

# Curriculum Vitae

## Jeffrey M. Williams

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Rightpath Research & Innovation Center  
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### EDUCATION

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| 2009 | <b>Ph.D.</b> , Social Psychology, Quantitative concentration,<br>University of Houston, Houston, TX     |
| 2001 | <b>B.A.</b> , Psychology, Graduated with Honors, University of<br>Missouri—Kansas City, Kansas City, MO |

### PROFESSIONAL EXPERIENCE

August 2017 - present

**Research Associate Professor**, Rightpath Research & Innovation Center,  
University of South Florida, Tampa, FL

September 2016 – July 2017

**Associate Professor and Director of Research**, Children’s Learning Institute,  
University of Texas-Houston Health Sciences Center, Houston, TX

June 2011 – August 2016

**Assistant Professor and Director of Research**, Children’s Learning Institute,  
University of Texas-Houston Health Sciences Center, Houston, TX

September 2009 – June 2011

**Assistant Professor**, Children’s Learning Institute, University of Texas-Houston  
Health Sciences Center, Houston, TX

### GRANTS

**Currently funded:**

Co-Investigator (PI: M. Carlo) *The Effect of Definitions, Contextual Support, and Cognate Status on 4<sup>th</sup> Grade Spanish-speaking English Learners' (ELs) Understanding of Unfamiliar Words in Text*. July 2015- December 2020. \$1,554,789.

Co-Investigator (PI: J. Anthony). *Development of Math and Science Domains of the School Readiness Curriculum Based Measurement System*. Institute of Education Sciences, July 2015- June 2021. \$1,597,625.

Co-Investigator (PI: Stern). *NOURISH-T+: A Randomized Control Trial Targeting Parents in Promoting Healthy Eating and Exercise Behaviors in Pediatric Cancer Survivors with Overweight/Obesity*. 01/01/20-01/01/24. \$3,281,070.

**Completed:**

Co-Investigator (PI: S. Landry) *Internet Implementation of Empirically-Supported Interventions that can be Remotely Delivered in Authentic Preschool Programs for Mothers and Teachers: Evaluation of Direct Child and Teacher Outcomes*. 07/01/2014 – 06/30/2018. \$3,499,758.

Co-Investigator (PI: S. Landry) *Scalable Approaches for Preparing Early Childhood Teachers: Identifying Costs & Benefit of Evidence Based Approaches*. 07/01/2014 – 06/30/2018. \$ 3,499,221.

Co-Investigator (PIs: S. Landry & J. Anthony). *Texas Kindergarten Entry Assessment System*. Department of Education / Texas Education Agency. October 2013- September 2017. \$3,900,000.

Co-Investigator (PI: S. Landry) *2016 -2017 School Readiness Models*. Texas Education Agency. October 2016- August 2017. \$11,700,000.

Co-Investigator (PI: S. Landry) *2012 -2015 Early Childhood School Readiness Program*. Texas Education Agency. September 2012- May 2015. \$3,500,000.

Co-Investigator (PI: J. Anthony). *Development of School Readiness Curricular based Measurement System*. Institute of Education Sciences, July 2011- June 2015. \$1,655,132.

Co-Investigator (PI: M. Barnes). *A Randomized Trial of a Tutor-Based Mathematics and Attention Intervention for Low-Performing Pre-schoolers at Risk for Mathematical Difficulties in School*. Institute of Education Sciences, September 2011 – August 2015. \$4,081,051.

Co-Investigator (PI: J. Anthony). *Evaluation of the Efficacy of Earobics Step 1 in ESL Children and Low SES Minority Children*. Institute of Education Sciences, June 2008- May 2013(NCX). \$2,659,751.

Co-Investigator (PI: S. Landry) *IHE Early School Readiness*. Texas Education Agency. September 2010- February 2013. \$7,500,000.

Co-Investigator (PI: S. Landry). *ARRA Texas State Advisory*. Head Start, September 2010 – August 2013. \$8,783,834.

Co-Investigator (PI: S. Landry). *B2B Baby Scholar*. Douglas & Maria DeVous Foundation, September 2011 – August 2013. \$313,688.

Co-Investigator (PI: S. Landry) *Texas School Ready!*. Texas Education Agency, October 2010- May 2012. \$1,700,000.

Co-Investigator (PI: S. Landry) *School Readiness Certification*. Texas Education Agency. September 2009- August 2011. \$7,500,000.

Co-Investigator (PI: S. Landry) *School Readiness Model*. Texas Education Agency. September 2008-August 2009. \$5,779,759.

Co-Investigator (PI: S. Landry) *Texas Early Education Model (TEEM)*. Texas Education Agency, September 2007- February 2010. \$7,500,000.

Co-Investigator (PI: S. Landry) *Promoting School Readiness through the Texas Early Education Model (TEEM)*. W. K. Kellogg Foundation, September 2006- August 2011. \$1,691,965.

Co-Investigator (PI: J. Anthony). *Promoting school readiness and literacy rich home environments through the Texas Early Education Model and Raising a Reader*. W.K. Kellogg Foundation, Youth and Education program, September 2006- August 2011. \$1,700,000.

**Under review:**

Principal Investigator of sub-award (PI: Anderson). Development and Pilot Testing of Behavioral, Response-Based Interactive Training for Educators (BRITE). 07/01/20-06/30/24.

Biostatistician (PI: Anderson). *Initial Efficacy Trial of the Modular Approach for Autism Programs in Schools (MAAPS)*. 07/01/20-06/30/23.

Co-Investigator (PI: Carlo). *Effect of bilingual vs monolingual methods of explicit English vocabulary instruction on 4th grade Spanish-speaking English learners (EL): Exploring accuracy, retention, and transfer learning*. 07/01/20-06/30/24.

Co-Investigator (PI: Eddins). *A Comprehensive Psychoacoustic Approach to Voice Quality Perception*. 07/01/2020 – 06/30/2025. \$2,853,507.

Co-Investigator (PI: Eddins, Shrivastav, de Alarcon). *Pediatric Dysphonia: Multidisciplinary advances to improve voice quality*. 04/01/2020-03/31/2025. \$2,839,375.

Co-Investigator (PI: Goldstein). *Efficacy of Story Friends Vocabulary Curriculum Targeting Preschoolers At-risk for Language and Literacy Disabilities*. 07/01/20-06/30/25. \$3,297,565.

Co-Investigator (PI: Goldstein). *Thinking Forward! Tiers, Teams, & Technology in Model MTSS PreK Classrooms*. 07/01/20-06/30/24. \$1,400,000.

Biostatistician (PI: Iovannone). *Prevent-Teach-Reinforce-Secondary (PTR-SEC): Development and Pilot Testing of a Collaborative Individualized Behavior Support Model for Students in Grades 6-12*. 07/01/20-06/30/22. \$1,400,000.

Biostatistician (PI: Iovannone). *Prevent-Teach-Reinforce for Transition Aged Youth (PTR-TAY): Development and Pilot Testing of a Feasible Individualized Behavior Support Model in Pre-Employment Settings*. 07/01/20-06/30/22. \$1,400,000.

Co-Investigator (PI: Spencer). *Development of a Collaboratively-Implemented Curriculum to Prepare Young Children with Autism for Success in General Education Classrooms*. 07/01/20-06/30/23. \$1,399,928

Principal Investigator. *Development of a Digital Platform for the School Readiness Curriculum-Based Measurement System*. 07/01/20-06/30/24. \$1,399,997

## **PUBLISHED MANUSCRIPTS**

### **Peer-reviewed journals**

#### **2020**

Montroy, J., Zucker, T.A., Assel, M.M., Landry, S.H., Anthony, J.L., **Williams, J.M.**, Hsu, H.Y., Crawford, A., Johnson, U.Y., Carlo, M.S., Taylor, H.B. (*in press*). The Texas Kindergarten Entry Assessment: Development, Psychometrics, and Scale-Up of a Comprehensive Screener. *Early Education and Development*.

#### **2019**

Landry, S.H., Assel, M., Carlo, M., **Williams, J. M.**, Wu, W., & Montroy, J. M. (2019). The effect of the Preparing Pequeños small-group cognitive instruction program on academic and concurrent social and emotional outcomes in young Spanish-speaking dual-language learners. *Journal of School Psychology, 73*, 1-20.

Montroy, J. J., Merz, E. C., **Williams, J. M.**, Landry, S. H., Johnson, U. Y., Zucker, T. A., ... de Villiers, P. (2019). Hot and cool dimensionality of executive function: Model

invariance across age and maternal education in preschool children. *Early Childhood Research Quarterly*, 49, 188-201.

## 2018

Foster, M. E., Anthony, J. L., Clements, D. H., & Sarama, J. H., & **Williams, J. M.** (2018). Hispanic dual language learning kindergarten students' response to a numeracy intervention: A randomized control trial. *Early Childhood Research Quarterly*, 43, 83-95.

Zucker, T. A., Carlo, M. C., Landry, S. H., Masood, S. **Williams, J. M.**, & Bhavsar, V. (2018). Iterative Design and Pilot Testing of the Developing Talkers Tiered Academic Language Curriculum for Pre-Kindergarten and Kindergarten. *Journal of Research on Educational Effectiveness*, 12, 274-306.

## 2017

Merz, E.C., Landry, S.H., Montroy, J.J., & **Williams, J.M.** (2017). Bidirectional associations between parental responsiveness and executive function during early childhood. *Social Development*, 26, 591-609.

Landry, S.H., Zucker, T.A., **Williams, J.M.**, Merz, E.C., Guttentag, C.L., & Taylor, H.B. (2017). Improving the school readiness of high-risk preschoolers: Combining high quality instructional strategies with responsive training for teachers and parents. *Early Childhood Research Quarterly*, 40, 38-51.

## 2016

Foster, M. E., Anthony, J. L., Clements, D. H., & Sarama, J. H., & **Williams, J. M.** (2016). Improving mathematics learning of kindergarten students through computer assisted instruction. *Journal for Research in Mathematics Education*, 47(3), 206-232.

Merz, E.C., Landry, S.H., Johnson, U.Y., **Williams, J.M.**, & Jung, K. (2016). Effects of a responsiveness-focused intervention in family child care homes on children's executive function. *Early Childhood Research Quarterly*, 34, 128-139.

Solari, E. J., Zucker, T., **Williams, J. M.**, & Landry, S. H. (2016). Relative Effects of a Comprehensive versus Reduced Training for Head Start Teachers who Serve Spanish-Speaking English Learners. *Early Education and Development*, 1-17.

Zucker, T. A., **Williams, J. M.**, Bell, E., Assel, M., Landry, S. H., Monsegue-Bailey, P., Crawford, A., & Bhavsar, V. (2016). Validation of a science and engineering measure for use in universal pre-kindergarten screening and progress monitoring systems. *Early Childhood Research Quarterly*, 36, 345-357

## 2015

Merz, E.C., Zucker, T.A., Landry, S.H., **Williams, J.M.** (2015) Parenting Predictors of Delay Inhibition in Socioeconomically Disadvantaged Preschoolers. *Infant & Child Development*, 25, 371-390.

Merz, E. C., Zucker, T. A., Landry, S. H., **Williams, J. M.**, Assel, M., Taylor, H. B., Lonigan, C.L., Phillips, B.M., Clancy-Menchetti, J., Barnes, M.A., Eisenberg, N., de Villiers, J. & School Readiness Research Consortium. (2015). Parenting predictors of cognitive skills and emotion knowledge in socioeconomically disadvantaged preschoolers. *Journal of experimental child psychology*, 132, 14-31.

## 2014

Anthony, J. L., Davis, C., **Williams, J. M.**, & Anthony, T. I. (2014). Preschoolers' oral language abilities: A multilevel examination of dimensionality. *Learning and Individual Differences*, 35, 56-61.

Anthony, J. L., **Williams, J. M.**, Dunkelberger, M., Landry, S. H. (2014). Experimental evaluation of the value added by Raising a Reader and supplemental parent training in shared reading. *Early Education and Development*, 25, 493-514.

Barnes, M. A., Raghobar, K. P., English, L., **Williams, J. M.**, Taylor, H., Landry, S. H. (2014). Longitudinal mediators of achievement in mathematics and reading in typical and atypical development. *Journal of Experimental Child Psychology*, 119, 1-16.

Guttentag, C.L., Landry, S.H., **Williams, J.M.**, Swank, P.R., Baggett, K.M., Noria, C.W., Borkowski, J.G., Farris, J.R., Crawford, A., Lanzi, R.G., Carta, J.J., Warren, S.F., & Ramey, S.L. (2014). "My Baby & Me": Effects of an early, comprehensive parenting intervention on at-risk mothers and their children. *Developmental Psychology*, 50, 1482-96.

Landry, S. H., Zucker, T., Taylor, H. B., Swank, P. R., **Williams, J. M.**, Assel, M. A., Crawford, A., Clancy-Menchetti, J., Eisenberg, N., Spinrad, T. L., Valiente, C., Lonigan, C. J., Phillips, B. M., Wilson, S., Barnes, M., Starkey, P., Klein, A., and the School Readiness Consortium (2014). Enhancing early childcare quality and learning for toddlers at risk: The responsive early childhood program. *Developmental Psychology, 50*, 526-41.

Merz, E.C., Landry, S.H., **Williams, J.M.**, Barnes, M.A., Eisenberg, N., Spinrad, T.L., Valiente, C., Assel, M., Taylor, H.B., Lonigan, C.J., Phillips, B.M., Clancy-Menchetti, J. & the School Readiness Research Consortium. (2014). Associations among parental education, home environment quality, effortful control, and preacademic knowledge. *Journal of Applied Developmental Psychology, 35*, 304-315.

Piasta, S. B., Anthony, J. L., Phillips, B. M., **Williams, J. M.**, Bowles, R. P. (2014). Measuring young children's alphabet knowledge: Development and validation of brief letter-sound knowledge assessments using item response theory. *The Elementary School Journal, 116*, 523-548.

## 2013

Crawford, A. D., Zucker, T. A., **Williams, J. M.**, Bhavsar, V., & Landry, S. H. (2013). Initial validation of the prekindergarten Classroom Observation Tool and Goal Setting System for data-based coaching. *School Psychology Quarterly, 28*, 277-300. doi: [10.1037/spq0000033](https://doi.org/10.1037/spq0000033)

## 2012

**Williams, J. M.**, Landry, S. H., Anthony, J. L., & Swank, P. (2012). An empirically based statewide system for identifying quality pre-kindergarten programs. *Education Policy Analysis Archives, 20* (17). Retrieved from <http://epaa.asu.edu/ojs/article/view/1014>.

## 2011

Anthony, J. L., Greenblatt-Aghara, R., Dunkelberger, M., Anthony, T. I., **Williams, J. M.**, & Zhang, Z. (2011). What factors place children with speech sound disorder at risk for reading problems? *American Journal of Speech Language Pathology, 20*, 146-160.

Anthony, J. L., Greenblatt-Aghara, R., Solari, E. J., Dunkelberger, M. J., **Williams, J. M.**, and Liang, L. (2011). Quantifying phonological representation abilities in Spanish speaking preschool children. *Applied Psycholinguistics*, *32*, 19-49.

Anthony, J. L., **Williams, J. M.**, Duran, L., Gillam, S., Liang, L., Greenblatt-Aghara, R., Swank, P., Assel, M., & Landry, S. (2011). Spanish phonological awareness: Dimensionality and sequence of development during the preschool and kindergarten years. *Journal of Educational Psychology*, *103*(4), 857-876.

## **2010**

Anthony, J. L., **Williams, J. M.**, Aghara, R., Dunkelberger, M., Novak, B., & Mukherjee, A. D. (2010). Assessment of individual differences in phonological representation. *Reading and Writing: An Interdisciplinary Journal*, *23*, 969-994.

## **2009**

Anthony, J. L., Solari, E. J., **Williams, J. M.**, Schoger, K. D., Zhang, Z., Branum-Martin, L., & Francis, D. J. (2009). Development of bilingual phonological awareness in Spanish-speaking English language learners: The roles of vocabulary, letter knowledge, and prior phonological awareness. *Scientific Studies of Reading*, *13*, 535-564.

## **2007**

Anthony, J. L., Assel, M. A., & **Williams, J. M.** (2007). Exploratory and confirmatory factor analysis of the DIAL-3: What does this "screening" really measure? *Journal of School Psychology*, *45*, 423-438.

Anthony, J. L., **Williams, J. M.**, McDonald, R., & Francis, D. J. (2007). Phonological processing and emergent literacy in younger and older preschool children. *Annals of Dyslexia*, *57*, 113-137.

## **2006**

Anthony, J. L., **Williams, J. M.**, McDonald, R., Corbitt-Shindler, D., Carlson, C. D., & Francis, D. J. (2006). Phonological processing and emergent literacy in Spanish speaking preschool children. *Annals of Dyslexia*, *56*, 239-270.

## **MANUSCRIPTS UNDER REVIEW**



Assel, M. A., **Williams, J. M.**, Foster, M., Hyatt, H., Landry S.H., Bhavsar, V., & Montroy J. (2019). Development of a math screener for pre-kindergarten students: An initial evaluation of reliability and validity. Manuscript submitted for publication.

Landry, S. H., Zucker, T., **Williams, J. M.**, Guttentag, C., Merz, E., & Wu, W. (2019). Evaluation of the Parents and Teachers Together. Manuscript submitted for publication.

Montroy, J. J., Foster, M., Bowles, R. P., & **Williams, J. M.** Validation of the Test of Early Mathematics Ability for Preschool Aged Children. Manuscript submitted for publication.

### **MANUSCRIPTS IN PREPARATION**

Carlo, M.S., **Williams, J.M.**, Avalos, M., Yin, Y. (2020). Is there a cognate advantage for general-purpose academic English words among 4<sup>th</sup> grade Spanish-speaking English learners? Manuscript in preparation.

Carlo, M.S., **Williams, J.M.**, & Avalos, M. (2020). Evaluating the effect of definitions, context, and cognate status in DLLs acquisition of new vocabulary. Manuscript in preparation.

Montroy, J. J., Anthony, J. L., **Williams, J. M.**, & Foster, M. (2020) What does the X say? Using Nominal Response Models to Evaluate what Letter Sounds are Correct on a Letter Sounds Test. Manuscript in preparation.

Williams, J. M., Anthony, J. L., & Yin, Y. (2020). Disentangling the role of general and domain specific vocabulary in the assessment of STEM knowledge. Manuscript in preparation.

### **Edited chapters**

#### **2012**

Landry, S. H., Zucker, T. A., Solari, E. J., Crawford, A., & **Williams, J. M.** (2012). History, scale-up, and improvements of a comprehensive, statewide professional development program in Texas. In C. Howes, B. K. Hamre, V. Pianta, & R. C. Pianta (Eds.) *Effective early childhood professional development: Improving teacher practice and child outcomes* (pp. 159-190). Baltimore, MD: Brookes.

## Standardized Child Assessments

- Landry, S.H., Assel, M., Zucker, T. A., **Williams, J.M.**, Monsegue-Bailey, P., Crawford, A., Swank, P.R., & Gunnewig, S. (2013). Revised Vocabulary Fluency subtest: Center for Improving the Readiness of Children for Learning and Education (CIRCLE) Assessment. Houston, TX: University of Texas Health Science Center at Houston. Available at: [www.CIlengage.org](http://www.CIlengage.org)
- Landry, S.H., Assel, M., **Williams, J.M.**, Zucker, T. A., Swank, P. R., Zucker, T. A., Gunnewig, S. & Crawford, A. (2014). The CIRCLE Phonological Awareness Language and Literacy System + Science, Technology, Engineering & Math: Technical Manual. Houston, TX: University of Texas Health Science Center at Houston.
- Montroy, J. J., Assel, M., **Williams, J. M.**, Zucker, T. A., Anthony, J. L., Carlo, M. C., & Landry, S. H. (2017). Texas Kindergarten Entry Assessment (TX-KEA): Social Competence and Emotion management subtests. Houston, TX: University of Texas Health Science Center at Houston and Texas Education Agency.
- Montroy, J. J., **Williams, J. M.**, Zucker, T. A., Assel, M., Anthony, J. L., Carlo, M. C., & Landry, S. H. (2017). Texas Kindergarten Entry Assessment (TX-KEA): Executive Function subtests. Houston, TX: University of Texas Health Science Center at Houston and Texas Education Agency.
- Zucker, T.A., Landry, S.H., Assel, M., **Williams, J.M.**, Swank, P.R., & Gunnewig, S. (2013). Social and Emotional observable screener: Center for Improving the Readiness of Children for Learning and Education (CIRCLE) Assessment. Houston, TX: University of Texas Health Science Center at Houston. Available at: [www.CIlengage.org](http://www.CIlengage.org)
- Zucker, T.A., Carlo, M.C., **Williams, J.M.**, Anthony, J., & Landry, S.H., (2017). Texas Kindergarten Entry Assessment (TX-KEA): Writing & Spelling subtest. Houston, TX: University of Texas Health Science Center at Houston and Texas Education Agency.
- Zucker, T.A., **Williams, J.M.**, Assel, M., Monsegue-Bailey, P., Landry, S.H. & Crawford, A. (2017). Science, Technology, and Engineering Knowledge subtest: Center for Improving the Readiness of Children for Learning and Education (CIRCLE) Assessment. Houston, TX: University of Texas Health Science Center at Houston. Available at: [www.CIlengage.org](http://www.CIlengage.org)
- Zucker, T.A., **Williams, J.M.**, Assel, M., Montroy, J., Anthony, J., & Landry, S.H., (2017). Texas Kindergarten Entry Assessment (TX-KEA): Science, Technology &

Engineering subtest. Houston, TX: University of Texas Health Science Center at Houston and Texas Education Agency.

## PRESENTATIONS

### 2019

Avalos, M. A., Carlo, M. S., Williams, J., & Anthony, J. (2020, March). *Effects of Spanish/English definition supports on academic vocabulary learning of 4<sup>th</sup> grade Spanish-English bilinguals*. Paper to be presented at the annual meeting of the American Association of Applied Linguistics, Denver, CO.

### 2018

Anthony, J.L., **Williams, J. M.**, Foster, M. E., Erazo, N. A., Assel, M. A., Montroy, J. J., & Cen, W. "Psychometric Evaluation of the Spanish School Readiness Curriculum Based Measurement System (SRCBM)." Poster presented at the Bilingual Research Conference, Houston, TX, May, 2018.

Landry, S. H., Assel, M., Carlo, M. S., **Williams, J. M.**, Wu, W., Montroy, J. J. "The effect of the Preparing Pequeños small-group cognitive instruction program on academic and concurrent social and emotional outcomes in young Spanish-speaking dual-language learners." Paper presented at the Bilingual Research Conference, Houston, TX, May, 2018.

Montroy, J. J., Anthony, J. L., **Williams, J. M.**, & Foster, M. "What does the X say? What letter sounds are correct on a letter sound test. In J. L. Anthony (chair), *Critical evaluation of the conceptualizations and operationalizations of letter knowledge*. Symposium presented at the Society of Scientific Study of Reading Conference, Brighton, England. July, 2018.

### 2016

Montroy, J. J., Anthony, J. L., Williams, J. M., & Foster, M. "What does the X say? What letter sounds are correct on a letter sound test. Poster presented at the annual meeting of the Society of Scientific Study of Reading, Porto, Portugal. July, 2016.

### 2015

Landry, S., Assel, M., Zucker, T. A., Crawford, A. D., **Williams, J. M.**, & Monsegue-Bailey, P. (2015, March). Using Technology to Provide an Integrated Professional Development System for Early Childhood Educators.

## 2014

Foster, M. E., Anthony, J. L., **Williams, J. M.**, Clements, D. H., & Sarama, J. H. (2014, October). Can software alone build mathematics competencies? Evaluation of the *Building Blocks* software suite: Preliminary findings. University of Texas Development Board Fall Meeting. Houston, TX.

## 2013

Anthony, J. L., Assel, M., & **Williams, J. M.** (2013, April). *Development of the School Readiness Curriculum Based Measurement System*. Paper presented at the annual convention of the Early Education and Technology for Children. Salt Lake City, Utah.

Anthony, J. L., Assel, M., & **Williams, J. M.** (2013, April). *Evaluation of Earobics Step 1 in Low SES Minority Children and English Language Learners*. Paper presented at the annual convention of the Early Education and Technology for Children. Salt Lake City, Utah.

Zucker, T. A, Crawford, A. D., **Williams, J. M.** & Landry, S. H. (2013, December). Assessment of effective instructional practices of pre-kindergarten teachers within a data-based coaching model. Paper presentation, Literacy Research Association Annual Conference, Dallas, TX.

## 2012

Zucker, T. A., **Williams, J.**, Landry, S. H., & Solari, E. J. (2012, September). *Pre-Kindergarten Curriculum-Based Measures (CBM) to Monitor Depth of Target Word Learning from Tier 2 Instruction*. Poster presentation, 4<sup>th</sup> Annual Response to Intervention Early Childhood Summit. Santa Ana Pueblo, NM.

## 2011

Anthony, J. L., Gillam, S., **Williams, J. M.** & Landry, S. (2011, November). Spanish Phonological Awareness: Dimensionality and Sequence of Development in Preschoolers and Kindergarteners. Paper presented at the annual convention of the American Speech and Hearing Association. San Diego, CA

Anthony, J. L., Anthony, T. I., Greenblatt Aghara, R., Dunkelberger, M. J., Williams, J. M., & Zhang, Z. (2011, November). Why are preschoolers with speech sound disorders at risk for reading problems? Paper presented at the annual convention of the American Speech and Hearing Association. San Diego, CA.

## 2010

Anthony, J. L., Hecht, S., **Williams, J. M.**, Zhang, Z., Clements, D., & Sarama, J., (2010, June). *Efficacy of Computerized Earobics and Building Blocks Instruction for Kindergarteners from Low SES, Minority Backgrounds: Year 2 Results*. Paper presented at the annual meeting of the Institute for Educational Sciences. Washington, DC.

## 2009

Anthony, J.L., Hecht, S., Schoger, K., Mukherjee, A., & **Williams, J. M.** (2009, June). *Efficacy of Computerized Earobics and Real Math Instruction for Kindergarteners from Low SES, Minority Backgrounds: Year 1 Results*. Paper presented at the annual meeting of the Institute for Educational Sciences. Washington, DC.

**Williams, J. M.**, Landry, S. L., Anthony, J. L., & Swank, P. R. (2009, March). *An empirically based statewide system for identifying quality pre-kindergarten programs*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness. Arlington, VA.

Piasta, S. B., Anthony, J. L., Phillips, B. M., **Williams, J. M.**, & Francis, D. (2009, February). *Understanding Children's Knowledge of Letter Sounds Using Item Response Theory*. Paper presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.

## 2008

Anthony, J. L., **Williams, J. M.**, & Francis, D. (2008, March). *A model of bilingual emergent literacy and the development of phonological awareness*. Paper presented at the TIMES Research Colloquium. Houston, TX.

## 2007

Acitelli, L. K., Badr, H., & **Williams, J. M.** (2007, August). *You and me against the world: Couple Identity as an implicit coping mechanism*. Paper presented at Couples Coping with Stress meeting, Vancouver, CA.

Anthony, J. L., **Williams, J. M.**, Dunkelberger, M., Aghara, R., Novak, B., & Barth A. (2007, July). *How distinct is phonological distinctiveness?* Paper presented at the Society for the Scientific Study of Reading. Prague, Czech Republic.

**Williams, J. M. & Acitelli, L. K. (2007, January).** *Global and context-specific aspects of Plural Pronoun Usage as a measure of interdependence.* Poster presented at the annual meeting of the Society for Personality and Social Psychology in Memphis, TN.

## **2004**

**Williams, J. M. & Acitelli, L. K. (2004, January).** *Attributions, cognitive interdependence, and relationship well-being.* Poster presented at the annual meeting of the Society for Personality and Social Psychology in Austin, TX.

**Williams, J. M. & Anthony, J. L. (2004, November).** *Emergent literacy: A structural analysis of phonological processing abilities.* Poster presented at the annual meeting of the Texas Psychological Association in San Antonio, TX.

## **TEACHING EXPERIENCE**

### **Courses Taught**

#### Introduction to Social Psychology

Content: Undergraduate level introduction to social psychology theories and research.

#### Introduction to Research Methods

Content: Undergraduate level introduction to literature reviews, sampling techniques, measurement concepts, experimental design, and statistical inference.

#### Personality Theory

Content: Undergraduate level introduction to psychological theories, theory evaluation and comparison.

## **PROFESSIONAL AFFILIATIONS**

American Educational Research Association

Society for Personality and Social Psychology