

**R. CARRIE GERMEROOTH**

Assistant Director for Research  
Marsico Institute for Early Learning and Literacy  
University of Denver  
Morgridge College of Education  
Katherine Ruffatto Hall  
1999 East Evans Avenue, Suite 160  
Denver, CO 80208  
Phone: (303) 871-6038  
E-mail: Carrie.Germeroth@du.edu

**EDUCATION**

- Ph.D. Experimental Psychology (*emphasis in cognitive development*), University of Louisville, Louisville, KY, 2008
- M.A. Experimental Psychology (*emphasis in cognitive development*), University of Louisville, Louisville, KY, 2005
- B.S. Psychology, Vanderbilt University, Nashville, TN, 2002, *cum laude, with honors*

**PROFESSIONAL EXPERIENCE**

2013-Present **Assistant Director for Research**

*Marsico Institute for Early Learning and Literacy*

Primary responsibilities include leading a research team to propose and conduct research studies and secure funding, managing projects, developing research designs and instruments, managing databases, analyzing data, synthesizing research findings into reports or other internal and external communications; writing research reports, articles, and presenting study findings. Additional responsibilities include providing professional development and training services to clients on research based practices.

2007-2013 **Principal Researcher**

*Mid-continent Research for Education and Learning (McREL), Denver, CO*

Primary responsibilities include collaborating with members of the research team to propose and conduct research studies and secure funding, managing projects, developing research designs and instruments, managing databases, analyzing data, synthesizing research findings into reports or other internal and external communications; writing research reports, articles, and presenting study findings. Additional responsibilities include providing professional development and training services to clients on research based practices.

**SELECTED PROJECT EXPERIENCE****Colorado Student Assessment Program (CSAP) Assessment Revision Committee, School Readiness and Early Childhood Assessment Subcommittee**

*Committee assembled by the Colorado Department of Education (July 2010-Present)*

Serve as a member of a subcommittee tasked with providing recommendations to the Assessment Stakeholder Committee on early childhood assessment design features. The recommendations will help ensure the revised system appropriately gauges a child's developmental progress, and generates useful information for students, teachers, and parents.

**Evaluation Study: Regional Early Childhood Workforce Development Strategies**

*Funded by State of Arizona First Things First (May 2012 – Present)*

The main goal of this study is to conduct a targeted evaluation to examine the effectiveness and impact of the Community of Practice (CoP) professional development strategy being utilized by early childhood trainees and professionals. Guided by the CIPP and Utilization-Focused models, the investigative plan includes collecting quantitative and qualitative program and process information from all regional CoPs. Key responsibilities includes serving as the Principal Investigator leading and managing all tasks.

**City of Phoenix Leadership Development**

*City of Phoenix Department of Human Services (2011 – Present)*

The goal of the project is to increase participants' knowledge, skills, and effectiveness as a unified early childhood leadership team in order to provide quality, integrated birth to five early childhood services. This project provided professional development to Head Start and Early Head Start directors and assistant directors in the 10 delegate agencies of the city of Phoenix in order to develop effective leadership practices for ensuring a positive, collaborative culture and a focus on continuous improvement. Technical assistance during site visits was also provided to Head Start delegate agencies to put into practice their learning from professional development sessions in a manner that is specifically contextualized to their sites. Consultants also attended delegate meetings of the unified early childhood leadership team.

**Assessment of Higher Education Institutions in Supporting Early Childhood Educators in Hawaii**

*Funded by the State of Hawaii Executive Office on Early Learning (January 2013- August 2013)*

The goals of this study are to assess the capacity and effectiveness of Hawaii's two-and four-year public and private higher education institutions in supporting the development of early childhood educators. The outcomes of the study will provide the Governor's Executive Office of Early Learning to develop a comprehensive early childhood system. As Principal Investigator, responsibilities include managing all project aspects including approach to data collection and production of reporting and dissemination products.

**Yap Early Childhood Teacher Standards**

*Funded by the Office of Insular Affairs (July 2012-August 2013)*

McREL provides technical assistance for the development and adoption of early childhood teaching standards including performance indicators and a performance rubric. Primary responsibilities on this project include serving as early childhood content expert to provide guidance on existing research on ECE best teaching practices and identify existing ECE teaching

standards and performance indicators for review. Additionally, responsibilities include meeting with the Yap DOE to facilitate the process of system-wide adoption of the new standards and performance rubric and development of an implementation plan.

### **North Dakota Preschool Standards and Curriculum Selection**

*Funded by North Dakota Department of Public Instruction (May 2012-July 2013)*

The goal of this project is to develop state early learning standards and a related curriculum selection guide for early childhood educators. As Principal Investigator responsibilities include managing all project aspects including production of deliverables and presentations to stakeholder groups, and organizing and managing state and national expert reviewers.

### **Scaffolding Early Learning Professional Development**

*Funded by EASTCONN (Jan. 2012 – June 2013)*

The major goal of this project is to support the development of early childhood centers and Head Start classrooms that serve primarily children from low-income families and that focus on all areas of development. Assist in providing sustained, intensive, and classroom-focused professional development to increase teachers' knowledge of the development of language, cognitive, and early reading skills for preschool-age children, and how they can be supported by mature play; advance teacher understanding and use of research-based instructional strategies; and, to increase teacher knowledge and use of the use of data and assessment to inform classroom practice.

### **Colorado Early Learning and Development Guidelines**

*Funded by Colorado Early Childhood Leadership Commission (Aug. 2011-Sept. 2012)*

The goal of this project was to develop birth to age eight early learning guidelines for caregivers of young children. Responsibilities included serving as project manager, overseeing completion of all products and presentations to the commission, and coordinating an advisory group composed of members from early childhood agencies in Colorado.

### **Improving the Efficacy of the Tools of the Mind Curriculum in Improving Executive Functioning and Mental Health Outcomes**

*Funded by the University of British Columbia (August, 2009 – June, 2010)*

Served as the assessment coordinator for this study on the efficacy of an early childhood literacy program. Coordinated the administration of a battery of executive functioning assessments and achievement measures to kindergarten students in program and non-program classrooms to assess the efficacy of the curriculum and determine its impact on child outcomes.

### **Professional Development and Technical Assistance for Early Reading First Projects**

*Sponsored by U. S. Department of Education; conducted in various sites:*

*Des Moines Public Schools, IA (2008-2011)*

*Rocky Boy Coalition, MT (2008-2011)*

*Minot, North Dakota Preschool Literacy Acquisition Collaborative (2008-2011)*

*United Way of Miami Dade Center for Excellence in Early Education (2009-2012)*

The major goal of these projects is to support the development of early childhood centers of excellence that serve primarily children from low-income families and that focus on all areas of development, especially on early language, cognitive, and pre-reading. Provide sustained, intensive, and classroom-focused professional development to increase teachers' knowledge of

the development of language, cognitive, and early reading skills for preschool-age children; advance teacher understanding and use of research-based instructional strategies, including methods of teaching children with special needs and English language learners; increase teacher knowledge and use of the use of data and assessment to inform classroom practice; and help program staff work more effectively with parents.

### **Evaluation of Jefferson High School's Student Support Programs**

*Funded by Jefferson County Public Schools, Colorado (February 2011- Sept. 2011)*

This evaluation employs several methods to identify and analyze the availability, accessibility, and effectiveness of support services available to Jefferson High students and families. In addition to school (or day program) and out-of-school-time interventions and supports, researchers collected data on student access to external, publicly-funded and non-profit services. Accordingly, data collection entails gathering perceptions from program officials and participants within Jefferson High and external service organizations. The evaluation resulted in a Gap Analysis and summary report for Jefferson High leadership on gaps in services and where resources may be best directed to ensure all students graduate. Responsibilities as the project director included managing the development of instruments, including focus group and interview protocols, supervising project staff, and ensuring services are delivered on time and meet professional standards.

### **Professional Development for Indian Demonstration Grant**

*Sponsored by U. S. Department of Education; conducted in Rocky Boy School District, MT (2008-2011)*

Deliver professional development for teachers and administrators to increase the quality of preschool education, specifically the curriculum, instruction, and assessment.

### **Let Me Play! Head Start Curriculum Implementation Evaluation**

*Sponsored by the National Head Start Association (2007- 2009)*

Evaluation investigated the impact of a preschool physical activity program on children's level of activity and teacher's beliefs about including structured physical activity in the curriculum. Responsibilities included coordinating data collection across multiple sites, managing data bases, analyzing program data, and providing feedback to NHSA to inform program changes.

### **Evaluation of a Teacher Quality Enhancement (TQE) Partnership Grant**

*Funded by the US Department of Education; conducted in Denver Public Schools (DPS) and Metropolitan State College of Denver (MSCD) (2008 - 2010)*

Serves as part of a team conducting evaluation this project, which includes a benchmarking study reviewing best practices of other urban teacher preparation programs and a systems analysis of the TQE program examining the alignment of components of MSCD and DPS to provide program decision makers with data that will help them to make mid-course corrections, determine what's working and why, and describe both anticipated unanticipated program outcomes. Responsibilities included overseeing all aspects of the design and conduct of the evaluation including instrument development, data collection, data analysis and reporting.

### **Research and Evaluation Services for the Greater Louisville Education Project**

*Sponsored by the Jefferson County Public Schools (JCPS, Kentucky) Education Foundation (2008-2009)*

Project manager for a research project with five tasks: (1) evaluation of curriculum and instruction for 21<sup>st</sup> century, (2) coordination of district, metro, and state service agencies to support at-risk students, (3) structural and policy barriers to effective instruction, (4) benchmarking academic/non-academic indicators to other urban school districts, and (5) an examination of the financial adequacy of state funding. Served as liaison to JCPS staff; assisted with the development of evaluation instruments, data collection, and data analysis for all tasks.

### **The Relation of Maternal Sensitivity and Child Temperament to the Development of Attention Regulation in Premature and Very-low Birth weight Children**

*NIH-NINR K01 Grant "Mediators of attention regulation in preterm children" Louisville, KY (2002-2005)*

Served as research assistant for this \$280,000 grant that examined the impact of maternal sensitivity to the development of attention regulation in premature and very-low birth weight children. Maternal hostility, respect for autonomy, and supportive presence were examined during a parent-child interaction and in relation to children's effortful control, negative affect, and extroversion. Responsibilities included administering assessments to parents and children, analyzing qualitative and quantitative data, and reporting findings. Data analysis techniques included using Noldus video analysis software to code maternal sensitivity behaviors.

### **An Examination of Parent-child Interactions and the Development of Attentional Processes**

*Conducted in Head Start Programs in Jefferson County Public Schools, Kentucky (2002-2005)*

This project sought to understand the development of attentional processes in the social environment. Individual differences in children's effortful control, negative affect, and motivation orientation were examined in relation to the development of children's attention regulation in parent-child interactions. Maternal sensitivity aspects of hostility, respect for autonomy, and supportive presence were examined in relation to child factors. Responsibilities included administering parent and child assessments on a battery of tasks, analyzing data, and reporting findings.

### **SELECTED PUBLICATIONS AND TECHNICAL REPORTS**

**Germeroth, C., & Day-Hess, C., (2013).** Instructional strategies in support of self-regulation. Manuscript submitted for publication.

**Germeroth, C., Day-Hess, C. (2013).** Developing resilient behaviors: Bouncing back is child's play. Manuscript submitted for publication.

Bjork, C., Bodrova, E., Day-Hess, C., **Germeroth, C., Mazzeo, D., & Isaacs, S. (2012).** *Dynamic coaching: Scaffolding early learning.* Unpublished manual, Mid-continent Research for Education and Learning, Denver, CO.

Bodrova, E., Bjork, C., Day-Hess, C., **Germeroth, C., Mazzeo, D., & Isaacs, S. (2012).** *Scaffolding early learning: Strategies for success.* Unpublished manual, Mid-continent for Research and Learning, Denver, CO.

- Mazzeo, D. Arens, S. **Germeroth, C.**, Hein, H. (April 2012). Stopping childhood obesity before it begins: Physical activity every day in every preschool. *Phi Delta Kappan*.
- Clements, C., **Harris, R.C.**, Burns, B., & Weatherholt, T., (2010). An Eyetracking Analysis of the Effect of Prior Comparison on Analogical Mapping. *Current Psychology*, 29(4), 273-287.
- Germeroth, C.** (Spring, 2010). Dynamic assessment in Head Start classrooms: The Vygotskian approach to assessing children's future potential. *CREATE newsletter*, 13(2).
- Davis, D., **Harris, R.C.**, & Burns, B. (2009). Attention regulation in low-risk very low birth weight preschoolers: the influence of child temperament and parental sensitivity. *Early child development and care*, 1-22.
- Harris, R. C.** (2007). Dialog from the field papers: Motivation and school readiness: What is missing from current assessments of preschooler's readiness for kindergarten? *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*, 10(3-4), 151-163.
- Harris, R. C.**, Robinson, J., Chang, F. & Burns, B. (2007). Characterizing preschool children's attention regulation in parent-child interactions: The roles of effortful control and motivation. *Journal of Applied Developmental Psychology*, 28 (1), 25-39.
- Weatherholt, T., **Harris, R. C.**, Burns, B., & Clement, C. (2006). Analysis of attention and analogical reasoning in children of poverty. *Journal of Applied Developmental Psychology*, 27 (2), 125-135.
- Harris, R.C.**, Brown, D.D., & Burns, B. (July, 2005) *Plainview Preschool's Early Childhood Enrichment Programs Final Evaluation Report*. Published by Plainview Preschool, Louisville, KY.

### SELECTED RECENT PRESENTATIONS

- Germeroth, C.** & Day-Hess, C. (2013, April). Preparing Preschool Children for the Common Core State Standards using Developmentally Appropriate Practices. McREL Professional Development Event.
- Germeroth, C.** & Day-Hess, C. (2013, April). Keeping Kindergarten Playful: Addressing the Common Core State Standards with Developmentally Appropriate Practice. McREL Professional Development Event.
- Germeroth, C.** (2013, March). Scaffolding Early Learning: Strategies for Success. Presentation to Alameda County First Five Director's Office. Berkeley, CA.
- Day, C. A., Bodrova, E., **Germeroth, C.**, & Mazzeo, D. (2012, June). Play it high, play it low: Use of the Mature Play Rubric. Presentation at the National Association for the Education of Young Children 21<sup>st</sup> National Institute for Early Childhood Professional Development. Indianapolis, IN.
- Germeroth, C.**, Mazzeo, D., Bodrova, E., Cherasaro, T., Day, C. A., & Bjork, C. (2012, June). Assessing early literacy skills with a play based progress monitoring tool. Poster session at Head Start's 11<sup>th</sup> National Research Conference. Washington, DC.
- Bjork, C., **Germeroth, C.**, Mazzeo, D., & Bodrova, E. (2011, January). *Dynamic coaching: Facilitating systematic change in early childhood settings*. Workshop at the 9<sup>th</sup> Hawaii International Conference on Education. Honolulu, HI.
- Germeroth, C.**, Mazzeo, D., Clemons, T., Bodrova, E., & Bjork, C. (2011, January). *Dynamic Assessment of Early Literacy Skills: Examining the reliability, validity, and feasibility of*

*a play based monitoring tool.* Presentation at the 9<sup>th</sup> Hawaii International Conference on Education. Honolulu, HI.

### **TRAINING AND CERTIFICATIONS**

- Classroom Assessment Scoring System (CLASS) Observer Certification (thru May 1, 2014)
- IES Quasi-experimental Design Training Institute (August 2011)  
Hierarchical Linear Modeling (HLM) Training Institute (September 2007)