Sarah F. Pedonti, M.Ed.

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**Education**

**Research Experience**

**University of North Carolina-Chapel Hill *Expected May 2022***

Ph.D. Candidate in Applied Developmental Science & Special Education

Committee Chair: Dr. Harriet Able, Ph.D.

Primary Advisor: Dr. Kathryn Leech, Ph.D.

Committee Members: Drs. Betsy Crais, Mary Bratsch-Hines, and Sandra Soliday Hong

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| **Harvard Graduate School of Education** | **2009** |
| Master’s of Education- Human Development and Psychology |  |
| Primary Advisor: Dr. Terrence Tivnan, Ph.D. |  |
| **University of North Carolina at Chapel Hill** | **2008** |
| A.B.Ed. in Child Development and Family Studies with B-K Licensure |  |
| Graduated with Highest Distinction  Honors Thesis Advisor: Dr. Kathleen Cranley Gallagher, Ph.D. |  |

**Dissertation**:

*Associations between Features of Disability Coordination and Literacy and Language Skills of Children from Migrant and Seasonal Head Start Programs*

**Graduate Research Assistant 7/20-current**

UNC Early Learning Lab; PI: Dr. Kathryn Leech

School of Education, University of North Carolina at Chapel Hill

***Responsibilities*:** Help to develop, recruit for, clean, and analyze (latent profile analysis) a home learning (numeracy and literacy) environment survey for diverse rural families of preschoolers, in partnership with Purdue University. Help to clean, code, and analyze user data and an adult-child dyad language corpus derived from a dialogic reading “smart speaker” app developed in partnership with MIT and the Harvard Graduate School of Education’s Reach Every Reader project. Experience with Qualtrics, REDCap, CLAN, as well as R statistical software.

**Technical Assistance Specialist 5/20-8/21**

STEMIE Innovation for Inclusion in Early Education

Co-PI: Dr. Chih-Ing Lim

Frank Porter Graham Child Development Institute

***Responsibilities*:** Help to develop and disseminate dialogic reading technical assistance products for diverse families of children with disabilities to support their children’s STEM learning. Contributed to iterative design process for STEM-focused activities in partner “incubator sites”. Products include webinars, tip sheets, and blog posts.

**Graduate Research Assistant 6/16-5/20**

The Targeted Reading Intervention for English Learners (TRI-EL) PI: Dr. Steven Amendum (University of Delaware),

Co-PI: Dr. Lynne Vernon Feagans (FPG)

Frank Porter Graham Child Development Institute

***Responsibilities*:** Supported intervention adaptation and implementation for rural teachers of K-2 ELLs, monitored implementation fidelity, coached, conducted data collection and analysis (hierarchical linear modeling), assisted with manuscript development. Experience with SAS, R, and Mplus.

The Targeted Reading Intervention

PI: Dr. Lynne Vernon Feagans

Frank Porter Graham Child Development Institute

***Responsibilities*:** Assisted with data analysis and manuscript conceptualization and production. Experience with SAS, R, and Mplus.

**Graduate Research Assistant 6/16-9/18**

The National Center on Early Childhood, Development Teaching & Learning

Co-PI: Dr. Pam Winton

Frank Porter Graham Child Development Institute

***Responsibilities*:** Assisted in development and delivery of technical assistance activities and products (webinars, conferences, white papers) for the Head Start Disabilities Inclusion Network (HSDIN), and online Community of Practice (CoP) focused on support for disabilities coordinators in Head Start

**Bilingual Assessor 6/17-12/17**

Exploring Early Language and Executive Function in Deaf Preschoolers with Recent Cochlear Implants

PI: Dr. Laura Kuhn

Frank Porter Graham Child Development Institute

***Responsibilities*:** Scheduled Spanish-speaking families and administered Executive Functioning (EF) Touch battery, a touch screen battery for preschoolers ages 4-5 years old.

**Teaching Experience**

**Professional Experience**

**Instructor, EDUC 601- Education Workshop, Reinventing Teaching 5/18-current (Master’s Level, Early Child Intervention & Family Studies)**

The University of North Carolina at Chapel Hill

**Instructor, TE 347- Literacy Methods, 0-3 5/18-6/20 (Undergraduate, *Online,* Teacher Education)**

The University of Nebraska at Kearney

**Instructor, TE 857- Early Communication, Language, & Literacy 5/18-6/20 (Master’s Level, *Online,* Teacher Education*,* UNK)**

**TA, EDMX 766- Advanced Emergent Language and Literacy 8/18-12/18 (Master’s Level, Early Child Intervention & Family Studies, UNC-CH)**

**TA, EDMX 767- Infant/Toddler Curriculum & Environments 5/17-6/17 (Master’s Level, Early Child Intervention & Family Studies, UNC-CH)**

**Clinical Supervisor, EDMX 693- Infant/Toddler Internship 6/17-8/17 (Master’s Level, Early Child Intervention & Family Studies, UNC-CH)**

**EHS - Child Care Partnership Coordinator,** Telamon Corporation **7/15-5/16 State Migrant Education/Disabilities Coordinator,** Telamon Corporation **7/14-6/15 Lead Teacher, Title I Pre-K,** Wake County Public School System **8/09- 6/14 Intern, National Infant and Toddler Childcare Initiative,** Zero to Three **6/07-8/07**

**Publications**

**Selected Conference Presentations**

# Published

Aiken, H., Varghese, C., **Pedonti, S.,** Vernon-Feagans, L., & Bratsch-Hines, M. E. (2020). Targeted Reading Intervention teacher certification: An approach to building and sustaining teacher expertise in rural schools. *Literacy Research & Instruction*

**Pedonti, S**., Winton, P., Lim, C., Becton, W., Wiggins, R (2019) “They’re Our Children”: Collaboration between Head Start and Preschool Special Education. *DEC Recommended Practices Monograph Series No. 6 on Teaming and Collaboration*: Division for Early Childhood of the Council for Exceptional Children: Washington, DC

Bratsch-Hines, M. E., Vernon-Feagans, L., **Pedonti, S**., Varghese, C., (2019).

Differential effects of the Targeted Reading Intervention for students with low phonological awareness and/or oral vocabulary skills, *Learning Disability Quarterly*.

# Provisionally Accepted

**Pedonti, S.,** Leech, K., & Soliday Hong, S. (2022) Associations between same-race and language staffing in Migrant and Seasonal Head Start, disability identification rates, and children’s language and social outcomes. *Early Childhood Research Quarterly*, Special Issue “Demographic (Mis)Match in ECE”

# Submitted

**Pedonti, S.**, Bratsch-Hines, M.E.; Mcintyre, N., Aiken, H.A. (2022) Associations between rapid naming and sight word automaticity: Improving fluency in a Tier 2 reading intervention. *Scientific Studies of Reading*

# In preparation

Eason, S., Anderson, K.L., Leech, K., & **Pedonti, S.** (In preparation, planned submission to *Pediatrics*) Home learning environments in rural families during the COVID-19 pandemic.

**Pedonti, S.,** Leech, K., Eason, S., Anderson, K.L. (In preparation, planned submission to *Early Childhood Research Quarterly*) Dimensions of the home literacy environment and parental activity facilitation and preferences in rural low- and middle-income families.

**Pedonti, S.** (In preparation) A systematic review of dialogic reading for diverse preschoolers with disabilities.

**Pedonti, S.,** Carr, R., Bratsch-Hines, M.E., & Vernon-Feagans, L. (In preparation). A latent profile analysis and differential item functioning of early language and vocabulary assessments in a low-income, rural sample.

# Other

Fish, S. (2008) Predicting Positive Outcomes: Prenatal Attitudes and Knowledge as Indicators of Cognitive Readiness to Parent in Pregnant Adolescents.

Undergraduate honors thesis, The University of North Carolina at Chapel Hill

Lim, C.I., Harradine, C., **Pedonti, S.,** Yang, H.S., & Amsbary, K. (2021, September) Storytime STEM for Each and Every Child. Presentation at the Division for Early Childhood of the Council for Exception Children’s Annual Conference, Online

**Pedonti, S.** (2021, March) Effects of differential access to screening and identification on language outcomes for preschoolers in Migrant and Seasonal Head Start. Flash talk at the Society for Research in Child Development Biennial Meeting.

Bratsch-Hines, M., **Pedonti, S.** McInytre, N., & Aiken, A. (2021, February) Multicomponent Reading Interventions Effectiveness: Lessons From Research and the Field; Targeted Reading Instruction. Presentation at Pacific Coast Research Conference

West, W., Morgan, W., & Pedonti, S. (October, 2020) Listening session:Families of Young Children with and without Disabilities. Moderation at STEMIEFest2020.

**Pedonti, S**., Lim, C.I., & Harradine, C. (October, 2020) Storybook Conversations with Matt: 10 Tips for Reading Aloud STEM Books to Preschoolers. Moderation at STEMIEFest2020.

**Pedonti, S.** & Miguel, T. (2020, August) Early Literacy for Diverse Young Children with Disabilities & their Families. Poster presentation at North Carolina Council for Exceptional Children Summer Mini-Conference, virtual.

**Pedonti, S.,** Bratsch-Hines, M., Varghese, C., & Vernon-Feagans, L. (2020, February) Associations Between Rapid Naming, Inattention and Word-Reading Fluency.

Poster presentation at the Council for Exceptional Children’s Annual Conference, Portland, OR.

**Pedonti, S.,** Miguel, T., & Kuhn, L. (2018, October) Investigating an Executive Functioning Measure for Preschoolers with Cochlear Implants. Poster presentation at the Division for Early Childhood of the Council for Exceptional Children’s Annual Conference, Orlando, FL.

Varghese, C, Aiken, H, & **Pedonti, S.** (2018, March) Targeted Reading Certification: Building Teacher Expertise. Presentation at the North Carolina Reading Association Conference, Raleigh, N.C.

Peters, M.L., Lim, C.I., McCullough, K., **Pedonti, S**., & Winton, P. (2018, May). Can we talk? Frank dialogue to support Head Start, schools and families in collaboration. Presentation at the National Inclusion Institute, Chapel Hill, NC

**Pedonti, S.,** & Valenchis, R., (2018, May). Building a Network of Knowledge in Early Childhood Education Using Virtual Communities of Practice: The Head Start Disabilities-Inclusion Network in Action. Presentation at the National Inclusion Institute, Chapel Hill, NC

**Pedonti, S.** & Lavin, C. (2018, February). Migrantes Invisibles: How Part B & C Policies Leave Migrant Head Start Children Un-served and Unseen; Poster presentation at the Council for Exceptional Children, 2018, Tampa, FL

Winton, P., Lim, C.I., Fenson, C., West, T., **Pedonti, S.** (2017, April). Disability Coordinators’ Institute Full Day Workshop. Presentation at NCECDTL’s Disability Coordinators’ Institute, Chicago, IL

**Pedonti, S**., Vernon-Feagans, L., Bratsch-Hines, M., Bean, A., Varghese, C., & Hedrick, A. (2017, March) Webcam Coaching Model for Delivery of Tier II Literacy Intervention: An examination of The Targeted Reading Intervention’s efficacy with struggling kindergarten and first grade readers- DLD Student Poster Session, CEC 2017, Boston, MA

**Pedonti, S**. (2015, March) Charts, Surveys, Graphs, Oh My! List-making for Literacy in the Early Childhood Classroom- Acquiring Skills & Knowledge (A.S.K.) Conference, Chapel Hill, NC.

**Pedonti, S.** (2015, March) Individualizing through Visuals: Engaging ALL Children in Routines & Activities through Picture Schedules, activity guides, and Social Stories!- A.S.K Conference, Chapel Hill, NC.

**Funding**

**Service**

**Certifications**

**Professional Affiliations**

* Early Care and Education Research Scholar : Head Start Dissertation Grantee, Office of Personnel, Research, & Evaluation, Administration for Children and Families ($25,000)
* James J. Gallagher Dissertation Fellowship, University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, 2021 ($4,500)
* Brown Assistantship in Literacy, UNC Chapel Hill School of Education, 2021 ($755)
* Barbara Holland and John Franklin Chapman, Jr. Graduate Fellowship, UNC Chapel Hill School of Education 2018 & 2021 ($3,400)
* Marvin Wyne Scholarship, UNC Chapel Hill School of Education, 2021 ($1,000)
* Tarbet Fellowship, University of North Carolina at Chapel Hill School of Education, 2016-2021 ($16,0000/year)
* Malloy Travel Scholarship, 2017, 2019 ($400)
* Graduate Student Association Travel Fellowship, 2017, 2018, 2019, 2021 ($150)
* NC Teaching Fellow Scholarship, 2004-2008
* Communications Chair, University of North Carolina at Chapel Hill School of Education Graduate Student Association (2017)
* Founder, Graduate Hub of POWER (Promoting Opportunity for Women in Educational Research) (2020-2021)
* Co-facilitator, Latinx and Graduate Hubs of POWER Writing Group (2021)
* Advisory Board Member, Bright Spot Network (2021-current)

NC Standard Professional I Teaching Licensure- Birth-Kindergarten The Targeted Reading Intervention

The Classroom Assessment Scoring System (CLASS) for Pre-K The Inclusive Classroom Profile (ICP)

National Association for the Education of Young Children Council for Exceptional Children

Division for Early Childhood of the Council for Exceptional Children Society for Research in Child Development

American Educational Research Association