary Education Pre-K-6, Reading Specialist Certification,
Virginia Department of Education License #PGP-0619681

PROFESSIONAL ORGANIZATIONS:

Local:

Texas State Reading Association, 2008-2010

National:

International Reading Association (IRA), 2005-present
Literacy Research Association (LRA), 2006-2011
American Educational Research Association (AERA), 2006-2011
Society for the Scientific Studies of Reading (SSSR), 2007-present
Society for Research in Child Development (SRCD), 2008-present
Member, Pacific Coast Research Conference (PCRC), 2010-present

HONORS AND AWARDS:

Hunt Leadership Scholar, 1998-2002
Full tuition scholarship and leadership program, Southern Methodist University

Teacher of the Year Award (EC-4/All First Year Teachers), 2002-2003
Houston Independent School District

Doctoral Fellowship Full Tuition Award, 2006-2008
Curry School of Education, University of Virginia

Curry Foundation Student Travel Awards, 2006-2008
University of Virginia

Doctoral Research Award in Education Science, 2007-2008
Center for Advanced Study of Teaching and Learning, University of Virginia

Nominee Presidential Early Career Award for Scientists and Engineers (PECASE), 2015
One of two Department of Education 2015 PECASE nominees, Washington D.C.

Meritorious Poster Presentation by my postdoctoral trainee, Dr. R. Deshmukh, Ph.D.
One of 51 posters recognized amongst 2,122 submissions in 2018
American Speech-Language-Hearing Association Annual Convention, Boston, MA

Selected for UTHealth Executive Leadership Institute
One of three Department of Pediatrics leaders selected for intensive course, 2019

Harriet and Joe Foster Endowed Distinguished Professorship, 2019-present
McGovern Medical School at UTHealth

EDITORIAL POSITIONS:

Ad-hoc Reviewer, Reading Research Quarterly, 2007
Ad-hoc Reviewer, Early Education & Development, 2007-present
Ad-hoc Reviewer, Early Childhood Research Quarterly, 2007-2017
Ad-hoc Reviewer, Mind, Brain and Education Journal, 2012-present
Ad-hoc Reviewer, Child Development, 2014-present
Ad-hoc Reviewer, Language Speech and Hearing Services in Schools, 2014-present
Ad-hoc Reviewer, Journal of Language, Speech, and Hearing Research, 2015-present
Editorial Board, Early Childhood Research Quarterly, 2018-present
Ad-hoc Reviewer, American Education Research Association Open Journal, 2019-present

SERVICE ON NATIONAL COMMITTEES:

Research Grant Peer Review Panel Member, 2013-2014
Reading, Writing and Language Development Panel
U.S. Department of Education, Institute of Education Sciences

Principal Member of Research Grant Peer Review Panel Member, 2015-2017
Reading, Writing and Language Development Panel
U.S. Department of Education, Institute of Education Sciences

Member of Research Low-Cost Short Duration Grant Peer Review Panel Member, 2017-2018
Reading, Writing and Language Development of English Language Learners Panel
U.S. Department of Education, Institute of Education Sciences

SERVICE ON MCGOVERN MEDICAL SCHOOL AT UT HEALTH COMMITTEES:

Faculty Senator, Representing the Department of Pediatrics at Faculty Senate, 2014-2017
University of Texas Medical School at Houston

SERVICE ON DEPARTMENT OF PEDIATRICS COMMITTEES:

Postdoctoral Fellows Search Committee, 2011-2014
National Center on Early Childhood Education (NCRECE)
U.S. Department of Education, Institute of Education Sciences
CLI, University of Texas Medical School at Houston

Bilingual Research Faculty Search Committee, 2012-2013
CLI, University of Texas Medical School at Houston

Conference Planning Committee, 2013
CLI Inaugural Bilingual Research Conference, Houston, TX

Quantitative Methodologist Research Faculty Search Committee, 2013-2014
CLI, University of Texas Medical School at Houston

Coordinator of monthly CLI Faculty Research in Progress meetings, 2014-2016
Research group for CLI faculty/postdocs to present and receive feedback on research
CLI, University of Texas Medical School at Houston

Associate Director of CLI, Senior Leadership Team Member, 2017-present
CLI, University of Texas Medical School at Houston

Special Education Research Faculty Search Committee, Chair, 2017
CLI, University of Texas Medical School at Houston

Methodological/Statistical Research Faculty Search Committee, Chair, 2017
CLI, University of Texas Medical School at Houston

Early Childhood Education Research Faculty Search Committee, Chair, 2018-present
CLI, University of Texas Medical School at Houston

Bilingual Research Faculty Search Committee, Chair, 2018-present
CLI, University of Texas Medical School at Houston

Conference Planning Committee, 2018

CLI 2nd Bilingual Research Conference, Houston, TX

SERVICE TO THE COMMUNITY:

Content Specialist and Critical Friends Group Leader, 2003-2004
Teach for America, Houston, TX

Volunteer recruiter, 2004-2011
Teach For America National/Houston, Houston, TX

Communications design and volunteer, 2006-2007
Annual Graham Lecture/Conference, University of Virginia, Charlottesville, VA

Advisory board member, 2010-2011
Greater Houston Partnership pre-kindergarten committee

Children's hospital library volunteer, 2011-2012
Texas Children's Hospital Library, Houston, TX

Expert writer, 2011-2012
Texas Infant & Toddler Early Learning Guidelines
Texas Early Learning Council, CLI, Houston, TX

Expert editor, 2012
Baby Monitor Language Development Guide
The Parish School, Houston, TX

Clinic volunteer dialogic reader, 2012-2013
Reach Out and Read Texas, Houston, TX

Advisory board member, 2013
Rice University STEMScopes Pre-kindergarten Committee, Houston, TX

Committee Member, 2014-15
Early Matters, Pre-Kindergarten Committee, Greater Houston Partnership, Houston, TX

Parent Involvement Innovation Partner, 2015-2016
Yellowstone Academy Partnership, Houston, TX

Parenting Workshops & Innovation Partner, 2016-present
Children's Museum of Houston, Para Los Niños Parent Program, Houston, TX

Parent Workshops & Innovation Partner, 2016-2016
Agape Development Center, Houston, TX

CLI Hurricane Harvey Recovery Outreach Director, 2017
Coordinated development of recovery resources for teachers (lessons, webinar)

Steering Committee Member, 2016-present
Providing Opportunities for Women in Education Research ([POWER](#)) group

Co-Chair DiscoverU Fantastic Learning Opportunities for Disadvantaged Youth, 2018
Annual Luncheon, Houston, TX

CLI Outreach Director for Early Matters Early Learning Festival, 2018
Family Activities at Houston Zoo, Houston TX

TEACHING RESPONSIBILITIES:

Lecturer, Medical Student III Lecture Series, 2012-present
Topic: Typical Child Development & Autism Spectrum Disorders,
University of Texas Medical School at Houston
Responsibilities: Delivered regular lectures to third year medical students within Pediatrics.
Supported 1 research assistant and 1 postdoctoral fellows in delivering a portion of this lecture.

Postdoctoral fellow training, Emily Merz, Ph.D., 2012-2014
National Center on Early Childhood Education (NCRECE)
U.S. Department of Education, Institute of Education Sciences (IES)
PI: Marcia Barnes & Susan Landry, University of Texas Medical School at Houston
Responsibilities: Provided training and ongoing support of Dr. Merz in using observational coding systems, analyzing data, and preparing results for two peer-reviewed publications.

Postdoctoral fellow training, Matthew Foster, Ph.D., 2014-2016
National Center on Early Childhood Education (NCRECE)
U.S. Department of Education, Institute of Education Sciences (IES)
PI: Jason Anthony & Susan Landry, University of Texas Medical School at Houston
Responsibilities: Provided support to Dr. Foster in analyzing mathematics intervention RCT data and preparing results for one peer-reviewed publication. Supported Dr. Foster in preparing NSF and IES grant submissions (unfunded).

Medical student summer research training, Tuan Tang, 2017
Pediatric Student Association Summer Research Program
University of Texas Medical School at Houston
Responsibilities: In 8-week summer internship provided training for Mr. Tang in using observational coding systems, sequential analysis of data, and preparing results for one peer-reviewed poster presentation.

Postdoctoral research training, Richa Deshmukh, Ph.D., February 2018-present
Funded by a gift from the Duncan Family Foundation
Responsibilities: Providing training and ongoing support to Dr. Deshmukh in scholarly writing, performing sequential analysis, preparing results for peer-reviewed publication and training in federal grant writing.

Visiting Scientist research training, Patrícia Alvarenga, Ph.D., August 2018-present
Funded by Universidade Federal da Bahia, Brasil

Responsibilities: Providing training and ongoing support to Dr. Alvarenga in developing systematic coding schemes, performing sequential analysis, and preparing results for peer-reviewed publication.

Online Course Development for Pre-kindergarten to Grade 3 Teachers
Author of 8 online courses for classroom teachers available online at www.CLIEngage.org with over 15,000 registered users and available at no cost to public school teachers in Texas. See Online Courses details listed in Section E below.

Classroom Curriculum Supplements & Professional Development
Author of 5 classroom curricula for Pre-kindergarten & Kindergarten teachers. Some curricula are widely used; the Developing Talkers program has been used by an estimated 5,000 teachers during 2010-2018. See Curriculum details listed in Section F below.

CURRENT GRANT SUPPORT:

R324A130275, IES, NCER, Development 07/01/15 – 06/30/19, \$1.5 million
Teaching Together! A Multimedia School-Home Intervention for Young Children At Risk for Academic Difficulties
Role: PI

R305A140297, IES, NCER, Efficacy 07/01/15 – 06/30/19, \$1.5 million
Testing the Efficacy of “Reading RULES”: First Grade Intervention for the Prevention of Comprehension and Decoding Difficulties PI:
PI: Carolyn Denton Role: Co-Principal Investigator

R305A140430, IES, NCER, Development 7/1/14 – 6/30/19, \$1.6 million
Development and Validation of the Systematic Assessment of Book Reading
PI-Prime: Jill Pentimonti Role: PI for subaward at UTHSCH

R324A130251, IES, NCER, Development 07/01/15 – 06/30/19, \$1.68 million
“Idea Detectives”: Individualized Intervention in Reading Comprehension and Word Reading based on Best Evidence from Cognitive Science
PI: Carolyn Denton Role: Co-Investigator

Brown Foundation, Measurement Expansion 9/1/17 – 8/31/19, \$500,000
CIRCLE Progress Monitoring System Development and Validation for Grade 1 Language & Literacy
PI: Susan Landry Role: Co-Principal Investigator

R305A180406, IES, US Department of Education 7/1/18 – 6/30/23, \$3.3 million
Examining the Cost-effectiveness of Continuous Improvement Models for Preschool Teachers: Balancing PD Structures to Match Teacher Need
PI: April Crawford Role: Co-Investigator

P3034564, W.K. Kellogg Foundation 1/1/16 – 8/31/19, \$742,325
CLI Engage Expansion: A Coordinated Approach to Improving Quality and Outcomes for Young Children

PI: Susan Landry Role: Co-Investigator

R305A140386, IES, NCSER, Efficacy 7/1/14 – 6/30/19, \$3.5 million
Internet Implementation of Empirically-Supported Interventions that can be Remotely Delivered in Authentic Preschool Programs for Mothers and Teachers: Evaluation of Direct Child and Teacher Outcomes

PI: Susan Landry Role: Co- Investigator

R305A140378, IES, NCSER, Efficacy 7/1/14 – 6/30/19, \$3.5 million
Scalable Approaches for Preparing Early Childhood Teachers: Identifying Costs & Benefit of Evidence Based Approaches

PI: Susan Landry Role: Co- Investigator

Duncan Family, Development and Effectiveness 3/1/2014 – 8/31/2019, \$2.5 million
Brown Foundation, Development 6/1/2014 – 9/1/16, \$500,000
PK-1st Grade Comprehensive, Multi-Tiered System of Supports (MTSS) Program
Role: Principal Investigator; Co-PIs: Susan Landry, Carolyn Denton, Keith Millner; Co-I: Carlo, Montroy

1811356, National Science Foundation, Effectiveness 9/1/18 – 8/31/22, \$2 million
Teaching Together: Engaging Parents and Preschoolers in STEM Activities & Academic Conversations
Advancing Informal Science, Technology, Engineering & Math (STEM) Learning program, DRK-12
Role: PI

PAST GRANT SUPPORT:

Print Referencing Efficacy Trial
U.S. Department of Education, Institute of Education Sciences, National Center for Education Research, 6/2005-5/2010, \$2.7 million (R305G050005)
Roles: Principal Investigator for Subaward at UTHSCH (1/10-5/10), Graduate Research Assistant (8/06-5/07); PI: Laura Justice

Preschool Curricula: Outcomes & Developmental Processes
National Institute of Child Health and Human Development, 9/2005-6/2010, \$8.3 million (5P01HD048497)
Role: Research Coordinator/Classroom Mentor; PI: Susan Landry

Strategies for Developing Head Start Teacher Effectiveness (ELL Programs)
Department of Health and Human Services, Administration for Children and Families, 4/2008-4/2011, \$1.5 million
Role: Research Coordinator; Co-Investigator; PI: Susan Landry

Randomized Trial of the Texas Prekindergarten Limited English Proficiency Program
Texas Education Agency, 5/2008 – 2/2010, \$1.5 million
Role: Research Coordinator; Co-Investigator; PI; Emily Solari

Development of Integrated Text Level Curricula for Kindergarten through Second Grade Students
U.S. Department of Education, Institute of Education Sciences, National Center for Education Research, 8/2010 – 7/2013, \$1.4 million (R305A100270)
Role: Curriculum Writer; PI: Dennis Ciancio

Randomized Trial of Developing Talkers: Pre-K Pilot Program; TSR! Learning Language with Read Alouds
Texas Education Agency, 2/1/2010 – 11/30/2011, \$3.5 million
Role: Principal Investigator of study within larger TSR! grant; TSR! PI: Susan Landry

Randomized Trial of the Pre-Kindergarten Dual Language Learners (DLL) – Limited English Proficiency (LEP)
Student Success Initiative (SSI)
Texas Education Agency, 10/2010 – 2/2013, \$1.5 million
Role: Principal Investigator

Development of an Empirically Based Intervention for Childcare Teachers to Promote Language Skills in
At-Risk Toddlers
U.S. Department of Education, Institute of Education Sciences, National Center for Special Education
Research, 6/1/2011 – 5/31/2015, \$1.4 million (R324A110104)
Role: Co-Principal Investigator; PI: Cathy Guttentag

Revisions to C-PALLS+ Progress Monitoring Assessment; Texas School Ready! (TSR!)
Texas Education Agency, Measurement, 11/1/2012 – 10/31/2014, \$3.5 million
Role: Principal Investigator of study within larger TSR! grant; TSR! PI: Susan Landry

R324A110270, NCSER, Efficacy and Replication 09/01/11– 08/31/16, \$4.0 million
A Randomized Trial of a Tutor-Based Mathematics and Attention Intervention for Low-Performing Pre-
Schoolers at Risk for Mathematical Difficulties in School
PI: Marcia Barnes, Ph.D. Role: PI for subaward at UTHSCH (07/13-8/16)

R305A150430, IES, NCER, Measurement 07/01/15 – 06/30/17, \$1.5 million
Development of Math and Science Domains of the School Readiness Curriculum Based Measurement
System
PI: Jason Anthony Role: Co-Principal Investigator

5R01NS046308, Department of Education 12/1/13 – 8/31/18, \$3.9 million
Texas Kindergarten Entry Assessment (T-KEA) System Development and Validation
PI: Susan Landry Role: Co-Principal Investigator

PUBLICATIONS: **Indicates scholarly work with postdoctoral trainee or other trainee

A. Refereed Original Articles in Journals (Note: First author listed is corresponding author)

1. Zucker, T.A., & Invernizzi, M. My eSorts and digital extensions of word study. *The Reading Teacher* 61: 654-658, 2008.
2. Skibbe, L.E., Justice, L.M., Zucker, T.A., & McGinty, A.S. Relations among maternal literacy beliefs, home literacy practices, and the emergent literacy skills of preschoolers with specific language impairment. *Early Education and Development* 19: 68-88, 2008.
3. Zucker, T.A., Ward, A.E., & Justice, L.M. Print referencing during read-alouds: A technique for increasing emergent readers' print knowledge. *The Reading Teacher* 63: 62-72, 2009.
4. Zucker, T.A., Justice, L.M., & Piasta, S.B. Prekindergarten teachers' verbal references to print during classroom-based, large-group shared reading. *Language Speech and Hearing Services in Schools* 40: 376-392, 2009.
5. Cabell, S.Q., Justice, L.M., Zucker, T.A., & Kilday, C.R. Validity of teacher report for assessing the emergent literacy skills of at-risk preschoolers. *Language, Speech, and Hearing Services in Schools* 40: 161-173, 2009.
6. Cabell, S.Q., Justice, L.M., Zucker, T.A., & McGinty, A.S. Emergent name-writing abilities of preschool-age children with language impairment. *Language, Speech, and Hearing Services in Schools* 40: 53-66, 2009.
7. Zucker, Moody A.K. & McKenna, M.C. The effects of electronic books on pre-kindergarten-to-grade 5 students' literacy and language outcomes: A research synthesis. *Journal of Educational Computing Research* 40: 47-87, 2009.
8. Zucker, T.A., Justice, L.M., Piasta, S.B., & Kaderavek, J.N. Preschool teachers' literal and inferential questions and children's responses during whole-class shared reading. *Early Childhood Research Quarterly* 25: 65-83, 2010.
9. Pentimonti, J.M., Zucker, T.A., Justice, L.M., & Kaderavek, J.N. Informational text use in preschool classroom read-alouds. *The Reading Teacher* 63: 656-665, 2010.
10. Pentimonti, J.M., Zucker, T.A., & Justice, L.M. What are preschool teachers reading in their classrooms? *Reading Psychology* 32: 197-236, 2011.
11. McGinty, A.S., Justice, L.M., Zucker, T.A., Gosse, C., & Skibbe, L.E. Shared-reading dynamics: Mothers' question use and the verbal participation of children with Specific Language Impairment. *Journal of Speech, Language, and Hearing Research* 55: 1039-1052, 2012.
12. Pentimonti, J.M., Zucker, T.A., Justice, L.M., Petscher, Y., Piasta, S.B., & Kaderavek, J.N. A standardized tool for assessing the quality of classroom-based shared reading: Systematic Assessment of Book Reading (SABR). *Early Childhood Research Quarterly* 27: 512-528, 2012.

13. Landry, S., Smith, K., Swank, P., Zucker, T., Crawford, A., & Solari, E.J. The effects of a responsive parenting intervention on parent–child interactions during shared book reading. *Developmental Psychology* 48: 969-986, 2012.
14. Crawford, A.D., Zucker, T.A., Williams, J.M., Bhavsar, V., & Landry, S.H. Initial validation of the prekindergarten Classroom Observation Tool and goal setting system for data-based coaching. *School Psychology Quarterly* 28: 277-300, 2013.
15. Curenton, S.M., & Zucker, T.A. Instructional conversations in early childhood classrooms: Policy suggestions for curriculum standards and professional development. *Creative Education* 4: 60-68, 2013.
16. Justice, L.M., McGinty, A.S., Zucker, T., Cabell, S.Q., & Piasta S.B. Bi-directional dynamics underlie the complexity of talk in teacher–child play-based conversations in classrooms serving at-risk pupils. *Early Childhood Research Quarterly* 28: 496-508, 2013.
17. Landry, S.H., Zucker, T.A., Taylor, H.B., Swank, P.R., Williams, J.M., Assel, M., Crawford, A., Huang, W., Clancy-Menchetti, J., Lonigan, C.J., Phillips, B.M., Eisenberg, N., Spinrad, T.L., de Villiers, J., de Villiers, P., Barnes, M., Starkey, P., & Klein, A. Enhancing early child care quality and learning for toddlers at risk: The Responsive Early Childhood program. *Developmental Psychology*, 50: 526-541, 2013.
18. Tompkins, V., Zucker, T.A., Justice, L.M., & Binici, S. Inferential talk during teacher–child interactions in small-group play. *Early Childhood Research Quarterly* 28: 424-436, 2013.
19. Zucker, T.A., Cabell, S.Q., Justice, L.M., Pentimonti, J.M., & Kaderavek, J.N. The role of frequent, interactive prekindergarten shared reading in the longitudinal development of language and literacy skills. *Developmental Psychology* 49: 1425-1439, 2013.
20. Zucker, T.A., Solari, E.J., Landry, S.H., & Swank, P.R. Effects of a brief tiered language intervention for prekindergartners at risk. *Early Education & Development* 24: 366-392, 2013.
21. **Merz, E.C., Landry, S.H., Williams, J.M., Barnes, M.A., Eisenberg, N., Spinrad, T.L., Valiente, C., Assel, M., Taylor, H.B., Lonigan, C.J., Phillips, B.M., Clancy-Menchetti, J. & the School Readiness Research Consortium. Associations among parental education, home environment quality, effortful control, and preacademic knowledge. *Journal of Applied Developmental Psychology*, 35, 304-315, 2014.
22. **Merz, E.C., Zucker, T.A., Landry, S.H., Williams, J.M., Assel, M., Taylor, H.B., Lonigan, C.L., Phillips, B.M., Clancy-Menchetti, J., Barnes, M.A., Eisenberg, N., de Villiers, J. & the School Readiness Research Consortium. Parenting predictors of cognitive skills and emotion knowledge in socioeconomically disadvantaged preschoolers. *Journal of Experimental Child Psychology*, 132, 14-31, 2015.
23. **Merz, E. C., Landry, S. H., Zucker, T. A., Barnes, M. A., Assel, M., Taylor, H. B., et al. Parenting predictors of delay inhibition in socioeconomically disadvantaged preschoolers. *Infant and Child Development*, 2015. n/a-n/a. doi: 10.1002/icd.1946

24. Solari, E. J., Zucker, T. A., Landry, S. H., & Williams, J. M. Relative effects of a comprehensive versus reduced training for Head Start teachers who serve Spanish-speaking English learners. *Early Education and Development*, 1-17, 2016. doi: 10.1080/10409289.2016.1158610
25. Zucker, T.A., Williams, J. M., Bell, E. R., Assel, M. A., Landry, S. H., Monsegue-Bailey, P., Crawford, A., & Bhavsar, V. Validation of a Brief, Screening Measure of Low-Income Pre-Kindergarteners' Science and Engineering Knowledge. *Early Childhood Research Quarterly*, 36, 345-357, 2016.
[doi:10.1016/j.ecresq.2015.12.018](https://doi.org/10.1016/j.ecresq.2015.12.018)
26. Barnes, M.A., Klein, A., Swank, P., Starkey, P., McCandliss, B., Flynn, K., Zucker, T., Huang, C-H., Fall, A-M, & Roberts, G. Effects of Tutorial Interventions in Mathematics and Attention for Low-Performing Preschool Children. *Journal of Research in Educational Effectiveness*, 2016, 9, 577-606.
27. Crawford, A., Zucker, T. A., Van Horne, B. & Landry, S. H. Integrating professional development content and formative assessment with the coaching process: The Texas School Ready model, *Theory into Practice*, 1-10, 2016. doi: 10.1080/00405841.2016.1241945
28. **Landry, S. H., Zucker, T. A., Williams, J. M., Merz, E. C., & Guttentag, C. L. Improving School Readiness of High-risk Preschoolers: Combining High Quality Instructional Strategies with Responsive Training for Teachers and Parents. *Early Childhood Research Quarterly*, 38-51, 2017.
doi.org/10.1016/j.ecresq.2016.12.001
29. **Foster, M., Anthony, J., Zucker, T. A., Branum-Martin, L., (in press) Prediction of English and Spanish Kindergarten Mathematics from English and Spanish Cognitive and Linguistic Abilities in Hispanic Dual Language Learners. *Early Childhood Research Quarterly*.
<https://doi.org/10.1016/j.ecresq.2018.02.007>
30. Cabell, S. Q., Zucker, T. A., DeCoster, J., Melo, C., Forston, L., & Hamre, B. (in press). Pre-kindergarten interactive book reading and children's language and literacy development: Classroom organization as a moderator. *Early Education & Development*.
31. Cabell, S. Q., Zucker, T. A., DeCoster, J. & Landry, S. H. (2018, in press). The Impact of a Parent Text Messaging Program on Pre-Kindergarteners' Literacy Development. *American Educational Research Association Open*.
32. Zucker, T. A., Carlo, M. C., Landry, S. H., Masood, S., Williams, J., & Bhavsar, V. Developing Talkers: Iterative Design and Pilot Testing of a Tiered Academic Language Curriculum for Pre-Kindergarten and Kindergarten. *Journal of Research on Educational Effectiveness*, 2019.
<https://doi.org/10.1080/19345747.2018.1519623>

A.2 Original Articles Submitted to Journals - Under Review

33. Solari, E. J., Zucker, T. A., Petscher, Y., & Aghara, R. Testing and cross-validation of a modified version of the Narrative Assessment Protocol in a Spanish-dominant ELL pre-kindergarten sample. *Manuscript in review*, 2017.

34. Barnes, M. A., Clemens, N., Fall, A., Roberts, G., Klein, A., Starkey, P., McCandliss, B., Flynn, K., & Zucker, T. A. (2018). Cognitive correlates of difficulties in mathematics and reading in pre-kindergarten children at high risk for learning disabilities. *Manuscript in review*.
35. Solari, E. J., Zucker, T. A., Grimm, R. (2018). An examination of the heterogenous nature of literacy development in Spanish-speaking preschool children. *Manuscript in review*.
36. Zucker, T. A., Cabell, S. Q., Petscher, Y., Mui, H. & Landry, S. H. (2018). Teaching Together: Effects of a Tiered Language & Literacy Intervention with Head Start Teachers and Diverse Families. *Manuscript in review*.
37. Zucker, T. A., Bowles, R., Pentimonti, J. P., Tambrayja, S. (2018). Profiles of Teacher & Child Talk during Early Childhood Classroom Shared Book Reading. *Manuscript in review*.
38. Montroy, J. M., Zucker, T. A., Assel, M., Landry, S. H., Anthony, J., Williams, J., Hsu, H., Crawford, A., Johnson, U., Carlo, M., & Taylor, H. (2019). The Texas Kindergarten Entry Assessment: Development, Psychometrics, and Scale-Up of a Comprehensive Screener. *Manuscript in review*.
39. Assel, M., Williams, J.M., Foster, M., Hyatt, H. , Landry, S. H., Bhavsar, V., Zucker, T., Crawford, A., Montroy, J.M. Validation of a Math Progress Monitoring Measure for Pre-kindergarten Students. *Manuscript in review*.
40. Zucker, T. A., Montroy, J., Carlo, M. C., (2018). Randomized Control Trial of the Hablemos Juntos Academic Language Curriculum for Spanish-Speaking Preschoolers Receiving Tier 2 Instruction. *Manuscript in preparation*.

B. Book Chapters & White Papers *Invited chapter

1. McKenna, M.C., Labbo, L.D., Reinking, D., & Zucker, T.A. (2007). Digitally innovative teaching: Effective uses of technology in literacy instruction. In L. Gambrell, L. M. Morrow, & M. Pressley (Eds.), *Best practices in literacy instruction* (3rd Ed. pp. 344-372) New York: Guilford.
2. Zucker, T.A., & Grant, S. (2007). Assessing home supports for literacy. In K. L. Pence (Ed.), *Assessment in emergent and early literacy* (pp. 81-187). San Diego: Plural.
3. McKenna M.C., & Zucker, T.A. (2009). Use of electronic storybooks in reading instruction: From theory to practice. In A. G. Bus & S. B. Neuman (Eds.), *Multimedia and literacy development: Improving achievement for young learners* (pp. 254-272). New York: Taylor and Francis.
4. *Zucker, T.A., & Landry, S.H. (2010). Improving the quality of preschool read alouds: Professional development and coaching that targets book-reading practices. M. C. McKenna, S. Walpole, & K. Conradi. (Eds.). *Promoting early reading: Research, resources, and best practices* (pp. 78-104). New York: Guilford Press.
5. Solari, E.J., Landry, S.H., Zucker, T.A., & Crawford, A. (2011). The importance of sensitive measurement tools for understanding what instructional practices promote school readiness for dual language learners. In C. Howes, J. T. Downer, & R.C. Pianta (Eds.) *Dual language learners in the early*

childhood classroom (pp. 45-68). Baltimore: Brookes.

6. Landry, S.H., Zucker, T.A., Solari, E.J., Crawford, A., & Williams, J.M. (2012). History, scale-up, and improvements of a statewide professional development program in Texas. In R. C. Pianta, et al. (Eds). *Effective professional development in early childhood education* (pp. 159-190). Baltimore: Brookes.
7. Curenton, S.M., Justice, L.M., Zucker, T.A., & McGinty, A.S. (2013). Language and literacy curriculum and instruction. In V. Buysase & E. Peisner-Feinberg (Eds), *The handbook of response to intervention in early childhood* (pp. 239-251). Baltimore: Brookes.
8. *Zucker, T.A., Crawford, A., & Landry, S.H. (2013). Scaling Up Data-Based Mentoring in Pre-Kindergarten Classrooms. In M. F. Shaughnessy (Ed.), *Mentoring: Practices, potential challenges and benefits* (pp. 195-217). Hauppauge, NY: NOVA Science Publishers.
9. Knight, D. S., Landry, S. H., Zucker, T., Williams, J. M., Merz, E. C., & Taylor, H. B. Cost-Effectiveness of Early Childhood Interventions to Enhance Head Start: Evidence from a Randomized Experiment, *Center for Education Research and Policy Studies Working Paper, 2016-3, 2016*.

C. Standardized Child Assessments

1. Zucker, T.A., Williams, J., Assel, M., Monsegue-Bailey, P., Landry, S.H. & Crawford, A. (2013). *Science and Engineering Knowledge subtest: Center for Improving the Readiness of Children for Learning and Education (CIRCLE) Assessment*. Houston, TX: University of Texas Health Science Center at Houston. Available at: www.CLlengage.org
2. Zucker, T.A., Landry, S.H., Assel, M., Williams, J., Swank, P.R., & Gunnewig, S. (2013). *Social and Emotional observable screener: Center for Improving the Readiness of Children for Learning and Education (CIRCLE) Assessment*. Houston, TX: University of Texas Health Science Center at Houston. Available at: www.CLlengage.org
3. Landry, S.H., Assel, M., Zucker, T. A., Williams, J., Monsegue-Bailey, P., Crawford, A., Swank, P.R., & Gunnewig, S. (2013). *Revised Vocabulary Fluency subtest: Center for Improving the Readiness of Children for Learning and Education (CIRCLE) Assessment*. Houston, TX: University of Texas Health Science Center at Houston. Available at: www.CLlengage.org
4. Landry, S.H., Assel, M., Williams, J., Zucker, T. A., Swank, P. R., Zucker, T. A., Gunnewig, S. & Crawford, A. (2014). *The CIRCLE Progress Monitoring System Technical Manual*. Houston, TX: University of Texas Health Science Center at Houston.
5. Zucker, T.A., Williams, J., Assel, M., Montroy, J., Anthony, J., & Landry, S.H., (2014). *Texas Kindergarten Entry Assessment (TX-KEA): Science, Technology & Engineering subtest*. Houston, TX: University of Texas Health Science Center at Houston and Texas Education Agency.
6. Zucker, T.A., Carlo, M.C., Williams, J., Anthony, J., & Landry, S.H., (2014). *Texas Kindergarten Entry Assessment (TX-KEA): Writing & Spelling subtest*. Houston, TX: University of Texas Health Science Center at Houston and Texas Education Agency.
7. Zucker, T.A., Assel, M., Hall, C., & Anthony, J. (2018). *Texas Kindergarten Entry Assessment (TX-KEA):*

Listening Comprehension subtest. Houston, TX: University of Texas Health Science Center at Houston and Texas Education Agency.

D. Observational Measurement Tools

1. Zucker, T.A. & Justice, L.M. (2009). *Coding Guide for the Sequential Analysis of Teacher Questioning during Pre-Kindergarten Shared Reading*. Unpublished instrument, Charlottesville, VA: Preschool Language and Literacy Lab.
2. Zucker, T.A. & Justice, L.M. (2010). *Coding Guide for the Sequential Analysis of Teacher Questioning during Small-Group Play Activities*. Unpublished instrument, Columbus, OH: Preschool Language and Literacy Lab.
3. Justice, L.M., Zucker, T.A., & Sofka, A. (2010). *Systematic Assessment of Book Reading-Revised*. Unpublished instrument, Columbus, OH: Preschool Language and Literacy Lab. Retrieved from: <http://preschoollab.osu.edu/SABR/>
4. Crawford, A., Zucker, T.A., Reed, B., Aston, L., Tuynman, B., Monseque-Bailey, P., Morgan, L., Waxley, T., Landry, S.H., & Solari, E.J. (2012). *Pre-Kindergarten Classroom Observation Tool*. Unpublished instrument, Department of Pediatrics, University of Texas Health Science Center at Houston, Houston, Texas.
5. Aston, L., Tuynman, B., Crawford, A., & Zucker, T.A. (2012). *Pre-Kindergarten Classroom Environment Checklist*. Unpublished instrument, Department of Pediatrics, University of Texas Health Science Center at Houston, Houston, Texas.
6. Zucker, T.A., Guttentag, C. & Crawford, A. (2013). *Toddler Language in the Classroom Teacher Language Analysis System*. Unpublished instrument, Department of Pediatrics, University of Texas Health Science Center at Houston, Houston, Texas.
7. Mui, H., Masood, S., Tambyraja, S., Zucker, T. A., & Pentimonti, J. (2016). *Transcription style guide and self-study course for identifying idea units*. Unpublished instrument, Houston, TX: University of Texas Health Science Center at Houston.
8. Zucker, T. A., Pentimonti, J. P., Tambyraja, S. & Justice (2017). *Systematic Assessment of Book Reading-Transcript Coding Version 2.1*. Unpublished instrument, University of Texas Health Science Center at Houston, Houston, TX.
9. Zucker, T. A., Pentimonti, J. P., Tambyraja, S. & Justice (2018). *Systematic Assessment of Book Reading-Video Coding Version 2.2*. Unpublished instrument, University of Texas Health Science Center at Houston, Houston, TX. Available at: <https://cliengage.org/public/systematic-assessment-of-book-reading-sabr-2-0/>

E. Online Courses

1. Zucker, T.A., Coffey, S., & Landry, S.H. (2010). *Preschool Response to Intervention Course: eCIRCLE*

Early Education. San Francisco, CA: Teachscape. Available from:
<https://www.teachscape.com/teachscape-ss0/login>

2. Landry, S.H., Gunnewig, S., Zucker, T.A., & Coffey, S. (2010). *Updated All CIRCLE Early Education Language and Literacy Courses (7 courses)*. San Francisco, CA: Teachscape. Available from:
<https://www.teachscape.com/teachscape-ss0/login>
3. Crawford, A., Zucker, T.A., Monsegue-Bailey, P. & Waxley, T. (2012). *Effective mentoring strategies: eCIRCLE early education*. San Francisco, CA: Teachscape. Available from:
<https://www.teachscape.com/teachscape-ss0/login>
4. Zucker, T.A., White, M., Correa, E., Solari, E.J., & DeMello, A. (2013). *Effective instruction for pre-kindergarten English language learners*. Austin, TX: Project Share Texas Education Agency. Available from: <http://www.projectsharetx.org/>
5. Zucker, T.A., Beegle, B., Denton, C., Montroy, J., Carlo, M. C. (2015). *Multi-tiered System of Support for Language and Literacy*. Houston, TX: CLIEngage.org, Children’s Learning Institute. Available from: www.cligengage.org.
6. Zucker, T.A., Carlo, M.C., Pico, D. L., & Kallin, H. (2015). *Developing Talkers: Tiered Approaches for Academic Language Instruction*. Houston, TX: CLIEngage.org, Children’s Learning Institute. Available from: www.cligengage.org.
7. Zucker, T.A., Beegle, B., Pico, D., Jacobs, E., & Kallin, H. (2017). *Implementing Centers to Produce Effective Small Group Instruction*. Houston, TX: CLIEngage.org, Children’s Learning Institute. Available from: www.cligengage.org.
8. Zucker, T.A., Kallin, H., Roden, E., Holliday, C., (2017). *Teaching Together: Pre-Kindergarten Mobile App to Support Aligned Learning at School and Home*. Dallas, TX: Pascal Learning.

F. Curricula

1. Zucker, T. A., Cabell, S. Q., Solari, E. J. & Landry, S. H. (2010). *Developing Talkers: Pre-K curricular supplement to promote oral language*. Houston, TX: University of Texas Health Science Center at Houston.
2. Solari, E. J., Cruz, A. Q., Zucker, T. A. & Landry, S. H. (2010). *Hablemos Juntos: Suplemento curricular de pre-k para promover el lenguaje oral*. Houston, TX: University of Texas Health Science Center at Houston.
3. Zucker, T. A., Carlo, M.S., Landry, S. H., Leuschen de Pico, D. Kallin, H., Hall, E., Garcia, J. (2015). *Developing Talkers: Curricular supplement to make every word count*. Houston, TX: University of Texas Health Science Center at Houston.
4. Carlo, M.S., Zucker, T. A., Landry, S. H., Leuschen de Pico, D. (2015). *Hablemos Juntos: Suplemento curricular de pre-k*. Houston, TX: University of Texas Health Science Center at Houston.

5. Zucker, T. A., Cabell, S. Q., Fox, L., Carlo, M.S., Landry, S. H., Mui, H., Kallin, H. & Copp, S. (2016). *Teaching Together: A curriculum supplement to promote parent partnerships in early education*. Houston, TX: University of Texas Health Science Center at Houston.

G. Other Professional Communications **Indicates work with postdoctoral trainee or other trainee

Peer-Reviewed National/International Conference Presentations

1. Zucker, T. A., Moody, A. K., & McKenna, M. C. (2008, March 25). The influence of electronic books on literacy and language outcomes of pre-K to grade four students: A meta-analytic review. Paper Session, American Education Research Association Annual Meeting, New York, NY.
2. Justice, L. M., Cabell, S. Q., Zucker, T. A., & Kilday, C. R. (2008, March 28). Validity of teacher report for estimating the emergent literacy skills of at-risk preschoolers. Paper Presentation, American Education Research Association Annual Meeting, New York, NY.
3. Zucker, T. A., Justice, L. M. (2008, March 28). Preschool teachers references to print during large-group shared reading. Paper Presentation, American Education Research Association Annual Meeting, New York, NY.
4. McGinty, A. S., Justice, L. M., & Zucker, T. A. (2008, November 20). Maternal reading behaviors with children with SLI: A sequential analysis). Paper Presentation, American Speech Hearing Association Convention, Chicago, IL.
5. Pentimonti, J., Zucker, T. A., & Justice, L. M. (2008, December 3). What are preschool teachers reading in their classrooms? Paper Presentation, National Reading Conference, Orlando, FL.
6. Pentimonti, J., Zucker, T. A., & Justice, L. M. (2009, May). What are preschool teachers reading in their classrooms? Paper Presentation, Advancing Speech Pathology Innovation, Research, and Excellence (ASPIRE) National Conference, Adelaide, Australia.
7. Pentimonti, J., Zucker, T. A., & Justice, L. M. (2009, June). Informational text use in preschool read alouds. Poster session, Institute of Education Science Fourth Annual Research Conference, Washington, D.C.
8. Pentimonti, J., Zucker, T. A., & Justice, L. M., Piasta, S., & Kaderavek, J. N. (2010, July). A standardized tool for assessing the quality of classroom-based shared reading: The SABR (Systematic Assessment of Book Reading). Poster session, Society for the Scientific Study of Reading Conference, Berlin, Germany.
9. Zucker, T. A., Cabell, S. Q., Justice, L. M., Pentimonti, J., & Kaderavek, J. N. (2010, December). Quantity and quality of teachers' whole-group shared reading sessions: Associations with children's language and literacy skills. Paper presentation, annual meeting of the National Reading Conference, Fort Worth, TX.
10. Solari, E. J., Cabell, S. Q., & Zucker, T. A. (2011, February). ELL pre-k children's name writing development: Relations with instructional practices. Poster presentation, annual Pacific Coast Research Conference meeting, Coronado, CA.

11. Justice, L. M. & Zucker, T. A. (2011, April). Teachers' use of complex syntax in the preschool classroom: Does it influence children's syntactic complexity? Paper presentation, Society for Research in Child Development Biennial Meeting, Montreal, Canada.
12. Zucker, T. A., Pentimonti, J., Cabell, S. Q., & Justice, L. M. (2011, July). The Systematic Assessment of Book Reading (SABR): A methodological shift in assessing classroom-based shared reading. Paper presentation, annual Society for the Scientific Studies of Reading, St. Pete, FL.
13. Zucker, T. A. (2011, August). Digital eSorts and digital experience stories for word study and creative literacy responses. Paper and curriculum presentation, International Reading Association Technology Pre-Conference Institute, Orlando, FL.
14. Pentimonti, J. P., Zucker, T. A., Petscher, Y., Cabell, S. Q., & Justice, L. M. (2012, February). Measuring teacher talk during book reading: Development and use of a scalable tool. Symposium presentation, Society for Research in Child Development, Tampa, FL.
15. Tompkins, V., Justice, L. M., Binici, S., & Zucker, T. A. (2012, February). Teacher-child inferential talk in preschool classrooms: Sequential relations in small-group play. Symposium presentation, Society for Research in Child Development, Tampa, FL.
16. Zucker, T. A., Williams, J., Landry, S. H., & Solari, E. J. (2012, September). Pre-Kindergarten Curriculum-Based Measures (CBM) to monitor depth of target word learning from Tier 2 instruction. Poster presentation, 4th Annual Response to Intervention Early Childhood Summit. Santa Ana Pueblo, NM.
17. Zucker, T. A., Solari, E. J. & Aghara, R. (2013, February). Spanish- & English-speaking dual language learners' narrative language abilities in preschool. Poster presentation, annual Pacific Coast Research Conference meeting, Coronado, CA.
18. Zucker, T. A., Williams, J., Landry, S. H., & Solari, E. J. (2013, April). What predicts vocabulary knowledge of pre-kindergarteners receiving explicit, Tier 2 instruction? Paper presentation, Society for Research in Child Development Biennial meeting, Seattle, WA.
19. Landry, S. H., Solari, E. J., Zucker, T. A., White, M. E., Correa, E., & DeMello, A. (2013, May). Relative effects of a comprehensive versus reduced training for Head Start teachers who serve Spanish-speaking English language learners. Poster presentation, Children's Learning Institute Bilingual Research Conference, Houston, TX.
20. Zucker, T. A., Solari, E. J., Landry, S. H., White, M. E., Correa, E., & DeMello, A. (2013, May). Teacher's Spanish book reading practices and dual language learners' oral language skills before and after multi-tiered instructional supports. Poster presentation, Children's Learning Institute Bilingual Research Conference, Houston, TX.
21. Zucker, T. A., Crawford, A. D., Williams, J. M. & Landry, S. H. (2013, December). Assessment of effective instructional practices of pre-kindergarten teachers within a data-based coaching model. Paper presentation, Literacy Research Association Annual Conference, Dallas, TX.

22. Zucker, T. A. & Solari, E. J. (2014, February). Fidelity of prekindergarten teachers' implementation of a Spanish, multi-tiered oral language supplement. Poster presentation, annual Pacific Coast Research Conference meeting, Coronado, CA.
23. **Merz, E., Zucker, T. A., Landry, S. H. (2014, March). Parenting predictors of school readiness outcomes in low-SES preschoolers. Poster presentation, Society for Research in Human Development (SRHD) Biennial Meeting, Austin, TX.
24. Crawford, A. D., Zucker, T. A., Williams, J. M. & Landry, S. H. (2014, April). Assessment of effective instructional practices of pre-kindergarten teachers within a data-based coaching model. Paper presentation, American Educational Research Association Annual Conference, Philadelphia, PA.
25. Zucker, T. A., Solari, E., & Cabell, S. (2014, July). Teachers' Spanish Book reading practices and dual language learners' oral language skills before and after multi-tiered instructional supports. Head Start's 12th National Research Conference, Washington, D.C.
26. Barnes, M. A., Klein, A., Starkey, P., Flynn, K., Swank, P., Zucker, T. A., & McCandliss, B. (2015, March). Effects of intensive early interventions in mathematics and attention for low-performing preschool children. The Society for Research on Educational Effectiveness, Washington, D. C.
27. Landry, S. H., Assel, M., Zucker, T. A., Crawford, A., Williams, J., Monsegue-Bailey, P. (2015, March). Using Technology to Provide an Integrated Professional Development System for Early Childhood Educators. Paper symposium: Society for Research on Child Development (SRCD) Biennial Meeting, Philadelphia, PA.
28. Guttentag, C., Zucker, T. A., Williams, J. & Landry, S. H. (2015, December): Improving language stimulation for at-risk toddlers in childcare: Early results from the Toddler Language in the Classrooms (TLC) teacher training program. ZERO TO THREE's 30th National Training Institute (NTI) in Seattle, WA.
29. **Carlo, M.S., Zucker, T. A., Leuschen de Pico, D., Kalin, H., Hall, E., & Glasper, T. (2015, October). Developing Talkers through Interactive Read Alouds: Building Academic Vocabulary and Fostering Higher-Level Thinking. In E. Cardenas Hagan (Chair), English Language Learners. Symposium conducted at the International Dyslexia Association, Dallas, Texas.
30. Pentimonti, J. M., Zucker, T.A., Bowles, R.P., Tambyraja, S., & Justice, L.M. (2016, July). *Teachers' use of elicitation techniques during shared reading*. Poster presented at the Society for Scientific Studies of Reading Conference, Porto, Portugal.
31. Pentimonti, J.M., Zucker, T.A., Bowles, R.P., Tambyraja, S., & Justice, L.M. (2017, March). Teachers' Use of Elicitation Techniques During Shared Reading. Society for Research in Educational Effectiveness, Washington, D.C.
32. Bowles, R. P., Pentimonti, J. M., Zucker, T. A., & Tambyraja, S., & Justice, L. M. (2017, July). Children's engagement during book reading. Poster presented at the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
33. Carlo, M. S., Zucker, T. A., Williams, J., Landry, S. H., Masood, S., & Bhavsar, V. (2017, March). Pilot

study of the effects of Developing Talkers in pre-kindergarten and kindergarten classrooms in a district serving predominately low income dual language learners. Society for Research on Educational Effectiveness, Washington D.C.

34. Pentimonti, J.M., Zucker, T.A., Bowles, R.P., Tambyraja, S., & Justice, L.M. (2017, July). Teachers' use of literal and inferential extratextual talk during shared reading. Society for the Scientific Study of Reading, Halifax, Nova Scotia.
35. Zucker, T. A. (January 2018). Teaching Together: A Curriculum Partnership with an Ed Tech Company. Invited panelist for session entitled "Infusing Your Research in Commercially Viable Products" at the Annual Principal Investigator Meeting, Arlington, VA.
36. Pentimonti, J., Zucker, T. A., Bowles, R., Tambyraja, S. (February, 2018). Teacher/Child Question Use During Shared Reading. Society for Research on Educational Effectiveness Annual Meeting, Washington, D.C.
37. **Tuan, T., Zucker, T.A., Tompkins, V., Pentimonti, J.M., Bridges, M., Bowles, R.P., Tambyraja, S., & Justice, L.M. (April, 2018). The Accuracy and Complexity of Children's Responses to Teacher Questions. American Educational Research Association, New York, NY.
38. Zucker, T.A. & Carlo, M. C. (April, 2018). A Pre-kindergarten and Kindergarten Academic Language Intervention in a Public School District Serving low-income English Learners. Paper Session entitled "Developing Young Children's Vocabulary through Linguistically-Rich Interactions." American Educational Research Association, New York, NY.
39. **Zucker, T. A., Landry, S. H., Cabell, S. Q., Jacobs, E., Morales, S., Mui, H., de la Vega, A. & Deshmukh, R. (May, 2018) Teaching Together: Developing a Tiered Family Intervention for Linguistically Diverse Preschoolers. Poster presentation, Children's Learning Institute Bilingual Research Conference, Houston, TX.
40. **Zucker, T. A., Landry, S. H., de la Vega, A., Jacobs, E. & Gómez, C. (May, 2018). Short-Duration, Bilingual Coaching Program for Families of Preschoolers' Receiving Tier 2 Language and Literacy Supports. Poster presentation, Children's Learning Institute Bilingual Research Conference, Houston, TX.
41. Zucker, T. A., Carlo, M.C., Montroy, J., & Landry, S.H. (May, 2018). Randomized Control Trial of the Hablemos Juntos Academic Language Curriculum for Spanish-Speaking Preschoolers Receiving Tier 2 Instruction. Paper presentation, Children's Learning Institute Bilingual Research Conference, Houston, TX.
42. Cabell, S. Q., Zucker, T. A., DeCoster, J., Landry, S., & Carlo, M. (2018, July). Effects of a text-messaging parent intervention on preschoolers' literacy development. Interactive poster presentation at the Twenty-Fifth Annual meeting of the Society for the Scientific Study of Reading, Brighton, United Kingdom.
43. Pentimonti, J. P., Tambyraja, S., Zucker, T., Bowles, R. & Justice, L. (2018, July). The impact of teachers' extratextual talk during shared reading on children's language and literacy skills. Interactive poster presentation at the Twenty-Fifth Annual meeting of the Society for the Scientific Study of

Reading, Brighton, United Kingdom.

44. Carlo, M., Zucker, T., Landry, S., Williams, J. & Bhavasar, V (2018, July). Iterative development and pilot testing of Developing Talkers: A tiered academic English language curriculum pre-kindergarten and kindergarten dual language learners. Interactive poster presentation at the Twenty-Fifth Annual meeting of the Society for the Scientific Study of Reading, Brighton, United Kingdom.
45. Zucker, T., Pentimonti, J., Bowles, R., Tambyraja, S. & Justice, L. (2018, July) Teachers' use of extratextual talk before, during, and after shared-reading sessions. Interactive poster presentation at the Twenty-Fifth Annual meeting of the Society for the Scientific Study of Reading, Brighton, United Kingdom.
46. ****Deshmukh**, R., Tambyraja, S., Zucker, T., Pentimonti, J., Bowles, R. & Justice, L. (2018, November). Teachers' use of questioning during shared read alouds: Relations to child responses. Meritorious poster presentation at the American Speech-Language-Hearing Association Annual Convention, Boston, MA.
47. Montroy, J., Zucker, T.A., Landry, S.H. (2019, February). Development & Validation of Texas Kindergarten Entry Assessment: Language, Literacy, & Executive Function Domains. Poster presentation at the Pacific Coast Research Conference, San Diego, CA.
48. Denton, C.A., Grimm, R., Solari, E., Zucker, T. (2019, February). Characteristics of Instruction Provided in a Combined Tier 1 and Tier 2 First Grade Reading Intervention. Poster presentation at the Pacific Coast Research Conference, San Diego, CA.
49. Denton, C.A., Zucker, T. A., Montroy, J., Cannon, G. (2019, February). A Pilot Study of a Combined Reading and Self-Regulation Tier 3 Intervention for Grades 2-4. Poster presentation at the Pacific Coast Research Conference, San Diego, CA.
50. Zucker, T.A., Assel, M.A., Landry, S.H., Montroy, J., Hsu, H.Y., Hall, C.S., Crawford, A., Anthony, J. (2019, March). Development & Validation of Texas Kindergarten Entry Assessment and Progress Monitoring System for Language & Literacy Skills. Poster presentation at the 2019 Biennial Meeting of Society for Research in Child Development. Baltimore, MD.
51. Zucker, T.A., Cabell, S.Q., Petscher, Y., Mui, H., Landry, S.H., Tock, J. (2019, March). Teaching Together: Pilot Study of a Tiered Language and Literacy Intervention with Head Start Teachers and Families. Presentation at 2019 Biennial Meeting of Society for Research in Child Development. Baltimore, MD.

Other Professional Presentations *Invited Talk

1. Zucker, T. A. & Cabell, S. Q. (2005, March). Using literacy centers to differentiate instruction in grades K-1. Best Practices Institute, Charlottesville, VA.
2. Zucker T. A., & Cabell, S. Q. (2006, April). Differentiated instruction using learning centers. Invited presentation for George Graham Pre-Lecture Conference: Literacy Development, An Ecological Approach, Charlottesville, VA.

3. *Zucker, T. A., & Hayes, T. (2006, September). Effective literacy centers. Invited Presentation for Providence Independent School District Training, Providence, RI.
4. Zucker, T. A. (2006, October). Literacy in the kindergarten classroom. Guest Speaker EDIS 526 Reading in the Primary Grades Course, University of Virginia, Charlottesville, VA.
5. Zucker, T. A. & Moody, A. K. (2006, November). Five essential storybook reading strategies. Jackson-Via Elementary: Parent Literacy Night, Charlottesville, VA.
6. *Zucker, T. A. (2007, January). Effective literacy centers. Invited Presentation for Albemarle County Public Schools Literacy Specialists Training, Charlottesville, VA.
7. Zucker, T. A. (2007, March). Using phonological awareness literacy screening data for resource allocation. Virginia Early Reading Symposium, Roanoke, VA.
8. *Cabell, S. Q., & Zucker, T. A. (2007, April). Contexts for supporting emergent readers' vocabulary development. Invited Presentation for 22nd Annual George Graham Lecture Breakout Session, Charlottesville, VA.
9. Zucker, T. A. (2008, January). Making instructional decisions for differentiated small groups and literacy centers. Teach For America (TFA) Professional Development Extension Session, TFA Summer Institute, Houston, TX.
10. Zucker, T. A. & Coffey, V. (2008, April). Motivating primary grade readers through technology. Invited presentation for 23rd Annual George Graham Lecture Breakout Session, Charlottesville, VA.
11. Landry, S. H., Zucker, T. A., Solari, E. J., & Coffey, S. (2010, August). Pre-Kindergarten Response to Intervention (P-RTI). Making Waves Across Texas CLI Returning Mentor Institute, Galveston, TX.
12. *Landry, S. H., Solari, E. J., Zucker, T. A., Coffey, S., Waxley, L., Aston, L. (2010, October). Zoning in on Language II: Developing talkers. Invited Presentation for Harlem Children's Zone Preschool Teacher Professional Development Training, New York, NY.
13. *Zucker, T.A. (2011, March). Individual differences in early language and literacy development. Invited Presentation for First 5 California and the Water Cooler Joint Conference, Sacramento, CA.
14. Zucker, T. A., Solari, E. J., Landry, S. H., Swank, P. R. & Williams, J. (2011, August). Improving early language and literacy: Developing talkers. Reviewed paper presentation, annual Houston Independent School District Department of Research and Accountability Program Evaluation and Research Series, Houston, TX.
15. Zucker, T.A. (2012, April). Effective strategies to support language development in young children. Friends of Children's Learning Institute Luncheon. Houston, TX
16. Zucker, T.A. (2012, July). Effective strategies to support oral language and develop talkers. Texas School Ready! Early Childhood Summer Institute. Fort Worth, TX.

17. *Zucker, T.A. (2012, August). Effective strategies to support oral language and develop talkers. Invited Presentation for House at Pooh Corner School, Teacher Professional Development Training. Houston, TX.
18. Crawford, A., Zucker, T.A., Aston, L., Tuyman, B., Mosegue-Bailey, P., Morgan, L., Waxley, T., (2012, September). Data-based mentoring and effective mentoring strategies. Texas School Ready! Early Childhood Institute. Houston, TX.
19. Zucker, T.A. (2013, February). Effective strategies to support oral language at home. Invited presentation for the Parish School, Parent Training, Houston, TX.
20. *Zucker, T.A. (2013, October). Rigorous pre-kindergarten instruction to ensure school readiness. Invited Presentation for Knowledge is Power Program (KIPP) Charter Schools, Regional Pre-Kindergarten Teacher Professional Development Training, Houston, TX.
21. Pentimonti, J., Zucker, T., Bowles, R., Justice, L., & Gort, M. (2014, October). Development and Validation of the Systematic Assessment of Book Reading. Crane Center for Early Childhood Research and Policy's inaugural Symposium on Children, Columbus, OH.
22. Zucker, T., Pentimonti, J., Bowles, R., & Tambyraja, S. (2015, January). Development and Validation of the Systematic Assessment of Book Reading. Children's Learning Institute, Work in Progress Meeting, Houston, TX.
23. Zucker, T. A., Carlo, M.S., Leuschen de Pico, D. Kallin, H., Hall, E., Glasper, T. (2015, July). Developing Talkers through Interactive Read Alouds: Building Academic Vocabulary and Fostering Higher-Level Thinking. Texas School Ready Summer Institute, Houston, TX.
24. Zucker, T. A. (2015, October). Assessing Impact: A Day of Learning. Invited Presentation to the H. H. Fleischman Foundation, Houston, TX.
25. Zucker, T.A., Cabell, S. Q., & Fox, L. (2016, January). Mobile app development for Teaching Together: A school-home intervention for young children at-risk for academic difficulties. Children's Learning Institute, Work in Progress Meeting, Houston, TX.
26. Cabell, S. Q., Zucker, T.A., & Fox, L. (2016, February). Mobile app development for Teaching Together: A school-home intervention for young children at-risk for academic difficulties. Center for the Advanced Study of Teaching and Learning, Work in Progress Meeting, Charlottesville, VA.
27. *Zucker, T. A., Cabell, S. Q., Fox, L., Copp, S. (2016, January). Laying the foundation for reading: Supporting language and literacy development in preschool. Invited Presentation to KIPP Houston Preschool Teachers, Houston, TX.
28. Cabell, S. Q., Zucker, T.A., & Fox, L. (2016, March). Parent engagement via text messages: Teaching Together: A school-home intervention for young children at-risk for academic difficulties. Center for the Advanced Study of Teaching and Learning, Work in Progress Meetings, Charlottesville, VA.
29. Zucker, T. A. (2016, April). Research-based oral language solutions for bilingual learners. Children's Learning Institute Community Lunch & Learn, United Way of Houston, Houston, TX.

30. Zucker, T. A., Carlo, M.S., Leuschen de Pico, D. Kallin, H. (2016, July). Developing Talkers through Interactive Read Alouds: Building Academic Vocabulary and Fostering Higher-Level Thinking. Texas School Ready Summer Institute, Austin, TX.
31. Zucker, T. A., Carlo, M.S., Leuschen de Pico, D. Kallin, H., Glasper, T., Masood, S., Mui, H. (2016, August). Developing Talkers through Interactive Read Alouds: Building Academic Language Skills. Children's Learning Institute Summer Teacher Workshop Series, Houston, TX.
32. Zucker, T. A., Carlo, M.S., Leuschen de Pico, D. (2016, September). Coaching Competencies for Developing Talkers through Interactive Read Alouds. Texas School Ready Coaching Camp, Houston, TX.
33. Zucker, T. A., Carlo, M. S. (2016, October). Developing Innovative, Research-Based Curricula to Support Language & Literacy Skills. Children's Learning Institute Community Lunch & Learn, United Way of Houston, Houston, TX.
34. Zucker, T. A., Masood, S., Mui, H. (2016, October). Intentional, Interactive Read Alouds. Systematic Assessment of Book Reading Teacher Workshop, Houston, TX.
35. Pico, D., Zucker, T. A., Carlo, M. S. (2016, March). Academic Vocabulary Instruction through Interactive Read-Alouds: Evidence-Based Teaching Practices. Early Matters & University of Houston Action Alliance, Houston, TX.
36. Carlo, M.S., Leuschen de Pico, D., Zucker, T. A., Kallin, H. (2017, June). Hablemos Juntos a través de la lectura compartida e interactiva. 2017 Texas School Ready Early Childhood Summer Institute, Dallas, TX.
37. *McCallum, C., Zucker, T. A., Morales, Z., Jacobs, E. (2018, February). Parent & Family Engagement. Invited Presentation at Barbara Bush Houston Literacy Foundation Literacy Partner Network Meeting, Houston, TX.
38. Morales, Z. S., Zucker, T. A., Trevino, G., Jacobs, E., de la Vega, A., Mui, H., Kallin, H. (2018, April) Teaching Together: Community Partners Workshop Facilitator Training, Children's Museum of Houston, Houston, TX.
39. Zucker, T. A., Mui, H., Morales, Z. S., & Kallin, H. (2018, May) Family Workshops: Facilitating Engaging, Evidence-Based Parent Trainings, Texas School Ready Summer Institute, Arlington, TX.
40. Zucker, T. A., Kallin, H. & Mui, H. (2018, May) Referencing Print during Preschool Read Alouds to Increase Children's Print Knowledge, Featured Presentation at Texas School Ready Summer Institute, Arlington, TX.
41. *Zucker, T. A., Pentimonti, J., Tambyraja, S., Bowles, R. (2018, June). Understanding and Using the Systematic Assessment of Book Reading. Invited Presentation, Florida Center for Reading Research, Florida State University, Tallahassee, FL.

42. Zucker, T. A. (2018, September). Mentoring Matters for Women in Education Research. Providing Opportunities for Women in Education Research (POWER). Blog post posted online: <http://www.womeninedresearch.com/news-and-information>