

Curriculum Vitae

SUSAN B. NEUMAN, ED.D.

ADDRESS

Professor, Childhood Education and Literacy Development
Department of Teaching and Learning
Steinhardt School of Culture, Education, and Human Development
New York University
East Building-Room 626
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New York City, NY 10003

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BACKGROUND INFORMATION

Professional Preparation

- 2003 Honorary Doctoral Degree, California State University, Hayward
- 1977 Ed.D., University of the Pacific, Stockton, California
- 1974 M.A., Reading Supervision and Administration, California State University, Hayward
- 1969 Standard Teaching Credential, Lifetime, University of California, Berkeley
- 1968 B.A., American University, Washington, D.C., Religion and Philosophy

PROFESSIONAL EXPERIENCE

- 2016- Professor, Childhood Education and Literacy Development
- 2013-2016 Professor and Chair of the Department of Teaching and Learning, Steinhardt School of Culture, Education and Human Development, New York University
- 2000 - Professor of Educational Studies, University of Michigan

Director, "Research Program on Ready to Learn" (U.S. Department of Innovation and Achievement, Education; IES)
- 2001 - 2003 U.S. Assistant Secretary for Elementary and Secondary Education, U.S. Department of Education, Washington, D.C.

Responsible for Implementation of “No Child Left Behind” - \$22 Billion Budget

Developed Programs that Include:

- Title I: Accountability and Assessment
- Reading First: The most historic reading reform effort in US history
- Early Reading First: Creating Centers of Excellence in Early Childhood Teacher Quality

2000-01 Director, Center for the Improvement, Office of Educational Research (CIERA) and of Early Reading Achievement Improvement (U.S. Department of Education)

Research Center Coordinating 4 University Centers

\$6,000,000 budget

Research, Consultation and Dissemination of Early Literacy Research

1995	Affiliated Faculty	Urban Education Program Temple University, Philadelphia, PA Chair, Kate Shaw
1993 -1994	Visiting Professor	Boston College, Chestnut Hill, MA
1990 -	Associate Professor	Temple University, Philadelphia, PA
1986 - 1990	Associate Professor	University of Massachusetts, Lowell
1984 -1986	Senior Research Associate	Education Development Center MA. Field-based Project (U.S. Department of Education): Micro- computers, Writing and Learning Disabled Children
1979 -1986	Associate Professor	Eastern Connecticut State University, Willimantic, CT
1979 -1981	Senior Research Fellow	Dept. of Psychology, Yale University, New Haven, CT
1977 - 1978	Staff Developer	Early Childhood Education, Project Developmental Continuity, Norwalk Public Schools, Norwalk, CT
1978 - 1979	Instructor	Dept. of Psychology, Yale University, New Haven, CT
1972 - 1976	Reading Resource Teacher	Richmond Unified School District, Richmond, CA
1971 - 1972	Title I Reading Teacher	Richmond, CA
1969 - 1971	Fifth Grade Teacher	Vallejo, California

Professional Memberships

American Educational Research Association
International Literacy Association
Literacy Research Association/National Reading Conference
National Association for the Education of Young Children
Society for Research in Child Development
Society for Research on Educational Effectiveness

Professional Recognition

Oscar Causey Award for Outstanding Contributions in Reading Research, *Literacy Research Association*, 2014.

A. B. Herr Award for Distinguished Service in reading for Outstanding Contributions to the Field of Reading, Association of Literacy Educators and Researchers, 2014.

Distinguished Achievement Award, 2014 (American Association of Publishers” for the article, “The American Dream: Slipping Away?” in *Educational Leadership*, May, 2013.

American Educational Research Association Fellow, 2014

Commission Member of the CAEP Standards Setting, 2012-2013

Beijing DeTao Masters Academy

Book “Giving our Children a Fighting Chance” cited in Nicholas Kristof’s column in *New York Times*, January 24, 2013

Reading Hall of Fame, Inducted 2012

Winner of the Children’s Literature Award: Pennsylvania Library Association, 2010.

Named by *New York Times Magazine* as one of the three most influential leaders in education, Paul Tough, 2008

Named by the American Association of Teacher Education, “Changing the Odds for Children at Risk” one of the 10 most influential books that Washington D.C. policymakers are reading.

Named by *ED News*, “Changing the Odds for Children at Risk” Top 10 education books of the year, 2009.

Distinguished Alumni Award For Public Service, University of The Pacific, Stockton, CA, 2003

Named by Choice Magazine, “Outstanding Academic Titles for 2002: Handbook on Early Literacy Research. Edited by Susan B. Neuman & David Dickinson. NY: Guilford Press, 2003

Honorary Doctorate, California State University Hayward, 2002

Elected to the Board of Directors, International Reading Association, 2000-2003

Recipient, Dina Fitelson Outstanding Research Award, International Reading Association, 2001

Named Outstanding Early Childhood Educator of the Year, Delaware Valley Child Care Association & Philadelphia Child Care Matters, 2002

Named by President George W. Bush, Assistant Secretary for Elementary and Secondary Education, 2001

Recipient, Award from the Barbara Bush Foundation for Family Literacy, 1995

Recipient, Award for Editorship of the Journal of Reading Behavior, National Reading Conference, 1994

Recipient, Award for Outstanding Research in Human Development Research, American Educational Research Association (with Kathleen Roskos), 1994

Advisor, Doctoral Dissertation Award Finalist, 1993, "The Effects of Cultural Schemata on Black and White Students' Comprehension Skills (McWilliams, Jean)

Recipient, Award from the Elva Knight Foundation, International Reading Association, 1991

Outstanding Research Award, Eastern Connecticut State University, 1989

Dean's List, University of the Pacific, Stockton, California, 1977

EDITORIAL RESPONSIBILITIES

2011- Co-Editor, Reading Research Quarterly, top research publication of the International Reading Association

1997 - 2000 Chair, Publications Committee, National Reading Conference

1995 Guest Co-editor (with Lesley Mandel Morrow), Special Issue: “Family Literacy” Reading Teacher

1993 -1996 Co-editor, Journal of Reading Behavior (with Lesley Mandel Morrow, Linda Gambrell, and Michael Pressley)

1992 - 2004 National Assessment for Educational Progress (NAEP)

Member of the Reading Expert Panel for reading assessment

Editorial Review Board Memberships

2013- Editorial Review Board, Review of Educational Research
2013- Journal of Literacy Research
2006- Reviewer, Education Policy
2006- Reviewer, Education Evaluation and Policy Analysis
2006- Reviewer, American Educational Research Journal
2006- Reviewer, Elementary School Journal
2006- Early Childhood Special Services
2004- Reviewer, Journal of Educational Psychology
2004- Guest reviewer, Early Childhood Research Quarterly
2004- Reading Research Quarterly
2000 - 2001 Journal of Early Childhood Literacy
1997- Early Childhood Research Quarterly
1997 -2001 Reading Online
1995 -2001 Journal of Literacy Research
1995 - 1996 American Educational Research Division
1994 - Ad hoc, American Educational Research Journal
1993 - 2001 National Reading Research Center
1993 - Ad hoc, Elementary School Journal
1993 - 2001 Ad hoc, Journal of Communication
1993 - 2001 Ad hoc, Research in the Teaching of English
1993 - 2001 Ad hoc, Early Childhood Research Quarterly
1993- Ad hoc, Journal of Classroom Interaction
1992 - 2001 Reading Research Quarterly
1992 - 2001 Reading Teacher
1992 - 2001 National Reading Conference
1987 -1988 Task Force on Massachusetts "Commonwealth Literacy Campaign" on adult literacy
1986 Guest editor of a special themed issue on Computers and Education in the Journal of Social Issues
1985 - 2001 Reviews in the Journal of Reading and the Reading Teacher
1985 Book Research Quarterly, Center for Book Research, Transactions Books, Rutgers University

Conference Proposal Reviews

National Reading Conference
Literacy Research Association
International Reading Conference
American Educational Research Conference
Basic Research in Reading Special Interest Group, American Educational Research Conference
Early Childhood Special Interest Group, American Educational Research Conference

Assessment, National Reading Conference

Textbook and Instructional Material Reviewing

HarperCollins
Teachers College Press
Harcourt Brace
Erlbaum
Guilford Publications
D.C. Heath

RECENT MEDIA COVERAGE (2012-

New York Times
Washington Post
Time Magazine
New York Times Magazine
St. Petersburg Times
Cleveland Free Times
Columbus Dispatch
Baltimore Sun
Sioux City Journal
San Francisco Chronicle
Idaho Statesman
Des Moines Register
Detroit News
Detroit Free Press
Education Week
Title I Monitor
Title I Reports
National Public Radio
New York Times
Washington Post
Miami Herald
Los Angeles Times
Newark Star Ledger
Chicago Tribune
Chicago Sun Times
Scholastic
Parent and Child Magazine
Philadelphia Inquirer
Washington Times
San Francisco Chronicle
Good Morning America
CNN Washington Times
Detroit Free Press
USA Today

Press Tour (2009): Changing the Odds for Children at Risk

Education Week Commentary
New America Foundation
OneWorld. Net
Work at Home News Blog
The early Ed Watch Blog
Market Watch
Punditry
This Week in Education
USA Today Commentary
Daily Record
Public Education Network NewsBlast
TopNews. Inc
ASCD SmartBrief
Penscola News Journal
Deseret News Journal
Law and More
Public School Insights
Education News
This Week in Education
NEA Today
AACTE Newsletter
Schools Matter
The Atlantic
Through My Own Eyes
Texas Education
Whitney Tilson's School Reform Blog

COURSES TAUGHT

Politics and Policies of Literacy Development
Research Methods and Practice
Foundations of Reading Development
Grant Writing
Early Language and Literacy Development: Undergraduate Course
Cross Cultural Analysis of Preschools in China and the United States
Special Topics: No Child Left Behind
Special Topics: Universal Pre-K
Special Topics: Quality Rating Systems in Early Childhood
Evolution of Early Literacy Policy
Early Childhood Policy: Universal Pre-k
Contemporary Literacy Issues
Research Methods

Historical Perspectives in Literacy Research
Early Childhood Development and Education
Issues in Reading Research
Research Methodologies in Education
Diagnosis of Reading Difficulties
Remediation of Reading Difficulties
Policy and Politics of Literacy Development

SCHOLARSHIP

PUBLICATIONS

Books

- Neuman, S. & Panoff, R. (1985). Exploring Feelings. Atlanta, GA: Humanics Limited.
- Neuman, S. & Roskos, K. (1993). Language and literacy learning in the early years: An integrated approach. Fort Worth: Harcourt, Brace & Jovanovich.
- Neuman, S.B. & McCormick, S. (Eds.). (1995). Single-subject experimental research: Applications for literacy. Newark, DE: International Reading Association.
- Neuman, S. (1995). (Second Edition). Literacy in the Television Age. Norwood, NJ: Ablex
- Neuman, S.B. & Roskos, K. (1998). Children achieving: Instructional practices in early literacy. Newark, DE: International Reading Association.
- Gambrell, L., Morrow, L.M., Neuman, S.B., & Pressley, M. (Eds.). (1999). Best Practices in Literacy. New York: Guilford Press.
- Neuman, S.B., Cople, C., & Bredekamp, S. (2000). Learning to read and write: Developmentally appropriate practice. Washington, DC: National Association for the Education of Young Children.
- Neuman, S.B. & Dickinson, D. (Eds) (2001). Handbook of Early Literacy Research. NY: Guilford Publications.
- Neuman, S.B et al. (2001). Access for All: Closing the Book Gap for Children in Early Education. Newark, DE: International Reading Association.
- Dickinson, D. & Neuman, S.B. (2006). Handbook for Early Literacy Research: Volume II. New York: Guilford Publications.
- Neuman, S.B., Roskos, K., Wright, T., Lenhart, L. (2007). Nurturing Knowledge: Linking literacy to social studies, math, science and so much more. NY: Scholastic.
- Neuman, S.B., Dwyer, J., & Koh, S. (2007). The Child/Home Environmental Language and

Literacy Observation. Baltimore: Brookes.

Neuman, S.B. & Wright, T. (2007). Reading to your young child. New York: Scholastic.

Neuman, S.B. (2009). Changing the Odds for Children at Risk: Seven Essential Principles of Educational Programs that Break the Cycle of Poverty. NY: Teachers College Press. Published in Chinese, Educational Science, Beijing, China, 2011.

Neuman, S.B. (2008). (Ed.). Educating the Other America. Baltimore: Brookes Publishers.

Bus, A., & Neuman, S.B. (Eds). (2008) Multimedia and literacy development: Improving Achievement for All. London: Taylor & Francis.

Neuman, S.B. & Kamil, M. (Eds.) (2010). Professional Development for Early Childhood Educators: Principles and Strategies for Improving Practice Baltimore, MD: Brookes Publishers.

Neuman, S.B. & Dickinson, D. (2011). The Handbook of Early Literacy Research: Volume III. NY: Guilford Press.

Neuman, S.B. & Celano, D. (2012). Giving Our Children a Fighting Chance: Poverty, Literacy and the Development of Information Capital. New York: Teachers College Press.

Pinkham, A., Kaefer, T., & Neuman, S.B. (2012) (Eds.). Knowledge development in early childhood. New York, Guilford.

Neuman, S.B. & Wright, T. (2013). All about words: Increasing vocabulary in the Common Core classroom, preK-grade 2. New York: Teachers College Press.

Neuman, S.B. & Gambrell, L. (2013) (Ed.). Quality reading instruction in the age of Common Core State Standards. Newark, DE: International Reading Association.

Neuman, S.B. & Reutzel, R. (editors of series of books on Common Core State Standards in ELA): Teachers College Press.

Huo, L., Neuman, S.B. & Nanakida, A. (Edited). (2015). Education in three cultures: China, Japan & United States. London: Springer.

Edited:

Put Reading First (Ed. Pubs): Dissemination of the Report of the National Reading Panel (18 million disseminated)

Put Reading First (for parents) (Ed. Pubs): (22 million copies disseminated)

Teaching every child to read (Ed. Pubs): (10 million disseminated)

A child becomes a reader: Research-based practices (RMC) (5 million disseminated)

(for parents, infancy through 3)
(for parents, 3-kindergarten)

The Secretary's Reading Leadership Academies (Materials disseminated by RMC)

Early Childhood Reading Academies (Materials disseminated by RMC)

Articles in Refereed Journals and Chapters

Articles in Refereed Journals

Neuman, S. (1980). Television: Its effects on reading and school achievement. Reading Teacher, 33, 801-805.

Neuman, S. (1980). Skills management systems: A direct descendant of the mastery learning theory? Reading World, 107-112.

Neuman, S. (1980). Listening behavior and television viewing. Journal of Educational Research, 74, 15-18.

Neuman, S. (1981). Why children read: A functional approach," Journal of Reading Behavior, 12, 333-336.

Neuman, S. (1981). Effect of teaching auditory perceptual skills on reading achievement in first grade. Reading Teacher, 34, 422-426.

Neuman, S. & Prowda, P. (1982). Television viewing and reading achievement. Journal of Reading, 25, 666-670.

Neuman, S. (1982). Television viewing and leisure reading: A qualitative analysis. Journal of Educational Research, 75, 299-304.

Greaney, V. & Neuman, S. (1983). Young children's views of the functions of reading: A cross-cultural perspective. Reading Teacher, 37, 158-163.

Neuman, S. (1983). A current review of television programs for bilingual children. Reading Teacher, 37, 254-259.

Neuman, S. (1984). Teletext/videotex: The future of the print media. Journal of Reading, 27, 340-344.

Neuman, S. (1986). The business behind the book. English Journal, 68-71.

Neuman, S. (1986). The home environment and fifth grade students' leisure reading.

- Elementary School Journal, 86, 335-343.
- Neuman, S. (1986). Television, reading and the home environment. Reading Research and Instruction, 173-183.
- Neuman, S. (1986). Rethinking the censorship issue," English Journal, 46-50.
- Morocco, C. & Neuman, S. (1986). Word processors and the acquisition of writing strategies. Journal of Learning Disabilities, 19, 243-247.
- Neuman, S. (1987). Two hands is hard for me: Keyboarding and learning disabled children," Educational Technology, 36-38.
- Neuman, S. (1987-88). Writing with Word Processor for Remedial Students. The Computing Teacher, 45-47, 61.
- Neuman, S. (1988). The displacement effect: Assessing the relation between television viewing and reading performance. Reading Research Quarterly, 23, 414-441.
- Neuman, S. (1989). The impact of different media on children's story comprehension. Reading Research and Instruction, 28, 38-47.
- Neuman, S. & Roskos, K. (1990). Play, print and purpose: Enriching Play Environments for Literacy Development. The Reading Teacher, 44, 214-221.
- Neuman, S., Burden, D., & Holden, E. (1990). Enhancing children's understanding of a televised story through previewing. Journal of Educational Research, 258-265.
- Greaney, V. & Neuman, S. (1990). The functions of reading: A cross-cultural perspective. Reading Research Quarterly, 25, 172-195.
- Neuman, S. & Roskos, K. (1991). Peers as literacy informants: A description of young children's literacy conversations in play. Early Childhood Research Quarterly, 6, 233-248.
- Neuman, S. & Koskinen, P. (1992). Captioned Television as Comprehensible Input: Effects of Incidental Word Learning in Context for Language Minority Students. Reading Research Quarterly, 27, 94-106.
- Neuman, S. & Roskos, K. (1992). Literacy Objects as Cultural Tools: Effects on Children's Literacy Behaviors in Play. Reading Research Quarterly, 27, 202-226
- Neuman, S. (1992). Is learning from media distinctive?: Examining children's inferencing strategies. American Educational Research Journal, 29, 119-140.
- Neuman, S. & Roskos, K. (1993). Access to print for children of poverty: Differential effects of parent mediation and literacy-enriched play settings on environmental and functional

- print tasks. American Educational Research Journal, 30, 95-122.
- Roskos, K. & Neuman, S. (1993). Descriptive observations of adults' facilitation of literacy in young children's spontaneous play at child care. Early Childhood Research Quarterly, 8, 77-97.
- Neuman, S.B. & Gallagher, P. (1994). Joining together in literacy learning: Teenage mothers and children. Reading Research Quarterly, 29, 382-401.
- Neuman, S.B. & Koskinen, P. (1994). On forests and trees: A response to Klingner. Reading Research Quarterly, 28, 383-385.
- Neuman, S.B. (1995). Examining the purposes for reading. In I.V. Mullis, J. Campbell, & A. Farstrup, Reading redesigned. Washington, D.C.: National Center of Educational Statistics.
- Neuman, S.B. (1995). Reading together: A community-supported parent tutoring program. Reading Teacher, 49, 120-129.
- Neuman, S.B. & Fischer, R. (1995). Tasks and participation structures in kindergartens using a holistic literacy teaching perspectives. Elementary School Journal, 95, 325-337.
- Neuman, S.B., Hagedorn, T., Celano, D., & Daly, P. (1995). Toward a collaborative approach to parent involvement in early education: A study of African-American teenage mothers. American Educational Research Journal, 32, 801-827.
- Neuman, S.B. & Roskos, R. (1995). Bridging home and school with a culturally responsive approach. Childhood Education, 70, 210-214.
- Roskos, K., & Neuman, S.B. (1995). Two beginning kindergarten teachers' planning for integrated literacy instruction. Elementary School Journal, 96, 197-215.
- Celano, D. & Neuman, S.B. (1995). Channel One: Time for a TV break. Kappan, 79, 444-446.
- Neuman, S.B. (1996). Children engaging in storybook reading: The influence of access to print resources, opportunity and parental interaction. Early Childhood Research Quarterly, 11, 495-514.
- Neuman, S.B., Celano, D., & Fischer, R. (1997). The Children's literature hour: A social-constructivist approach to family literacy. Journal of Literacy Research, 28, 499-523.
- Neuman, S.B. & Roskos, K. (1997). Literacy knowledge in practice: Contexts of participation for young writers and readers. Reading Research Quarterly, 32, 10-32.
- Shanahan, T. & Neuman, S.B. (1997). Literacy research that makes a difference. Reading Research Quarterly, 32, 202-210.

- Neuman, S.B., Capperelli, B.J., & Gee, C. (1998). Literacy learning, a family matter. The Reading Teacher, 52, 244-253.
- Neuman, S.B. (1999). Books make a difference: A study of access to literacy. Reading Research Quarterly, 34, 286-301.
- Neuman, S.B. & Celano, D. (2001). Access to print in low- and middle-income communities: An ecological study of 4 neighborhoods. Reading Research Quarterly, 36, 8-26.
- Neuman, S.B. & Celano, D. (2001). Books Aloud: A campaign to “Put books in children’s hands. Reading Teacher, 54, 550-557.
- Neuman, S.B. (2001). The role of knowledge in early literacy. Reading Research Quarterly, 36, 468-475.
- Neuman, S.B. (2003, March). Preparing for the Perfect Storm. Education Week.
- Neuman, S.B. (2003). From Rhetoric to Reality: the Case for Compensation for PreKindergarten Education. Kappan, 85, 286-291.
- Neuman, S.B. & Celano, D. (2004). Save the libraries. Educational Leadership, 61, 82-85.
- Neuman, S.B. (2004). The Effect of Print-Rich Classroom Environments on Early Literacy Growth, Distinguished Educator Series, The Reading Teacher, September.
- Neuman, S.B. & Roskos, K. (2005). The state of state prekindergarten standards. Early Childhood Research Quarterly, 120-140.
- Neuman, S.B. & Roskos, K. (2005). Whatever happened to developmental appropriate early literacy practice? Young Children, 60, 22-26.
- Neuman, S.B. & Celano, D. (2006). The knowledge gap: Effects of leveling the playing field for low- and middle-income children. Reading Research Quarterly, 176-201.
- Neuman, S.B. (2006). How we neglect knowledge and why. American Educator, 24-27.
- Neuman, S.B. (2006). N is for nonsensical. Educational Leadership, 10-15.
- Neuman, S.B. et al (2008). When I give, I own: The impact of community libraries in Nepal, Reading Teacher, 32, 1-20.
- Neuman, S.B., Koh, S., & Dwyer, J. (2008). CHELLO: The child/home environmental language and literacy observation. Early Childhood Research Quarterly, 28, 159-172.
- Neuman, S.B. (2008). Changing the odds for children at risk. Educational Leadership, 1-6

- Celano, D. & Neuman, S.B. (2008). When schools close, the knowledge gap grows. Phi Delta Kappan, 90, 256-262.
- Neuman, S.B. & Dwyer, J. (2009). Missing in action: Vocabulary instruction in pre-K. Reading Teacher, 62, 384-392.
- Wright, T. & Neuman, S.B. (2009). Purposeful, playful pre-k: Building on children's natural proclivity to learn language, literacy, math and science. American Educator, spring, 38-48.
- Neuman, S.B. (2009). Use the science of what works to change the odds for children at risk. Phi Delta Kappan, 90, 582-587.
- Neuman, S.B. & Cunningham, L. (2009). The impact of a practice-based approach to professional development: Coaching makes a difference, American Educational Research Journal.
- Koh, S. & Neuman, S.B. (2009). The impact of professional development on family child care, Early Education and Development (special issue on professional development).
- Neuman, S.B. (2009). The Dumb Class. Education Week, August 25, Commentary.
- Celano, D. & Neuman, S.B. (2010). How to close the achievement gap? Fund public libraries. Education Week, Commentary.
- Neuman, S.B. (2010). Empowered—after school. Educational Leadership, 67, 30-36.
- Neuman, S.B. (2010). Lessons from my mother: Response to the National Early Literacy Panel. Educational Researcher, 39, 301-305.
- Neuman, S.B. (2010). Sparks fade, knowledge stays. American Educator, 14-17, 39.
- Neuman, S.B. & Wright, T. (2010). Promoting language and literacy development for early childhood educators: A mixed-methods study of coursework and coaching. Elementary School Journal, 111, 63-86.
- Marulis, L.M. & Neuman, S.B. (2010). The effects of vocabulary training on word learning: A meta-analysis, Review of Educational Research, 80, 300-335.
- Neuman, S.B. & Dwyer, J. (2011). Developing Vocabulary and Conceptual Knowledge for Low-income Preschoolers: A Design Experiment, Journal of Literacy Research, 43, 103-129.
- Neuman, S.B., Newman, E. & Dwyer, J. (2011). Educational Effects of an Embedded Multimedia Vocabulary Intervention for Economically Disadvantaged Pre-K Children: A Randomized Trial, Reading Research Quarterly, 46, 249-272.
- Kaefer, T., Neuman, S.B. & Pinkham, A. (2014) A bi-directional relationship between conceptual organization and word-learning: Evidence from a vocabulary intervention

- with low-income preschoolers. *Reading Psychology*, 10, 205-215.
- Celano, D. & Neuman, S.B. A Matter of Computer Time. *Kappan* (2011)
- Celano, D. & Neuman, S.B. Public Libraries an Important Safety Net for Our Neediest Children, *Teachers' College Record Commentary* (2011).
- Celano, D. & Neuman, S.B. When the School Bell Rings: The digital divide still looms large for low-income children, *Educational Leadership* (2011).
- Neuman, S.B. & Roskos, K. (2012). More than teachable moments: The importance of teaching oral language vocabulary in the early years, *Reading Teacher*, 66 (3), 63-67.
- Neuman, S.B. & Celano, D. (2012). World's apart, *American Educator (Fall)* (excerpt of "Giving Our Children a Fighting Chance). Lead Article
- Neuman, S.B. & Roskos, K. (2012). Helping children become more knowledgeable through text. *Reading Teacher*, 66 (3), 207-210.
- Neuman, S.B. (2013). The American Dream, Slipping away. *Educational Leadership*, 70 (8), pp. 18-23. (Given Outstanding Article Award by American Association of Publishers.
- Wright, T. & Neuman, S.B. (2013) Vocabulary Instruction in Four Commonly-Used Kindergarten Core Reading Curricula, *Elementary School Journal*, 113, 3, 386-408.
- Marulis, L. & Neuman, S.B. (2013). How vocabulary interventions affect young children at risk: A meta-analytic review, *Journal of Research on Educational Effectiveness*, 6 (3) 223-262.
- Neuman, S.B. & Kaefer, T. (2013). Enhancing the intensity of vocabulary instruction for preschoolers at-risk: The effects of group size and supplemental instruction, *Elementary School Journal*, 113, 4, 589-608.
- Wright, T. & Neuman, S.B. (2014). Paucity and Disparity in Kindergarten Oral Vocabulary Instruction, *Journal of Literacy Research*, 46 (3), 330-357.
- Mol, S. & Neuman, S.B. (2014). Sharing information books with kindergartners: The role of parents' extra-textual talk and socioeconomic status, *Early Childhood Research Quarterly*, 29, 399-410.
- Kaefer, T., Neuman, S.B. & Pinkham, A. (2014). Pre-existing background knowledge influences socioeconomic differences in preschoolers' word learning and comprehension. *Reading Psychology*.
- Kaefer, T. & Neuman, S.B. (2013) [early view]. A bidirectional relationship between conceptual organization and word learning. *Child Development Research*, <http://dx.doi.org/10.1155/2013/298603>.

- Mol, S. , Neuman, S.B. & Strouse, G. (2014). From ABCs to DVDs: Profiles of Infants' Home Media Environments in the First Two Years of Life. *Early child development and care*, 108, 4, 100-110.
- Neuman, S.B., Kaefer, T., Pinkham, A. & Strouse, G. (2014). Can babies learn to read?: A randomized trial of baby media. *Journal of Educational Psychology*.
- Pinkham, A., Kaefer, T. & Neuman, S.B. (2014). Taxonomies support preschoolers' knowledge acquisition from storybooks. *Child Development Research*.
- Neuman, S.B. & Wright, T. (2014, Summer). The magic of words. Lead article in *American Educator*.
- Pinkham, A., Kaefer, T. & Neuman, S.B. (2014) Does mother know best? Maternal knowledge calibration predicts children's oral language development. *Child Development Research*.
- Neuman, S.B., Kaefer, T. & Pinkham, A. (2014). Building background knowledge. *Reading Teacher*, 68, 145-148.
- Neuman, S.B. (2014). Content-rich preschool instruction. *Educational Leadership*, 72 (2),36-40.
- Neuman, S.B., Kaefer, T. & Pinkham, A. (2016). Improving word and world knowledge: The effects of content-rich instruction. *Elementary School Journal*, 116, 652-674.
- Neuman, S.B., Pinkham, A. & Kaefer, T. (2015). Supporting Vocabulary teaching and learning: The role of educative curriculum. *Early Education and Development*, 26, 988-1011.
- Neuman, S.B. & Gambrell, L. (2015). Disruptive innovations in reading education. *Reading Research Quarterly*. 50, 7-12.
- Celano, D. & Neuman, S.B. (2015). Libraries emerging as leaders in parent engagement. *Phi Delta Kappan*.
- Neuman, S.B. & Moland, N. (in press). Book deserts: The consequences of income segregation on children's access to print. *Urban Education*.
- Delaney, K. & Neuman, S.B. (2016). Contexts for teacher practice: (Re)considering the role of context in interventions in early childhood teacher engagement with new approaches to shared book reading. *Education Policy Analysis Archives*, 24 (67). Retrieved from <http://epaa.asu.edu/ojs/article/view/2166>.
- Neuman, S.B. (2016). Code red: The dangers of data-driven instruction. *Educational*

Leadership, 24-29.

Delaney, K. & Neuman, S.B. (in press). Selling preK: Media, politics and policy in the case of Universal Pre-Kindergarten in New York City, *Teachers College Record*

Neuman, S.B. (in press). The Information Book Flood: Is Additional Exposure Enough to Support Early Literacy Development? *Elementary School Journal*.

Neuman, S.B., Kaefer, T., & Pinkham, A. (in press). A double dose of disadvantage: Language Experiences for Low-income Children in Home and School. *Journal of Educational Psychology*.

Kaefer, T., Pinkham, A., & Neuman, S.B. (in press). Seeing and knowing: Attention to illustrations during storybook reading and narrative comprehension in 2-year olds. *Infant and Child Development*.

Neuman, S.B. & Wong, K. (revise and resubmit). Content not form predicts preschoolers' comprehension. Submitted to *Reading & Writing*.

Neuman, S.B. & Knapczyk, J. (submitted for publication). Reaching families where they are: Examining an innovative book distribution program in high poverty neighborhoods. *Urban Education*.

Neuman, S.B. & Kaefer, T. (submitted for publication). Developing Low-Income Children's Vocabulary and Content Knowledge through a Shared Book Reading Program. *Contemporary Educational Psychology*.

Flynn, R., Wong, K., & Neuman, S.B. (submitted for publication). Children's attention to screen-based supports predicts vocabulary learning. An eye-tracking study. *Developmental Psychology*.

Danielson, K., Wong, K. & Neuman, S.B. (submitted for publication). Vocabulary in educational media: A study of screen-based supports. *Journal of Literacy Research*

Chapters

Neuman, S. (1988). Enhancing children's comprehension through previewing. In J. Readence & R.S. Baldwin, Dialogues in literacy research (pp. 219-224). Chicago, IL: National Reading Conference.

Neuman, S. & Roskos, K. (1989). Preschoolers' conceptions of literacy as reflected in their spontaneous play. In S. McCormick & J. Zutell (eds.), Cognitive and social perspectives for literacy research and instruction (pp. 87-94). Chicago, IL: National Reading Conference.

Neuman, S. & Roskos, K. (1990). The influence of literacy-enriched play settings on

- preschoolers' engagement with written language. In J. Zutell & S. McCormick (eds.), Literacy theory and research: Analyses from multiple paradigms (pp. 179-188). Chicago, IL: National Reading Conference.
- Morocco, C. & Neuman, S. (1990). It copies like magic: Word processing and learning disabled students. In J. Hoot & S. Silvern, Word Processing in the Early Grades. New York: Teacher's College Press.
- Neuman, S. (1990). Assessing Inferencing Strategies. In J. Zutell & S. McCormick (eds.), Literacy theory and research: Analyses from multiple paradigms (pp. 267-274). Chicago, IL: National Reading Conference.
- Neuman, S & Soundy, C. (1991). The effects of storybook partnerships on young children's conceptions of stories. In J. Zutell & S. McCormick (eds.), Learner factors/teacher factors: Issues in literacy research and instruction (pp. 141-147).
- Neuman, S. & Roskos, K. (1992). The Influence of literacy-enriched play centers on preschoolers' conceptions of print. In J. Christie (Ed.), Play and Literacy. New York: SUNY Press.
- Neuman, S.B. (1995). Enhancing adolescent mothers' guided participation in literacy: An intervention program. In L.M. Morrow (Ed.). Family literacy. Newark, DE: International Reading Association.
- Neuman, S.B. (1999). Creating continuity in early literacy: Linking home and school with a culturally responsive approach. In L. Gambrell, L.M. Morrow, S.B. Neuman, & M. Pressley, Best practices in literacy instruction (pp. 258-270). New York: Guilford Publications.
- Neuman, S.B. (1999). A social-constructivist view of family literacy. In B. Sturtevant, J. Dugan, P. Linder, & W. Linck, Literacy and community (pp. 25-30). Commerce, TX: College Reading Association.
- Neuman, S.B. & McCormick, S. (2000). Single-subject design: History, trends, and future applications for literacy research. In R. Barr, D. Pearson, M. Kamil, & P. Mosenthal. Handbook for reading research.
- Neuman, S.B. (2000). Libraries of the past and the future. Reading Research Quarterly.
- Neuman, S.B., and Bredekamp, S. (2000). Becoming a reader: Developmentally appropriate practice. In D. Strickland & L. Morrow, Emerging literacy. NY: Teachers College Press.
- Neuman, S.B. (2000). Family literacy in early childhood. In K. Roskos & J. Christie, Play, print and purpose in early childhood. NJ: Erlbaum.
- Neuman, S.B. (2002). Television and Reading. In B. Guzzetti, Literacy in America: An

- Encyclopedia of History, Theory, and Practice. Santa Barbara, CA: ABC: CLIO.
- Neuman, S.B. (2002). Early Literacy. In B. Guzzetti, Literacy in America: An Encyclopedia of History, Theory, and Practice. Santa Barbara, CA: ABC: CLIO.
- Neuman, S.B. (2006). The knowledge gap: Implication for early childhood. In D. Dickinson & S.B. Neuman, Handbook of early literacy research (pp. 29-40). NY: Guilford Press.
- Neuman, S.B. (2007). Literacy development in the early years. In Bridging to literacy, zero to 3. Washington, D.C: Zero to Three Press.
- Neuman, S.B. (2007). Policy and legislation in early literacy. In B.Guzzetti, "Early Literacy Development. NY: Praeger.
- Neuman, S.B. (2010). Quality indicators in language and literacy in M. Zaslow & I. Martinez, Quality Indicator for Early Childhood Programs. Baltimore, MD: Brookes.
- Neuman, S.B. (2011). Single-subject experimental design. In N. Duke & M. Mallette, *Literacy Research Methodologies*. NY: Guilford Press.
- Bus, A. , Leseman, P., & Neuman, S.B. (2011). Methods for preventing early reading difficulties. In *Handbook of Educational Psychology*.
- Neuman, S.B. (2011). The challenge of teaching vocabulary in early education. In S.B. Neuman & D. Dickinson, *Handbook of early literacy research, Volume III*. NY: Guilford.
- Neuman, S.B. (2010). The research we have, the research we need. In S.B. Neuman & M. Kamil, *Preparing teachers for the early childhood classroom: proven models and key principles*. Baltimore, MD: Brookes.
- Neuman, S.B., Kaefer, T. & Pinkham, A. (2012). The limitations of the National Early Literacy Panel. In T. Shanahan & C. Lonigan. *Findings from the National Early Literacy Panel*. Baltimore, MD: Brookes.
- Neuman, S.B. (2012). Professional Development in Early Education. In L.Justice, S. Barnett & R. Pianta (Eds). *Handbook in Early Education*. Guilford Press.
- Pinkham, A. & Neuman, S.B. (2012). Early literacy development. In B. Wasik et al., *Handbook of Family Literacy*: Guilford Press.
- Neuman, S.B. & Wright, T. (2013). The case for vocabulary instruction. In A. Stone et al., *Handbook of Language and Literacy*. NY: Guilford Press.
- Neuman, S. B. (2013). The effects of an embedded multimedia curriculum for low-income preschoolers. In O. Korat & A. Shamir, *Technology and education*. NY: Springer.

- Neuman, S.B., Kaefer, T., & Pinkham, A. (2013). Building word and world knowledge in the early years. In K. Hall, T. Cremin, B. Comber, & L. Moll, *International handbook of research in children's literacy, learning and culture*. Boston: Wiley Blackwell.
- Neuman, S.B. (2013). What it will take to change the odds for children at risk. In R. Reutzel, *Handbook of Best Practices in Literacy*. New York: Guilford.
- Neuman, S.B. & Wright, T. (2014). The case for increasing emphasis on vocabulary instruction in the early years. In C.A. Stone, E. Silliman, B. Ehren & G. Wallach, *Handbook on language and literacy: Development and disorders* (pp. 161-172). New York: Guilford Press.
- Neuman, S.B. (2013). Why common core standards: What parents need to know. *Reading Teacher*, 9-11.
- Neuman, S.B. & Wright, T. (2014). Best practices in oral vocabulary development. In D. Barone, *Best practices in early literacy*. New York: Guilford.
- Strom, C. & Neuman, S.B. (in press). Seizing the Sounds: Considering Phonological Awareness in the Context of Vocabulary Instruction. In edited book.
- Wright, T. & Neuman, S.B. (2015) The power of content-rich vocabulary instruction. *Perspectives on Language and Literacy, International Dyslexia Association*, 25-29.
- Neuman, S.B. & Moland, N. (in press). Book deserts: The consequences of income segregation on children's access to print. *Urban Education*.
- Neuman, S.B., Kaefer, T., & Pinkham, A. (in press). Improving low-income children's word and world knowledge: The effects of content rich instruction. *Elementary School Journal*.
- Celano, D. & Neuman, S.B. (2016). Libraries at the ready. *Educational Leadership*. 74.-77.

Articles in Non refereed Journals

- Neuman, S. (1990). The new English Teacher. Falls Church, VA: National Captioning Institute.
- Neuman, S. (1980). A comparison of two methods of teaching vowel knowledge. Reading Improvement, 264-269.
- Neuman, S. (1980). Creative reading and the skills management systems. Reading Improvement, 190-192.
- Neuman, S. (1981). The effects of television on reading behavior" ERIC Document ED 205

941.

Neuman, S. (1981). The functions of mass produced romance fiction. ERIC ED 200 148.

Neuman, S. (1984). Television and reading," Transaction-Society, September, 1984, reprinted in Television in Society (ed.), Arthur Asa Berger, New Brunswick: Transaction Books, 1986.

Neuman, S. (1985). Television and children's reading behavior. Book Research Quarterly.

Instructional Materials

Neuman, S.B. Book Time. (2006) NY: Scholastic.

Neuman, S.B. & Snow, C. (2000). Building Language for Literacy. Research-based Early Literacy Instruction. NY: Scholastic.

Neuman, S.B., Dwyer, J., Koh, S. & Wright, T. (2007). The world of words: A vocabulary intervention for low-income preschoolers. Ann Arbor, MI: University of Michigan.

Government and Technical Reports

Morocco, C. & Neuman, S. (1985). Teaching Children to write with computers: Comparing approaches. Technical Report No. 1.

Neuman, S. & Morocco, C. (1985). A model teaching environment in using word processors with LD children" with Catherine Cobb Morocco, Technical Report No. 2.

Neuman, S.B. (1997). Getting books in children's hands: The book flood of '97. Final Report to the William Penn Foundation, Philadelphia, PA.

Audio-visual productions

Roskos, K., Vukelich, C., Enz, B., Christie, J., & Neuman, S.B. (1995). Linking Literacy in Play. (video). Newark, DE: International Reading Association.

Reading First: Research Based Practices (Video)

Early Reading First: Research Based Practices (Video)

PBS Teacher Line, The Five Essentials of Early Literacy: An online professional development course for early childhood providers (2008).

The World of Words (WOW): A pre-k curriculum in vocabulary. Washington, D.C.: PBS.

Other Scholarly Activities

INVITED ADDRESSES

- 2000 Invited Research Address: Access to Print for Children of Poverty: Problem, Consequences, Potential Solutions, International Reading Association
- 2001 White House Early Childhood Cognitive Development Conference, Washington, D.C.
Access to Print for Children of Poverty
- 2001 First Lady's Early Childhood Development Conference
Governor & Ms. Taft, Cincinnati, Ohio
Access to Print for Children of Poverty
- 2001 First Lady's Early Childhood Conference
Governor & Mrs. Kempthorne, Boise, Idaho
The Role of Knowledge in Early Childhood
- 2002 Governor's Reading Summit, Salt Lake City, Utah
No Child Left Behind
- 2002 First Lady's Early Childhood Conference
Governor & Mrs. Bush, Tampa, Florida
The Importance of Early Childhood in Children's Lives
- 2002 White House First Lady's Conference on Libraries
The Importance of Libraries in the Lives of Young Children, Washington, D.C.
- 2003 Invited Research Address, New York State Department of Education
From Advocacy to Evidence the Case for Pre-K Education, Saratoga Springs, NY
- 2003 Invited Research Address: AFT Quest Conference
The Nuts & Bolts of Beginning Reading Instruction, Washington, D.C.
- 2003 Invited Research Address
Nebraska/South Dakota/ Iowa Early Childhood Department
Children Achieving: Best Practices in Early Literacy, Sioux City, Iowa
- 2003 Invited Research Address
Connecticut State Department of Education
Ensuring Equity in Early Childhood, New Haven, Connecticut
- 2003 Invited Research Address
New York State Legislators, Albany, New York

The Importance of Early Childhood Education: What the Research Tells Us

- 2003 Invited Keynote address: “The Promise of Learning in New York State.” “Closing the Achievement Gap by Starting Early.”
September 25, 2003. Albany, New York
- 2003 Address to the National Governor's Association, Task Force on Early Learning: “The State of State Pre-Kindergarten Standards.”
September 23, 2003. Washington, D.C.
- 2003 The Second Annual William C. Friday Lecture, Distinguished Lecturer, From Rhetoric to Reality: The Case for Compensatory Pre-kindergarten Programs.
University of North Carolina, Chapel Hill, NC. October 28, 2003
- 2003 No Child Left Behind: A Theory of Action. Inaugural lecture in the George and Yola Hesser Lecture Series, Benerd School of Education, University of the Pacific, Stockton, CA. March 20, 2003
- 2003 State of State Pre-kindergarten Standards, Invited Presentation, State Directors of Early Childhood, NAEYC, Chicago, IL, November 3, 2003
- 2003 School Libraries Invited Presentation, Amarillo Texas, December 2, 2003
- 2003 Velma Schmidt Invited Presentation, University of North Texas, December 4, Creating Environments for Change in Early Childhood Education, 2003
- 2003 The Promise of No Child Left Behind, Colorado International Reading Association, Denver, Colorado, February 5, 2003
- 2004 Children’s Inc...Plenary: Access to Print, Problems, Consequences, Potential Solutions.....Covington, KY, April 15-16, 2004
- 2004 Wingate University: Dispelling the Myth of No Child Left Behind...Distinguished Lecture...Charlotte, NC, March 16, 2004
- 2005 Quality Early Childhood Practice: Keynote Address, Jackson Public Schools.
- 2005 Early Childhood Summit celebrating 50 years of Early Childhood Today, Scholastic
- 2006 Sesame Street Advisor’s Group, “The Knowledge Gap,” New York City
- 2006 Between the Lion’s Advisor’s Group, WGBH “Vocabulary Needs for Children in Poverty,” Boston, MA.
- 2006 National Governor’s Association. “The Seven Essentials in Changing the Odds,” Minneapolis, MN.

- 2006 Universal Pre-k: Why or Why Not? Education Writers of America, Heckinger Institute.
- 2006 The Knowledge Gap, National Press Club, Washington, D.C. Sponsored by Albert Shanker Institute.
- 2006 National Governor’s Association. “The Effects of Libraries on Economically Disadvantaged Children, Richmond, VA.
- 2006 Pre-k Summit, ACT, Cedar Rapids, Iowa
- 2007 CATO Institute: Reauthorization of No Child Left Behind
- 2007 Five Essentials of Early Literacy (Bakersfield; Fresno; San Diego)
- 2007 Radio Tour (reaching 4 million people): Developing a lexile system to connect parents with appropriate books for young children.
- 2007 Canadian Language and Literacy Research Network (Calgary, Canada)
- 2007 Keynote, Amarillo Texas
- 2007 Keynote, Miami, FL.
- 2008 Colorado International Reading Association
- 2008 Keynote, the Pennsylvania Library Association
- 2008 Design Lab, The Bush Foundation (organized meeting of 12 key leaders in Education and Business to set research agenda in education for Foundation)

Invited Presenter, Joan Ganz Cooney Foundation Inaugural Symposium, May, 2008

Invited panelist, Lou Dobbs Show (CNN); reauthorization of NCLB, 2009

Co-Chair and Speaker, “A Broader Bolder Approach to Accountability” with Richard Rothstein and Christopher Cross, funded by the Economic Policy Institute, Washington, D.C.

Invited Plenary, Changing the Odds, Askwith Center, Harvard University, 2009.

Invited Plenary (with Barbara Bowman), Quest Conference , AFT, May, 2009.

Invited Keynote, “No Child Left Behind’s Highly Qualified Teacher Provision: Should It Stay or Should It Go,” Teachers College, Columbia University, , 2009

Invited Keynote, “Early Childhood Quality Practice, Title I Las Vegas Nevada

Invited Keynote, “Early Literacy Policy” Indiana State Legislature, Indianapolis, IN.

Invited Keynote, “Early Literacy Instruction” Wisconsin State Reading Association

Invited Plenary: “Technologies and children: Megabytes for Learning, U.S. DOE Office of Innovation and Improvement, 2009

Invited Workshop, “Nurturing Knowledge,” United Federation of Teachers Annual Conference, New York City, 2009

Invited Panel, “The Value of Publishing in Education, Culture and Commerce,” American Association of Publishers Annual Meeting, March 3, 2010.

Special invitational meeting, “Professional Development in Early Education” Temple University, June 14, 2010.

Invited address, “Vocabulary development in Early Education,” U.S. Department of Education, Reading First and Early Reading First Conference, Anaheim, CA., 2010.

Keynote, “A theory of Synergy: Media and early literacy development.” Bar-Ilan University, Israel, 2010.

Keynote, “Developmentally appropriate practice,” Beijing Normal University, Beijing, China, 2010.

Invited address, “Changing the Odds” a weekend with faculty, Baylor University, Waco, TX, 2010.

Invited address, “Vocabulary development in Early Education,” U.S. Department of Education, Reading First and Early Reading First Conference, Anaheim, CA.

Invited talk, “The digital divide still looms large for poor children,” Heckinger Institute, Columbia University, 2011.

Invited address, “Changing the odds for children at risk,” “The Big Island Early Childhood Conference, Hawaii, 2011.

Connecticut State Department of Education, “A focus on Teenage Mothers,” 2011.

Invited Plenary, “The Effects of Vocabulary Interventions on Word Learning,” CRTIEC (Center for Response to Intervention in Early Childhood), Albuquerque, NM, September, 2011.

Honorary Presentation, Utah State University, “Educational Policy: Highly qualified teacher; NCLB; and Practice-sensitive research,” October 2011.

Plenary, “Best Practices in Early Literacy,” Head Start National Conference, Connecticut, 2011.

Plenary, “Parents as Teachers” National Conference, Missouri, 2011.

Plenary, “Changing the Odds for Children at Risk” Denver, CO, 2012.

Plenary, “Every Child Ready to Read,” Public Library Association, Ithaca, NY, 2012.

Invited Keynote: A Comprehensive Approach to Early Literacy Development, Kansas Action for Children, *From Readers to Leaders: Improving Literacy Outcomes in Kansas*, September 11, 2013.

Invited presenter: Education Writers of America, “Common Core and English Language Arts: Challenges and Opportunities,” September 25, 2013.

Invited Distinguished Lecturer Series, Plenary: Manhattanville College, “Giving our children a fighting chance,” October 1, 2013.

Invited plenary: DeTao Institute, “Improving Children’s Achievement through a Content-rich Shared Book Intervention,” Peking University; Shanghai Public Library, October 11-13, 2013.

Invited panelist: Early Childhood Education; The Word Gap and the Common Core. *American Federation of Teachers*, December 10, 2013.

Invited Panelist, “Anywhere Anytime Summer Learning,” New America Foundation” June 10, 2014.

Invited Panelist, “The importance of knowledge and the knowledge gap” Thomas H. Fordham Foundation, October, 2015.

Invited Panelist, “Digital Equity: Technology and Learning in Lower-income Families,” Joan Ganz Cooney Center and New America Foundation, February 3, 2016.

Keynote: Connecticut Early Childhood Association: Vocabulary predicts early learning, Norwalk, CT. September, 15, 2016.

Keynote: Eastern Connecticut Early Childhood Association: Oral language comprehension and Vocabulary, Vernon, CT. October 10, 2016.

Keynote: “Word Wizardry”: Improving early literacy learning. Southern Regional Early Childhood Association, Biloxi, MS, March 10, 2016.

1. Presentations at Professional Meetings

International

1986 "Television and Learning", symposium at the International Studies of Communications, London

1996 Children Achieving: The influence of access to print resources, opportunity and parental

- interaction in storybook reading. World Congress, Prague, The Czech Republic.
- 1997 “Getting books in children’s hands”: Invited Keynote Speaker, Jerusalem International Book Fair
- 1997 A social constructivist approach to family literacy: Keynote address, SALEED, Johannesburg, South Africa
- 1999 Developmentally appropriate early literacy instruction; What does the research say? Invited Keynote Speaker, European Conference of the International Reading Association, Norway
- 2006 The Dutch Royal Academy of Research, “New Approaches to Multimedia in Storybook Reading.
- 2010 Beijing Normal University, China, Two invited presentations: Educational Policy in Early Childhood; The tensions between Developmentally Appropriate Practice and Academic Learning in the Early Years.
- 2011 Beijing Normal University, China, Two invited presentations: Evidence-based practices in early education; Changing the Odds for Children at Risk.
- 2012 UNICEF, Invited Presentation: Evidence –based practices in early education. Ankara, Turkey
- 2013 Plenary, Emergent and early literacy: What is it, and how do we improve it? In Preparing for Life! Raising Awareness for Early Literacy Foundation. International Conference of Experts, March 12-14, 2013.
- 2014 Keynote: How We Can Change the Odds for Children at Risk: Policies for Encouraging Reading with Preschool Children,” as part of the International Seminar, “Promoting Reading with Preschool children from Disadvantaged Communities” in Jerusalem, Israel.
- 2015 Keynote: “Technology supports for early learning,” International Association for Cognition and Educational Psychology Conference, Athens, Greece, July 18-19.

National Level

- 1986 "Identifying teaching/learning variables in word processing, paper presentation at the National Reading Conference
- 1986 "Using Word Processors with LD children," symposium, American Educational Research Association
- 1987 "Microprocess: Teaching writing with computers", symposium, International Reading

- Association, Anaheim, California
- 1987 "Medium effects of children's story comprehension", paper presentation, American Educational Research Association
- 1988 "Pretend Literacy: Tapping preschoolers' conceptions, paper presentation, National Reading Conference
- 1988 "Children's comprehension of stories from television" paper presented at the International Communications Association
- 1989 "Literacy in Play," paper with Kathy Roskos, Symposium at the National Reading
- 1989 "Assessing Inferencing Strategies," Symposium at the National Reading understanding of a televised story through previewing." paper presented at the American Educational Research Association, San Francisco, California
- 1991 Coordinator and participant in "Play as a context for Literacy Development," symposium, AERA, Chicago, Illinois
- 1992 "Access to literacy for children of poverty: Differential effects of adult mediation and literacy enriched play settings on environmental print knowledge, paper, AERA, San Francisco, California
- 1992 Annenberg School of Communications, University of Pennsylvania, "Television and Educational Achievement" Invitational Conference, November, 19-20.
- 1993 Joining together in literacy learning: Teenage mothers and children"--symposium, AERA, Atlanta, Georgia
- 1993 Single subject experimental design--symposium, National Reading Conference, San Antonio, Texas
- 1994 Reconceptualizing parent involvement--symposium, American Educational Research Association, New York
- 1994 The Children's Literature Hour: A Social Constructivist Approach to Family Literacy, Symposium National Reading Conference, New Orleans, Louisiana
- 1994 Family Literacy - A Preconvention Institute--International Reading Association
- 1994 A Constructivist Approach To Family Literacy," nominated by Division G for the second Annual Virtual Conference, AERA
- 1995 Reconceptualizing Family Literacy--A Preconvention Institute--International Reading Association

- 1995 Literacy Knowledge In Practice--Symposium, the National Reading Conference, New Orleans, Louisiana
- 1996 Theoretical Approaches To Early Literacy Learning--symposium, American Educational Research Conference, New York
- 1996 New Methodological Tools In Early Literacy Research--symposium, National Reading Conference, Charleston, North Carolina
- 1996 Keynote address in Family Literacy--the Ohio Family Literacy Conference, Columbus, Ohio
- 1997 Using A Formative Experimental Approach To Examine Early Literacy Learning: Society for Research in Child Development: Symposium
- 1997 The Importance Of Literacy In Early Childhood, Invited Symposium, National Association for the Education of Young Children
- 1998 Early Literacy Research: Effects of Organizational Structure on Children's Achievement, Symposium, National Reading Conference, Austin, Texas
- 1998 Best Practices In Early Literacy: Preconvention Institute, International Reading Association, Orlando, Florida
- 1998 The Use of Formative Experiments in Early Literacy Research, Symposium, National Reading Conference, Scottsdale, Arizona
- 1998 What is New in Literacy Research, Invited Presentation, National Association for the Education of Young Children
- 1998 Special invitation on "Brain Research and Early Childhood" for Policy-Makers, Governor and First Lady Bush, Austin, Texas
- 1999 Research on Developmentally Appropriate Practice in Early Literacy, Invited Presentation, American Educational Research Association
- 1999 What is Developmentally Appropriate Practice in Early Literacy? Symposium, American Educational Research Association
- 2000 "Common Myths, Research-based principles" Keynote address, Texas Commissioner's Day, Austin, Texas
- 2000 "What is Quality Early Childhood Practice" Keynote address, "Texas State Reading Association" Corpus Christie, Texas
- 2000 "Research-based Principles in Early Literacy," Keynote address, "PBS Ready to Learn Conference, Boston, Massachusetts

- 2001 “Quality Practices in Early Literacy Instruction” Keynote address, Illinois State Superintendent Reading Days”
- 2001 No Child Left Behind, Symposium, American Educational Research Association
- 2002 “Research Based Practices in Early Childhood,” American Association of Speech & Language Pathologists
- 2002 Trust for Early Education (TEE), Member of Team Examining Universal Pre-Kindergarten, Pew Charitable Trust. Washington, D.C. September 23, 2003
- 2005 The Knowledge Gap, National Reading Conference, 2004
- 2005 The State of State Prekindergarten Standards. American Educational Research Association Conference, Montreal, Canada
- Ensuring School Readiness, International Reading Association (Symposium, Preconvention Institute, Featured Address)
- Evaluation of the scientific merit of Pre-k curriculum materials, National Association for the Education of Young Children Professional Institute, Miami, FL.
- 2006: Symposium, “Improving Teacher Quality in Early Childhood Education,” American Educational Research Association, San Francisco, CA.
- Symposium 2006, “New Tools for Examining Early Literacy Development,” National Association for the Education of Young Children Professional Institute, San Antonio, TX.
- Symposium 2006, “New Challenges in Early Childhood Professional Development,” National Association for the Education of Young Children Professional Institute, San Antonio, TX.
- Symposium 2007, “Improving Teacher Quality in Early Childhood Settings,” American Educational Research Association, Chicago, IL.
- Symposium, 2007, “The World of Words,” National Reading Conference.
- Keynote 2007, “The Knowledge Gap” Preconvention Institute at the International Reading Association Conference, Toronto, Canada.
- Symposium 2008, “The Impact of a Practice-base approach to Professional Development, American Educational Research Association, New York City.
- Keynote, and organizer 2008, “The Vocabulary Challenge” Preconvention Institute at the International Reading Association, Atlanta, GA.
- Symposium, Society for Research on Child Development, “Understanding the Relational Aspects

- of Professional Development,” Denver, CO.
- Paper, Society for Research on Child Development, “Rate of Learning: Examining the potential of taxonomic knowledge on vocabulary acquisition.” Denver, CO.
- Paper, Society for Research on Child Development, “Word Features: Measuring children’s oral language development.” Denver, CO.
- Symposium, 2009, American Educational Research Conference, “Getting children ready to read” San Diego, CA
- Symposium, 2009, American Educational Research Conference, “Teacher knowledge teacher practice and child outcome: A study of Professional Development for Early Childhood Educators” San Diego, CA.
- Paper, 2009, American Educational Research Conference “The World of Words: A vocabulary intervention for at-risk preschoolers.” San Diego, CA
- Paper, 2009 American Educational Research Conference, “Teacher Logs: A strategy to measure the enacted curriculum.” San Diego, CA.
- Paper, 2010, Society for Research on Educational Effectiveness: Professional Development: A practice-sensitive approach” Washington, DC. Second paper delivered by graduate student, “The effects of vocabulary training on word learning” Marulis and Neuman.
- Symposium, 2010 American Educational Research Conference: Research from the Corporation for Public Broadcasting/Public Broadcasting System: Evidence of the effects of media on learning.
- Preconvention Institute, 2010: “The Interaction between Content, Vocabulary and Comprehension” A day long institute co-chaired with Cathy Collins Block and John Mangieri, International Reading Association.
- Institute, 2011: The importance of Content Rich Instruction, sponsored by the Al Shanker Institute, National Association for the Education of Young Children, Orlando, FL.
- Symposia, 2011: “Helping children get a good start”: Three symposia on the importance of oral language and content knowledge in early education, Literacy Research Association, Jacksonville, FL.
- Institute, 2012, Using Qualitative Research, Institute of Education Sciences, SREE, Washington, D.C.
- Preconvention Institute, 2012: “Reading Research 2012: Reading Research in the Age of Common Core Standards, A day long institute co-chaired with Linda Gambrell, International Reading Association.

- 2014 Invited Panel, Common Core Implementation Panel, organized by Governor Andrew Cuomo, "Teacher Preparation and Professional Development."
- 2014 Invited Panel, CUNY Institute for Education Policy, "Teaching Students to Read: The Good, the Bad and the Ugly, with Dr. Catherine Snow and moderated by Dr. David Steiner, Dean, Hunter College School of Education
- 2014 Regents State Aid Symposium, Keynote address: "The importance of preK" presentation to the Regents and the State Commissioner of Education, NY, September 16, 2014.

FUNDED RESEARCH

Spencer Foundation

Television and the preschool child

Principal investigators: Drs. Dorothy and Jerry Singer

September, 1979-1980

National Association of Broadcasters,

"Stimulating Cognitive Development Through the Uses of Commercial Television.

September, 1980-June, 1981

\$1200

Eastern Connecticut State University Foundation Grant

Harriet Beecher Stowe: The impact of books

1982-1983.

1,000

C.B.S. Television, Office of Social Research

"Television and Learning: A research synthesis

1985-86

1,500

National Captioning Institute

"Analysis of in-school and home viewing of the effects of closed-captioned television on bilingual children's vocabulary and comprehension skills."

1989-90

50,000

National Association of Broadcasters

"Stimulating cognitive development for E.S.L. students through the uses of closed-captioned television,"

-1990

1,200

International Reading Association--Elva Knight Grant

Literacy objects as cultural tools: Effects of preschoolers' literacy behaviors in play, with Kathy Roskos

September, 1991 - June, 1992
5,000

Research Seed Grant, Temple University
"Effects of Storybook Partnerships on Children's Literacy Behavior"
Principal Investigators: Susan B. Neuman, and Cathy Soundy
1,200

Department of Education, PA
Teenage mothers and children reading together
September, 1992 - June, 1993
1,200

National Council of Teachers of English
Gaining access to literacy for children of poverty
September 1992 - June, 1993
15,000

Americorps Vista
Reading Together
September, 1992-June 1995
100,000/per year

National Council of Teachers of English
Guiding young children: A family literacy approach
September, 1993 - June, 1994
15,000

Barbara Bush Foundation for Family Literacy
Families Reading Together
Funding period: February, 1993-February, 1994
50,000

Americorp Vista
Reading Together: A community based parent tutoring program
September, 1993 - August, 1994
100,000

Department of Education
Families Reading Together: Family Literacy in Family Centers
June, 1993 - 1995
50,000

William Penn Foundation
Books Aloud! Evaluation
September, 1995 - January 1, 1997
120,000

Carnegie Library of Pittsburgh
Read Aloud Club Evaluation
September, 1995 - August, 1996
7,000

Department of Education, PA.
Family Literacy for Family Centers
September, 1995 - June, 1996
25,000

Reading is Fundamental
A Family of Readers
Funding period: September, 1996 - May, 1997
5,000

William Penn Foundation
Books Aloud! Evaluation Follow-up
Principal Investigator: Susan Neuman
January, 1997 - December, 1998
125,000

Department of Education, PA
Family Literacy for Family Centers
September, 1994 – 1995
50,000

William Penn Foundation
Examining State-of-the-art Branch Libraries as communities of literacy practice
January 1997-June, 2000
120,000

Carnegie Foundation of New York
Examining the market demand/market potential of books and instructional materials in
Early childhood
January, 2000-October, 2000
25,000

Heinz Foundation/Institute for Civil Society
Access for All: Closing the Book Gap for Children in Early Education
25,000

Pennsylvania State Library System
Reading Readiness and School Literacy
June, 2000 - October, 2000
25,000

William Penn Foundation
Libraries and Literacy
September, 2000 - April, 2001
625,000

Headsup Network Evaluation
Heinz Foundation
September 2000 - June 2001
100,000

Institute for Education Sciences
PreKindergarten Comparison Study
July 2003 - July 2007

Institute for Education Sciences/Department of Education Effectiveness
Building language for literacy and core knowledge to Promote School Reading
S. Ramey; C. Ramey, Principal Investigators, Susan B. Neuman, Co-Investigator
2003-2006
\$1,500,000

Title II, Michigan Department of Education
Improving Teacher Quality
Co-Principal Investigator, with R. Stanulis, Michigan State University
2003-2006
\$332,000

Project Great Start Professional Development Initiative
Project Investigator: Susan B. Neuman
Department of Education: Office of Elementary and Secondary Education
2004-2007
\$3,000,000

Spencer Foundation Mini-Grant, "Changing the Odds"
2005-2006
\$36,000

USDOE/Corporation for Public Broadcasting/Public Broadcasting System
"Building Vocabulary and Content Learning for High Poverty Preschool and
Kindergarten Children"
2006-2011.
\$5,360,000

Public Library Association, Every Child a Reader
2008-2009
\$87,000

2009-2010: \$50,000, Curriculum Every Child Ready to Read

IES, “The World of Words: A Vocabulary Intervention for At-Risk Preschoolers
2009-2012 (September, 2009-12)
\$1,555,000

IES, not funded (but resubmitted in fall, 2011), Project Great Start: A Differentiated
Model of Professional Development.

GIEU Program: Cross-cultural analysis of Preschools in China and U.S.
\$50,000 Co-Principal Investigator: Kevin Miller

IES, “Representational demand and children’s achievement” 2011-2014
\$700,000

An Evaluation of “Your Baby can Read,” Manatt Foundation
\$133,000

Books Aloud! Improving children’s achievement through school libraries. U.S.
Department of Innovation and Improvement, 2012-2014
\$885,000

Improving Oral language instruction in St. Louis, MO. Al Shanker Foundation, AFT
\$250,000, 2011-2014.

Improving Academic Vocabulary, the World of Words. *Astor Foundation*
2014-2016
\$510,000

Examining parent engagement in public library settings: *Institute for Museum and
Library Sciences*
2014-2017
\$438,000

Data use in Action-Co-investigator with Professor Joe McDonald, and Jim Kemple
2014-2016
Spencer Foundation
\$330,000

NY Public Library
2014-2016
Studying the Effects of Afterschool Programs
\$263,000

Educational Media Supports for Low-income Children
Institute of Education Sciences
2015-2018
\$1,153,000

The Impact of the World of Words
Astor Fund, 2016-2017
\$570,000

Examining the transformation of teaching with technology
Apple Computers, 2016-2018
\$200,000

JetBlue Foundation, Reaching families where they are: Studying the impact of a book
distribution system

\$52,000.

Professional Service

- 2017- Advisor, China Merchant Bank, Hong Kong (ongoing report on U.S. boarding schools)
- 2015- Advisor and Consultant, Acelero
- 2016- Advisor, Read Alliance
- 2014- Board of Directors, Albert Shanker Institute, AFT
- 2013- Writer, PreK books, National Geographic
- 2013- TMC Furniture, Engaging Children in active learning in libraries
- 2013 Consultant, LINC—improving community through literacy development
- 2012 CAEP Commission—New Standards in Teacher Preparation Program
- 2012 Al Shanker Summer Institutes, St. Louis, MI.
- 2011 Consultant, Connecticut State Department—revising a Family Literacy Program, “Raising Readers”
- 2011 Outside evaluator for First Book, West Virginia
- 2011 Expert Witness, Your Baby can Read
- 2011 Outside Audit, Duval County, Fla. School District
- 2011 Consultant, New York University

- 2011 Reviewer of Early Childhood and Childhood Program, Lehman College, CUNY
- 2011 Co-organizer, A Broader, Bolder Approach to Early Childhood Education with Economic Policy Institute
- 2011 Consultant, Iowa Striving Readers Program
- 2011 Professional Development Literacy, Math, Science module for Albert Shanker Institute
- 2010- Academic Advisory Board, Books for Kids
- 2010 AppleTree I3 Advisory Group
- 2010 Barnes and Noble Expert Advisor
- 2010 Fox Business News, “Expert on Teacher Effectiveness”
- 2010 Every Child Ready to Read: Professional Development Modules for the American Library Association
- 2010 Oral Language Vocabulary: A Professional Development Module for the American Federation of Teachers
- 2010 Audit review of Early Language and Literacy Programs, Houston Intermediate School District
- 2010- Consultant, Hawaii Early Reading First Program
- 2010 Advisory Board Member, Acelaro, Head Start Network
- 2009-2010 National Board Member, ClearCorp—a National Nonprofit organization designed to eradicate lead in buildings in high poverty communities
- 2009 A Broader Bolder Initiative, Co-Chair of the Accountability Plan with Richard Rothstein, and Christopher Cross
- 2009- Consultant, Brigance Early Childhood Assessment, Curriculum Associates
- 2009 Head of the Early Childhood Advisory Group, Broader Bolder Initiative
- 2008 Organizer and College Champion, Jumpstart Service Learning Program: Jumpstart is a national organization designed to help at-risk preschoolers by supporting college mentors to work in prek settings.
- 2008 Expert, “Educational Reform Project”—Tatweer, Saudi Arabia

- 2008 Organized new Masters program in Early Childhood, University of Michigan
- 2008 Organizer, Early Childhood Educator Professional Development Workshop: “What do we know, and How we know it”—A national conference at the University of Michigan
- 2008 Facilitator: Early Literacy, Quality Indicators in Early Childhood, Administration for Children and Families, Washington DC
- 2008 Expert, Early Writing Development, Reading Rockets PBS series
- 2008 Literature Selection National Board Member, Reading is Fundamental
- 2007- National Board Member, Jumpstart—a National Nonprofit Organization.
- 2007-2008 Consultant, Aligning Standards in Higher Education Institutions in Louisiana
- 2008- Consultant, Sylvan Learning System (Online Course)
- 2008 Lead writer, Content Rich Instruction: American Federation of Teachers—Al Shanker Institute
- 2008 Expert, Design Committee for determining grant-making in the future, Bush Foundation, Minnesota.
- 2006 Lead Research Scientist, “The impact of community libraries in Nepal on economic, social and educational development.” Funded through the Bill and Melinda Gates Foundation.
- 2006 Conference: Pathways to Literacy Achievement for High Poverty Children: A two day conference, Ann Arbor
- 2006- Out of the Blue Enterprises (Nickelodeon TV)
- 2005- Consultant, Corporation for Public Broadcasting/Public Broadcasting System
- 2005- Scholastic, Inc.
- 2004 Consultant, Charitable Foundation, New York
- 2004 Member, Early Childhood Standards Ad Hoc Advisory Committee, Lansing, MI. Purpose: To revise early learning standards
- 2004 Consultant, Elementary Literacy Forum, Kaufman Foundation
- 2004 Advisory Board, Grolier Specialty Reference Program

- 2004 - Advisory Board, Scholastic Library Publishing
- 2004 - Advisor Board, Power4kids...Haan Foundation
- 2003 - Advisory Board, Kipp Academies
- 2003 - Advisory Board, Between the Lions, WGBH Television
- 2003 Consultant, Reading First, Subcompetition, Texas
- Consultant, Reading First Subcompetition Process, Oklahoma State Department of Education
- Consultant, North Carolina, Review of North Carolina Standards
- 2000 - Education Development Center Advisory Group on Preschool Teacher Training
- 1999 Author, Preschool Guidelines, Texas Educational Agency, Austin Texas
- 1999 Consultant, HeadsUp Network, A satellite based in service training program for Head Start
- 1999 Technical Reviewer, Early Childhood Research Grants, OERI, Washington, D.C.
- 1999 - Member, preschool literacy policy group, Presidential Campaign
- 1998 - Reading Item Development and Policy Panel, National Assessment for Educational Progress
- 1998 - Author, Scholastic, "Building a Language for Literacy" with Catherine Snow, Harvard University
- 1998 - Baltimore County, MD, Debbie Galovic, Integrated Language Arts Specialist
- 1998 Consultant, Preschool literacy, Dade County, Miami Public Schools
- 1998- Consultant, Blues Clues Children's Television Program
- 1998 - Consultant, "Ignite"--a technology-based preschool program; CEO, Neil Bush
- 1998 - Consultant, Preschool Videotape, Learning Research and Development Center, Director: Lauren Resnick
- 1998 - Reviewer, Spencer Foundation
- 1997 Member of the Standing Committee in Reading and Writing, National Assessment of Educational Progress

- 1997 ALMA: The Adult Literacy Media Alliance, Marian Schwarz: On the Benefits of Captioned Television
- 1997 - Head of a Joint Committee of the International Reading Association with National Association for the Education of Young Children to develop "Developmentally Appropriate Guidelines in Early Literacy"
- 1997 - Board Member, Publications Chair National Reading Conference
- 1997 - Member, Reading Committee, the National Voluntary Reading Committee
- 1997 Member, Reading Research Committee, Children's Television Workshop
- 1997 - Chair, Reading and Early Childhood Committee, International Reading Association
- 1997 President, Literacy Development for Young Children Special Interest Group, International Reading Association
- 1996 Member, Early Childhood Committee, Assessment Committee, Philadelphia, PA
- 1996- Elva Knight Research Awards, Member, International Reading Association
- 1996 Technical Reviewer for the Office of Educational Research Institute, Washington D.C.
- 1996 - Grants and Special Awards Committee, International Reading
- 1995-1996 Technical Reviewer, Barbara Bush Foundation for Family Literacy
- 1995 Member, Reading Research Quarterly Search Committee, International Reading Association
- 1994 - 1996 Member of the Early Childhood Committee, Sesame Street, Children's Television Workshop
- 1994 - 1996 Newsletter Editor, "Literacy Development for Young Children"
- 1993 -1996 Member of the Family Literacy Commission, International Reading Association
- 1991 ABC Television and Center for Technology, Bank Street "Using captioned television in adult literacy programs"
- 1991 Annenberg-Washington Invitational Conference, "Captioned Television and Special Populations"

- 1990 - Member, Reading Special Interest Group, American Educational Research Association
- 1988 - National Captioning Institute, Washington, D.C. Selected to be on a special advisory council establishing a research agenda on closed-captioned television

SERVICE TO THE SCHOOL

- 2013-2016 Chair, Teaching and Learning Department, NYU
2016- Promotion and Tenure Committee, NYU
- 2013-14 University of Michigan Promotion and Tenure Committee
2011-12 Search Committee, Cluster hire in Poverty, Education and Policy
2009- Jumpstart Program (Service learning program for undergraduates to work with preschools in high poverty areas).
2010 Search committee, Professor in Literacy
2010 Research Committee for Strategic Review
2010 Research Advisory Board Member for SOE
2008 Member Lecturer Review Committee
2008 Research Advisory Group: UM Child care
2008- Leadership Committee of the UM Committee for Children
2008- Jumpstart Program at Michigan
2007-8 Educational Studies Colloquium Series
2006-7 Developed a plan for revamped Ph.D. program in early childhood
2006-7 Headed the preliminary exams for LLC
2006-7 Set up Educational Studies colloquium series
2004- Government Relations Committee, Chaired by Cynthia Wilbanks
2004-6 Graduate Affairs Committee, Chaired by Jeff Mirel, and Ed Silver
2005-6 Informal liason to student GSCO
2005- Masters Task Force, Chaired by Addison Stone
2005- Faculty Senate
2005- LLC Prelim Chair
2006 Michigan Road Scholars Tour