

Joy C. Polignano

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EDUCATION:

- 2014 **Doctor of Philosophy, School Psychology**
Lehigh University (APA Accredited/NASP Approved), Bethlehem, PA
Dissertation: Number Sense Development During the Preschool Years:
Relations Within and Between Key Skill Indicators
Committee: Robin L. Hojnoski, Ph.D., Edward S. Shapiro, Ph.D., Grace I. L. Caskie,
Ph.D., and Randy G. Floyd, Ph.D.
- 2010 **Master of Education, Human Development**
Lehigh University, Bethlehem, PA
- 2008 **Bachelor of Arts, Psychology**
Fairfield University, Fairfield, CT
Summa Cum Laude

CERTIFICATIONS:

- 2014-Present Nationally Certified School Psychologist, National Association of School Psychologists
2013-Present Educational Specialist I School Psychologist PK-12, Commonwealth of Pennsylvania

RESEARCH EXPERIENCE:

- 2015-Present **Postdoctoral Research Associate**
Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida
Serving as Data Coordinator for an IES Goal 3 randomized controlled trial on the impact of professional development on teachers' use of embedded instruction practices with preschool children with disabilities; Overseeing child assessments and data processing across the University of Florida and Vanderbilt University sites; Developed study database using the REDCAP data management system
- 2014-2015 **Institute of Education Sciences (IES) Postdoctoral Fellow in Early Intervention and Early Learning in Special Education**
Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida
Advisors: Patricia Snyder, Ph.D. & Maureen Conroy, Ph.D.
Contributed to two IES Goal 3 randomized controlled trials addressing social-emotional development – the Pyramid Model and BEST in CLASS projects; Serving on the early childhood collaborative action network for the Tri-County Cradle to Career Collaborative, a collective impact approach to mobilize resources and move the dial on early childhood indicators in South Carolina; Partnering with a local Head Start to analyze assessment data and inform professional development

- 2012-2013 **Assessment Coordinator, Reading Achievement Multi-Component Program**
Center for Promoting Research to Practice, Lehigh University
Advisors: Edward S. Shapiro, Ph.D. & Mary Beth Calhoon, Ph.D.
Coordinated and supervised recruitment, screening, and tri-annual assessment across three school districts for an IES Goal 3 randomized controlled trial evaluating two versions of a remedial reading intervention for middle school students with reading disabilities
- 2011-2012 **Project Coordinator, Lehigh University Faculty Innovation Grant**
School Psychology Program, Lehigh University
Advisor: Robin L. Hojnoski, Ph.D.
Coordinated a group design study investigating the impact of a teacher-delivered shared book reading intervention on children's early math and literacy skills
- 2008-2012 **Graduate Assistant**
School Psychology Program, Lehigh University
Advisor: Robin L. Hojnoski, Ph.D.
Coordinated academic universal screenings and provided consultation on data-based decision-making; Initiated a line of research examining differences in early numeracy performance based on primary language; Contributed to a series of single-subject studies on math talk during shared book reading
- 2008-2010 **Research Assistant**
Center for Promoting Research to Practice, Lehigh University
Advisor: Edward S. Shapiro, Ph.D.
Assisted in the program evaluation of the iStation online reading intervention, Teach Me to Read at Home parent training, and local Early Reading First program
- 2007-2008 **Research Assistant, Cognitive Aging Project**
Department of Psychology, Fairfield University
Advisor: Linda A. Henkel, Ph.D.
Designed and conducted cognitive research related to recall and memory distortions

PRACTICAL EXPERIENCE:

- 2013-2014 **Doctoral School Psychology Intern**
Illinois School Psychology Internship Consortium (APPIC/APA Accredited)
Northern Suburban Special Education District and Glenview School District 34, IL
Supervisor: Melissa Brown Hanke, Ph.D.
Conducted psychoeducational evaluations of students ages 3 to 14; Facilitated the implementation of RTI and the Safe and Civil Schools model; Provided district-wide behavioral coaching; Delivered academic and social-emotional interventions; Participated on a curriculum mapping leadership team
- 2011-2012 **School Psychology Fourth Year Practicum Student**
Broughal Middle School, Bethlehem Area School District, PA
Supervisor: Lidia Cordero, M.Ed, MSW
Conducted comprehensive psychoeducational evaluations, counseling, and consultation under the supervision of the district bilingual psychologist

- 2010-2011 **School Psychology Third Year Practicum Student**
 Gockley and Steckel Elementary Schools, Whitehall-Coplay School District, PA
Supervisor: Kristin Stiles, Ph.D.
Assisted in the adoption and implementation of RTI and SWPBS; Engaged in over 40 hours of SWPBS training; Conducted psychoeducational evaluations, social skills groups, and consultation
- 2010 **Psychology Trainee, Practicum in Assessment and Intervention in Educational Consultation**
Instructor: Edward S. Shapiro, Ph.D., Lehigh University
- 2009 **Psychology Trainee, Practicum in Behavioral Assessment**
Instructor: Edward S. Shapiro, Ph.D., Lehigh University
- 2009 **Psychology Trainee, Practicum in Consultation Procedures**
Instructor: Patricia Manz, Ph.D., Lehigh University
- 2009 **Psychology Trainee, Practicum in Assessment of Intelligence**
Instructor: Kevin Kelly, Ph.D., Lehigh University
- 2007-2008 **Undergraduate Guidance Intern**
 Fairfield College Preparatory High School, Fairfield, CT
- 2006-2008 **Volunteer at Giant Steps School for Students with Autism and Neurological Impairments, Fairfield, CT**
- 2005-2008 **Infant and Toddler Associate Teacher** (part-time)
 Bright Horizons Family Solutions (NAEYC Accredited), Princeton, NJ

TEACHING AND PROFESSIONAL DEVELOPMENT ACTIVITIES:

- Spring 2013 Invited Lecturer, Developmental Psychology, Lehigh University
 Course Instructor: Robin L. Hojnoski, Ph.D.
- Fall 2013 Invited Lecturer, Doctoral Practicum in School Psychology, Lehigh University
 Course Instructor: Christine Novak, Ph.D.
- Spring 2012 Embedding Math Talk in Shared Storybook Reading,
 SPARK Early Childhood Center In-service Training and Coaching, Bethlehem, PA
- Spring 2012 Using Curriculum-Based Measurement Data to Inform Instruction,
 SPARK Early Childhood Center In-service Training, Bethlehem, PA

BOOK CHAPTER:

Hojnoski, R. L., & **Polignano**, J. C. (in press). How does an instructional team improve learning outcomes for all children through data-based decision-making? In J. J. Carta & R. Miller Young (Eds.), *Multi-tiered systems of support: A guide for response to intervention in early education*. Paul H. Brookes Publishing, Co.

REFEREED PUBLICATIONS:

Hojnoski, R. L., **Polignano**, J. C., & Columba, L. (2016). Increasing teacher mathematical talk during shared book reading in the preschool classroom: A pilot study. *Early Education and Development*, 27, 676-691. doi: 10.1080/10409289.2016.1102018

Hojnoski, R. L., Columba, L., & **Polignano**, J. C. (2014). Embedding mathematical dialogue in parent-child shared book reading: A preliminary investigation. *Early Education and Development*, 25, 469-492. doi: 10.1080/10409289.2013.810481

Columba, L., Hojnoski, R., & **Polignano**, J. (2013). How big is humongous? Mathematics conversations. *Mathematics Teaching-Research Journal*, 6, 22-35.

Polignano, J. C., & Hojnoski, R. L. (2011). Preliminary evidence of the technical adequacy of additional curriculum-based measures for preschool mathematics. *Assessment for Effective Intervention*, 37, 70-83. doi:10.1177/1534508411430323

NON-REFEREED PUBLICATIONS AND TECHNICAL REPORTS

Tri-County Cradle to Career Collaborative. (2014, December). *Compendium of notes from large and small group discussions: Tri-county cradle to career collaborative inaugural early childhood symposium*. (Available from http://tricontyccradletocareer.weebly.com/uploads/2/1/3/3/21333656/compendium_of_symposium_notes.pdf)

Polignano, J. C., & Holt-Turner, I. (2014, June). *Springman Middle School's READ 180 program: Evaluation of student progress*. (Available from Joy C. Polignano)

Polignano, J. C., & Hojnoski, R. L. (2011, January). *Performance and progress on academic screening measures of children attending SPARK Early Childhood Center*. (Available from Joy C. Polignano)

Hojnoski, R. L., & **Polignano**, J. C. (2011). When is a triangle more than a triangle. *Kansas In-Service Training System Newsletter*, 20, 1-4.

MANUSCRIPTS IN PREPARATION:

Polignano, J. C., Hojnoski, R. L., & Caskie, G. I. L. (2016). Number sense development during the preschool years: Relations within and between key skill indicators. Manuscript to be revised and resubmitted.

Luo, L., Snyder, P., Reichow, B., & **Polignano**, J. C. (2016). Classroom-wide social-emotional competence interventions for preschool children: A meta-analysis. Manuscript in preparation.

INVITED WEBINAR:

Polignano, J. C., Brown-Hanke, M., & Zimmer, S. (2015, March). Designing and delivering instruction matched to children's needs: Employing a tiered model to match children's needs to instruction of the right intensity. In *Early Childhood Center of Professional Development Webinar Series*.

REFEREED PRESENTATIONS:

Hojnoski, R. L., Dennis, M., Kuder, B., & **Polignano, J.** (2016, February). *Early intervention in mathematics: In search of a research design*. Poster presented at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

Polignano, J. C., Snyder, P., Conroy, M., Shannon, D. (2015, October). *Harnessing Community Voice and Expertise within a Collective Impact Model*. Poster presented at the annual international meeting of the Division for Early Childhood, Atlanta, GA.

Conroy, M., Ladwig, C., & **Polignano, J. C.** (2015, April). *A tier 2 intervention for preventing and ameliorating challenging behavior of young children*. Workshop presented at the 12th Annual National Training Institute on Effective Practices: Addressing Challenging Behavior, St. Petersburg, FL.

Polignano, J. C. (2015, February). *Early numeracy growth within a curriculum-based measurement framework*. Paper presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.

Polignano, J. C., & Brown Hanke, M. (2015, February). *Predictive validity of an early numeracy curriculum-based measure*. Poster presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.

Columba, L., Hojnoski, R., & **Polignano, J.** (2015, February). *Effect of book type and teacher training on math talk during shared book reading in preschool classrooms*. Research Council on Mathematics Learning, Las Vegas, NV.

Polignano, J. C. & Hojnoski, R. L. (2014, February). *Patterns of growth within and between key numeracy skills across the preschool period*. Poster presented at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.

Henkel, L. A., & **Polignano, J. C.** (2013, June). *On second thought: Memory distrust in young and older adults*. Paper presented at the 10th biennial meeting of the Society for Applied Research on Memory and Cognition, Rotterdam, the Netherlands.

Hojnoski, R. L., Caskie, G. I. L., **Polignano, J., & Brittain, A.** (2012, June). *Curriculum-based assessment of early numeracy in preschoolers who speak Spanish as their primary language: Differences in performance and growth over time*. Presentation at Head Start's 11th National Research Conference, Washington, DC.

Hojnoski, R. L., & **Polignano, J. C.** (2012, February). *Number knowledge in English- and Spanish-speaking preschoolers*. Poster presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

- Hojnoski, R. L., & **Polignano**, J. C. (2012, February). *Promoting early mathematics through shared storybook reading at home and preschool*. Poster presented at the biennial Conference on Research Innovations in Early Intervention, San Diego, CA.
- Polignano**, J. C., & Hojnosi, R. L. (2011, November). *Using shared storybook reading to promote early mathematics at home and preschool*. Paper presented at the annual international meeting of the Division for Early Childhood, National Harbor, MD.
- Columba, L., Hojnosi, R. L., & **Polignano**, J. C. (2011, April). *Promoting students' "math talk" through shared reading*. Paper presented at the annual meeting of the National Council of Teachers of Mathematics, Indianapolis, IN.
- Polignano**, J. C., & Hojnosi, R. L. (2011, February). *The technical adequacy of a general outcome measure of geometry for preschool children*. Poster presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
- Hojnoski, R. L., Columba, L., & **Polignano**, J. C. (2010, March). *Embedding mathematical discourse in shared storybook reading*. Poster presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Hojnoski, R. L., Missall, K. N., Smith, A., & **Polignano**, J. C. (2009, April). *What shall we play?: Gender and early math performance*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

INVITED AND NON-REFEREED PRESENTATIONS:

- Polignano**, J. C. (2016, September). *What counts when considering a preschool mathematics core*. Invited presentation at the Kansas Technical Assistance Network MTSS Symposium, Wichita, KS.
- Polignano**, J. C., & Hojnosi, R. L. (2015, April). *Age-based sensitivity of the Individual Growth and Development Indicators – Early Numeracy*. Invited poster presented at the American Educational Research Association, Chicago, IL.
- Polignano**, J. C. (2015, February). *The role of higher education in the collective impact process: Follow-up to the Tri-County Cradle to Career early childhood symposium*. Invited presentation at the Anita Zucker Center for Excellence in Early Childhood Studies Spring Seminar Series, Gainesville, FL.
- Polignano**, J. C., & Algina, J. (2014, September). *Modeling early numeracy growth using latent growth curve analysis*. Invited presentation at the Anita Zucker Center for Excellence in Early Childhood Studies Spring Research, Evaluation, and Methodology Seminar Series, Gainesville, FL.
- Polignano**, J. C. (2014, May). *I can problem solve: Intervention overview and empirical support*. Paper presented at the Illinois School Psychology Internship Consortium Academic Intervention Showcase, Chicago, IL.
- Polignano**, J. C. (2013, November). *Dialogic reading: A shared storybook reading intervention for young children*. Paper presented at the Illinois School Psychology Internship Consortium Social-Emotional Intervention Showcase, Normal, IL.

Polignano, J. C. (2011, June). *Developmental patterns of early numeracy skills: An accelerated longitudinal design*. Paper presented at the Cross University Collaborative Mentoring Conference, Bethlehem, PA.

Polignano, J. C. (2011, March). *The technical adequacy of a general outcome measure of geometry for preschool children*. Invited poster presented at the Lehigh University 2011 Academic Symposium, Bethlehem, PA.

Polignano, J. C. (2011, March). *The development and evaluation of general outcome measures of preschool mathematics*. Invited poster presented at the College of Education Third Biennial Research Symposium, Bethlehem, PA.

UPCOMING PRESENTATION:

Polignano, J. C., Bishop, C., McLaughlin, T. W., & Snyder, P. (2017, February). *Characterizing the content of learning targets for preschoolers with disabilities*. Poster to be presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.

GRANT EXPERIENCE:

7/2015-Present **Impact of Professional Development on Preschool Teachers' Use of Embedded-Instruction Practices: An Efficacy Trial of Tools for Teachers**

Funding Agency: Institute of Education Sciences (R324A150076) - \$3,498,113

Principal Investigator: Patricia Snyder, Ph.D., University of Florida

Role: Cross-site Data Coordinator, Gold Standard Child Measures Examiner (Preschool Language Scale – 5th edition, Bracken Basic Concepts Scale – 3rd edition: Receptive, Test of Early Reading Ability – 3rd edition), Dissemination

7/2014-5/2015 **Examining the Efficacy of a Classroom-Wide Model for Promoting Social Emotional Development and Addressing Challenging Behavior in Preschool Children With or At-Risk for Disabilities**

Funding Agency: Institute of Education Sciences (R324A120178) - \$3,499,978

Principal Investigator: Mary Louise Hemmeter, Ph.D., Vanderbilt University

Role: Data Collector (Teaching Pyramid Observation Tool, Classroom Assessment Scoring System [CLASS])

7/2014-5/2015 **Efficacy of the BEST in CLASS Intervention for Young Children at High Risk for Emotional and Behavioral Disorders**

Funding Agency: Institute of Education Sciences (R324A110173) - \$4,134,515

Principal Investigator: Maureen Conroy, Ph.D., University of Florida

Role: Data Collector (CLASS, Teacher-Child Interaction Direct Observation Scale, BEST In CLASS Adherence and Competence Scale), Dissemination

4/2012-6/2013 **Reading Achievement Multi-Component Program (RAMP-UP)**

Funding Agency: Institute of Education Sciences (R324A140003) - \$3,485,216

Principal Investigator: Mary Beth Calhoun, Ph.D., University of Miami

Role: Assessment Coordinator, Gold Standard Child Measures Examiner (Woodcock Johnson III Tests of Achievement, AIMSweb Oral Reading Fluency, Test of Word Reading Efficiency – 2nd edition, Rapid Automatized Naming and Rapid Alternating Stimulus Tests)

PROFESSIONAL AFFILIATIONS:

National Association of School Psychologists
Council for Exceptional Children, Division for Early Childhood
Society for Research on Educational Effectiveness
American Educational Research Association
National Postdoctoral Association

AWARDS AND HONORS:

2014 Stout Dissertation Award Nominee, Lehigh University
2011 Leiser Scholar, Special Education Law Symposium, Lehigh University
2011 Lehigh University Academic Symposium Nominated Exhibitor
2009-2014 Lehigh University College of Education Dean's Endowed Travel Scholarship
2007 Sigma Xi, The Scientific Research Society Inductee
2007 Psi Chi, National Honor Society in Psychology Inductee
2007 Alpha Mu Gamma, National Foreign Language Honor Society Inductee
2007 Alpha Sigma Nu, National Jesuit Honor Society Inductee
2004-2008 Fairfield University Fellows Scholar
2004-2008 Fairfield University Honors Program, Graduated with High Distinction

SERVICE:

2014-Present Action Network Member of the Tri-County Cradle to Career Collaborative
2014-Present Ad Hoc Reviewer, School Psychology Quarterly
2014-Present Ad Hoc Reviewer, Assessment for Effective Intervention
2014-Present Ad Hoc Reviewer, Early Education and Development
2015-2016 Convention Proposal Reviewer, American Educational Research Association
2013-2016 Convention Proposal Reviewer, National Association of School Psychologists
2014 Graduate Research Day Judge, University of Florida