

VITA

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BIRTHDATE: September 14, 1945; Cleveland, Ohio

EDUCATION:

Ed.D.	Harvard University, Graduate School of Education	1973
	Harvard University, Graduate School of Arts and Sciences (Doctoral program in Philosophy and Education)	1968 - 1970
Ed.M.	Harvard University Graduate School of Education	1969
A.B.	University of Rochester (Magna cum Laude). Major: Philosophy	1967

HONORS and AWARDS:

Richard D. Holland Presidential Chair Emeritus in Early Childhood Development and Founding Executive Director Emeritus, University of Nebraska	2022
Dr. Lavonne Plambeck Early Childhood Pioneer Award University of Nebraska at Kearney	2022
Simms/Mann Whole Child Award for Visionary Leadership in Early Childhood Development and Education Simms/Mann Institute, Beverly Hills, CA	2019
Richard D. Holland Presidential Chair in Early Childhood Development, University of Nebraska	2017
President Emeritus, Erikson Institute	2013
Sylvia Cotton Founder's Award, Illinois Action for Children	2012
Doctor of Humane Letters, <i>honoris causa</i> . Roosevelt University	2010

Director Emeritus, ZERO TO THREE: The National Center for Infants, Toddlers, and Families	2008
Dale Richmond-Justin Coleman Award, Section on Developmental & Behavioral Pediatrics, American Academy of Pediatrics	2005
Outstanding Service to Young Children Award, Chicago Metropolitan Association for the Education of Young Children	2005
Professor of Education Emeritus and Research Scientist Emeritus, University of Michigan	2002
Parenting Shelf Award Winner, <i>Winning Ways to Learn</i> , Parents' Choice Foundation	2000
Ferguson Award for Leadership in Early Childhood Education, National-Louis University, Evanston, IL	2000
Sunny Days Award, Sesame Street Parent's Magazine, Children's Television Workshop	1999
Mary E. Switzer Distinguished Fellow in Handicapped Research, National Institute of Handicapped Research, U.S. Department of Education	1985 - 86
Faculty Research Award, Horace H. Rackham School of Graduate Studies, University of Michigan	1982 - 83

EMPLOYMENT:

Founding Executive Director, Buffett Early Childhood Institute, University of Nebraska Richard D. Holland Presidential Chair in Early Childhood Development Professor, Department of Child, Youth, and Family Studies, College of Education and Human Services, University of Nebraska-Lincoln; Courtesy professorial appointments: College of Public Affairs and Community Service, University of Nebraska at Omaha; College of Public Health, University of Nebraska Medical Center; and College of Education, University of Nebraska at Kearney	2013 - 2023
President, Erikson Institute, Chicago, IL	2002 - 2013
Professor, School of Education, University of Michigan	1986 - 2001
Research Scientist, Center for Human Growth and Development, University of Michigan (Acting Director, Feb.- Aug., 1987)	1986 - 2001
Associate Dean for Research, School of Education, University of Michigan (Acting Dean, Feb. - June, 1994)	1992 - 1995

Associate Professor, School of Education, University of Michigan (Chairman, Special Education Program, 1980-83)	1980 - 1986
Associate Research Scientist, Center for Human Growth and Development, University of Michigan	1983 - 1986
Program Director for Special Education, Institute for the Study of Mental Retardation and Related Disabilities [ISMRRD], University of Michigan	1980 - 1983
Senior Advisor in Early Childhood Development, Developmental Evaluation Clinic, Children's Hospital, Boston	1979 - 1980
Director, Eliot-Pearson Children's School, Department of Child Study, Tufts University	1973 - 1978
Instructor to Associate Professor, Eliot-Pearson Department of Child Study, Tufts University (on leave 1979-80)	1972 - 1980
Lecturer in Education (part-time), Wheelock College, Boston	1970 - 1972
Lecturer in Teacher Education (part-time), Simmons College, Boston	1971 - 1973
Teacher, Runkle School, Brookline, MA Public Schools Kindergarten and Kindergarten-First Grade	1970 - 1972
Science Coordinator and Teacher, Cambridge Montessori School, Cambridge, MA. Preschool-Grade 3	1969 - 1970
Teaching Fellow in Education, Graduate School of Education, Harvard University	1968 - 1970

DISTINGUISHED LECTURESHIPS:

Keynote Address on Assessment and Intervention European Early Childhood Education Research Association, Thessaloniki, Greece	August 2019
Greenfield/Carter Lecture on Early Childhood Well-Being University of Pennsylvania	October 2018
Helen Kelley Symposium for Excellence in Education, University of Nebraska at Lincoln	November 2013
"Why the Early Years of Life Matter" Holland Lecture Series, Omaha, NE	May 2013

Phyllis Levenstein Memorial Lecture, Parent-Child Home Program, Garden City, Long Island, New York	April 2007
William C. Friday Distinguished Lecture, School of Education, University of North Carolina-Chapel Hill	October 2005
Warren Wright Guest Lecture, Division of Child & Adolescent Psychiatry, Northwestern School of Medicine	October 2005
Weiswasser Visiting Professor, Department of Pediatrics, Yale University Medical School	May 2004
Irving B. Harris Visiting Scholar and Lecturer, Institute for Child Study, University of Minnesota	May 2003
Evangeline Burgess Lecturer, Pacific Oaks College, Pasadena, CA	May 2003
James Maitland Simpson Memorial Lecturer, C. S. Mott Children's Hospital, University of Michigan	October 1989

PUBLICATIONS:

In press

Meisels, S.J., In C. McWayne & V. Gadsden (Eds.), *Hope and resistance: Early childhood research for change*. (Commentary on Section II: Strengths-based interventions across families and settings.)
New York: Paul Brookes.

2018

Meisels, S.J., Marsden, D.B., Henderson, L., & Wiske, M. S. *Early Screening Inventory-3*. Bloomington,
MN: Pearson/Psychological Corp.

2013

Meisels, S.J., Jablon, J.R., Dichtelmiller, M.L., & Marsden, D.B. *The Work Sampling System* (5th Ed.).
Bloomington, MN: Pearson/Psychological Corp.

2010

Meisels, S. J. Wen, X., & Beachy-Quick, K. Authentic assessment for infants and toddlers: Exploring the
reliability and validity of the *Ounce Scale*. *Applied Developmental Science*, 14 (2), 1 – 17.

2008

Meisels, S. J., Xue, Y., & Shablott, M. Assessing language, literacy, and mathematics skills with *Work
Sampling for Head Start*. *Early Education and Development*, 19(6), 963-981.

2007

- Meisels, S. J., Accountability in early childhood: No easy answers. In R. C. Pianta, M. J. Cox, & K. Snow (Eds.), *School readiness and the transition to kindergarten* (pp. 31 – 48). Baltimore: Paul H. Brookes.
- Meisels, S. J., Stott, F., Korfmacher, J., & Collins, M. Child psychology for the 21st century [review of *Handbook of Child Psychology*, vols. 1 - 4 (6th ed.), W. Damon & R. M. Lerner (Eds.). *PsycCritiques*, 52(16), downloaded April 18, 2007].

2006

- Son, S-H. & Meisels, S.J. (2006). The relationship of young children’s motor skills to later school achievement. *Merrill-Palmer Quarterly*, 52(4) 755-778.
- Dorfman, A. B., Galluzzo, G. R., & Meisels, S. J. Learning to teach: Developing assessment skills when program and placement are aligned. *Journal of Early Childhood Teacher Education*, 27, 231-247.
- Meisels, S.J. Foreword. In G.M. Foley & J.D. Hochman (Eds.). *Mental health in early intervention* (pp. x – xi). Baltimore: Paul H. Brookes.
- Meisels, S.J. & Atkins-Burnett, S. Evaluating early childhood assessments: A differential analysis. In K. McCartney & D. Phillips (Eds.), *The Blackwell handbook of early childhood development* (pp. 533 – 549). Oxford: Blackwell Publishing.
- Meisels, S.J., “Universal Pre-K: What about the babies?” [Commentary] *Education Week*, p. 44, 36.
- Lee, V.E., Burkam, D.T., Ready, D.D., Honigman, J.J., & Meisels, S.J. (2006). Full-day vs. half-day kindergarten: In which program do children learn more? *American Journal of Education*, 112, 163 - 208.

2005

- Meisels, S.J., Children’s museums: Places of learning and play. *Hand to hand* (publication of the Association of Children’s Museums), 19(2), 3,7.
- Meisels, S.J. & Atkins-Burnett, S. *Developmental screening in early Childhood: A Guide* (5th edition). Washington, DC: National Association for the Education of Young Children.
- Gilliam, W.S., Meisels, S.J., & Mayes, L.C., Screening and surveillance in early intervention systems. In M.J. Guralnick (Ed.), *A developmental systems approach to early intervention: National and international perspectives* (pp. 73 - 98). Baltimore: Paul H. Brookes.
- Meisels, S.J. Early Childhood Performance Assessment. In C.B. Fisher & R.M. Lerner (Eds.). *Encyclopedia of applied developmental science* (vol. 1, pp. 101 – 105). Thousand Oaks, CA: Sage.

2004

Xue, Y. & Meisels, S.J. Early literacy instruction and children's learning in kindergarten: Evidence from the Early Childhood Longitudinal Study-Kindergarten Class of 1998-99. *American Educational Research Journal*.41(1), 191 – 229.

Meisels, S.J. Should We Test Four-Year Olds? [Commentary]. *Pediatrics*, 113 (5), 1401-1402.

Meisels, S.J. & Atkins-Burnett, S. The Head Start National Reporting System: A critique. *Young Children*, 59 (1), 64-66.

2003

Meisels, S.J., Dombro, A.L., Marsden, D.B., Weston, D. & Jewkes, A. *The Ounce Scale: An Observational Assessment for Infants, Toddlers, and Families*. New York: Pearson Early Learning.

Meisels, S.J., (March 19). "Can Head Start Pass the Test?" [Commentary] *Education Week*, pp. 44, 29.

Meisels, S.J., Atkins-Burnett, S., Xue, Y., Nicholson, J., Bickel, D.D., & Son, S. Creating a system of accountability: The impact of instructional assessment on elementary children's achievement test scores. *Education Policy Analysis Archives*, 11(9). <http://epaa.asu.edu/epaa/v11n9/>.

2002

Meisels, S.J. & Harrington, H.L., with McMahon, P., Dichtelmiller, M.D. & Jablon, J.R. *Thinking like a teacher: Using observational assessment to improve teaching and learning*. Boston: Allyn & Bacon.

2001

Meisels, S.J., Bickel, D.D., Nicholson, J., Xue, Y., & Atkins-Burnett, S. Trusting teachers' judgments: A validity study of a curriculum-embedded performance assessment in Kindergarten – Grade 3. *American Educational Research Journal*, 38 (1), 73 – 95.

Meisels, S.J., Xue, Y., Bickel, D.D., Nicholson, J., & Atkins-Burnett, S. Parental reactions to authentic performance assessment. *Educational Assessment*, 7 (1), 61 – 85.

Meisels, S.J., Fusing assessment and intervention: Changing parents' and providers' views of young children. *Zero to Three*, 21 (4), 4 – 10.

Meisels, S.J., Jablon, J.R., Marsden, D.B., Dichtelmiller, M.L., Dorfman, A.B. *The Work Sampling System* (4th ed.). New York: Pearson Learning Group.

Meisels, S.J. & Piker, R.A., *An Analysis of Early Literacy Assessments Used for Instruction*. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement, University of Michigan.

2000

Meisels, S.J., On the side of the child: Personal reflections on testing, teaching, and early childhood education. *Young Children*, 55 (6), 16 - 19.

Meisels, S.J., Marsden, D.B., & Stetson, C., *Winning Ways to Learn for 3, 4, & 5 year olds*. New York: Goddard Press.

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Shonkoff, J.P. & Meisels, S.J. (Eds.), *Handbook of early childhood intervention* (second edition). New York: Cambridge University Press.

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1999

Meisels, S.J. Assessing readiness. In R.C. Pianta & M. Cox (Eds.), *The transition to kindergarten* (pp. 39 – 66). Baltimore: Paul Brookes.

Meisels, S.J. & Atkins-Burnett, S. Assessing intellectual and affective development before age three: A perspective on changing practices. *Food and Nutrition Bulletin*, 20 (1), 23 – 33.

Grantham-McGregor, S.M., Pollitt, E., Wachs, T.D., Meisels, S.J. Scott, K.G. Summary of the scientific evidence on the nature and determinants of child development and their implications for programmatic interventions with young children. *Food and Nutrition*, 20 (1), 4 – 6.

1998

Harrington, H.L., Meisels, S.J., McMahon, P., Dichtelmiller, M.L., & Jablon, J.R. *Observing, documenting, and assessing learning: The Work Sampling System handbook for teacher educators*. Ann Arbor: Rebus Inc.

1997

Meisels, S.J., Marsden, D.B., Wiske, M.S., & Henderson, L.W., *The Early Screening Inventory-Revised (ESI-R)*. New York: Pearson Early Learning.

Meisels, S. J., Marsden, D.B., Wiske, M.S., & Henderson, L.W., *Inventorio para la Deteccion Temprana-Revisado (IDT-R)*. New York: Pearson Early Learning.

Atkins-Burnett, S., Nicholson, J., & Meisels, S.J., Assessing social competence in young children. In B. Spodek & O.N. Saracho (Eds.), *Issues in early childhood educational evaluation: Yearbook in early childhood education* (vol. 7, pp. 149 - 178). New York: Teachers College Press.

Meisels, S.J. Using Work Sampling in authentic performance assessments. *Educational Leadership*, 54, 60 - 65.

1996

- Meisels, S.J., Performance in context: Assessing children's achievement at the outset of school. In A.J. Sameroff & M.M. Haith (Eds.), *The five to seven year shift: The age of reason and responsibility* (pp. 410 - 431). Chicago: University of Chicago Press.
- Meisels, S.J., Atkins-Burnett, S., & Nicholson, J. *Assessment of social competence, adaptive behaviors, and approaches to learning*. Working Paper #96-18, National Center for Education Statistics. Washington, D.C. : U.S. Department of Education, OERI.
- Meisels, S.J. & Henderson, L.W., Increasing the accuracy of developmental screening: New studies of the Early Screening Inventory. In J.P. Shonkoff & S. Harel (Eds.), *Early childhood intervention and family support programs: Accomplishments and challenges* (pp. 5 - 28). Jerusalem: JDC-Brookdale Institute.
- Meisels, S.J. & Fenichel, E. (Eds.), *New visions for the developmental assessment of infants and young children*. Washington, DC: Zero to Three: The National Center for Infants, Toddlers, and Families.
- Meisels, S.J. Charting the continuum of assessment and intervention. In S.J. Meisels & E. Fenichel (Eds.), *New visions for the developmental assessment of infants and young children* (pp. 27 - 52). Washington, DC: Zero to Three: The National Center for Infants, Toddlers, and Families.
- Greenspan, S.I. & Meisels, S.J. Toward a new vision for the developmental assessment of infants and young children. In S.J. Meisels & E. Fenichel (Eds.). *New visions for the developmental assessment of infants and young children* (pp. 11 – 26). Washington, DC: Zero to Three: The National Center for Infants, Toddlers, and Families.
- Reprinted from *Zero to Three*, (1994), 14, 1 - 8.
Reprinted in condensed form in *Exceptional Parent*, (1995), 25 (2), 23 - 25.
- Perry, N.E. & Meisels, S.J. *Teachers' judgments of students' academic performance*. Working Paper #96-08, National Center for Education Statistics. Washington, D.C.: U.S. Department of Education, OERI.
- Meisels, S.J. (April 5) Flunking kids: Holding students back hurts educational prospects. [Commentary] *Detroit Free Press*, 11A.
- Mangelsdorf, S.C., Plunkett, J.W., Dedrick, D.F., Berlin, M., Meisels, S.J., McHale, J.L., & Dichtelmiller, M. Attachment security in very low birthweight infants. *Developmental Psychology*, 32, 914 - 920.

1995

- Meisels, S.J., Liaw, F-R., Dorfman, A., & Nelson, R. The Work Sampling System: Reliability and validity of a performance assessment for young children. *Early Childhood Research Quarterly*, 10 (3), 277 - 296.
- Liaw, F-R., Meisels, S.J., & Brooks-Gunn, J. The effects of experience of early intervention on low birthweight, premature children: The Infant Health and Development Program. *Early Childhood Research Quarterly*, 10 (4), 405 - 431.

Meisels, S.J., Dorfman, A., & Steele, D. Equity and excellence in group administered and performance-based assessments. In M.T. Nettles & A.L. Nettles (Eds.), *Equity in educational assessment and testing* (pp. 196-211). Boston: Kluwer Academic Publishers.

Meisels, S.J. Out of the readiness maze. *Momentum*, 26, 18 - 22.

1994

Meisels, S.J. with Atkins-Burnett, S. *Developmental screening in early childhood: A guide* (fourth edition). Washington, D.C.: National Association for the Education of Young Children.

Meisels, S.J. Assessment in early childhood. In T. Husen & T.N. Postelthwaite (Eds.), *International Encyclopedia of Education* (2nd ed., vol. 1, pp. 358 - 362). Oxford, England: Pergamon Press.

Meisels, S.J. Early childhood developmental screening. In T. Husen & T.N. Postelthwaite (Eds.), *International Encyclopedia of Education* (2nd ed., vol. 3, pp. 1621 - 1624). Oxford, England: Pergamon Press.

Henderson, L.W. & Meisels, S.J. Parental involvement in the developmental screening of their young children: A multiple source perspective. *Journal of Early Intervention*, 18, 141 - 154.

Meisels, S.J., Jablon, J.R., Marsden, D.B., Dichtelmiller, M.L., Dorfman, A.B. *The Work Sampling System*. Ann Arbor, MI: Rebus Inc.

Meisels, S.J., Designing meaningful measurements for early childhood. In B.L. Mallory & R.S. New (Eds.), *Diversity in early childhood education: A call for more inclusive theory, practice, and policy* (pp. 205 – 202-222). New York: Teachers College Press.

1993

Meisels, S.J. Foreword. In D.M. Bryant & M.A. Graham (Eds.), *Implementing early intervention: From research to effective practice*. New York: Guilford Publications, Inc.

Meisels, S.J. & Liaw, F. Failure in grade: Do retained students catch up? *Journal of Educational Research*, 87, 69 - 77.

Meisels, S.J., (August 4). 'How Is My Child Doing?' [Commentary] *Education Week*, p. 54.

Meisels, S.J., Remaking classroom assessment with the Work Sampling System. *Young Children*, 48, 34 - 40.

Meisels, S.J., Henderson, L.W., Liaw, F., Browning, K., & Ten Have, T. New evidence for the effectiveness of the Early Screening Inventory. *Early Childhood Research Quarterly*, 8, 327-346.

Meisels, S.J., Dichtelmiller, M., & Liaw, F. A multidimensional analysis of early childhood intervention programs. In C. Zeanah (Ed.), *Handbook of Infant Mental Health* (pp. 361 - 385). New York: Guilford Press.

Bozynski, M.E., DiPietro, M., Meisels, S.J., Plunkett, J.W., Burpee, B. & Claflin, C. Abnormalities on cranial sonography and neurological examination at term and developmental progress through 19 months. *Journal of Developmental and Behavioral Pediatrics*, 14, 112 -116.

Meisels, S.J., The Work Sampling System: An authentic performance assessment. *Principal Magazine*, 72, 5 - 7.

Meisels, S.J., Steele, D., & Quinn-Leering, K. Testing, tracking and retaining young children: An analysis of research and social policy. In B. Spodek (Ed.), *Handbook of research on the education of young children* (pp. 279 - 292). New York: Macmillan.

Meisels, S.J., (April 22). Achievement testing beyond compare [Commentary]. *Detroit News*.

1992

Claflin, C., & Meisels, S.J. Assessment of the impact of very low birth weight infants on families. In N. Anastasiow & S. Harel (Eds.), *The At-Risk Infant* (vol. 3, pp. 57 - 79). Baltimore: Paul Brookes Publishers.

Meisels, S.J. Convergent assessments in early childhood [Review of S.J. Bagnato & J.T. Neisworth, *Assessment for early intervention: Best practices for professionals.*] *Contemporary Psychology*, 37, 1027-1028.

Meisels, S.J. Doing harm by doing good: Iatrogenic effects of early childhood enrollment and promotion policies. *Early Childhood Research Quarterly*, 7, 155-174.

Dichtelmiller, M., Meisels, S.J., Plunkett, J., Claflin, C., & Mangelsdorf, S. The relationship of parental knowledge to the development of extremely low birth weight infants. *Journal of Early Intervention*, 16, 1 - 11.

Meisels, S.J. The Lake Wobegon Effect reversed: Commentary on "The Gesell Assessment: Psychometric Properties." *Early Childhood Research Quarterly*, 7, 45-46.

Meisels, S.J. Early intervention: A matter of context. *Zero to three: Bulletin of the National Center for Clinical Infant Programs*, 12, 1-6.

1991

Craig, H.K., Evans, J.L., Meisels, S. J., & Plunkett, J.W. Linguistic production abilities of three year old children born premature with low birth weight. *Journal of Early Intervention*, 15, 326-337.

Meisels, S.J. 'Four myths about America's kindergartens' [Commentary]. *Education Week*, 10, 32.

Mann, J., TenHave, T., Plunkett, J.W., & Meisels, S.J., Time-sampling: An empirical critique. *Child Development*, 62, 227-241.

Meisels, S.J. Dimensions of early identification. *Journal of Early Intervention*, 15, 26-35.

Shonkoff, J.P., & Meisels, S.J. Defining eligibility for services under Public Law 99-457. *Journal of Early Intervention*, 15, 21-25.

Meisels, S.J. Kid watching: The role of teachers' observations in classroom planning. In D.S. Strickland (Ed.), *Creating the learning environment: A guide in early childhood education* (pp. 118-122). Orlando, FL: Harcourt Brace Jovanovich.

1990

Bozynski, M.E., DiPietro, M.A., Meisels, S.J., Plunkett, J.W., Burpee, B., & Claflin-King, C. Cranial sonography and the neurological exam in the extremely preterm infant. *Developmental Medicine and Child Neurology*, 32, 575-581.

Meisels, S.J. Learning problems in children who were born prematurely. *Pediatric Rounds* (Bulletin of the C.S. Mott Children's Hospital), 10, 1-5.

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Meisels, S.J., & Wasik, B.A. Who should be served? Identifying children in need of early intervention. In S.J. Meisels & J.P. Shonkoff (Eds.), *Handbook of early childhood intervention* (pp. 605-632). New York: Cambridge University Press.

1989

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1988

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1987

Margolis, L.H., & Meisels, S.J. Barriers to the effectiveness of EPSDT for children with moderate and severe developmental disabilities. *American Journal of Orthopsychiatry*, 57, 424-430.

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Jones, S.N. & Meisels, S.J. Training family day care providers to work with special needs children. *Topics in Early Childhood Special Education*, 7, 1-12.

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1986

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