

## **DALE CLARK FARRAN**

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### **EDUCATION**

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

### **PROFESSIONAL HISTORY**

1996- *Peabody College, Vanderbilt University*  
Professor Emerita  
Antonio and Anita Gotto Chair in Teaching and Learning (2014-2018);  
Director/Associate Director, Peabody Research Institute (2008-2018)  
Professor, Departments of Teaching and Learning; Psychology and  
Human Development (1996-2018)  
1987-1996 *University of North Carolina at Greensboro*  
Professor, Department of Human Development and Family Studies.  
(Chair of Department, 1987-1994)  
1984-1987 *Kamehameha Schools/Bishop Estate*  
Head, Child Development Research Department, Center for  
Development of Early Education,.  
1984-1987 *University of Hawaii*, Associate Professor, Psychology Department,  
1974-1984 *University of North Carolina at Chapel Hill*  
1975-1984 Investigator, Frank Porter Graham Child Development Center,  
University of North Carolina at Chapel Hill.  
1980-1984 Clinical Associate Professor, Division of Special Education,  
School of Education, University of North Carolina at Chapel Hill.  
1979-1984 Faculty, Bush Institute for Child and Family Policy, UNC Chapel  
Hill  
1980-1986 Research Associate, Health Services Research Center, UNC  
Chapel Hill.  
1976-1980 Clinical Assistant Professor, Division of Special Education,  
School of Education, UNC Chapel Hill.

1974-1975 NICHD Post-doctoral Fellowship, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

1972-1974 Psychology Department, Children's Aid Society, Philadelphia

1967-1972 Staff, Research Department, Pennsylvania Advancement School, Philadelphia

1965-1967 Staff, Research Department, NC Advancement School, Winston-Salem, NC

## **HONORS**

Honorary Doctorate awarded by Jönköping University, Jönköping Sweden, October 2019.

Anita S. and Antonio M. Gotto Chair in Teaching and Learning (2014-2018); "Children's Champion for 2016." Nashville Area Association for the Education of Young Children, April 2016.

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

Alexander Heard Distinguished Professor, 2008, Vanderbilt University.

Inaugural Fellow of the American Educational Research Association, July 2008

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

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

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

Fellow, American Psychological Society, January, 1998

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

Outstanding Advisor, School of Human Environmental Sciences, 1991

Peabody Award for Excellence in Research, 1984.

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

Initiated into Phi Beta Kappa, May 1965.

## **VISITING PROFESSORSHIPS**

Visiting Distinguished Scholar (February, 2005), Mälardalen University, Västerås, Sweden.

Visiting Distinguished Professor (October, 2001), University of Canberra, Canberra, ACT, Australia.

Visiting Distinguished Scholar (September, 1997), Seminar on early intervention. University of Porto, Porto, Portugal.

Visiting Professor (July, 1995), Infant development, assessment and intervention. Summer Institute of the University of British Columbia and the Infant Development Programme of British Columbia, Canada.

Visiting Professor (July, 1991), Working with Families of Handicapped Children. University of British Columbia, Vancouver, British Columbia, Canada.  
Visiting Professor (July, 1989), Prekindergarten Curriculum: Exceptional preschool children and their families. University of British Columbia, Vancouver, British Columbia, Canada.

## **AFFILIATIONS**

Member Development and Research in Early Mathematics Education (DREME) Network, 2014- present.  
Member, Foundation for Child Development, Early Childhood Implementation Working Group, June 2017-present.  
Member, Nashville Early Childhood Education Working Group, established by Mayor Megan Barry, January 2017- 2018.  
Advisory Board, Robin Hood Foundation (New York), Fund for Early Learning, 2016-2018.  
Member, MNPS Transition Team for Shawn Joseph, Superintendent, August – November 2016.  
Invited Participant, Pathways for Supporting Early Math Learning, A Conference Supported by the Heising-Simons Foundation, (Berkeley, CA: November 7 & 8, 2011; Palo Alto, CA: November 18-19, 2012).  
Member, Society for Research in Child Development  
Member, American Educational Research Association, Early Childhood SIG  
Member, American Psychological Society  
Charter Member: Society for Research in Educational Effectiveness

## **PUBLICATIONS**

### ***Edited Books/Published Scales***

Cooper, D. & Farran, D.C. (1991). *Cooper-Farran Behavioral Rating Scale*. Clinical Psychology Publishing Company, Inc.  
Farran, D. C., & McKinney, J. D. (Eds.). (1986). *Risk in intellectual and psychosocial development*. New York: Academic Press.  
Feagans, L., & Farran, D. C. (Eds.). (1982). *The language of children reared in poverty: Implications for evaluation and intervention*. New York: Academic Press.

### ***Working Papers (Available online)***

Farran, D.C., Wilson, S., Meador, D., Norvell, J., & Nesbitt, K. (September, 2015). *Experimental evaluation of the Tools of the Mind pre-k curriculum: Technical report*. Working paper available online (84 pages), <https://my.vanderbilt.edu/toolsofthemindevaluation/files/2011/12/Tools-Technical-Report-Final-September-2015.pdf>

Meador, D., Nesbitt, K., & Farran, D.C. (September, 2015). *Experimental evaluation of the Tools of the Mind pre-k curriculum: Fidelity of*

*implementation technical report*. Working paper available online (35 pages),

<https://my.vanderbilt.edu/toolsofthemindevaluation/files/2011/12/Tools-Fidelity-Technical-Report-Final-September-2015.pdf>

Farran, D.C., Christopher, C., Henley, K., Dawson, S., Houseman, A., Kasul, R., & Tunstel, A. (June, 2018). *MNPS-PRI Partnership Report: 2014-2018 Data Summary and Final Report*. <https://cdn.vanderbilt.edu/vu-my/wp-content/uploads/sites/1479/2016/09/14123013/ELC-FINAL-Report-2014-18-forweb.pdf>

Farran, D.C., Christopher, C., Pion, G., Henley, K., Lowe, T., Norvell, J., Houseman, A., Kasul, R., & Tunstel, A. (August, 2018). *Kindergarten Follow Up Report*. [https://cdn.vanderbilt.edu/vu-my/wp-content/uploads/sites/1479/2016/09/14123013/K-Followup\\_Overall-Report\\_FINAL.pdf](https://cdn.vanderbilt.edu/vu-my/wp-content/uploads/sites/1479/2016/09/14123013/K-Followup_Overall-Report_FINAL.pdf)

### **Journal Articles/Book Chapters**

Baron, A., Malmberg, L-E, Evangelou, M., Nesbitt, K., & Farran, D. (*in press*).

The play's the thing: Associations between make-believe play and self regulation in the *Tools of the Mind* Early Childhood Curriculum. *Early Education and Development*.

Farran, D.C. & Nesbitt, K. (*in press*) New information on evaluating the quality of early childhood education programs. In O. Saracho & B. Spodek (Eds.), *Handbook of Research on the Education of Young Children (2<sup>nd</sup> Edition)*. New York, NY: Routledge/Taylor & Francis.

Fyfe, E., Rittle-Johnson, B. & Farran, D.C. (2019). Predicting success on high stakes math tests from preschool math measures among children from low-income homes. *Journal of Educational Psychology*, 111, 402-413.

<http://dx.doi.org/10.1037/edu0000298>

Nesbitt, K., Fuhs, D., & Farran, D. (2019). Stability and instability in the co-development of mathematics, executive function skills, and visual-motor integration from prekindergarten to first grade. *Early Childhood Research Quarterly*, 46, 262-274. <https://doi.org/10.1016/j.ecresq.2018.02.003>

Lipsey, M., Farran, D., & Durkin, K. (2018). Effects of the Tennessee prekindergarten program on children's achievement and behavior through third grade. *Early Childhood Research Quarterly*. 45, <https://doi.org/10.1016/j.ecresq.2018.03.005>

Davis, D. & Farran, D. (2018). Fostering positive early math experiences for African American boys: Developing the next generation of STEM majors. *Young Children*, 73 (2), 44-51.

Stipek, D., Franke, M., Clements, D., Farran, D., & Coburn, C. (2017). PK-3: What does it mean for Instruction? *SRCD Social Policy Report*, 30 (2). ISSN 1075-7031, [www.srkd.org/publications/social-policy-report](http://www.srkd.org/publications/social-policy-report)

Lipsey, M.W., Nesbitt, K., Farran, D.C., Dong, N., Fuhs, M., & Wilson, S. (2017). Learning-related cognitive self-regulation measures for prekindergarten

children: A comparative evaluation of the educational relevance of selected measures. *Journal of Educational Psychology*, 109(8), 1084-1102.

<http://dx.doi.org/10.1037/edu0000203>

- Farran, D. (2017). Characteristics of pre-kindergarten programs that drive positive outcomes. In K. Dodge (Ed.), *The impact of pre-kindergarten on children's development: A summary of scientific knowledge*. Washington, DC: Brookings Institute.
- Farran, D.C., Meador, D., Christopher, C., Nesbitt, K. & Bilbrey, L. (2017). Data-driven improvement in prekindergarten classrooms: Report from a partnership in an urban district. *Child Development*, 88, 1466-1479. DOI: 10.1111/cdev.12906
- Rittle-Johnson, B., Fyfe, E., Hofer, K., & Farran, D. (2017). Early math trajectories: Low-income children's mathematics knowledge from age 4 to 11. *Child Development*. DOI: 10.1111/cdev.12662
- Farran, D. C. & Lipsey, M. (2017), Misrepresented evidence doesn't serve pre-K programs well. *Education Plus Development*. Washington, DC: Brookings Institute. <https://www.brookings.edu/blog/education-plus-development/2017/02/24/misrepresented-evidence-doesnt-serve-pre-k-programs-well/>
- Mowrey, S. & Farran, D. (2016). Performance and preparation: Alignment between student achievement, teacher ratings, and parent perceptions in urban middle-grades mathematics classrooms. *Journal of Urban Learning Teaching and Research*, 12, 61-74.
- Farran, D. C., & Lipsey, M. W. (2016). Evidence for the benefits of state prekindergarten programs: Myth & misrepresentation. *Behavioral Science & Policy*, 2(1), pp. 9-18.
- Spivak, A. & Farran, D. (2016). Predicting first graders' social competence from their preschool classroom interpersonal context. *Early Education and Development*. DOI: 10.1080/10409289.2016.1138825
- Farran, D. (February 25, 2016). We need more evidence in order to create effective pre-K programs. *Evidence Speaks*, 1 (11). Washington, DC: Brookings.
- Farran, D. & Lipsey, M. (October 8, 2015). Expectations of sustained effects from scaled up pre-K: Challenges from the Tennessee study. *Evidence Speaks*, 1 (4). Washington, DC: Brookings.
- Nesbitt, K., Farran, D., & Fuhs, M. (2015). Executive function skills and academic achievement gains in prekindergarten: Contributions of learning-related behaviors. *Developmental Psychology*, 51, 865-878.  
<http://dx.doi.org/10.1037/dev000021>
- Farran, D.C. (2015). What does authorship mean? In R.J. Sternberg & S. Fiske (Eds.), *Ethical principles, case studies, and commentaries for the behavioral and brain sciences* (pp. 38-40). New York, NY: Cambridge University Press.

- Fuhs, M., Farran, D., & Nesbitt, K.T. (2015). Prekindergarten children's executive function skills and achievement gains: Comparing direct assessments and teacher ratings. *Journal of Educational Psychology, 107*, 207-221. <http://dx.doi.org/10.1037/a0037366207>
- Fuhs, M., Nesbitt, K., Farran, D., & Dong, N. (2014). Longitudinal associations between executive functioning and academic skills across content areas. *Developmental Psychology, 50*, 1698-1709. <http://dx.doi.org/10.1037/a0036633>.
- Fuhs, M., Farran, D., & Turner, K. (2013). Preschool classroom processes as predictors of children's cognitive self-regulation skills development. *School Psychology Quarterly, 28*, 347-359. DOI: 10.1037/spq0000031
- Hofer, K., Farran, D, and Cummings, T. (2013). Preschool children's math-related behaviors mediate curriculum effects on math achievement gains. *Early Childhood Research Quarterly, 28*. 487-495. DOI: 10.1016/j.ecresq.2013.02.002
- Smith, T., Cobb, P., Farran, D., Cordray, D., Munter, C., & Dunn, A. (2013). Evaluating Math Recovery: Assessing the causal impact of a diagnostic tutoring program on student achievement. *American Educational Research Journal, 50*, 397-428. DOI: 10.3102/000283121246904
- Farran, D.C. & Hofer, K. (2013). Evaluating the quality of early childhood education programs. In O. Saracho & B. Spodek (Eds.), *Handbook of Research on the Education of Young Children* (pp 426-437). New York, NY: Routledge/Taylor & Francis.
- Spivak, A. & Farran, D. (2012). First grade teacher behaviors and children's prosocial actions in classrooms. *Early Education and Development, 23*, 623-639.
- Varol, F., Farran, D., Bilbrey, C., Vorhaus, E., & Hofer, K. (2012). Improving mathematics instruction for early childhood teachers: Professional development components that work. *NHSA Dialog, 15*, 24-40.
- Varol, F., Farran, D.C., Bilbrey, C., Vorhaus, E., & Hofer, K. (2012). Professional development for preschool teachers: Evidence for practice. *NHSA Dialog, 15*, 122-126.
- Farran, D.C. (2011). Rethinking school readiness. *Exceptionality Education International, 21*, 5-15.
- Dickinson, D., Watson, B., & Farran, D. (2008). It's in the details: Approaches to describing and improving preschool classrooms. In C. Vukelich & L. Justice (Eds.), *Achieving excellence in preschool literacy instruction* (pp 136-162). New York, NY: Guilford Press.
- Farran, D. C. (2007). *Is education the way out of poverty? A Reflection on the 40th anniversary of Head Start* (with commentaries by James King and Bernard L. Charles), Center for Research on Child Development and Learning, No. 3 (50 pages – ISBN: 0-9727709-2-5).

- Varol, F. & Farran, D. (2006). Early mathematical growth: How to support young children's mathematical development, *Early Childhood Education Journal*, 6, 381-387. DOI: 10.1007/s10643-006-0060-8
- Farran, D.C., Kang, S.J., Aydogan, C., & Lipsey, M. (2005). Preschool classroom environments and the quantity and quality of children's literacy and language behaviors. In D. Dickinson & S. Neuman (Eds.), *Handbook of early literacy research, Vol. 2*. New York, NY: Guilford Publications, Inc.
- Farran, D.C. (2005). Developing and implementing preventive intervention programs for children at risk: Poverty as a case in point. In M. Guralnik (ed.), *A developmental systems approach to early intervention: national and international perspectives* (pp. 267-304). Baltimore: Paul Brookes, Publisher.
- Howse, R., Lange, G., Farran, D.C., & Boyles, C. (2003). Motivation and self-regulation as predictors of achievement in economically disadvantaged young children. *Journal of Experimental Education*, 71, 151-174.
- Farran, D.C. (2002). The importance of experience for the human brain: Why intervention is so important in risk situations. *Childrenz Issues*, 6, 7-11.
- Farran, D.C. & Son-Yarbrough, W. (2001). Title I funded preschools as a developmental context for children's play and verbal behaviors. *Early Childhood Research Quarterly*, 16, 245-262.
- Farran, D.C. (2001). Decision-making in a multiple-choice world. *Young Children*, 56, 76-77.
- McGaha, C. & Farran, D. (2001). Interactions in an inclusive classroom: The effects of visual status and setting. *Journal of Visual Impairment and Blindness*, 95, 80-94.
- Farran, D.C. (2001). Experience-dependent modifications of the brain and early intervention: Assumptions and evidence for critical periods. In D.B. Bailey, F. Symons, J. Bruer, & J. Lichtman (eds). *Critical thinking about critical periods* (pp 233-266). Baltimore: Paul Brookes.
- Farran, D.C. (2000). Another decade of intervention for disadvantaged and disabled children: What do we know now? In J. P. Shonkoff & S.J. Meisels (Eds.), *Handbook of early childhood intervention* (second edition) pp. 510-548. New York: Cambridge University Press.
- Farran, D.C. (1999). Child development and education. *Journal of Common Sense*, 4, 12-15.
- Cassidy, D., Hicks, S. & Farran, D. (1998). The North Carolina Child Care Corps: The role of national service in child care. *Early Childhood Research Quarterly*, 13, 659-675.
- Feagans, L., Fendt, K. & Farran, D.C. (1995). The effects of day care intervention on teachers' ratings of the elementary school discourse skills in disadvantaged children. *International Journal of Behavioral Development*, 243-261.

- Feagans, L. & Farran, D.C. (1994). The effects of day care intervention in the preschool years on the narrative skills of poverty children in kindergarten. *International Journal of Behavioral Development*, 17, 503-523.
- Comfort, M. & Farran, D.C. (1994). Parent-child interaction assessment in family-centered intervention. *Infants and Young Children*, 6, 33-45.
- Farran, D.C. & Shonkoff, J. (1994). Developmental disabilities and the concept of school readiness. *Early Education and Development*, 5, 141-151.
- Farran, D. C., Son-Yarborough, W., Silveri, B. & Culp, A. (1993). Measuring the environment in public school preschools for disadvantaged children: What is developmentally appropriate? In S. Reifel (Ed), *Advances in Early Education and Day Care, 1993*, pg. 75-93. Greenwich CN: JAI Press, Inc.
- Farran, D. C., Mistry, J., Ai-Chang, M. & Herman, H. (1993). Kin and calabash: The social networks of preschool part-Hawaiian children. In R. Roberts (Ed.) *Coming Home to Preschool: The Socio-cultural context of early education*. Ablex Press.
- Farran, D.C. & Darvill, T. (1993). Mother-child interactions and the development of verbal and perceptual skills in part-Hawaiian preschool children. In R. Roberts (Ed.). *Coming Home to Preschool: The Socio-cultural context of early education*. Ablex Press.
- Farran, D., & Silveri, B. (1992). The developmental appropriateness of public schools for disadvantaged four year olds. In B. Day (Ed.), *Early childhood education in North Carolina public schools: A call for leadership*. North Carolina Association for Supervision and Curriculum Development.
- Farran, D. C., Silveri, B, & Culp, A. (1991). Public school preschools and the disadvantaged. In L. Rescorla, M. Hyson & K. Hirsh-Pasek (Eds.). *Early academics: Challenge or pressure?* New Directions for Child Development Source Book. San Francisco: Jossey-Bass.
- Farran, D. C., & Kasari, C. (1990). A longitudinal analysis of the development of synchrony in mutual gaze in mother-child dyads. *Applied Developmental Psychology*, 11, 419-430.
- Farran, D.C. (1990). Effects of intervention with disadvantaged and disabled children: A decade review. In S. Meisels & J. Shonkoff (Eds.), *Handbook of early intervention*. Cambridge, England: Cambridge University Press.
- Farran, D.C., Clark, K. & Ray, A. (1990). Measures of parent/child interaction. In E. Gibbs & D. Teti (Eds.), *Interdisciplinary assessment of infants: A guide for early intervention professionals*. Baltimore: Paul H. Brooks Publishing.
- Arakaki, A., Oshiro, M., & Farran, D. C. (1989). Research into practice: Integrated reading and writing in a kindergarten curriculum. In J. Mason (Ed.), *Reading and writing connections*. New York: Allyn and Bacon, Inc.
- Farran, D. C., & Harber, L. (1989). Responses to a learning task at 6 months and IQ test performance during the preschool years. *International Journal of Behavioral Development*, 12, 101- 114.
- Speidel, G., Farran, D. C., & Jordan, C. (1989). On the learning and thinking styles of Hawaiian children. In D. Topping, V. Kobayashi, & D. Crowell



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

- kindergarten. In W. Frankenburg and R. Emde (Eds.), *Early identification of children at risk: An international perspective* (pp. 193-202). New York: Plenum Publishing Company.
- Farran, D. C., Burchinal, M., Hutaff, S., & Ramey, C. (1984). Allegiances or attachments: Relationships among day care infants and their teachers. In R. Ainslie (Ed.), *Quality variations in day care* (pp. 133-158). New York: Praeger.
- Margolis, L., & Farran, D. C. (1984). Unemployment and children. *International Journal of Mental Health, 13*(1-2), 107-124.
- Farran, D. C. (1983). Forward. In C. C. Farran, *Infant Colic*. New York: Scribner's.
- Farran, D. C. (1982). Mother-child interaction, language development and the school performance of poverty children. In L. Feagans & D. C. Farran (Eds.), *The language of children reared in poverty: Implications for evaluation and intervention* (pp. 19-52). New York: Academic Press.
- O'Connell, J. C., & Farran, D. C. (1982). The effect of day care on the use of intentional communicative behaviors in socioeconomically depressed infants. *Developmental Psychology, 18*, 22-29.
- Farran, D. C. (1982). Intervention for poverty children: Alternative approaches. In L. Feagans and D.C. Farran (Eds.), *The language of children reared in poverty* (pp. 269-271). New York: Academic Press.
- Ramey, C. T., & Farran, D. C. (1981). The functional concern of mothers for their infants. *Infant Mental Health Journal, 1*, 48-55.
- Jay, S., & Farran, D. C. (1981). The relative efficacy of predicting IQ from mother-child interactions using ratings versus behavioral counts. *Journal of Applied Developmental Psychology, 2*, 165-177.
- Feagans, L., & Farran, D. C. (1981). How demonstrated comprehension can get muddled in production. *Developmental Psychology, 17*, 718-727.
- Margolis, L., & Farran, D. C. (1981). Health consequences for children of parental job loss. *North Carolina Medical Journal, 42*, 849-850.
- Farran, D. C. (1980). Comments on James Comer's Talk. In R. Haskins and J. J. Gallagher (Eds.), *Care and education of young children in America: Policy, politics, and social science* (pp. 158-160). Norwood, New Jersey: Ablex.
- Farran, D. C., Hirschbiel, P., & Jay, S. (1980). Toward interactive synchrony: The gaze patterns of mothers and children in three age groups. *International Journal of Behavioral Development, 3*, 215-224.
- Farran, D. C., & Haskins, R. (1980). Reciprocal influence in social interactions of mothers and three-year-old children from different socioeconomic backgrounds. *Child Development, 51*, 780-791.
- Finkelstein, N., Gallagher, J. J., & Farran, D. C. (1980). The attentiveness and responsiveness to auditory stimuli of children at-risk for mental retardation. *American Journal of Mental Deficiency, 85*, 135-144.

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- Farran, D. C. (1977). Young children's behavior in open classrooms. *Forum on Open Education*, *13*.
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- Farran, D. C. (1967). Games work with underachievers. *Scholastic Teacher*.

### **Other Publications**

- Farran, D. C. (1988). *Educational reform in kindergarten: A multidisciplinary approach*. Technical Report No. 143. Honolulu: Center for Development in Early Education, Kamehameha Schools/Bishop Estate.
- Farran, D. C. (1982). Now for the bad news. *Parents' Magazine*, *57*, 80-82; 145.
- Margolis, L. H., & Farran, D.C. (1980). Unemployment: Health and behavioral consequences for children. *Networker*, *2*, 5.
- Farran, D. C., & Salkind, N. (1979). Should we intervene in families? *Networker*, *1*, 1.
- Haskins, R., Farran, D. C., & Sanders, J. (1978). The day care decision: What research can tell parents. *Parents' Magazine*, *53*, 58; 76-78.
- Farran, D. C., & Yanofsky, S. (1972). *Change in junior high schools: Two case studies*. Pennsylvania Advancement School, Philadelphia. (ERIC Document Reproduction Service No. ED 169 165).

### **Unpublished Scale Development**

- Bilbrey, C., Vorhaus, E., & Farran, D. (2007). *Teacher Observation in Preschool*. Unpublished instrument available from D.C. Farran, Peabody Research Institute, Vanderbilt University, Nashville, TN.
- Farran, D. C., Meador, D., & Anthony, K. (2014) *Child Observation in Preschool manual*. Unpublished scale available from D.C. Farran, Peabody Research Institute, Vanderbilt University, Nashville, TN.
- Farran, D. C., & Bilbrey, C. (2004). *Narrative Record*. Unpublished instrument available from D.C. Farran, Peabody Research Institute, Vanderbilt University, Nashville, TN
- Farran, D.C., & Collins, E. (1995). *Teacher Child Interaction Scale*. Available from Dale C. Farran, Department of Teaching and Learning, PO Box 330 GPC, Vanderbilt University, Nashville, TN 37203.
- Farran, D. C., Kasari, C., Comfort, M., & Jay, S. (1986). *Parent/Caregiver Involvement Scale*. (Revision of Parent-Child Interaction Scale, 1980, 1981, 1984). Available from Dale C. Farran, Department of Teaching and Learning, PO Box 330 GPC, Vanderbilt University, Nashville, TN 37203.
- Feagans, L. & Farran, D.C. (1982). *Adaptive Language Inventory*. Chapel Hill, NC: The Frank Porter Graham Child Development Center.

### **INVITED INSTITUTES/WEBINARS/TALKS (past 5 years)**

- Invited Speaker (March, 2018). *What early experiences for young children are important?* The University of Alabama at Tuscaloosa
- Invited Participant (November 2017), Foundation for Child Development: Early Care and Education Implementation Research Convening, New York, NY.  
Panel 1: *What does research tell us about the effectiveness and implementation of ECE programs across the birth to eight continuum.*  
Panel 2: *What still needs to be understood about ECE program outcomes, instructional practice and the workforce?*
- Keynote Speaker (November 2017). *Pre-kindergarten programs in the United States*. In Swedish Seminar on Child Engagement, Jönköping, Sweden: Jönköping University.
- Invited Speaker (October, 2017). *Findings from the Tennessee Pre-K Study*, National Conference of State Legislators, Education and Health and Human Services Chairs, Nashville, TN.
- Invited Speaker (March, 2017). *Tennessee studies of Pre-K effects*. Alliance for Early Success, Board of Directors, Nashville, TN
- Keynote Speaker (February, 2017) *Expectations of sustained effects from scaled up pre-K: Challenges from the Tennessee study*. Early Learning Workgroup, Council of Chief State School Officers, New Orleans, LA.
- Keynote Speaker (November 2016). *Defining high quality*. Boston Consulting Group and Dallas Foundation Convening on Pre-k, Dallas TX.

- Keynote Speaker (October, 2016). *TN Pre-K findings: Implications and the way forward*. Brookings Institute Policy Briefing, Washington, DC.
- Keynote Speaker (October 2016). *The State of Pre-K: Ensuring that Pre-K Expansion Benefits Children and Families*. Ohio State University 2016 Symposium on Children.
- Invited Participant (September 2016). Indispensable Policies and Practices for High Quality Pre-K, New America Foundation, Washington, DC.
- Keynote Speaker, (July 2016). *Language development in prek: Why is it so difficult?* Texas School Ready Early Childhood Summer Institute. Austin, TX.
- Invited Participant (May 2016), Early Childhood Working Group, American Enterprise Institute, Washington, DC
- Pre-K Panel participant (February, 2016), American Enterprise Institute, Washington, DC.
- Keynote Speaker (January 2016). *What experiences really are important for young children?* The Early Years Conference, 2016, Vancouver, British Columbia, Canada.
- 29<sup>th</sup> Annual Marion Steele Research Symposium Keynote Speaker (May, 2014). *Personal journey*. University of Delaware, College of Education and Human Development.
- Webinar (October, 2013). *Creating good learning environments for children: 10 things to know*. National Head Start Association's Head Start Awareness Month.
- Presenter (August, 2013), *The Brain and Executive Function*. In Exploring New Frontiers for Workforce Development, Center on Budget and Policy Priorities (CBPP), Washington, DC

### **RESEARCH GRANTS (at Vanderbilt University)**

- 7/18-6/22 Development and Validation of a Mobile, Web-based Coaching Tool to Improve Pre-K Classroom Practices to Enhance Learning  
National Science Foundation, \$2,817,843  
Dale C. Farran, Investigator (with PI Caroline Christopher)
- 7/18-6/21 A Longitudinal Study Predicting Postsecondary STEM Readiness Among Low-Income Minority Students  
National Science Foundation, \$1,499,997  
Dale C. Farran, Investigator (with PI Kelley Durkin)
- 7/18-6/20 Development and Research in Early Mathematics Education Network (DREME): Phase III.  
The Heising Simons Foundation  
Award to Leland Stanford University  
Subaward to Vanderbilt University, \$460,824  
Dale Farran, Investigator
- 7/17-6/18 MNPS/PRI Professional Development 2017-18  
Metro Nashville Public Schools, \$69,993  
Dale C. Farran, Principal Investigator

- 7/17-8/18 Kindergarten Follow Up, Preschool Development Grant.  
Metro Nashville Public Schools, \$285,000  
Dale C. Farran, Principal Investigator
- 10/16-9/18 Middle School Mathematics Competencies in At-Risk Students,  
Continuation of a Longitudinal Investigation from Early Childhood  
Heising Simons Foundation, \$460,553  
Dale, C. Farran, Principal Investigator
- 7/15-6/19 Evaluation of Pre-K Development-Expansion awarded to TN  
Tennessee Department of Education, \$1,294,936  
Dale C. Farran, Principal Investigator
- 8/14-7/18 MNPS Model Learning Centers PRI Collaboration  
Metropolitan Nashville Public Schools, \$1,121,647  
Dale C. Farran, Principal Investigator
- 7/14-6/19 Follow-up through Middle School of a Randomized Study of Public  
Prekindergarten  
National Institute of Child Health and Human Development,  
\$3,235,386  
Dale C. Farran, Principal Investigator (Co-PIs Mark Lipsey)
- 7/14-6/18 Contributions to Mathematics Competency of At-Risk Students: The  
Impact of Executive Function, Approximate Number System and  
Early Mathematics Skills  
Institute of Education Sciences, \$1,577,245  
Dale C. Farran, Principal Investigator
- 10/13-9/15 Middle School Mathematics Competencies in At-Risk Students, a  
Longitudinal Investigation from Early Childhood  
Heising Simons Foundation, \$429,194  
Dale C. Farran Principal Investigator
- 12/14-6/16 Development and Research in Early Mathematics Education Network  
(DREME).  
The Heising Simons Foundation  
Award to Leland Stanford University  
Subaward to Vanderbilt University, \$80,477  
Dale C. Farran, Principal Investigator
- 3/10-2/15 Postdoctoral Field Based Research Methodology Training  
Institute of Education Sciences, \$654,720  
Dale C. Farran, Principal Investigator (with Co-PI Mark Lipsey)
- 8/09-7/11 Talking About Math in preschool  
Office of Program Research and Evaluation (Head Start Graduate  
Fellows program)  
Administration for Children and Families (DHHS), \$50,000  
Co-Investigator (with Tracy Cummings)
- 6/09-5/13 Learning-Related Cognitive Self-Regulation School Readiness  
Measures for Preschool Children: Optimizing Predictive Validity for  
Achievement

- Institute of Education Sciences, \$1,450,017  
 Dale C. Farran, Co-Principal Investigator (with PI Mark Lipsey)
- 7/09-6/13 Experimental Validation of *Tools of the Mind* PreKindergarten Curriculum.
- Institute of Education Sciences, \$3,161,312  
 Dale C. Farran, Principal Investigator (with Co-PI Mark Lipsey)
- 7/09-6/14 Evaluating the Effectiveness of Tennessee's Voluntary Pre-K Program  
 Institute of Education Sciences (State Evaluation Program),  
 \$6,031,360  
 Dale C. Farran Co-Principal Investigator (with PI Mark Lipsey)
- 7/08-6/14 *Experimental Education Research Training (ExpERT): Vanderbilt's*  
 Predoctoral Research Training Program in Education Sciences  
 (renewal application)
- Institute of Education Sciences, \$5,000,006  
 Dale C. Farran Co-Program Director (with PI David Cordray)
- 10/08-9/11 Transatlantic Consortium on Global Education and developmental  
 studies (GEDS)  
 EU/US Cooperation Programme in Higher Education and Vocational  
 Education and Training  
 EU-US Atlantis Program: US DOE and European Union, \$300,000  
 Dale C. Farran Director, US Site (Peabody/Vanderbilt)
- 8/07-7/09 Evaluating Math Recovery with Student Outcomes.  
 Institute of Education Sciences, \$1,158,250  
 Dale C. Farran Investigator (with PI Paul Cobb)
- 11/06-10/08 ECI-NET  
 Transatlantic Consortium on Early Childhood Intervention:  
 Advancement of Policy and Practice  
 EU/US Cooperation Programme in Higher Education and Vocational  
 Education and Training (US DOE), \$49.906  
 Dale C. Farran Director, Participating US site,
- 8/06-7/09 Assessing intervention fidelity in randomized field experiments.  
 Institute of Education Sciences, \$1,400,000.  
 Dale C. Farran Investigator (with PI David Cordray),
- 7/06-7/10 Scaling up TRIAD: Teaching Early Mathematics for Understanding  
 with Trajectories and Technologies  
 Institute of Education Sciences, \$1,908,604  
 Dale C. Farran Co-Principal Investigator (with PI Mark Lipsey),  
 Subcontract to the State University of New York Buffalo (Clements &  
 Sarama)
- 6/06-9/06 Pre-K Summer Institute and Endorsement Seminar  
 TN Department of Education, Office of Early Learning  
 Dale C. Farran Principal Investigator, \$200,000.
- 7/05-6/06 Scaling up the Implementation of a Pre-Kindergarten Mathematics  
 Intervention in Public Preschool Programs

- Institute of Education Sciences, \$326,169  
 Dale C. Farran Principal Investigator (with Co-PI Mark Lipsey),  
 6/05-9/05 TN Pre-K Training Institute  
 TN Department of Education, \$142,000  
 Dale C. Farran Principal Investigator (with Tisha Bennett),  
 9/04-8/07 Program Evaluation of a County-wide Early Reading First Program  
 Subcontract to the Wayne County Public Schools (TN) Early Reading  
 First Award  
 U.S. Department of Education, \$725,835  
 Dale C. Farran Principal Investigator (with Co-PI Mark Lipsey)  
 9/02-8/03 Planning the Evaluation of a School Readiness Program.  
 National Institute of Child Health and Human Development  
 Dale C. Farran Investigator, \$186,157 (with PI Mark Lipsey)  
 7/02-6/07 Focus in Early Childhood Curricula: Helping Children Transition to  
 School.  
 Preschool Curriculum Evaluation Program  
 Office of Educational Research and Improvement, US Dept of  
 Education (Now Institute of Education Sciences), \$2,816,641  
 Dale C. Farran Principal Investigator (with Co-PI Mark Lipsey)  
 10/01-9/06 Transatlantic Consortium on Early Childhood Education  
 Fund for Improvement of Post Secondary Education, \$202,895  
 Dale C. Farran Director, Participating University Site  
 9/96-8/99 Mastery Behaviors and Scholastic Competence of At-Risk Children  
 Transitioning into School and the Shared Perceptions of their Parents  
 and Teachers  
 National Institute on the Education of At-Risk Students  
 Office of Educational Research and Improvement, \$808,000  
 Co-Principal Investigator (with G. Lange at UNC-Greensboro)  
 9/93-8/98 Creating Cycles of Success in Early Childhood Education  
 US Department of Education, \$4,297,000  
 Dale C. Farran Principal Investigator

**PAPERS PRESENTED (*past 5 years*)**

- Farran, D.C. (April, 2017). The value of classroom observations using behavioral measures: Setting goals for changes in practice in pre-k. In M. Burchinal (chair), *Measuring quality in early childhood education: Issues and promising new instruments*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Austin TX.
- Farran, D.C. Durkin, K., & Ziegler, J. (April, 2017). Mathematics development from pre-k through 7<sup>th</sup> grade in urban, high poverty students. In D. Farran (chair), *Improving early math skills and later development: Do we actually achieve what we hope?* Symposium presented at the biennial meeting of the Society for Research in Child Development, Austin TX.



- Durkin, K. & Farran, D.C. (April, 2017). Child gain and classroom practices: First year results from 139 pre-k classrooms funded by the Preschool Development Grants. In E. Gaylor (Chair), *Can quality scale up across a state? Evidence from five preschool development grants*. Posterposium presented at the biennial meeting of the Society for Research in Child Development, Austin TX.
- Christopher, C., Farran, D.C., Nesbitt, K., & Meador, D. (April, 2017). It's not what you said, it's how you said it. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin TX.
- Lipsey, M., Farran, D.C., & Durkin, K. (March, 2017). State test scores and retention data for the TNVPK full randomized sample in 3<sup>rd</sup> grade. In D.C. Farran (Chair), *New insights from the Tennessee Voluntary Pre-K Program: Full sample results, school, and neighborhood effects*. Symposium presented at the annual meeting of the Society for Research in Educational Effectiveness, Washington, DC.
- Rittle-Johnson, B., Fyfe, E., Hofer, K., & Farran, D. (April, 2016). Early math trajectories: From prekindergarten to fifth grade. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Farran, D.C. (2015, November). Invited Symposium: Can preschool programs implemented on a broad scale have lasting impacts? Presented at the annual meeting of the Association for Public Policy Analysis & Management Fall Research Conference in Miami, FL.
- Mowrey, S. & Farran, D.C. (2015, March). The teacher-assistant dyad: Understanding how pre-k classrooms balance instruction, emotional support, and management. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Farran, D.C. (Discussant). (2015, March) Improving school readiness through preschool curricula: Roles of curricula type, coaching, instructional practices and scale-up. Symposium presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Rittle-Johnson, B., Hofer, K., & Farran, D.C. (2015, March). It's a pattern! The importance of early pattern knowledge for middle school mathematics achievement. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Rimmel, A., Nesbitt, K., & Farran, D.C. (2015, March) Exploring trajectories of preschool children's visuomotor integration development: A latent transition analysis approach. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Nesbitt, K. & Farran, D.C. (2015, March). Enduring effects of pre-k mathematics experiences on executive function and mathematics skills through grade 1. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

- Farran, D.C., Lipsey, M., & Hofer, K. (2014, November). Sustained effects of a public prekindergarten program on achievement and behavior: Follow-up of a randomized field experiment in Tennessee. Paper presented at the annual meeting of the Association for Public Policy Analysis and Management, Albuquerque, NM.
- Mowrey, S.C., Farran, D.C. (2014, April). The roles of teaching assistants in pre-kindergarten classrooms: Consequences of a demanding curriculum. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Nesbitt, K. T., & Farran, D. C. (2014, April). *Identifying aspects of pre-k classrooms that benefit achievement through Grade 1: Implications for policy and practice*. Poster presented at the Strengthening Connections Among Child and Family Research, Policy and Practice themed meeting for the Society for Research on Child Development, Alexandria, VA.
- Nesbitt, K. T. & Farran, D. C. (2014, March). What is important in prekindergarten classrooms: Predicting gains in achievement and self-regulation. In R. A. Marcon (Chair), *Doing the right thing for young children: Creating better preschools*. Invited symposium presented at the annual Southeastern Psychological Association Conference, Nashville, TN.
- Spivak, A. L., & Farran, D. (2014, March). Predicting children's longitudinal social competence: Experimental evaluation of The Tools of the Mind preschool curriculum and social dynamics in preschool classrooms. Paper presentation at the Spring 2014 Conference of the Society for Research of Educational Effectiveness (SREE), Washington, D.C.
- Hofer, K. G., Lipsey, M. W., Farran, D. C., & Bilbrey, C. (2014, March). Variation in mean academic gains across classrooms in the Tennessee Voluntary Pre-Kindergarten Program. In *Replication of the Effects of Prekindergarten Education When Taken to Scale at a State Level*. Symposium conducted at the Spring Conference of the Society for Research on Educational Effectiveness, Washington, D.C.
- Farran, D. C., Hofer, K., Lipsey, M., & Bilbrey, C. (2014, March). Variations in the quality of TN-VPK Classrooms. In *Replication of the Effects of Prekindergarten Education When Taken to Scale at a State Level*. Symposium conducted at the Spring Conference of the Society for Research on Educational Effectiveness, Washington, D.C.
- Lipsey, M. W., Hofer, K. G., Farran, D. C., Dong, N., & Bilbrey, C. (2014, March). Immediate and longitudinal effects of the Tennessee Voluntary Pre-K program on student cognitive and non-cognitive outcomes. In *Replication of the Effects of Prekindergarten Education When Taken to Scale at a State Level*. Symposium conducted at the Spring Conference of the Society for Research on Educational Effectiveness, Washington, D.C.