

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 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
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	2013 -
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 appointments in the 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	
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:

Helen Kelley Symposium for Excellence in Education, University of Nebraska-Lincoln	November 2013
Holland Lecture Series, Omaha, NE	May 2013
Phyllis Levenstein Memorial Lecture, Parent-Child Home Program, Garden City, Long Island, NY	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, 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:

2013

Meisels, S.J., Jablon, J.R., Dichtelmiller, M.L., & Marsden, D.B. *The Work Sampling System* (5<sup>th</sup> Ed.). Bloomington, MN: Pearson/Psych 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* (5<sup>th</sup> 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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Meisels, S.J. & Atkins-Burnett, S. The elements of early childhood assessment. In J.P. Shonkoff & S.J. Meisels (Eds.), *Handbook of early childhood intervention* (second edition, pp. 231 – 257). New York: Cambridge University Press.

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.

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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.

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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.

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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.

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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.

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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.
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- 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 – 225). 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

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- 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

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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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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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1986

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1985

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Meisels, S.J. Review of Melton, G.B. et al., *Children's competence to consent*. *Child Development Abstracts*, 58, 113 – 114.

1983

Meisels, S.J., & Wiske, M.S. *The Early Screening Inventory*. New York: Teachers College Press.

Meisels, S.J. Review of Bruininks, R.H. et al. *Deinstitutionalization and community adjustment of mentally retarded people*. *Harvard Educational Review*, 53, 353 – 355.

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Meisels, S.J., Jones, S.N., & Stiefel, G.S. Neonatal intervention: problem, purpose, and prospects. *Topics in Early Childhood Special Education*, 3, 1 – 13.

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Meisels, S.J., & Anastasiow, N.J. The risks of prediction: Relationships between etiology, handicapping conditions, and developmental outcomes. In S.G. Moore & C.R. Cooper (Eds.), *The Young Child: Reviews of Research* (vol. 3, pp. 259 – 280). Washington, D.C.: National Association for the Education of Young Children.

1981

Meisels, S.J. Review of four special education textbooks. *Young Children*, 36, 69 – 70.

Meisels, S.J. Primary prevention with high-risk infants: Enhancing caregiver-infant interactions. *Michigan Medicine*, 80, 430 – 434.

Meisels, S.J. Differences in growth: Mainstreaming handicapped young children. In A. Hatoff, C.A. Byram, & M.C. Hyson. (Eds.) *Teacher's practical guide for educating young children: A growing program*. Boston: Allyn and Bacon.

1980

Meisels, S.J., Berkeley, T.R., & Godfredsen, M. *Children in transition: A study of early intervention in Massachusetts*. Final report submitted to the Massachusetts Developmental Disabilities Council.

1979

Meisels, S.J. (Ed.). *Special education and development: Perspectives on young children with special needs*. Baltimore: University Park Press.

Meisels, S.J. Special education and development. In S.J. Meisels (Ed.), *Special education and development: Perspectives on young children with special needs* (pp. 3 – 10). Baltimore: University Park Press.

Bryk, A.S., Meisels, S.J., & Markowitz, M.T. Assessing the effectiveness of open classrooms on children with special needs. In S.J. Meisels (Ed.) *Special education and development: Perspectives on young children with special needs* (pp. 257 – 296). Baltimore: University Park Press.

1978

Gunnoe, L.W. & Meisels, S.J. *Mainstream challenges: A manual for early childhood educators*. Medford, Massachusetts: LINC Outreach, Tufts University.

Meisels, S.J. & Friedland, S.J. Mainstreaming young emotionally disturbed children: Rationale and restraints. *Behavior Disorders*, 3, 178 – 185.

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Meisels, S.J. Open education and the integration of children with special needs. In M.J. Guralnick (Ed.), *Early intervention and the integration of handicapped and nonhandicapped children*. Baltimore: University Park Press.

Meisels, S.J. *Learning in integrated classrooms*. Final Report submitted to the Bureau of Education for the Handicapped. ERIC Clearinghouse Number EC 113996.

Meisels, S.J. *Developmental screening in early childhood: A guide*. Washington, D.C.: National Association for the Education of Young Children.

1977

Meisels, S.J. First steps in mainstreaming: Some questions and answers. *Young Children*, 33, 4 – 13.

Reprinted in D.W. Hewes (Ed.) (1979). *Administration: Making programs for children and families*. Washington, D.C.: NAEYC.

Friedland, S.J., Meisels, S.J., & Hersch, R. Piagetian implications of integrating handicapped and normal preschool children. *Proceedings of the Sixth Annual Conference on Piaget and the Helping Professions*. Los Angeles, California: The University of Southern California.

1976

Meisels, S.J. A personal-social theory for the cognitive classroom. *Viewpoints*, 52, 15 – 22.

Meisels, S.J. Review of *Early childhood education: Planning and Administering Programs*, by A.L. Butler. *Young Children*, 31.

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Friedland, S.J., & Meisels, S.J. An application of the Piagetian model to perceptual handicaps. *Journal of Learning Disabilities*, 8, 20 – 24.

1973

Meisels, S.J. An analysis of teacher intervention in open education. Cambridge, Massachusetts: Harvard Graduate School of Education (unpublished Ed.D. dissertation).

#### RESEARCH GRANTS AND CONTRACTS:

Principal Investigator, *Ounce Scale Validation Project*. 2004 - 2007  
Head Start-University Partnerships, Head Start Bureau, \$586,580.  
Pearson Early Learning, \$220,552.

Co-Principal Investigator, *Optimal Educational Contexts for Young Children Living in Poverty*. U.S. Department of Education, OERI. 1999 - 2003  
\$999,983.

Project Director, *Development of the Ounce Scale*. 1999 - 2002  
Ounce of Prevention Fund, \$180,000.  
Head Start Bureau, \$150,000.  
Harris Foundation, \$100,000.  
EightCAP Community Action Program, \$65,000.  
A. L. Mailman Family Foundation, \$50,000.



Principal Investigator, <i>Center for the Improvement of Early Reading Instruction (CIERA)</i> . U.S. Department of Education, OERI. \$325,000.	1997 - 2001
Senior Investigator, <i>Early Childhood Longitudinal Study (Phase II)</i> . National Center for Educational Statistics and Westat, Inc. \$732,529.	1997 - 2001
Principal Investigator, <i>Evaluating the impact of the Work Sampling System in the Milwaukee Public Schools</i> . Joyce Foundation. \$360,000.	1998 - 2000
Project Director, <i>Developing a performance assessment for infants, toddlers, and their families</i> . Smith Richardson Foundation. \$49,995.	1997 - 1998
Principal Investigator, <i>Developing Developmental Guidelines for Families</i> . A. L. Mailman Family Foundation. \$49,680.	1997 - 1998
Principal Co-Investigator, <i>Pittsburgh Public Schools' Work Sampling System Achievement Validation Study</i> . University of Pittsburgh in conjunction with the Heinz, Mott, and Grable Foundations. \$29,700.	1996 - 1997
Principal Investigator, <i>The Work Sampling System as a tool of student assessment, professional development, and instructional reform</i> . John D. and Catherine T. MacArthur Foundation. \$550,000.	1994 - 1997
Principal Investigator, <i>The Work Sampling System: Educational Change and Teacher Renewal</i> . The Joyce Foundation. \$333,000.	1994 - 1997
Senior Investigator, <i>Early Childhood Longitudinal Study: Socio-emotional and adaptive behavior measures</i> . National Center for Educational Statistics and National Opinion Research Center. \$446,380.	1994 - 1999
Project Director, <i>Flint Work Sampling Project</i> . Charles Stewart Mott Foundation. \$96,457.	1994 - 1997
Project Director, <i>Pittsburgh Public Schools Work Sampling Project</i> . Vera Heinz Endowment. \$150,000.	1994 - 1997
Principal Investigator, <i>South Carolina Continuous Progress Assessment</i> . State of South Carolina. \$756,043.	1994 - 1998
Principal Investigator, <i>Improving Assessment Practices of Early Childhood and Early Elementary Teachers</i> . John D. and Catherine T. MacArthur Foundation. \$216,000.	1993 - 1994
Project Director, <i>Training in Work Sampling</i> . Bureau of Indian Affairs, U.S. Department of the Interior. \$100,027.	1992 - 1995

- Principal Co-Investigator, *Enhancing Achievement and Assessment in a University/Schools Program*. Michigan State Department of Education. \$209,974. 1992 - 1993
- Principal Investigator, *Multiple-Source Screening: Using Data From a Parent Questionnaire and a Developmental Screening Instrument to Identify Children at Developmental Risk*. U.S. Department of Health and Human Services. \$300,000. 1991 - 1994
- Principal Investigator, *Testing, Tracking and Retaining Young Children: Social Policy Research and the Development of Assessment Alternatives*. John D. and Catherine T. MacArthur Foundation. \$230,000. 1990 - 1993
- Principal Investigator, *Pilot Project on Developing Assessment Alternatives*. A. L. Mailman Family Foundation. \$4,700. 1989 - 1991
- Co-Principal Investigator, *Developmental Consequences of Extremely Low Birth Weight During the Preschool Years*. National Institute of Disability and Rehabilitation Research, U.S. Department of Education. \$325,000. 1989 - 1992
- Project Director, *Special Education Doctoral Training in Early Childhood Special Education*. Office of Special Education Programs, U.S. Department of Education. \$450,000. 1986 - 1992
- Principal Investigator, *Early Identification of Young Handicapped Children: A National, Bilingual Standardization Study of the Early Screening Inventory*. Office of Special Education Programs, U.S. Department of Education. \$420,000. 1986 - 1990
- Co-Project Director, *Handbook of Early Intervention*. The Harris Foundation. \$10,000. 1986 - 1987
- Co-Principal Investigator, *Linking Research and Intervention: A Study of the Cognitive, Psychosocial, and Neurological Development of Extremely Immature Preterm Infants*. National Institute of Disability and Rehabilitation Research, U.S. Department of Education. \$232,500. 1986 - 1989
- Principal Investigator, *Distinguished Fellowship in Early Intervention Policy Research*. National Institute of Handicapped Research, U.S. Department of Education. \$51,500. 1985 - 1986
- Co-Principal Investigator, *Evaluating the Efficacy of EPSDT for Developmentally Disabled Children and Youths*. Michigan Developmental Disabilities Council. \$42,000. 1984 - 1985

- Principal Investigator, *Preschool Children At Risk in Michigan: An Analysis of Public Policies*. University of Michigan Bush Program in Child Development and Social Policy. \$10,000. 1984 - 1985
- Co-Principal Investigator, *Cognitive, Neurological, and Psychosocial Sequelae of Chronic Neonatal Respiratory Disease in the Fourth Year of Life*. March of Dimes Birth Defects Foundation. \$36,000. 1983 - 1985
- Project Director, *Special Education Doctoral Training in Severe Handicapping Conditions, Learning Disabilities, and Early Childhood*. Special Education Programs, U.S. DOE. \$300,000. 1983 - 1986
- Principal Investigator, *Measuring the Effects of Employer-Sponsored Child Care*. Spencer Foundation Seed Grant Program for Research in Education. \$4,968. 1983 - 1984
- Principal Investigator, *Psychosocial and Cognitive Characteristics and Sequelae in Survivors of Chronic Neonatal Respiratory Disease*. Rackham Faculty Research Award, University of Michigan. \$10,000. 1982 - 1983
- Principal Investigator, *Research Integration in Neonatal Intervention Programs*. School of Education Faculty Research Award, University of Michigan. \$3,500. 1981
- Project Director, *Children In Transition*. Massachusetts Developmental Disabilities Council. \$40,000. 1979 - 1980
- Project Director, *LINC Outreach (Learning in Integrated Classrooms) Handicapped Children's Early Education Program*, Bureau of Education for the Handicapped, U.S. Office of Education. \$350,000. 1978 - 1981
- Project Director, *Learning in Integrated Classrooms (Project LINC)*. Handicapped Children's Early Education Program, Bureau of Education for the Handicapped, U.S. Office of Education. \$304,150. 1975 - 1978
- Project Director, *Somerville Early Screening Program*. Somerville, Massachusetts Public Schools. \$341,000. 1974 - 1979
- Project Director, *Integrated Day Care for Handicapped Children Under Three; Over Three*. Massachusetts Developmental Disabilities Council, Day Care Start Up. \$10,000. 1973 - 1975

OTHER PROFESSIONAL EXPERIENCE AND CONSULTATION: (selected since 2000)

Member, Governor's Education and Workforce Roundtable (Nebraska).	2015 -
Member, Mayor's Early Learning Executive Council (Chicago).	2011 - 2013
Member, Expert Panel, Increasing the Application of Knowledge About Child and Adolescent Development in Educator Preparation Programs. NCATE.	2008 - 2010
Member, Leadership Council, Chicago Public Education Fund.	2005 - 2013
Member, Pre-K Accountability Task Force, Pew Charitable Trusts.	2005 - 2007
Member, State of Illinois Early Learning Council (gubernatorial appointment).	2004 - 2007
Co-Chair, Commission on Improving Curriculum-Based Assessment, Chicago Public Schools.	2002 - 2003
President, Board of Directors, ZERO TO THREE: The National Center for Infants, Toddlers, and Families, Washington, D.C.	2001 - 2003
Director Emeritus	2008
Member	1998 - 2008
Member, Technical Work Group, National Reporting System, Head Start Bureau.	2002 - 2005
Advisor, Revisions of the Wechsler Preschool and Primary Scales of Intelligence (WPPSI-3 and WPPSI-4), The Psychological Corporation.	2011 - 2013 1998 - 2002
Member, Committee on Early Childhood Pedagogy, National Research Council, Commission on Behavioral and Social Sciences and Education, National Academy of Sciences.	1998 - 2000

EDITORIAL RESPONSIBILITIES:

Editorial Advisory Board, Editorial Board, Consulting Editor, or reviewer:

*American Educational Research Journal, Applied Developmental Science, Child Development, Developmental Psychology, Early Childhood Research Quarterly, Educational Psychologist, Exceptional Children, Infant Behavior and Development, Journal of the American Medical Association, Journal of Developmental and Behavioral Pediatrics, Journal of Research in Early Childhood, Journal of Early Intervention, Journal of School Psychology, NHSA Dialog, Pediatrics, Topics in Early Childhood Special Education, Psychological Bulletin, Review of Educational Research, Young Children*

MEMBERSHIPS:

American Educational Research Association  
National Association for the Education of Young Children  
National Society for the Study of Education  
Society for Research in Child Development  
World Association for Infant Mental Health  
Zero to Three

11/27/17