

DALE CLARK FARRAN
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HOME: 1902 Beechwood Ave
Nashville, TN 37212

EDUCATION

1975 Ph.D., Education and Child Development
Bryn Mawr College, Bryn Mawr, Pennsylvania
1965 B.A. with Highest Honors in Psychology
University of North Carolina at Chapel Hill
1961-63 Attended Wesleyan College, Macon, Georgia
1961 Henry Grady High School, Atlanta, Georgia

PROFESSIONAL HISTORY

1996- Antonio and Anita Gotto Chair in Teaching and Learning; Professor in
Psychology and Human Development (secondary appointment)
Senior Associate Director, Peabody Research Institute
Peabody College, Vanderbilt University
1987-1996 Professor, Department of Human Development and Family Studies, University
of North Carolina at Greensboro. (Chair of Department, 1987-1994)
1984-1987 Head, Child Development Research Department, Center for Development of
Early Education, Kamehameha Schools/Bishop Estate.
1984-1987 Associate Professor, Psychology Department, University of Hawaii.
1974-1984 *University of North Carolina at Chapel Hill*
1975-1984 Investigator, Frank Porter Graham Child Development Center, University
of North Carolina at Chapel Hill.
1980-1984 Clinical Associate Professor, Division of Special Education, School of
Education, University of North Carolina at Chapel Hill.
1979-1984 Faculty, Bush Institute for Child and Family Policy, UNC Chapel Hill
1980-1986 Research Associate, Health Services Research Center, UNC Chapel Hill.
1976-1980 Clinical Assistant Professor, Division of Special Education, School of
Education, UNC Chapel Hill.
1974-1975 NICHD Post-doctoral Fellowship, Frank Porter Graham Child
Development Center, University of North Carolina at Chapel Hill.
1972-1974 Psychology Department, Children's Aid Society, Philadelphia
1967-1972 Staff, Research Department, Pennsylvania Advancement School, Philadelphia
1965-1967 Staff, Research Department, NC Advancement School, Winston-Salem, NC

HONORS AND AFFILIATIONS

Canan Aydogan, AERA Dissertation Award, 2013, *Children's classroom experiences and achievement gains in prekindergarten*.

Invited Participant, Pathways for Supporting Early Math Learning, A Conference Supported by the Heising-Simons Foundation, (Berkeley, CA: November 7 & 8, 2011; Palo Alto, CA: November 18-19, 2012).

Named Alexander Heard Distinguished Professor, 2008, Vanderbilt University.

Named Inaugural Fellow of the American Educational Research Association, July, 2008

Invited "Opponent for the Defense." September, 2006, Mälardalen University, Västerås (Defense of Lena Almqvist)

US Distinguished American Scholar, June, 2002, New Zealand Fulbright US Distinguished American Scholar Programme.

Professional of the Year, 1999, Mayor's Advisory Council on Disabilities, Nashville, TN

Fellow, American Psychological Society, January, 1998

Honorary Coach, Vanderbilt University Women's Basketball team, Spring, 1998; Winter, 2000

Outstanding Advisor, School of Human Environmental Sciences, 1991

Peabody Award for Excellence in Research, 1984.

Spencer Foundation, Outstanding Young Scholar Award, 1978, 1980.

NICHHD Post-doctoral Fellowship, Frank Porter Graham Child Development Center, University of North Carolina, 1974-75.

Initiated into Phi Beta Kappa, May 1965.

Honor's Thesis: The Basis of the Achievement Drive (awarded Highest Honors).

Member, Society for Research in Child Development

Member, American Educational Research Association, Early Childhood SIG

Member, American Psychological Society

Charter Member: Society for Research in Educational Effectiveness

PUBLICATIONS

Edited Books/Published Scales

Cooper, D. & Farran, D.C. (1991). *Cooper-Farran Behavioral Rating Scale*. Clinical Psychology Publishing Company, Inc.

Farran, D. C., & McKinney, J. D. (Eds.). (1986). *Risk in intellectual and psychosocial development*. New York: Academic Press.

Feagans, L., & Farran, D. C. (Eds.). (1982). *The language of children reared in poverty: Implications for evaluation and intervention*. New York: Academic Press.

Working Papers (Available online)

Farran, D., Lipsey, M., & Wilson, S. (2011). *Experimental evaluation of the Tools of the Mind Pre-K Curriculum*. Working paper available online (95 pages), http://www.peabody.vanderbilt.edu/peabody_research_institute/pri_news.xml.

Hofer, K., Lipsey, M., Dong, N., & Farran, D. (2012). *Results of the Early Math Project – Scale-Up Cross Site Results*. Working paper available online (91 pages). http://peabody.vanderbilt.edu/research/pri/projects/by_content_area/scaling_up_triad.php

Lipsey, M., Hofer, K., Dong, N., Farran, D.C., & Bilbrey, C. (2013). *Evaluation of the Tennessee Voluntary Prekindergarten Program: Kindergarten and First Grade Follow-up Results from the Randomized Control Design*. Working paper available online (106 pages).
http://peabody.vanderbilt.edu/research/pri/projects/by_content_area/tennessee_state_pre-k_evaluation/August2013_PRI_Kand1stFollowup_TN-VPK_RCT_ProjectResults_FullReport.pdf

Journal Articles/Book Chapters

- Spivak, A. & Farran, D. (*revise and resubmit*). Predicting first graders' social competence from their preschool classroom interpersonal context. *Early Education and Development*.
- Lipsey, M., Nesbitt, K., Farran, D., Dong, N., Fuhs, M., & Wilson, S. (*revise and resubmit*). Learning-related cognitive self-regulation measures for prekindergarten children with predictive validity for academic achievement. *Journal of Educational Psychology*.
- Nesbitt, K., Farran, D., & Fuhs, M. (2015). Executive function skills and academic achievement gains in prekindergarten: Contributions of learning-related behaviors. *Developmental Psychology, 51*, 865-878.
- Farran, D.C. (2015). What does authorship mean? In R.J. Sternberg & S. Fiske (Eds.), *Ethical principles, case studies, and commentaries for the behavioral and brain sciences* (pp. 38-40). New York, NY: Cambridge University Press.
- Fuhs, M., Farran, D., & Nesbitt, K.T. (2015). Prekindergarten children's executive function skills and achievement gains: Comparing direct assessments and teacher ratings. *Journal of Educational Psychology, 107*, 207-221.
<http://dx.doi.org/10.1037/a0037366207>
- Fuhs, M., Nesbitt, K., Farran, D., & Dong, N. (2014). Longitudinal associations between executive functioning and academic skills across content areas. *Developmental Psychology, 50*, 1698-1709.
- Fuhs, M., Farran, D., & Turner, K. (2013). Preschool classroom processes as predictors of children's cognitive self-regulation skills development. *School Psychology Quarterly, 28*, 347-359. DOI: 10.1037/spq0000031
- Hofer, K., Farran, D., and Cummings, T. (2013). Preschool children's math-related behaviors mediate curriculum effects on math achievement gains. *Early Childhood Research Quarterly, 28*. 487-495. DOI: 10.1016/j.ecresq.2013.02.002
- Smith, T., Cobb, P., Farran, D., Cordray, D., Munter, C., & Dunn, A. (2013). Evaluating Math Recovery: Assessing the causal impact of a diagnostic tutoring program on student achievement. *American Educational Research Journal, 50*, 397-428. DOI: 10.3102/000283121246904
- Farran, D.C. & Hofer, K. (2013). Evaluating the quality of early childhood education programs. In O. Saracho & B. Spodek (Eds.), *Handbook of Research on the Education of Young Children* (pp 426-437). New York, NY: Routledge/Taylor & Francis.
- Spivak, A. & Farran, D. (2012). First grade teacher behaviors and children's prosocial actions in classrooms. *Early Education and Development, 23*, 623-639..

- Varol, F., Farran, D., Bilbrey, C., Vorhaus, E., & Hofer, K. (2012). Improving mathematics instruction for early childhood teachers: Professional development components that work. *NHSA Dialog*, 15, 24-40..
- Varol, F., Farran, D.C., Bilbrey, C., Vorhaus, E., & Hofer, K. (2012). Professional development for preschool teachers: Evidence for practice. *NHSA Dialog*, 15, 122-126.
- Farran, D.C. (2011). Rethinking school readiness. *Exceptionality Education International*, 21, 5-15.
- Dickinson, D., Watson, B., & Farran, D. (2008). It's in the details: Approaches to describing and improving preschool classrooms. In C. Vukelich & L. Justice (Eds.), *Achieving excellence in preschool literacy instruction* (pp 136-162). New York, NY: Guilford Press.
- Farran, D. C. (2007). *Is education the way out of poverty? A Reflection on the 40th anniversary of Head Start* (with commentaries by James King and Bernard L. Charles), Center for Research on Child Development and Learning, No. 3 (50 pages – ISBN: 0-9727709-2-5).
- Varol, F. & Farran, D. (2006). Early mathematical growth: How to support young children's mathematical development, *Early Childhood Education Journal*.
- Farran, D.C., Kang, S.J., Aydogan, C., & Lipsey, M. (2005). Preschool classroom environments and the quantity and quality of children's literacy and language behaviors. In D. Dickinson & S. Neuman (Eds.), *Handbook of early literacy research, Vol. 2*. New York, NY: Guilford Publications, Inc.
- Farran, D.C. (2005). Developing and implementing preventive intervention programs for children at risk: Poverty as a case in point. In M. Guralnik (ed.), *A developmental systems approach to early intervention: national and international perspectives* (pp. 267-304). Baltimore: Paul Brookes, Publisher.
- Howse, R., Lange, G., Farran, D.C., & Boyles, C. (2003). Motivation and self regulation as predictors of achievement in economically disadvantaged young children. *Journal of Experimental Education*, 71, 151-174.
- Farran, D.C. (2002). The importance of experience for the human brain: Why intervention is so important in risk situations. *Childrenz Issues*, 6, 7-11.
- Farran, D.C. & Son-Yarbrough, W. (2001). Title I funded preschools as a developmental context for children's play and verbal behaviors. *Early Childhood Research Quarterly*, 16, 245-262.
- Farran, D.C. (2001). Decision-making in a multiple choice world. *Young Children*, 56, 76-77.
- McGaha, C. & Farran, D. (2001). Interactions in an inclusive classroom: The effects of visual status and setting. *Journal of Visual Impairment and Blindness*, 95, 80-94.
- Farran, D.C. (2001). Experience-dependent modifications of the brain and early intervention: Assumptions and evidence for critical periods. In D.B. Bailey, F. Symons, J. Bruer, & J. Lichtman (eds). *Critical thinking about critical periods* (pp 233-266). Baltimore: Paul Brookes.
- Farran, D.C. (2000). Another decade of intervention for disadvantaged and disabled children: What do we know now? In J. P. Shonkoff & S.J. Meisels (Eds.), *Handbook of early childhood intervention* (second edition) pp. 510-548. New York: Cambridge University Press.

- Farran, D.C. (1999). Child development and education. *Journal of Common Sense*, 4, 12-15.
- Cassidy, D., Hicks, S. & Farran, D. (1998). The North Carolina Child Care Corps: The role of national service in child care. *Early Childhood Research Quarterly*, 13, 659-675.
- Feagans, L., Fendt, K. & Farran, D.C. (1995). The effects of day care intervention on teachers' ratings of the elementary school discourse skills in disadvantaged children. *International Journal of Behavioral Development*, 243-261.
- Feagans, L. & Farran, D.C. (1994). The effects of day care intervention in the preschool years on the narrative skills of poverty children in kindergarten. *International Journal of Behavioral Development*, 17, 503-523.
- Comfort, M. & Farran, D.C. (1994). Parent-child interaction assessment in family-centered intervention. *Infants and Young Children*, 6, 33-45.
- Farran, D.C. & Shonkoff, J. (1994). Developmental disabilities and the concept of school readiness. *Early Education and Development*, 5, 141-151.
- Farran, D. C., Son-Yarborough, W., Silveri, B. & Culp, A. (1993). Measuring the environment in public school preschools for disadvantaged children: What is developmentally appropriate? In S. Reifel (Ed), *Advances in Early Education and Day Care*, 1993, pg. 75-93. Greenwich CN: JAI Press, Inc.
- Farran, D. C., Mistry, J., Ai-Chang, M. & Herman, H. (1993). Kin and calabash: The social networks of preschool part-Hawaiian children. In R. Roberts (Ed.) *Coming Home to Preschool: The Socio-cultural context of early education*. Ablex Press.
- Farran, D.C. & Darvill, T. (1993). Mother-child interactions and the development of verbal and perceptual skills in part-Hawaiian preschool children. In R. Roberts (Ed.). *Coming Home to Preschool: The Socio-cultural context of early education*. Ablex Press.
- Farran, D., & Silveri, B. (1992). The developmental appropriateness of public schools for disadvantaged four year olds. In B. Day (Ed.), *Early childhood education in North Carolina public schools: A call for leadership*. North Carolina Association for Supervision and Curriculum Development.
- Farran, D. C., Silveri, B, & Culp, A. (1991). Public school preschools and the disadvantaged. In L. Rescorla, M. Hyson & K. Hirsh-Pasek (Eds.). *Early academics: Challenge or pressure?* New Directions for Child Development Source Book. San Francisco: Jossey-Bass.
- Farran, D. C., & Kasari, C. (1990). A longitudinal analysis of the development of synchrony in mutual gaze in mother-child dyads. *Applied Developmental Psychology*, 11, 419-430.
- Farran, D.C. (1990). Effects of intervention with disadvantaged and disabled children: A decade review. In S. Meisels & J. Shonkoff (Eds.), *Handbook of early intervention*. Cambridge, England: Cambridge University Press.
- Farran, D.C., Clark, K. & Ray, A. (1990). Measures of parent/child interaction. In E. Gibbs & D. Teti (Eds.), *Interdisciplinary assessment of infants: A guide for early intervention professionals*. Baltimore: Paul H. Brooks Publishing.
- Arakaki, A., Oshiro, M., & Farran, D. C. (1989). Research into practice: Integrated reading and writing in a kindergarten curriculum. In J. Mason (Ed.), *Reading and writing connections*. New York: Allyn and Bacon, Inc.

- Farran, D. C., & Harber, L. (1989). Responses to a learning task at 6 months and IQ test performance during the preschool years. *International Journal of Behavioral Development*, 12, 101- 114.
- Speidel, G., Farran, D. C., & Jordan, C. (1989). On the learning and thinking styles of Hawaiian children. In D. Topping, V. Kobayashi, & D. Crowell (Eds.), *Thinking: Third international conference*. Hillsdale, NJ: Lawrence Erlbaum, Inc.
- Cooper, D., & Farran, D. C. (1988). Behavioral risk in kindergarten. *Early Childhood Research Quarterly*, 3, 1-20.
- Kawakami-Arakaki, A., Oshiro, M., & Farran, D. C. (1988). *Research to practice: Integrated reading and writing in a kindergarten curriculum*. Technical Report No. 145. Champaign, Ill: Center for the Study of Reading, University of Illinois at Urbana-Champaign.
- Sparling, J. W., Seeds, J. W., & Farran, D. C. (1988). The relationship of obstetrical ultrasound to parent and infant behavior. *Obstetrics & Gynecology*, 72, 902-907.
- Towle, P., Farran, D. C., & Comfort, M. (1988). Parent-handicapped child interaction observational coding systems: A review. In K. Marfo (Ed.), *Mental-handicap and parent-child interactions*. New York: Praeger.
- Farran, D. C., Kasari, C., Yoder, P., Harber, L., Huntington, G., & Comfort-Smith, M. (1987). Rating mother-child interactions in handicapped and at-risk infants. In D. Tamir, T. B. Brazelton and A. Russell (Eds.), *Stimulation and intervention in infant development* (pp. 297-312). London, England: Freund Publishing House, Ltd.
- Farran, D. C., & Margolis, L. (1987). The family economic environment as a context for children's development. In J. Lewko (Ed.), *How children and adolescents view the world of work* (pp. 69-87). San Francisco: Jossey-Bass, Inc.
- Farran, D. C., & Sparling, J. (1986). Coping styles in parents of handicapped children. In E. Hibbs(Ed.), *Infancy as prevention*. New York: International Universities Press.
- Farran, D. C. (1986). Problems and perspectives for the concept of risk in psychosocial development:A summary. In D. C. Farran and J. D. McKinney (Eds), *Risk in intellectual and psychosocial development* (pp. 261-269). New York: Academic Press.
- Farran, D. C., & Cooper, D. H. (1986). Psychosocial risk: Which early experiences are important for whom? In D. C. Farran & J. D. McKinney (Eds.), *Risk in intellectual and psychosocial development* (pp. 187-226). New York: Academic Press.
- Farran, D. C., Metzger, J. D., & Sparling, J. (1986). Immediate and continuing adaptations in parents of handicapped children: A model and an illustration. In J. J. Gallagher and P. Vietze (Eds.), *Families of handicapped persons: Current research, treatment and policy issues* (pp. 143-163). Baltimore: Paul Brookes & Co.
- Yoder, P., & Farran, D. C. (1986). Mother-infant engagements in dyads with handicapped and non-handicapped infants. *Applied Research in Mental Retardation*, 7, 51-58.
- Cooper, D. H., & Farran, D. C. (1985). Behavioral risk: An ecological perspective on classifying children as behaviorally maladjusted in kindergarten. In W. Frankenburg and R. Emde (Eds.), *Early identification of children at risk: An international perspective* (pp. 193-202). New York: Plenum Publishing Company.
- Farran, D. C., Burchinal, M., Hutaff, S., & Ramey, C. (1984). Allegiances or attachments: Relationships among day care infants and their teachers. In R. Ainslie (Ed.), *Quality variations in day care* (pp. 133-158). New York: Praeger.

- Margolis, L., & Farran, D. C. (1984). Unemployment and children. *International Journal of Mental Health, 13*(1-2), 107-124.
- Farran, D. C. (1983). Forward. In C. C. Farran, *Infant Colic*. New York: Scribners.
- Farran, D. C. (1982). Mother-child interaction, language development and the school performance of poverty children. In L. Feagans & D. C. Farran (Eds.), *The language of children reared in poverty: Implications for evaluation and intervention* (pp. 19-52). New York: Academic Press.
- O'Connell, J. C., & Farran, D. C. (1982). The effect of day care on the use of intentional communicative behaviors in socioeconomically depressed infants. *Developmental Psychology, 18*, 22-29.
- Farran, D. C. (1982). Intervention for poverty children: Alternative approaches. In L. Feagans and D.C. Farran (Eds.), *The language of children reared in poverty* (pp. 269-271). New York: Academic Press.
- Ramey, C. T., & Farran, D. C. (1981). The functional concern of mothers for their infants. *Infant Mental Health Journal, 1*, 48-55.
- Jay, S., & Farran, D. C. (1981). The relative efficacy of predicting IQ from mother-child interactions using ratings versus behavioral counts. *Journal of Applied Developmental Psychology, 2*, 165-177.
- Feagans, L., & Farran, D. C. (1981). How demonstrated comprehension can get muddled in production. *Developmental Psychology, 17*, 718-727.
- Margolis, L., & Farran, D. C. (1981). Health consequences for children of parental job loss. *North Carolina Medical Journal, 42*, 849-850.
- Farran, D. C. (1980). Comments on James Comer's Talk. In R. Haskins and J. J. Gallagher (Eds.), *Care and education of young children in America: Policy, politics, and social science* (pp. 158-160). Norwood, New Jersey: Ablex.
- Farran, D. C., Hirschbiel, P., & Jay, S. (1980). Toward interactive synchrony: The gaze patterns of mothers and children in three age groups. *International Journal of Behavioral Development, 3*, 215-224.
- Farran, D. C., & Haskins, R. (1980). Reciprocal influence in social interactions of mothers and three year old children from different socioeconomic backgrounds. *Child Development, 51*, 780-791.
- Finkelstein, N., Gallagher, J. J., & Farran, D. C. (1980). The attentiveness and responsiveness to auditory stimuli of children at-risk for mental retardation. *American Journal of Mental Deficiency, 85*, 135-144.
- Farran, D. C., Haskins, R., & Gallagher, J. J. (1980). Poverty and mental retardation: A search for explanations. In J. J. Gallagher (Ed.), *New directions for exceptional children: Vol. 1*, (pp. 47-65). San Francisco: Jossey-Bass, Inc.
- Farran, D. C., & Ramey, C. T. (1980). Social class differences in dyadic involvement during infancy. *Child Development, 51*, 254-257. Reprinted in: M. Bloom (Ed.) (in press). *Life span development preventive and interventive helping*. New York: McMillan.
- Gallagher, J. J., Haskins, R., & Farran, D. C. (1979). Poverty and public policy. In T. B. Brazelton, and V. C. Baugham (Eds.), *The family: Setting priorities* (pp. 239-269). New York: Science and Medicine Publishing Co.
- Ramey, C. T., Farran, D. C., & Campbell, F. A. (1979). Predicting IQ from mother-infant interactions. *Child Development, 50*, 804-814.

- Ramey, C. T., Farran, D. C. Campbell, F. A., & Finkelstein, N. W. (1978). Observations of mother-infant interactions: Implications for development. In F. D. Minifie and L. L. Lloyd (Eds.), *Communicative and cognitive abilities--early behavior assessment*. Baltimore, Maryland: University Park Press, 397-441.
- Farran, D. C. (1977). Young children's behavior in open classrooms. *Forum on Open Education, 13*.
- Farran, D. C. & Ramey, C. T. (1977-1978). Infant day care and attachment behaviors toward mothers and teachers. *Child Development, 48*, 1112-1116. Reprinted in S. Chess and A. Thomas (Eds.) (1978). *Annual progress in child psychiatry and child development*. New York: Brunner/Mazel.
- Farran, D. C. (1968). Competition and learning for underachievers. In S. Boocock & E. O. Shield (Eds.), *Stimulation Games in Learning*. Beverly Hills, California: Sage Publications Inc.
- Farran, D. C. (1967). Games work with underachievers. *Scholastic Teacher*.

Other Publications

- Farran, D.C. (March, 1995). The care of young children in groups. *Newsletter of the North Carolina Association for the Education of Young Children*.
- Farran, D.C. (August, 1994). NC-aeyc Position Statement on Children and Violence. Adopted by the NC-aeyc Governing Board for the Annual Conference.
- Farran, D.C. (July, 1993). General principles of early child development. *Newsletter of the North Carolina Association for the Education of Young Children*.
- Farran, D. C. (1988). *Educational reform in kindergarten: A multidisciplinary approach*. Technical Report No. 143. Honolulu: Center for Development in Early Education, Kamehameha Schools/Bishop Estate.
- Farran, D. C. (1982). Now for the bad news. *Parents' Magazine, 57*, 80-82; 145.
- Margolis, L. H., & Farran, D.C. (1980). Unemployment: Health and behavioral consequences for children. *Networker, 2*, 5.
- Farran, D. C., & Salkind, N. (1979). Should we intervene in families? *Networker, 1*, 1.
- Haskins, R., Farran, D. C., & Sanders, J. (1978). The day care decision: What research can tell parents. *Parents' Magazine, 53*, 58; 76-78.
- Farran, D. C., & Yanofsky, S. (1972). *Change in junior high schools: Two case studies*. Pennsylvania Advancement School, Philadelphia. (ERIC Document Reproduction Service No. ED 169 165).

Unpublished Scale Development

- Bilbrey, C., Vorhaus, E., Farran, D., & Shufelt, S. (2007). *Teacher Observation in Preschool*. Unpublished instrument available from D.C. Farran, Peabody Research Institute, Vanderbilt University, Nashville, TN.
- Farran, D. C., Plummer, C., Kang, S., Bilbrey, C., & Shufelt, S. (2006) *Child Observation in Preschool manual*. Unpublished scale available from D.C. Farran, Peabody Research Institute, Vanderbilt University, Nashville, TN.
- Farran, D. C., & Bilbrey, C. (2004). *Narrative Record*. Unpublished instrument available from D.C. Farran, Peabody Research Institute, Vanderbilt University, Nashville, TN

- Farran, D.C., & Collins, E. (1995). *Teacher Child Interaction Scale*. Available from Dale C. Farran, Department of Teaching and Learning, PO Box 330 GPC, Vanderbilt University, Nashville, TN 37203.
- Farran, D. C., Kasari, C., Comfort, M., & Jay, S. (1986). *Parent/Caregiver Involvement Scale*. (Revision of Parent-Child Interaction Scale, 1980, 1981, 1984). Available from Dale C. Farran, Department of Teaching and Learning, PO Box 330 GPC, Vanderbilt University, Nashville, TN 37203 .
- Feagans, L. & Farran, D.C. (1982). *Adaptive Language Inventory*. Chapel Hill, NC: The Frank Porter Graham Child Development Center.

INVITED INSTITUTES/WEBINARS/TALKS

- 29th Annual Marion Steele Research Symposium Keynote Speaker (May, 2014). *Personal journey*. University of Delaware, College of Education and Human Development.
- Webinar (October, 2013). *Creating good learning environments for children: 10 things to know*. National Head Start Association's Head Start Awareness Month.
- Presenter (August, 2013), *The Brain and Executive Function*. In Exploring New Frontiers for Workforce Development, Center on Budget and Policy Priorities (CBPP), Washington, DC
- Visiting Distinguished Scholar (February, 2005), Mälardalen University, Västerås, Sweden.
- Visiting Distinguished Professor (October, 2001), University of Canberra, Canberra, ACT, Australia.
- Visiting Distinguished Scholar (September, 1997), Seminar on early intervention. University of Porto, Porto, Portugal.
- Visiting Professor (July, 1995), Infant development, assessment and intervention. Summer Institute of the University of British Columbia and the Infant Development Programme of British Columbia, Canada.
- Workshop Leader, (November, 1992, October, 1993; January, 1994; October, 1994), Principles of Child Development. Early Childhood Leadership Development Program (Smart Start), Chapel Hill, NC.
- Visiting Professor (July, 1991), Working with Families of Handicapped Children. University of British Columbia, Vancouver, British Columbia, Canada.
- Visiting Professor (July, 1989), Prekindergarten Curriculum: Exceptional preschool children and their families. University of British Columbia, Vancouver, British Columbia, Canada.

RESEARCH GRANTS (at Vanderbilt University)

- 7/15-6/17 Evaluation of Pre-K Development-Expansion awarded to TN
Tennessee Department of Education
Dale C. Farran, Principal Investigator, \$875,936
- 12/14-6/16 Development and Research in Early Mathematics Education Network
(DREME).
The Heising Simons Foundation
Award to Leland Stanford University
Subaward to Dale C. Farran (PI), Vanderbilt University, \$80,477
- 8/14-7/15 MNPS Model Learning Centers PRI Collaboration
Metropolitan Nashville Public Schools

- Principal Investigator
 \$293, 583
Reauthorized for 2015-16
 \$308,998
- 7/14-6/19 Follow-up through Middle School of a Randomized Study of Public
 Prekindergarten
 National Institute of Child Health and Human Development (NIH)
 Principal Investigator (with Co-PIs Mark Lipsey, Kerry Hofer) \$3,235,386
- 7/14 – 6/18 Contributions to Mathematics Competency of At-Risk Students: The Impact of
 Executive Function, Approximate Number System and Early Mathematics Skills
 Institute of Education Sciences
 Principal Investigator (with Kerry Hofer, Bethany Rittle-Johnson, Bruce
 McCandless) \$1,577,245
- 10/13-9/17 Middle School Mathematics Competencies in At-Risk Students, a Longitudinal
 Investigation from Early Childhood.
 Heising Simons Foundation
- 4/11-3/13 Principal Investigator (with Kerry Hofer, CoPI), \$1,254,019
 Exploring the Predictors of School Readiness: Meta-analysis of Longitudinal
 Research
 Institute of Education Sciences
 Co-Principal Investigator (with Sandra Wilson, PI)
- 03/10 -02/15 Postdoctoral Field Based Research Methodology Training
 Institute of Education Sciences
 Principal Investigator (with Mark Lipsey, \$654,720
- 08/09-07/11 Talking About Math in preschool
 Office of Program Research and Evaluation (Head Start Graduate Fellows
 program)
 Administration for Children and Families (DHHS)
 Co-Investigator (with Tracy Cummings), \$50,000
- 06/09-05/13 Learning-Related Cognitive Self-Regulation School Readiness Measures for
 Preschool Children: Optimizing Predictive Validity for Achievement
 Institute of Education Sciences
 Co-Principal Investigator (with Mark Lipsey & Sandra Wilson), \$1,450,017
- 07/09-6/13 Experimental Validation of *Tools of the Mind* PreKindergarten Curriculum.
 Institute of Education Sciences
 Principal Investigator (with Mark Lipsey), \$3,161,312
- 07/09-6/14 Evaluating the Effectiveness of Tennessee's Voluntary Pre-K Program
 Institute of Education Sciences (State Evaluation Program)
 Co-Principal Investigator (with Mark Lipsey), \$6,031,36
- 7/09-6/14 *Experimental Education Research Training (ExpERT): Vanderbilt's Predoctoral*
Research Training Program in Education Sciences (renewal application)
 Institute of Education Sciences
 Co-Principal Investigator (with David Cordray)
- 10/08-9/11 Transatlantic Consortium on Global Education and developmental studies
 (GEDS)

- EU/US Cooperation Programme In Higher Education And Vocational Education and Training
 EU-US Atlantis Program: US DOE and European Union
 Director, US Site (Peabody/Vanderbilt), \$300,000
- 08/07-07/09 Evaluating Math Recovery with Student Outcomes.
 Institute of Education Sciences,
 Co-principal Investigator (with Paul Cobb), \$1,158,250
- 11/06-10/08 ECI-NET
 Transatlantic Consortium on Early Childhood Intervention:
 Advancement of Policy and Practice
 EU/US Cooperation Programme In Higher Education And Vocational Education and Training (US DOE)
 Director, Participating US site, \$49,906
- 08/06-07/09 Assessing intervention fidelity in randomized field experiments.
 Institute of Education Sciences
 Co-principal Investigator (with David Cordray), \$1,400,000.
- 07/06-07/10 Scaling up TRIAD: Teaching Early Mathematics for Understanding with Trajectories and Technologies
 Institute of Education Sciences
 Co-principal Investigator (with Mark Lipsey), \$1,908,604
 Subcontract to the State University of New York Buffalo (Clements & Sarama)
- 06/06-09/06 Pre-K Summer Institute and Endorsement Seminar
 TN Department of Education, Office of Early Learning
 Principal Investigator, \$200,000.
- 07/05-06/06 Scaling up the Implementation of a Pre-Kindergarten Mathematics Intervention in Public Preschool Programs
 Institute of Education Sciences
 Principal Investigator (with Mark Lipsey), \$326,169
- 06/05-09/05 TN Pre-K Training Institute
 TN Department of Education
 Principal Investigator (with Tisha Bennett), \$142,000
- 09/04-08/07 Program Evaluation of a County-wide Early Reading First Program
 Subcontract to the Wayne County Public Schools (TN) Early Reading First Award
 U.S. Department of Education
 Principal Investigator, \$725,835
- 09/02-08/03 Planning the Evaluation of a School Readiness Program.
 National Institute of Child Health and Human Development
 Investigator, \$186,157
- 07/02-06/07 Focus in Early Childhood Curricula: Helping Children Transition to School.
 Preschool Curriculum Evaluation Program
 Office of Educational Research and Improvement, US Dept of Education (Now Institute of Education Sciences)
 Principal Investigator, \$2,816,641
- 10/01-09/06 Transatlantic Consortium on Early Childhood Education
 Fund for Improvement of Post Secondary Education

- 01/01-07/01 Director, Participating University Site, \$202,895
 Group Influences on the Development of Attention, Emotional Regulation, and Conscience in Young Children (pilot study)
 Peabody Small Grants Award
 Principal Investigator, \$6,900
- 07/97-06/98 Creating More Acceptable and Accepting Environments for Infants and Toddlers with Disabilities.
 United Way of Middle Tennessee
 Principal Investigator, \$7,900.
- 09/96-08/99 Mastery Behaviors and Scholastic Competence of At-Risk Children Transitioning into School and the Shared Perceptions of their Parents and Teachers
 National Institute on the Education of At-Risk Students
 Office of Educational Research and Improvement
 Co-Principal Investigator (with Lange at UNC-Greensboro), \$808,000

PAPERS PRESENTED (past 10 years)

- Farran, D.C., Lipsey, M., & Hofer, K. (2014, November). Sustained effects of a public prekindergarten program on achievement and behavior: Follow-up of a randomized field experiment in Tennessee. Paper presented at the annual meeting of the Association for Public Policy Analysis and Management, Albuquerque, NM.
- Hofer, K. G., Lipsey, M. W., Farran, D. C., & Bilbrey, C. (2014, March). Variation in mean academic gains across classrooms in the Tennessee Voluntary Pre-Kindergarten Program. In *Replication of the Effects of Prekindergarten Education When Taken to Scale at a State Level*. Symposium conducted at the Spring Conference of the Society for Research on Educational Effectiveness, Washington, D.C.
- Farran, D. C., Hofer, K., Lipsey, M., & Bilbrey, C. (2014, March). Variations in the quality of TN-VPK Classrooms. In *Replication of the Effects of Prekindergarten Education When Taken to Scale at a State Level*. Symposium conducted at the Spring Conference of the Society for Research on Educational Effectiveness, Washington, D.C.
- Lipsey, M. W., Hofer, K. G., Farran, D. C., Dong, N., & Bilbrey, C. (2014, March). Immediate and longitudinal effects of the Tennessee Voluntary Pre-K program on student cognitive and non-cognitive outcomes. In *Replication of the Effects of Prekindergarten Education When Taken to Scale at a State Level*. Symposium conducted at the Spring Conference of the Society for Research on Educational Effectiveness, Washington, D.C.
- Lipsey, M. W., Hofer, K. G., Dong, N., Farran, D. C., & Bilbrey, C. (2013, November). Effects of a public prekindergarten program on achievement and behavior: A randomized field experiment in Tennessee. In Gibbs & Chaudry (Chairs), *Early Childhood Interventions at Scale: Lessons for Current Policy Efforts*. Panel conducted at the Annual Association for Public Policy Analysis & Management Fall Research Conference in Washington, D. C.
- Farran, D., Wilson, S., & Lipsey, M. (April 2013). Effects of a curricular attempt to improve self-regulation and achievement in prekindergarten children. Paper presented in Invited Symposium at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

- Fuhs, M., Farran, D., & Turner, K. (April 2013). EF teacher ratings and child direct assessments: Predicting academic achievement gains. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Fuhs, M., Farran, D., & Turner, K. (April, 2013). Classroom processes and executive function skills development. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Fuhs, M. & Farran, D. (April, 2013). Teacher reported executive functioning skills development in dual language learners. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Aydogan, C., Farran, D. C., & Lipsey, M. (April, 2013). Influences of instructional and emotional environments and learning engagement on achievement gains in prekindergarten. Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.
- Farran, D. & Fuhs, M. (April, 2013). Classroom activities and organization: Predicting gains in achievement and self regulation. Paper presented at the annual meeting of the American Educational Research Association.
- Farran, D.C., Wilson, S., & Lipsey, M. (March, 2013). *Effects through kindergarten of a prekindergarten curricular attempt to improve self-regulation and achievement*. In R. Jacob (chair) *Targeting executive function and self-regulation: New findings from pre-k and elementary school interventions*. Invited symposium presented at the Spring Conference of the Society for Research in Educational Effectiveness, Washington, D.C.
- Lipsey, M., Hofer, K. G., Farran, D., Bilbrey, C., & Dong, N. (2012, September). Effects of the Tennessee Voluntary Pre-Kindergarten Program on school readiness. In Baker (Chair), *Moving to Scale: The Importance of Implementation in Early Childhood Settings*. Symposium conducted at the Fall Conference of the Society for Research on Educational Effectiveness, Washington, D.C.
- Farran, D.C., & Lipsey, M. (September 2012). *Evaluating the effectiveness of the TN Voluntary Pre-K program*. Paper presented at the Fall Conference of the Society for Research in Educational Effectiveness, Washington, D.C.
- Farran, D.C., Wilson, S., Lipsey, M., & Turner, K. (June 2012). *The effects of Tools of the Mind Curriculum on Children's Achievement and Self-Regulation*. In D.C. Farran (Chair). *Developing Self-Regulation in Preschool Classrooms: Results from Research on the Tools of the Mind Prekindergarten Curriculum*. Symposium presented at the Biennial Meeting of the Head Start Research Conference, Washington, D.C.
- Fuhs, M., Farran, D.C., Meador, D., & Norvell, J. (June 2012). *Classroom Activities and Organization: Comparing Tools of the Mind to Control Classrooms*. In D.C. Farran (Chair). *Developing Self-Regulation in Preschool Classrooms: Results from Research on the Tools of the Mind Prekindergarten Curriculum*. Symposium presented at the Biennial Meeting of the Head Start Research Conference, Washington, D.C.
- Newman, K., Fuhs, M., & Farran, D. (June 2012). *Investigating the Relationship Between Teacher-Child Interactions and Achievement Gains in Preschoolers*. Poster presented at the Biennial Meeting of the Head Start Research Conference, Washington, DC.
- Wilson, S. & Farran, D.C. (March, 2012). *Experimental Evaluation of the Tools of the Mind Preschool Curriculum*. In D. Farran (Chair), *Enhancing Executive Function and Achievement in Prekindergarten Classrooms: The Effectiveness of Tools of the Mind*.

- Symposium presented at Spring Conference of the Society for Research In Educational Effectiveness, Washington, DC.
- Lipsey, M., Hofer, K., Bilbrey, C., & Farran, D. (March, 2012). *Effects of the Tennessee Voluntary Pre-Kindergarten Program on School Readiness*. Paper presented at Spring Conference of the Society for Research In Educational Effectiveness, Washington, DC.
- Farran, D.C. (September, 2011). *Developing self-regulation in pre-kindergarten classrooms*. Invited paper presented to the conference on Cognitive Neuroscience of Learning: Implications for Education, sponsored by the New York Academy of Sciences (Aspen, CO).
- Anthony, K., Holmes, A., Farran, D.C., Lipsey, M., Clements, D., Sarama, J., & Hofer, K. (September, 2011). *The Effect of Time Spent on Mathematics-Related Computer Activities on Children's Achievement Outcomes in Pre-Kindergarten*. Paper presented to the Fall Conference of the Society for Research in Educational Effectiveness (Washington, DC)
- Hofer, K., Lipsey, M., Farran, D.C., Bilbrey, C. & Abelson, P. (March, 2011) *The Developmental Suitability of a Sample of Preschool Classrooms: An Examination of Quality*. Poster presented at the biennial meeting of the Society for Research in Child Development (Montreal, Canada).
- Anthony, K., Farran, D.C., Lipsey, M., Wilson, S., & Vorhaus, E. (March 2011). *Predicting Achievement Outcomes With Two Measures of Prekindergarten Self-Regulation*. Poster presented at the biennial meeting of the Society for Research in Child Development (Montreal, Canada).
- Yun, C., Farran, D.C., Lipsey, M., Hofer, K., & Bilbrey, C. (March 2011). *The Development of Self-Regulation Through Play in Prekindergarten*. Poster presented at the biennial meeting of the Society for Research in Child Development (Montreal, Canada).
- Lipsey, M. & Farran, D.C. (March, 2011). *Age Cutoff Regression-Discontinuity Evaluation of the Tennessee Voluntary Pre-Kindergarten Program: Some Conclusions and Conundrums*. Paper presented to the Spring Conference of the Society for Research in Educational Effectiveness (Washington, DC).
- Clements, D., Sarama, J., Farran, D.C., Lipsey, M., Hofer, K., & Bilbrey, C. (March, 2011) . *An Examination of the Building Blocks Math Curriculum: Results of a Longitudinal Scale-Up Study*. Paper presented to the Spring Conference of the Society for Research in Educational Effectiveness (Washington, DC).
- Hofer, K., Lipsey, M., Farran, D.C., & Bilbrey, C. (March 2011). *The Effects of the Tennessee Voluntary Pre-Kindergarten Program: A Randomized Field Experiment*. . Paper presented to the Spring Conference of the Society for Research in Educational Effectiveness (Washington, DC).
- Anthony, K., Farran, D.C., Lipsey, M., Hofer, K., Bilbrey, C., & Vorhaus, E. (May, 2010). *Early school readiness and achievement: The role of Work-Related Skills*. Paper presented at the annual meeting of the American Educational Research Association (Denver, CO).
- Smith, T., Cobb, P., Munter, C., Farran, D., & Cordray, D. (May, 2010). *Does the Mathematics Recovery program improve students' mathematics learning?* Paper presented at the annual meeting of the American Educational Research Association (Denver, CO).

- Cassata-Widera, A., Farran, D., & Lipsey, M. (May, 2010). *Early science instruction and cognitive demand: Analysis of observational data from prekindergarten to first grade*. Poster presented at the annual meeting of the American Educational Research Association (Denver, CO).
- Yun, C., Farran, D.C., Lipsey, M., & Bilbrey, C. (May 2010). *Academic self-concept and achievement in young children*. Poster presented at the annual meeting of the American Educational Research Association (Denver, CO).
- Farran, D.C.(April, 2010). Discussant. In P. Garrett-Peters (chair), *Children's early care experiences: Effects on language, socioemotional competence, and adjustment in preschoolers*. Symposium presented at the biennial meeting of the Conference on Human Development (New York, NY).
- Farran, D.C. *Cognitive self-regulation and the academic achievement of preschool children in different curricula*. In D. Farran (chair), *Attention and self-regulation in young children: Long term predictions of cognitive and scholastic outcomes*. Symposium presented at the biennial meeting of the Conference on Human Development (New York, NY).
- Smith, T., Cobb, P., Farran, D., Cordray, D., Munter, C., & Dunn, A. (March, 2010). *Evaluating Math Recovery on student achievement*. Paper presented in T. Smith (chair), *Evaluating Math Recovery: Causal impact on student achievement, the impact of tutor knowledge, and measures of fidelity of implementation*. Symposium presented at the annual meeting of the Society for Research on Educational Effectiveness (Washington, DC).
- Smith, T., Cobb, P., Farran, D., Cordray, D., Munter, C., Green, S., Garrison, A., & Dunn, A. (March 2010). *Evaluating Math Recovery: Implications for policy and practice*. In D. Clements (chair), *Interaction of research, practice, and policy in mathematics education*, invited symposium presented at the annual meeting of the Society for Research on Educational Effectiveness (Washington, DC).
- Anthony, K., Farran, D., Lipsey, M. & Bilbrey, C. (June, 2009). *Work-related skills and achievement outcomes*. Poster presented at the annual IES Research Conference, Washington, DC.
- Cassata-Widera, A., Farran, D.C., & Lipsey, M. (June, 2009). *Inferential thinking and child involvement during science instruction in a comprehensive early childhood curriculum*. Poster presented at the annual IES Research Conference, Washington, DC.
- Cummings, T., Farran, D.C., Lipsey, M., Bilbrey, C., & Vorhaus, E. (June, 2009). *Instructional practices that promote math readiness in preschool children*. Poster presented at the annual IES Research Conference, Washington, DC.
- Farran, D.C., Lipsey, M., Bilbrey, C., Hofer, K., & Vorhaus, E. (June, 2009). *Effects of an early math curriculum: Full implementation at a scale up site*. Poster presented at the annual IES Research Conference, Washington, DC.
- Garrison, A., Farran, D.C., Lipsey, M., Bilbrey, C., & Vorhaus, B. (June, 2009). *Mathematics activities and the mathematical nature of the pre-kindergarten classroom environment*. Poster presented at the annual IES Research Conference, Washington, DC.
- Hofer, K., Aydogan, C., Farran, D.C., Lipsey, M. (June, 2009). *The effect of early grade retention on children's skills and achievement*. Poster presented at the annual IES Research Conference, Washington, DC.

- Yun, C., Farran, D.C., Lipsey, M. & Bilbrey, C. (June, 2009). *Gender effects and stability of academic self concept and feelings about school in young children*. Poster presented at the annual IES Research Conference, Washington, DC.
- Farran, D.C. & Lipsey, M. (April, 2009). Long term effects from prekindergarten curricula. Paper presented in C.Ebanks (chair), Early intervention research and children's school readiness: What role does curriculum play? Paper symposium presented at the biennial meeting of the Society for Research in Child Development, Denver Colorado.
- Cummings, T., Hofer, K., Farran, D.C., Lipsey, M., & Bilbrey, C. (April, 2009). Child talk and engagement in prekindergarten classroom predict achievement gains. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver Colorado.
- Anthony, K., Farran, D., Lipsey, M., Bilbrey, C., Cummings, T., & Hofer, K. (April, 2009). The organization of prekindergarten classrooms and child disruptive behaviors. . Poster presented at the biennial meeting of the Society for Research in Child Development, Denver Colorado.
- Farran, D.C., Lipsey, M. & Bilbrey, C. (April, 2009) Predicting high-stakes test results at third grade from pre-kindergarten curricula and children's skills. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Lipsey, M., Farran, D., Hurley, S., Hofer, K., & Bilbrey, C. (March, 2009). Effects of a literacy focused curriculum and a developmental curriculum on school readiness and subsequent state achievement test outcomes in rural prekindergarten classrooms. Paper presented at the annual meeting of the Society for Research in Educational Effectiveness, Washington, DC.
- Cummings, T., Hofer, K., Farran, D.C., Lipsey, M., & Bilbrey, C. (March, 2009). Preparing prekindergartners with math readiness skills: The effect of children's talk, focus and engagement on math achievement. Paper presented at the annual meeting of the Society for Research in Educational Effectiveness, Washington, DC.
- Farran, D.C. (June, 2008). Predicting TCAP scores at 3rd grade from pre-kindergarten curricula and individual skills. Paper presented at the Tennessee Early Childhood Summit, Nashville, TN.
- Farran, D.C., Lange, G., & Boyles, C. (March, 2008). Children's self regulation as a significant predictor of high stakes state testing. Paper presented at the annual meeting of the Society for Research in Educational Effectiveness, Washington, DC.
- Farran, D.C. (February, 2008). Threats to Children and Childhood in Advanced Technological Societies, Keynote Address, Early Years Conference, Vancouver, BC, Canada.
- Farran, D.C. (May, 2007). Balancing instructional content in pre-kindergarten classrooms and determining for whom the programs work best. Presentation to the 2nd Annual TN Pre-K Summit, Nashville, TN.
- Farran, D.C., Lipsey, M., Watson, B., & Hurley, S. (April 2007), Balance of content emphasis and child content engagement in an Early Reading First program. In D. Clements (chair), How should preschoolers spend their day? Integration and conflicts across developmental areas. Paper symposium presented at the annual meeting of the American Educational Research Association, Chicago IL.
- Bilbrey, C., Farran, D., & Lipsey, M. (March, 2007). Active involvement by rural children from low income families in prekindergarten classrooms: Predictors and consequences.

Paper presented in C. Ebanks (chair), Effects of early childhood interventions on children's school readiness: Findings from an evaluation study of preschool curricula. Paper symposium presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

- Aydogan, C., Spivak, A., Bilbrey, C., Farran, D., & Lipsey, M. (March, 2007). Children's social behavior and their skills in language, literacy, and math. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Farran, D. C., Lipsey, M., Aydogan, C., Plummer, C., Bilbrey, C., & Hurley, S. (March, 2007). Prekindergarten curricula: Teacher change and child engagement. In D. Dickinson (chair), Fostering development among teachers and children in literacy, math, science, and social development. Poster symposium presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Farran, D.C. & Lipsey, M. (March, 2007). The effects of cognitive self-regulation on the academic achievement of preschool children. In C. Blair (chair), Promoting the development of self-regulation in young children through innovative curricula and teacher interactions. Paper symposium presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Farran, D.C., Lipsey, M., Hurley, S., & Bilbrey, C. (June, 2006). The predictive utility of the ECERS-R in rural public school prekindergarten programs. Poster presented at the 8th annual Head Start Research Conference, Washington, DC.
- Farran, D.C., Lipsey, M., Hurley, S., Watson, B., Richardson, N., & Curry, S. (June 2006). Multifaceted evaluation of a literacy curriculum during the first year of an Early Reading First project. Poster presented at the 8th annual Head Start Research Conference, Washington, DC.
- Hofer, K., Farran, D., Lipsey, M., Hurley, S., & Bilbrey, C. (June 2006). Transitioning to school: Describing the classroom environment of rural, low-income children in kindergarten and 1st grade. Poster presented at the 8th annual Head Start Research Conference, Washington, DC.
- Aydogan, C., Plummer, C. Kang, S., Bilbrey, C., Farran, D., & Lipsey, M. (May 2006). An investigation of prekindergarten curricula: Influences on classroom characteristics and child engagement. Poster presented at Institute of Education Sciences 2006 Research Conference, Washington, DC.
- Farran, D.C., Lipsey, M., Bilbrey, C., & Hurley, S. (April, 2006). Comparing the effects of a literacy focused to a developmental curriculum in rural prekindergarten classrooms. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Farran, D.C. (May, 2005). Inclusive classrooms for toddlers. Paper presented in R. Simmeonson (chair), International perspective on early childhood intervention. Panel discussion (Ringvorlesung) at the Ludwig Maximilian University, Munich Germany.
- Farran, D.C., Lipsey, M., & Bilbrey, C. (April, 2005). Transition to kindergarten for children from rural low income families: Differential effects of two comprehensive curricula. Paper presented in M. Lipsey (Chair), Curricula as intervention: Results from randomized control trials. Symposium presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Lange, G, Farran, D., Boyles, C., & Beck, A. (January, 2005). Predicting early academic competence of economically at-risk children from parent and teacher mastery ratings.

Paper presented at the Second Annual Hawaii International Conference on Education, Honolulu, HI.

PROFESSIONAL SERVICE

External reviewer for Barbara Wasik, being considered for the Paul W. Eberman Faculty Research Award at Temple University.

External reviewer for Kofi Marfo, nominated for a University Distinguished Professor appointment at the University of South Florida.

External Nominator for Dana Brynelson for the Order of British Columbia (awarded)
Consulting Editor, *Child Development*, 2013-16.

Member, Early Childhood Innovation Partnership, Center on Developing Child at Harvard University (2011 –present).

Member, Implementation Working Group of the Child Care Policy Research (2011- present).

External Reviewer, Department of Teaching and Learning, Brigham Young University (October, 2006).

Member, Society for Research in Child Development, Policy and Communications Committee (2005-2009)

Institute for Education Sciences Reading and Writing Standing Review Panel, appointed 2005-2008.

Associate Editor, *Early Childhood Research Quarterly*, 2000-2005.

Editorial Board, *Infants and Young Children*, (2001-2008).

Member, Society for Research in Child Development, Governance Ad Hoc Committee.

Scientific Reviewer, Teacher Quality Research Peer Review Panel for the Institute of Education Sciences, Washington, DC, June, 2003, March 2004.

Chair, Early Reading First Proposal Review Panel, U.S. Department of Education, 12/2002

Ad Hoc Reviewer for *American Educational Research Journal*

Reviewer, biannual meeting of the Society for Research in Child Development, the annual meeting of the American Educational Research Association, and the biannual meeting of the Head Start Research Conference.

Anonymous reviewer, *From neurons to neighborhoods*, first draft, for the National Research Academy.

Chair, Legacy for Children Working Group (2001-2004), Center for Disease Control, Atlanta, GA.

Strategic Planning Committee, Kamehameha Schools/Bishop Estate, Honolulu, HI.

Appointed, Editorial Board, *Early Childhood Research Quarterly*, 1997-2000.

Consulting Editor, *Young Children*, 1995-1999

Associate Editor, *Journal of Early Intervention Research*, 1994-1997

Consulting Editor, *Early Childhood Research Quarterly*, 1994-1997

Member-at-Large, Governing Board, North Carolina Association for the Education of Young Children, 1994-1996.

National Advisory Board, Carolina Institute for Policy Studies, 1987- 1992

National Advisory Board, Carolina Institute for Early Education of the Handicapped, 1984-1986

Ad Hoc Advisory Board, North Carolina Child Advocacy Commission, 1988-89

Director of Research, Project WIN, Boston, Massachusetts, 1987-1988

Consulting Editor for *Developmental Psychology*, 1980-85

Occasional reviewer for *Child Development*, *Merrill-Palmer Quarterly*, *Developmental Psychology*

Grant reviewer for National Science Foundation, March of Dimes, Spencer Foundation, ACYF