

CHERYL A. VARGHESE

Assistant Professor of Pediatrics
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EDUCATION

- 2017 **Ph.D.** in Education, University of North Carolina at Chapel Hill
Applied Developmental Science & Special Education
- 2012 **M.A.T** in Special Education, The College of New Jersey
- 2011 **B.A.** in English, The College of New Jersey

RESEARCH & PROFESSIONAL EXPERIENCE

- 2019–present **Assistant Professor of Pediatrics**, Children’s Learning Institute, McGovern Medical School, University of Texas Health Science Center-Houston
- 2017–2019 **Research Scientist**, Frank Porter Graham Child Development Institute, UNC-Chapel Hill
- 2017–2019 **Intervention Director**, Targeted Reading Intervention, Frank Porter Graham Child Development Institute, UNC-Chapel Hill
- 2012–2019 **Literacy Coach**, Targeted Reading Intervention, Frank Porter Graham Child Development Institute, UNC-Chapel Hill
- 2012–2017 **Research Assistant**, Targeted Reading Intervention, Frank Porter Graham Child Development Institute, UNC-Chapel Hill
- 2015, 2016 **Summer Teacher & Tutor**, Hill Center Summer, Durham, North Carolina
- 2011–2012 **Reading Therapist**, Center for Dyslexia, Princeton, NJ
- 2006–2011 **English & Math Instructor**, CCB School of Princeton, Princeton, NJ
- 2006, 2008 **Summer Teacher**, Breakthrough Collaborative Cambridge, MA

JOURNAL ARTICLES

- Carr, R. C., Bratsch-Hines, M., Varghese, C., & Vernon-Feagans, L. (in press). Growth Trajectories of Children’s Letter Name Knowledge during Prekindergarten and Kindergarten: Prediction to Spring-of-Kindergarten Literacy Skills and Mediation of Early Language Skills. *Journal of Applied Developmental Psychology*

- Bratsch-Hines, M. E., & Vernon-Feagans, L., Pedonti, S., & **Varghese, C.** (2019). Differential effects of the targeted reading intervention for students with low phonological awareness and/or oral vocabulary skills. *Learning Disabilities Quarterly*
- Varghese, C.**, Vernon-Feagans, L., & Bratsch-Hines, M. (2019). Rural classroom environments as contexts for teacher-child relationships. *The Journal of Educational Research*. Advance online publication. doi:10.1080/00220671.2018.1545214
- Varghese, C.**, Vernon-Feagans, L., & Bratsch-Hines, M. (2019). Associations between teacher-child relationships, children's literacy achievement, and social competencies for struggling and non-struggling readers in early elementary school. *Early Childhood Research Quarterly*, *47*, 124–133.
- Vernon-Feagans, L., Bratsch-Hines, M. E., **Varghese, C.**, Cutrer, E., & Garwood, J. D. (2018). The effectiveness of a tier 2 professional development program for rural classroom teachers to help struggling readers succeed: The Targeted Reading Intervention. *Elementary School Journal*, *118*, 525–548.
- Garwood, J. D., Werts, M. G., **Varghese, C.**, & Gosey, L. (2018). Mixed-methods analysis of rural special educators' role stressors, behavior management, and burnout. *Rural Special Education Quarterly*, *37*, 30–43.
- Bratsch-Hines, M. E., Vernon-Feagans, L., **Varghese, C.**, & Garwood, J. D. (2017). Child skills and teacher qualifications: Associations with elementary classroom teachers' reading instruction for struggling readers. *Learning Disabilities Research & Practice*, *32*, 270–283.
- Garwood, J. D., **Varghese, C.**, & Vernon-Feagans, L. (2017). Internalizing behaviors and hyperactivity/inattention: Consequences for young struggling readers, and especially boys. *Journal of Early Intervention*, *39*, 218–235.
- Mason, L. H., Cramer, A. M., Garwood, J. D., **Varghese, C.**, Hamm, J., & Murray, A. (2017). The efficacy of SRSD instruction for developing writers with and without disabilities in rural schools: A randomized controlled trial. *Rural Special Education Quarterly*, *6*, 168–179.
- Varghese, C.**, Garwood, J. D., Bratsch-Hines, M. E., Vernon-Feagans, L. (2016). Teacher efficacy in classroom management, instruction, and student engagement: Investigating the magnitude of change across the school year and implications for students' literacy growth. *Teaching and Teacher Education*, *55*, 228–239.
- Varghese, C.**, & Wachen, J. (2016). The Determinants of Father Involvement and Connections to Children's Literacy and Language Outcomes: Review of the Literature. *Marriage & Family Review*, *52*, 331–359.
- Vernon-Feagans, L., Bratsch-Hines, M. E., **Varghese, C.**, Bean, A., & Hedrick, A. (2015). The Targeted Reading Intervention: Face-to-face vs. webcam literacy coaching of classroom teachers. *Learning Disabilities & Practice*, *30*, 135–147.

JOURNAL ARTICLES SUBMITTED OR IN PROGRESS

- Varghese, C., Bratsch-Hines, M. E., & Vernon-Feagans, L.** (revise and resubmit). Teacher Implementation Fidelity of the Targeted Reading Intervention and Children’s Early Vocabulary and Reading Outcomes. *Journal of Learning Disabilities*
- Aiken, H., **Varghese, C.**, Pedonti, S., Vernon-Feagans, L., & Bratsch-Hines, M. (revise and resubmit). Targeted Reading Intervention teacher certification: An approach to building and maintaining teacher expertise. *Literacy Research and Instruction*
- Crawford, A., **Varghese, C.**, & Monsegue-Bailey, P. (under review) The implementation and scaling of an early education program. *Journal of Applied Research on Children*
- Crawford, A., **Varghese, C.**, Hsu, H., Zucker, T., Landry, S., Assel, M., Monsegue-Bailey, P., & Bhavsar, V. (under review) A comparative analysis of instructional coaching approaches: Remote versus face-to-face coaching in preschool classrooms. *Journal of Education Psychology*
- Crawford, A., **Varghese, C.**, Oh, Y., Guttentag, C., Zucker, T., Landry, S., Cummins, R. Johnson, U., & Montroy, J. (in progress). The effects of the CLI Engage Toddler Program on child care teachers and toddlers.
- Varghese, C.**, Crawford, A., Landry, S. (in progress) Improving sensitive, responsive caregiving behaviors of family child care home providers through training and mentoring
- Varghese, C.** & Garwood, J. (in progress). A systematic review of teacher child relationships and children’s literacy skills during the elementary school years

RESEARCH PRESENTATIONS

- Varghese, C.**, & Crawford, A. (2020, June). Improving caregiver behaviors of family child care home providers through training and mentoring. Poster presentation at the National Research Conference on Early Childhood, Arlington, Virginia.
- Crawford, A., & **Varghese, C.** (2020, June). Taking a closer look at coaching across early childhood contexts: Implications for coach training. Paper symposium at the National Research Conference on Early Childhood, Arlington, Virginia.
- Varghese, C.**, Bratsch-Hines, M., Vernon-Feagans, L. (2020, March). Teacher implementation fidelity and student learning outcomes. Panel presentation at the Society for Research on Educational Effectiveness, Crystal City, Virginia (Conference canceled)
- Varghese, C.**, Aiken, H., Bratsch-Hines, M., Vernon-Feagans, L., & Pedonti, S. (2020, February). Aligning early elementary teachers’ knowledge of reading instruction with practice. Panel presentation at the Council for Exceptional Children, Portland, Oregon.
- Varghese, C.**, Bratsch-Hines, M., & Vernon-Feagans, L. (2019, January). Improving teachers’ reading instruction of struggling readers using the Targeted Reading Intervention. Panel presentation at the Council for Exceptional Children, Indianapolis, Indiana.

- Varghese, C.,** Aiken, H., Bratsch-Hines, M., & Vernon-Feagans, L. (2019, January). Sustaining Tier 2 interventions for struggling readers. Poster presentation at the Council for Exceptional Children, Indianapolis, Indiana.
- Varghese, C.,** Bratsch-Hines, M. E., & Vernon-Feagans, L. (2018, July). *Unpacking implementation fidelity of a tier 2 reading intervention: Is the sum greater than the parts?* Poster presentation at the Society for the Scientific Study of Reading Conference, Brighton, England.
- Bratsch-Hines, M. E., Vernon-Feagans, L., & **Varghese, C.** (2018, January). *The effectiveness of a tier 2 professional development reading intervention with students at risk for reading difficulties.* Paper presented at the meeting of the North Carolina Council for Exceptional Children, Winston-Salem, NC.
- Varghese, C.,** Vernon-Feagans, L., & Bratsch-Hines, M. (2017, April). *Associations between teacher-child relationships and children's literacy achievement and behavioral outcomes: An application in rural elementary schools.* Poster presentation at the Society of Research in Child Development, Austin, TX.
- Varghese, C.,** Vernon-Feagans, L., & Bratsch-Hines, M. (2017, April). *Classroom qualities as contexts for teacher-child relationships: For whom do they matter?* Poster presentation at the Society of Research in Child Development, Austin, TX.
- Bratsch-Hines, M. E., Cutrer, E., **Varghese, C.,** & Vernon-Feagans, L. (2017, April). *Do we know enough about the effectiveness of literacy coaching for classroom teachers?* Paper presented at the meeting of the Council for Exceptional Children, Boston, MA.
- Garwood, J. D., Mason, L. H., & **Varghese, C.** (2017, March). *Instruction for developing writers with and without disabilities in rural schools across five states.* Research report presentation at the American Council on Rural Special Education, Asheville, NC.
- Wachen, J., & **Varghese, C.** (2016, April). *Adoption of in-state tuition policies for undocumented students: lessons from policy narratives.* Paper presented at the meeting of the American Education Research Association, Washington, DC.
- Cutrer, E., **Varghese, C.,** Bratsch-Hines, M. E., & Vernon-Feagans, L. (2016, April). *Using the coach-teacher awareness scale to understand teacher implementation resistance.* Demonstration session conducted at the meeting of the Council for Exceptional Children, St. Louis, MS.
- Varghese, C.,** Cutrer, E., Horner, Martinette, Ricks, D., Bratsch-Hines, M. E., & Vernon-Feagans, L. (2016, April). *Key stakeholders within an early reading intervention: Why aligning their perspectives matters.* Panel session conducted at the meeting of the Council for Exceptional Children, St. Louis, MS.
- Varghese, C.,** Bean, A. K., Bratsch-Hines, M. E., Vernon-Feagans, L. (2015, April). *Reaching rural teachers: A comparison between webcam and face-to-face coaching.* Poster presentation conducted at the meeting of the American Education Research Association, Chicago, IL.

Mason, L. H., Garwood, J. D., & **Varghese, C.** (2015, April). *Professional development for srsd writing instruction in rural schools*. Poster presentation conducted at the meeting of the American Education Research Association, Chicago, IL.

Mason, L. H., Garwood, J. D., & **Varghese, C.** (2015, April). *Persuasive writing in rural middle schools: A randomized control study*. Poster presentation conducted at the meeting of the Council for Exceptional Children, San Diego, CA.

Bratsch-Hines, M. E., Garwood, J., **Varghese, C.**, & Vernon-Feagans, L. (2013, December). *Measuring the match between teacher literacy instruction and child literacy skills: The importance of individualized instruction*. Symposium conducted at the meeting of the Literacy Research Association, Dallas, TX.

Bean, A. K., **Varghese, C.**, Bratsch-Hines, M. E., & Vernon-Feagans, L. (2013, March). *Leveling the field with laptops, using the Targeted Reading Intervention*. Symposium conducted at the meeting of the Society for Information Technology and Teacher Education, New Orleans, LA.

Hedges, S., & **Varghese, C.** (2013, January). *Intersecting the brain, politics, and language in education*. Symposium conducted at the meeting of the Southeastern Association of Educational Studies, Chapel Hill, NC.

AWARDS

2017	Thelma Harms Early Childhood Education Award, Frank Porter Graham Child Development Institute, UNC-Chapel Hill (\$2,500)
2017	Frances Degen Horowitz Millennium Scholars Program, Society for Research in Child Development (\$1,000)
2015	Future Faculty Fellow Program, UNC-Chapel Hill (\$500)
2012–2017	Royster Society of Fellows, UNC-Chapel Hill (\$242,000)

UNIVERSITY TEACHING

2016	Teaching Assistant, Introduction to Human Development and Family Studies. Undergraduate course in the School of Education, University of North Carolina at Chapel Hill
2015	Invited Guest Lecturer, Overview of Learning Disabilities. Graduate course in the School of Education, University of Michigan-Flint
2015	Co-Instructor, Introduction to the Education of Exceptional Learners. Undergraduate course in the School of Education, University of North Carolina at Chapel Hill

- 2013–2015 Professional Development Trainer, Targeted Reading Intervention, University of North Carolina at Charlotte and University of North Carolina at Chapel Hill
- 2014 Co-Instructor, Introduction to the Education of Exceptional Learners. Undergraduate course in the School of Education, University of North Carolina at Chapel Hill
- 2014 Teaching Assistant, Advanced Reflective Literacy: Remediation of Reading Disabilities. Graduate course in the School of Education, University of North Carolina at Chapel Hill

SERVICE

- 2018 State Employees Combined Campaign, Frank Porter Graham Child Development Institute, UNC-Chapel Hill
- 2018 Race, Culture, Ethnicity Committee, Frank Porter Graham Child Development Institute, UNC-Chapel Hill
- 2016 Royster 20th Anniversary Planning Committee, University of North Carolina at Chapel Hill
- 2015 Facilitator, Future Faculty Fellowship Program, University of North Carolina at Chapel Hill
- 2015 Three-Minute-Thesis Planning Committee, Graduate School, University of North Carolina at Chapel Hill
- 2013–2014 Social Chair, Graduate Student Association of the School of Education, University of North Carolina at Chapel Hill

EDITORIAL REVIEW

- 2017–present Editorial Board, Learning Disabilities Research & Practice
- 2015–2017 Ad Hoc Reviewer, Learning Disabilities Research & Practice
- 2016–present Ad Hoc Reviewer, Educational Psychology Review
- 2016 Editorial Assistant, Learning Disabilities Research & Practice

SELECTED TRAINING AND COURSE WORK

- 2019 Selected Participant, Getting SMART About Adaptive Interventions in Education, Institute of Education Sciences at the University of Michigan-Ann Arbor

- 2019 Integrating the Examination of Costs into Efficacy Proposals and Field Trials, Society of Research on Educational Effectiveness (Drs. Bowden and Rodriguez)
- 2018 Selected Participant, Cluster Randomized Trials Training Institute, Institute of Education Sciences at Northwestern University (Dr. Larry Hedges)
- 2018 Selected Participant, Reading, Writing, and Language Webinar, Institute of Education Sciences
- 2018 Power and Sample Size Workshop, University of North Carolina at Chapel Hill (Drs. Keith Muller and Deborah Glueck)
- 2017 Latent Class Analysis Short Course, Statistical Horizons (Dr. Stephanie Lanza)
- 2017 Longitudinal Structural Equation Modeling Training Seminar, Curran-Bauer Analytics (Drs. Dan Bauer and Patrick Curran)
- 2016 Propensity Score Matching, University of North Carolina at Chapel Hill (Dr. Kirsten Kainz)
- 2016 Systematic Review and Meta-Analysis, Consortium for Statistical Development and Consultation in Social Intervention Research
- 2015 Factor Analysis and Structural Equation Modeling, University of North Carolina at Chapel Hill (Dr. Patrick Curran)
- 2014 Multilevel Model Training Seminar, Curran-Bauer Analytics (Drs. Dan Bauer and Patrick Curran)

PROFESSIONAL AFFILIATIONS

Society for the Scientific Study of Reading
 Society of Research for Child Development
 American Education Research Association
 Council for Exceptional Children

SOURCES OF FUNDING

Amendum, S. Investigating the Efficacy of a Web-Based Early Reading Intervention Professional Development Program for K-1 English Learners. Funded by the Institute of Education Sciences. (7/01/2016-6/30/2021: \$3,299,115). Position: Intervention Director

Vernon-Feagans, L. Scientifically-Based Professional Development for Classroom Teachers to Promote Rapid Reading Gains for Struggling Readers in Rural Northeastern North Carolina. (3/01/2016-6/30/2018: \$449,236). Position: Intervention Director

PENDING FUNDING

Varghese, C., & Amendum, S. Investigating Teacher-Child Interactions for English Learners during Literacy Instruction. Spencer Foundation. (4/01/2020-4/01-2021: \$50,000). Position: **Principal Investigator**

Crawford, A. Building Coaching Capacity: Development of the Core Coaching Competencies for Coaching Professional Development Program (C3PD). Institute of Education Sciences. (7/01-2020-6/30/2024). Position: **Co-Principal Investigator**

Crawford, A. An Exploration of Collaboration, Costs, and Outcomes in Early Learning Program Partnerships. Institute of Education Sciences. (7/01-2020-6/30/2024). Position: **Co-Principal Investigator**

OTHER QUALIFICATIONS

Data Analysis: Generalized Linear Models; Structural Equation Models; Latent Curve Models; Hierarchical Linear Models; Logistic and OLS Regression Models

Data Management Packages: SAS; Mplus; R; STATA; Office Suite