

Tricia A. Zucker, Ph.D.

PRESENT TITLE: Associate Professor of Pediatrics
McGovern Medical School at UTHealth
University of Texas Health Science Center Houston
Associate Director of Children's Learning Institute

ADDRESS: Department of Pediatrics
Children's Learning Institute
7000 Fannin St., UCT 2300
Houston, TX 77030

CITIZENSHIP: USA

UNDERGRADUATE EDUCATION:

B.B.A. Business Administration, 2002 (*summa cum laude*)
Southern Methodist University
Dallas, TX

GRADUATE EDUCATION:

Master of Education, 2006
Doctor of Philosophy, 2009
Curry School of Education
University of Virginia
Charlottesville, VA

POSTGRADUATE TRAINING:

Postdoctoral fellowship, Pediatrics, 2009-2010
The University of Texas Medical School at Houston
Children's Learning Institute (CLI)
Houston, TX (Mentor: Susan Landry, Ph.D.)

ACADEMIC & ADMINISTRATIVE APPOINTMENTS:

Associate Professor, 2015-present; 2019 tenured
Assistant Professor, 2010-2015
Department of Pediatrics, CLI
Co-Director of CLI, 2020-present
The University of Texas Medical School at Houston
Houston, TX

OTHER PROFESSIONAL EXPERIENCE:

Elementary Teacher/Teach For America Corps Member, 2002-2005
Houston Independent School District – Houston, TX
Louisa County Public Schools – Louisa, VA

Instructor for Summer Institute, 2005
Teach For American National Summer Institute
University of Houston, Houston, TX

Instructor for Summer Educator Academy, 2005, 2006
Reading First in Virginia Teacher Academy
University of Virginia Satellite, Roanoke, VA

Graduate Research Assistant & Clinician, 2005-2007
Teaching Assistant, 2006
Diagnosis & Remedial Reading Instruction, EDIS 5730/5740
Preschool Language and Literacy Lab; McGuffey Reading Center; Reading First
University of Virginia – Charlottesville, VA

Research Coordinator I, 2007-2008
CLI, University of Texas Health Science Center (UTHSCH), Medical School - Houston, TX

Consultant, 11/2012-8/2013
National Center on Early Childhood Education (NCRECE, R305A060021)
U.S. Department of Education, Institute of Education Sciences, \$8.4 million
PI: Robert Pianta, University of Virginia – Charlottesville, VA
Responsibilities: Provided training and ongoing consultation on the use of an observational coding system, the Systematic Assessment of Book Reading.

LICENSURE & CERTIFICATION:

Elementary Education Pre-K-6, Reading Specialist Certification,
Virginia Department of Education License #PGP-0619681

PROFESSIONAL ORGANIZATIONS:

Local:

Texas State Reading Association, 2008-2010

National:

International Reading Association (IRA), 2005-present
Literacy Research Association (LRA), 2006-2011
American Educational Research Association (AERA), 2006-2011
Society for the Scientific Studies of Reading (SSSR), 2007-present
Society for Research in Child Development (SRCD), 2008-present
Member, Pacific Coast Research Conference (PCRC), 2010-present
Providing Opportunities for Women in Education Research ([POWER](#)) group, Steering Committee

Member, 2016-2020

HONORS AND AWARDS:

Hunt Leadership Scholar, 1998-2002
Full tuition scholarship and leadership program, Southern Methodist University

Teacher of the Year Award (EC-4/All First Year Teachers), 2002-2003
Houston Independent School District

Doctoral Fellowship Full Tuition Award, 2006-2008
Curry School of Education, University of Virginia

Curry Foundation Student Travel Awards, 2006-2008
University of Virginia

Doctoral Research Award in Education Science, 2007-2008
Center for Advanced Study of Teaching and Learning, University of Virginia

Nominee Presidential Early Career Award for Scientists and Engineers (PECASE), 2015
One of two Department of Education 2015 PECASE nominees, Washington D.C.

Meritorious Poster Presentation by my postdoctoral trainee, Dr. R. Deshmukh, Ph.D.
One of 51 posters recognized amongst 2,122 submissions in 2018
American Speech-Language-Hearing Association Annual Convention, Boston, MA

Selected for UTHealth Executive Leadership Institute
One of three Department of Pediatrics leaders selected for intensive course, 2019

Harriet and Joe Foster Endowed Distinguished Professorship, 2019-present
McGovern Medical School at UTHealth

Recipient of Presidential Early Career Award for Scientists and Engineers (PECASE), 2019
U.S. Department of Education, Washington D.C.
PECASE is the highest honor bestowed by the U.S. government to early career researchers who show exceptional promise for leadership in science and technology.

First Place Poster Presentation by my medical student research trainee, Dr. Tuan Tang, M.D.
Cash prize to Dr. Tang and poster recognized amongst all 2019 submissions meeting.
Texas Pediatric Society, The Texas Chapter of the American Academy of Pediatrics, Annual Meeting in Plano, TX.

Recipient of 2021 Diane Lapp & James Flood Professional Collaborator Award, July 2021,
International Literacy Association
Presented to Tricia Zucker, Ph.D. and Sonia Cabell, Ph.D. The award recognizes an ongoing professional collaboration between two or more people who regularly contribute to the professional knowledge base of literacy educators.

EDITORIAL POSITIONS:

Ad-hoc Reviewer, Reading Research Quarterly, 2007
Ad-hoc Reviewer, Early Education & Development, 2007-present
Ad-hoc Reviewer, Early Childhood Research Quarterly, 2007-2017
Ad-hoc Reviewer, Mind, Brain and Education Journal, 2012-present
Ad-hoc Reviewer, Child Development, 2014-present
Ad-hoc Reviewer, Language Speech and Hearing Services in Schools, 2014-present
Ad-hoc Reviewer, Journal of Language, Speech, and Hearing Research, 2015-present
Editorial Board, Early Childhood Research Quarterly, 2018-present
Ad-hoc Reviewer, American Education Research Association Open Journal, 2019-present

SERVICE ON NATIONAL COMMITTEES:

Research Grant Peer Review Panel Member, 2013-2014
Reading, Writing and Language Development Panel
U.S. Department of Education, Institute of Education Sciences

Principal Member of Research Grant Peer Review Panel Member, 2015-2017
Reading, Writing and Language Development Panel
U.S. Department of Education, Institute of Education Sciences

Member of Research Low-Cost Short Duration Grant Peer Review Panel Member, 2017-2018
Reading, Writing and Language Development of English Language Learners Panel
U.S. Department of Education, Institute of Education Sciences

Member of Replication Research Grants Peer Review Panel Member, 2020-2021
U.S. Department of Education, Institute of Education Sciences

Expert Review Panel Member, 2021-present,
Florida Interdisciplinary Research Fellow in Education Science (FIREFLIES) Training Program
U.S. Department of Education, Institute of Education Sciences

SERVICE ON MCGOVERN MEDICAL SCHOOL AT UTHEALTH COMMITTEES:

Faculty Senator, Representing the Department of Pediatrics at Faculty Senate, 2014-2017
University of Texas Medical School at Houston

Faculty Development Leave Committee, 2020-present
UTHealth McGovern Medical School

SERVICE ON DEPARTMENT OF PEDIATRICS COMMITTEES:

Postdoctoral Fellows Search Committee, 2011-2014
National Center on Early Childhood Education (NCRECE)
U.S. Department of Education, Institute of Education Sciences
CLI, University of Texas Medical School at Houston

Bilingual Research Faculty Search Committee, 2012-2013
CLI, University of Texas Medical School at Houston

Conference Planning Committee, 2013
CLI Inaugural Bilingual Research Conference, Houston, TX

Quantitative Methodologist Research Faculty Search Committee, 2013-2014
CLI, University of Texas Medical School at Houston

Coordinator of monthly CLI Faculty Research in Progress meetings, 2014-2016
Research group for CLI faculty/postdocs to present and receive feedback on research
CLI, University of Texas Medical School at Houston

Associate Director of CLI, Senior Leadership Team Member, 2017-2019
CLI, University of Texas Medical School at Houston

Special Education Research Faculty Search Committee, Chair, 2017
CLI, University of Texas Medical School at Houston

Methodological/Statistical Research Faculty Search Committee, Chair, 2017
CLI, University of Texas Medical School at Houston

Early Childhood Education Research Faculty Search Committee, Chair, 2018-present
CLI, University of Texas Medical School at Houston

Bilingual Research Faculty Search Committee, Chair, 2018-present
CLI, University of Texas Medical School at Houston

Conference Planning Committee, 2018
CLI 2nd Bilingual Research Conference, Houston, TX

Methodological/Statistical Research Faculty Search Committee, Co-Chair, 2020
CLI, University of Texas Medical School at Houston

Reading Research Faculty Search Committee Member, 2020
CLI, University of Texas Medical School at Houston

Co-Director of Children's Learning Institute, Division in Department of Pediatrics,
Serving with Co-Director, April Crawford, Ph.D., 2020-present
CLI, University of Texas Medical School at Houston

SERVICE TO THE COMMUNITY:

Content Specialist and Critical Friends Group Leader, 2003-2004
Teach for America, Houston, TX

Volunteer recruiter, 2004-2011

Teach For America National/Houston, Houston, TX

Communications design and volunteer, 2006-2007

Annual Graham Lecture/Conference, University of Virginia, Charlottesville, VA

Advisory board member, 2010-2011

Greater Houston Partnership pre-kindergarten committee

Children's hospital library volunteer, 2011-2012

Texas Children's Hospital Library, Houston, TX

Expert writer, 2011-2012

Texas Infant & Toddler Early Learning Guidelines

Texas Early Learning Council, CLI, Houston, TX

Expert editor, 2012

Baby Monitor Language Development Guide

The Parish School, Houston, TX

Clinic volunteer dialogic reader, 2012-2013

Reach Out and Read Texas, Houston, TX

Advisory board member, 2013

Rice University STEMScopes Pre-kindergarten Committee, Houston, TX

Committee Member, 2014-15

Early Matters, Pre-Kindergarten Committee, Greater Houston Partnership, Houston, TX

Parent Involvement Innovation Partner, 2015-2016

Yellowstone Academy Partnership, Houston, TX

Parenting Workshops & Innovation Partner, 2016-2018

Children's Museum of Houston, Para Los Niños Parent Program, Houston, TX

Parent Workshops & Innovation Partner, 2016-2016

Agape Development Center, Houston, TX

CLI Hurricane Harvey Recovery Outreach Director, 2017

Coordinated development of recovery resources for teachers (lessons, webinar)

Co-Chair DiscoverU Fantastic Learning Opportunities for Disadvantaged Youth, 2018

Annual Luncheon, Houston, TX

CLI Outreach Director for Early Matters Early Learning Festival, 2018

Family Activities at Houston Zoo, Houston TX

Houston POWER Hub (Providing Opportunities for Women in Education Research [[POWER](#)]), Co-Director, 2019-2021

Local Girl Scout Troop 122344 Leader, Harvard Elementary School, 2019-present

TEACHING RESPONSIBILITIES:

Lecturer, Medical Student III Lecture Series, 2012-2019

Topic: Typical Child Development & Autism Spectrum Disorders,
University of Texas Medical School at Houston

Responsibilities: Delivered regular lectures to third year medical students within Pediatrics. Supported 1 research assistant and 1 postdoctoral fellows in delivering a portion of this lecture.

Online Course Development for Pre-kindergarten to Grade 3 Teachers, 2010-present

Author of 8 online courses for classroom teachers available online at www.CLIEngage.org with over 24,000 registered teacher users and available at no cost to public school teachers in Texas. See Online Courses details listed in Section E below.

Classroom Curriculum Supplements & Professional Development, 2010-present

Author of 5 classroom curricula for Pre-kindergarten & Kindergarten teachers. Some curricula are widely used; the Developing Talkers program has been used by an estimated 6,000 teachers during 2010-2018. See Curriculum details listed in Section F below.

Online Family Activity Development for Pre-kindergarten to Grade K Parents, 2016-present

Co-author of over 50 online activities available online at <https://cliengagefamily.org> with over 15,000 registered users and available at no cost to public school teachers in Texas.

MENTORING ACTIVITIES:

Postdoctoral fellow training, Emily Merz, Ph.D., 2012-2014

National Center on Early Childhood Education (NCRECE)

U.S. Department of Education, Institute of Education Sciences (IES)

PI: Marcia Barnes & Susan Landry, University of Texas Medical School at Houston

Responsibilities: Provided training and ongoing support of Dr. Merz in using observational coding systems, analyzing data, and preparing results for two peer-reviewed publications.

Postdoctoral fellow training, Matthew Foster, Ph.D., 2014-2016

National Center on Early Childhood Education (NCRECE)

U.S. Department of Education, Institute of Education Sciences (IES)

PI: Jason Anthony & Susan Landry, University of Texas Medical School at Houston

Responsibilities: Provided support to Dr. Foster in analyzing mathematics intervention RCT data and preparing results for one peer-reviewed publication. Supported Dr. Foster in preparing NSF and IES grant submissions (unfunded).

Medical student summer research training, Tuan Tang, 2017

Pediatric Student Association Summer Research Program

University of Texas Medical School at Houston

Responsibilities: In 8-week summer internship provided training for Mr. Tang in using observational coding systems, sequential analysis of data, and preparing results for one peer-reviewed poster presentation.

Postdoctoral research training, Richa Deshmukh, Ph.D., February 2018-present
Funded 50% FTE by a gift from the Duncan Family Foundation for Feb. 2018-Feb. 2019
Funded as a part-time consultant by the Foster Endowed Professorship October 2019-present
Responsibilities: Providing training and ongoing support to Dr. Deshmukh in scholarly writing, performing sequential analysis, preparing results for peer-reviewed publication and training in federal grant writing.

Visiting Scientist research training, Patrícia Alvarenga, Ph.D., August 2018 - August 2019
Funded by Universidade Federal da Bahia, Brasil
Responsibilities: Providing training and ongoing support to Dr. Alvarenga in developing systematic coding schemes, performing sequential analysis, and preparing results for peer-reviewed publication. I continued supporting and teaching Dr. Alvarenga how to respond to revisions to manuscripts after her tenure at UT.

Faculty mentor, Colby Hall, Ph.D., September 2018-2020
Responsibilities: Providing ongoing training and support to Dr. Hall in scholarly writing, federal grant writing, and promotion/tenure planning.

Faculty mentor, Yoonkyung Oh, Ph.D., April 2018 – present
Responsibilities: Providing ongoing training and support to Dr. Oh in scholarly writing, federal grant writing, and promotion/tenure planning. Dr. Oh completed Grants 102 with my support in 2019.

Faculty co-mentor, Cheryl Varghese, Ph.D., August 2019 – present
Faculty co-mentor, Kelly Vaughn, Ph.D., June 2020 – present
Faculty co-mentor, Gloria Yeomans-Maldonado, Ph.D., June 2020 – present
Responsibilities: Providing ongoing training and support in scholarly writing, federal grant writing, and promotion planning.

Postdoctoral Training Program, Co-Principal Investigator, 7/1/20-8/31/25, \$757,222
Institute of Education Sciences (IES), Research Training Programs in Special Education
Postdoctoral Research Training Program in Early Interventions within Research-Practice Partnerships,
National Center for Special Education Research (NCSER)
Role: Co-PI. The program will train four postdoctoral fellows for two years each; Zucker will oversee all aspects of training and be matched as primary/secondary mentor to fellows.
Primary mentor: Michael Mesa, Ph.D., IES postdoctoral fellow 2021-present
Primary mentor: Sarah Surrain, Ph.D., IES postdoctoral fellow 2021-present

CURRENT GRANT SUPPORT (oldest to current):

R305A180094, IES, Development & Innovation 07/01/18 - 06/30/21, \$1.4 million
Reading RULES in Kindergarten: Development of a Small-Group Intervention to Support Emergent Reading and Writing
Role: Principal Investigator (PI) Co-PI at Subaward site: Colby Hall

Barbara Bush Houston Literacy Foundation, Efficacy 11/1/19 – 9/15/21, \$27,400
Impact of My Home Library Program on Elementary Students' Reading Interest and Achievement
Role: PI

Scholastic Inc., Development 10/15/19 – 10/14/21, \$53,900
Development of the Developing Talkers/Hablemos Juntos Early Childhood Curriculum Language Module
Role: PI

1811356, National Science Foundation (NSF), Effectiveness 9/1/18 – 8/31/22, \$2 million
Teaching Together: Engaging Parents and Preschoolers in STEM Activities & Academic Conversations
Advancing Informal Science, Technology, Engineering & Math (STEM) Learning program, DRK-12
Role: PI

R305A180406, IES, NCER, Efficacy 7/1/18 – 6/30/23, \$3.3 million
Examining the Cost-effectiveness of Continuous Improvement Models for Preschool Teachers: Balancing
PD Structures to Match Teacher Need
PI: April Crawford Role: Co-Investigator

R305A190065, IES, NCER, Efficacy 07/01/19 – 06/30/24, \$3.3 million
Developing Talkers: Building Effective Teachers of Academic Language Skills
Role: Principal Investigator (PI)

R305A200251, IES, National Center for Education Research (NCER), Efficacy 07/01/20 - 06/30/25, \$3.3M
Effects Home & Classroom Practices on Language, Cognitive, and Social Dev of Young Spanish-Speaking
English Learners
Role: Co-Principal Investigator

R324A200184, IES, NCER, Exploration 07/01/20 – 06/30/22, \$600,000
Understanding the Development of Comorbidity of Externalizing and Internalizing Disorders in School-Age
Children
PI: Yoonkyung Oh Role: Co-Investigator

2115579, National Science Foundation (NSF), Effectiveness 9/1/20 – 8/31/24, \$2 million
Breaking Stereotypes through Culturally Relevant Storytelling: Optimizing Out-of-school Time STEM
Experiences for Elementary-Age Girls to Strengthen their STEM Interest Pathways
Advancing Informal Science, Technology, Engineering & Math (STEM) Learning program, DRK-12
Role: Principal Investigator

R305A210157, IES, NCER, Efficacy 07/01/2021 – 06/30/2025, \$3.8M
Teaching Together: The Added Value of Tiered School Plus Home Interventions for Young Children At-Risk
for Language Difficulties
Role: Principal Investigator

Duncan Foundation, Development & Efficacy 11/1/2021 – 6/31/2024, \$1.1M
Addressing COVID-19 Related Learning Loss through the AERO Reading Program
Role: Principal Investigator

PAST GRANT SUPPORT (oldest to current):

R305G050005, Institute of Education Sciences (IES), NCER, Efficacy

6/2005-5/2010, \$2.7 million

Print Referencing Efficacy Trial

PI: Laura Justice Roles: Principal Investigator for Subaward at UTHSCH

5P01HD048497 National Institute of Child Health and Human Development (NICHD)

9/2005-6/2010, \$8.3 million

Preschool Curricula: Outcomes & Developmental Processes

PI: Susan Landry Role: Research Coordinator/Classroom Mentor

Texas Education Agency

5/2008 – 2/2010, \$1.5 million

Randomized Trial of the Texas Prekindergarten Limited English Proficiency Program

PI; Emily Solari Role: Research Coordinator; Co-Investigator

Department of Health and Human Services (DHHS), Administration for Children and Families (ACF)

4/2008-4/2011, \$1.5 million

Strategies for Developing Head Start Teacher Effectiveness (ELL Programs)

PI: Susan Landry Role: Research Coordinator; Co-Investigator

Texas Education Agency

2/1/2010 – 11/30/2011, \$3.5 million

Randomized Trial of Developing Talkers: Pre-K Pilot Program; TSR! Learning Language with Read Alouds

Texas Education Agency,

PI: Susan Landry Role: Principal Investigator of study within larger TSR! grant; TSR!

R305A100270, IES, NCER, Development

8/2010 – 7/2013, \$1.4 million

Development of Integrated Text Level Curricula for Kindergarten through Second Grade Students

PI: Dennis Ciancio Role: Curriculum Writer

Texas Education Agency (TEA), Efficacy

10/2010 – 2/2013, \$1.5 million

Randomized Trial of the Pre-Kindergarten Dual Language Learners (DLL) – Limited English Proficiency (LEP)

Student Success Initiative (SSI)

Role: PI

TEA, Measurement

11/1/2012 – 10/31/2014, \$3.5 million

Revisions to C-PALLS+ Progress Monitoring Assessment; Texas School Ready! (TSR!)

PI: Susan Landry Role: Principal Investigator of study within larger TSR! grant; TSR!

R324A110104, IES, NCSER, Development

6/1/2011 – 5/31/2015, \$1.4 million

Development of an Empirically Based Intervention for Childcare Teachers to Promote Language Skills in

At-Risk Toddlers

PI: Cathy Guttentag Role: Co-Principal Investigator

R324A110270, NCSER, Efficacy and Replication

09/01/11– 08/31/16, \$4.0 million

A Randomized Trial of a Tutor-Based Mathematics and Attention Intervention for Low-Performing Pre-Schoolers at Risk for Mathematical Difficulties in School

PI: Marcia Barnes Role: PI for subaward at UTHSCH (07/13-8/16)

R305A150430, IES, NCER, Measurement 07/01/15 – 06/30/17, \$1.5 million
Development of Math and Science Domains of the School Readiness Curriculum Based Measurement System

PI: Jason Anthony Role: Co-Principal Investigator

5R01NS046308, Department of Education 12/1/13 – 8/31/18, \$3.9 million
Texas Kindergarten Entry Assessment (T-KEA) System Development and Validation

PI: Susan Landry Role: Co-Principal Investigator

R305A150319, IES, NCER, Development 07/01/15 – 06/30/19, \$1.5 million
Teaching Together! A Multimedia School-Home Intervention for Young Children At Risk for Academic Difficulties

Role: PI

R324A180221, IES, NCSER, Efficacy 07/01/15 – 06/30/19, \$1.5 million
Testing the Efficacy of “Reading RULES”: First Grade Intervention for the Prevention of Comprehension and Decoding Difficulties

PI: Carolyn Denton Role: Co-Principal Investigator

R324A150171, IES, NCSER, Development 07/01/15 – 06/30/19, \$1.68 million
“Idea Detectives:” Individualized Intervention in Reading Comprehension and Word Reading based on Best Evidence from Cognitive Science

PI: Carolyn Denton Role: Co-Investigator

R305A140430, IES, NCER, Development 7/1/14 – 6/30/19, \$1.6 million
Development and Validation of the Systematic Assessment of Book Reading

PI-Prime: Jill Pentimonti Role: PI for subaward at UTHSCH

R305A140386, IES, NCER, Efficacy 7/1/14 – 6/30/19, \$3.5 million
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

PI: Susan Landry Role: Co- Investigator

R305A140378, IES, NCER, Efficacy 7/1/14 – 6/30/19, \$3.5 million
Scalable Approaches for Preparing Early Childhood Teachers: Identifying Costs & Benefit of Evidence Based Approaches

PI: Susan Landry Role: Co- Investigator

Duncan Family, Development and Effectiveness 3/1/2014 – 8/31/2019, \$2.5 million
Brown Foundation, Development 6/1/2014 – 9/1/16, \$500,000

PK-1st Grade Comprehensive, Multi-Tiered System of Supports (MTSS) Program

Role: Principal Investigator; Co-PIs: Susan Landry, Carolyn Denton, Keith Millner; Co-I: Carlo, Montroy

P3034564, W.K. Kellogg Foundation 1/1/16 – 8/31/19, \$742,325
CLI Engage Expansion: A Coordinated Approach to Improving Quality and Outcomes for Young Children

PI: Susan Landry Role: Co-Investigator

Brown Foundation, Measurement Expansion 9/1/19 – 8/31/20, \$500,000
Brown Foundation, Measurement Expansion 9/1/17 – 8/31/19, \$500,000
CIRCLE Progress Monitoring System Development and Validation for Grade 1 Language & Literacy
PI: Susan Landry Role: Co-Investigator

PUBLICATIONS: **Indicates scholarly work with postdoctoral trainee or other trainee

A. Refereed Original Articles in Journals (Note: First author listed is corresponding author)

1. Zucker, T.A., & Invernizzi, M. My eSorts and digital extensions of word study. *The Reading Teacher* 61: 654-658, 2008.
2. Skibbe, L.E., Justice, L.M., Zucker, T.A., & McGinty, A.S. Relations among maternal literacy beliefs, home literacy practices, and the emergent literacy skills of preschoolers with specific language impairment. *Early Education and Development* 19: 68-88, 2008.
3. Zucker, T.A., Ward, A.E., & Justice, L.M. Print referencing during read-alouds: A technique for increasing emergent readers' print knowledge. *The Reading Teacher* 63: 62-72, 2009.
4. Zucker, T.A., Justice, L.M., & Piasta, S.B. Prekindergarten teachers' verbal references to print during classroom-based, large-group shared reading. *Language Speech and Hearing Services in Schools* 40: 376-392, 2009.
5. Cabell, S.Q., Justice, L.M., Zucker, T.A., & Kilday, C.R. Validity of teacher report for assessing the emergent literacy skills of at-risk preschoolers. *Language, Speech, and Hearing Services in Schools* 40: 161-173, 2009.
6. Cabell, S.Q., Justice, L.M., Zucker, T.A., & McGinty, A.S. Emergent name-writing abilities of preschool-age children with language impairment. *Language, Speech, and Hearing Services in Schools* 40: 53-66, 2009.
7. Zucker, Moody A.K. & McKenna, M.C. The effects of electronic books on pre-kindergarten-to-grade 5 students' literacy and language outcomes: A research synthesis. *Journal of Educational Computing Research* 40: 47-87, 2009.
8. Zucker, T.A., Justice, L.M., Piasta, S.B., & Kaderavek, J.N. Preschool teachers' literal and inferential questions and children's responses during whole-class shared reading. *Early Childhood Research Quarterly* 25: 65-83, 2010.
9. Pentimonti, J.M., Zucker, T.A., Justice, L.M., & Kaderavek, J.N. Informational text use in preschool classroom read-alouds. *The Reading Teacher* 63: 656-665, 2010.
10. Pentimonti, J.M., Zucker, T.A., & Justice, L.M. What are preschool teachers reading in their classrooms? *Reading Psychology* 32: 197-236, 2011.
11. McGinty, A.S., Justice, L.M., Zucker, T.A., Gosse, C., & Skibbe, L.E. Shared-reading dynamics: Mothers' question use and the verbal participation of children with Specific Language Impairment. *Journal of Speech, Language, and Hearing Research* 55: 1039-1052, 2012.
12. Pentimonti, J.M., Zucker, T.A., Justice, L.M., Petscher, Y., Piasta, S.B., & Kaderavek, J.N. A standardized tool for assessing the quality of classroom-based shared reading: Systematic Assessment of Book Reading (SABR). *Early Childhood Research Quarterly* 27: 512-528, 2012.

13. Landry, S., Smith, K., Swank, P., Zucker, T., Crawford, A., & Solari, E.J. The effects of a responsive parenting intervention on parent–child interactions during shared book reading. *Developmental Psychology* 48: 969-986, 2012.
14. Crawford, A.D., Zucker, T.A., Williams, J.M., Bhavsar, V., & Landry, S.H. Initial validation of the prekindergarten Classroom Observation Tool and goal setting system for data-based coaching. *School Psychology Quarterly* 28: 277-300, 2013.
15. Curenton, S.M., & Zucker, T.A. Instructional conversations in early childhood classrooms: Policy suggestions for curriculum standards and professional development. *Creative Education* 4: 60-68, 2013.
16. Justice, L.M., McGinty, A.S., Zucker, T., Cabell, S.Q., & Piasta S.B. Bi-directional dynamics underlie the complexity of talk in teacher–child play-based conversations in classrooms serving at-risk pupils. *Early Childhood Research Quarterly* 28: 496-508, 2013.
17. Landry, S.H., Zucker, T.A., Taylor, H.B., Swank, P.R., Williams, J.M., Assel, M., Crawford, A., Huang, W., Clancy-Menchetti, J., Lonigan, C.J., Phillips, B.M., Eisenberg, N., Spinrad, T.L., de Villiers, J., de Villiers, P., Barnes, M., Starkey, P., & Klein, A. Enhancing early child care quality and learning for toddlers at risk: The Responsive Early Childhood program. *Developmental Psychology*, 50: 526-541, 2013.
18. Tompkins, V., Zucker, T.A., Justice, L.M., & Binici, S. Inferential talk during teacher–child interactions in small-group play. *Early Childhood Research Quarterly* 28: 424-436, 2013.
19. Zucker, T.A., Cabell, S.Q., Justice, L.M., Pentimonti, J.M., & Kaderavek, J.N. The role of frequent, interactive prekindergarten shared reading in the longitudinal development of language and literacy skills. *Developmental Psychology* 49: 1425-1439, 2013.
20. Zucker, T.A., Solari, E.J., Landry, S.H., & Swank, P.R. Effects of a brief tiered language intervention for prekindergartners at risk. *Early Education & Development* 24: 366-392, 2013.
21. **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. Associations among parental education, home environment quality, effortful control, and preacademic knowledge. *Journal of Applied Developmental Psychology*, 35, 304-315, 2014.
22. **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. & the School Readiness Research Consortium. Parenting predictors of cognitive skills and emotion knowledge in socioeconomically disadvantaged preschoolers. *Journal of Experimental Child Psychology*, 132, 14-31, 2015.
23. **Merz, E. C., Landry, S. H., Zucker, T. A., Barnes, M. A., Assel, M., Taylor, H. B., et al. Parenting predictors of delay inhibition in socioeconomically disadvantaged preschoolers. *Infant and Child Development*, 2015. doi: 10.1002/icd.1946

24. Solari, E. J., Zucker, T. A., Landry, S. H., & Williams, J. M. Relative effects of a comprehensive versus reduced training for Head Start teachers who serve Spanish-speaking English learners. *Early Education and Development*, 1-17, 2016. doi: 10.1080/10409289.2016.1158610
25. Zucker, T.A., Williams, J. M., Bell, E. R., Assel, M. A., Landry, S. H., Monsegue-Bailey, P., Crawford, A., & Bhavsar, V. Validation of a Brief, Screening Measure of Low-Income Pre-Kindergarteners' Science and Engineering Knowledge. *Early Childhood Research Quarterly*, 36, 345-357, 2016.
[doi:10.1016/j.ecresq.2015.12.018](https://doi.org/10.1016/j.ecresq.2015.12.018)
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B. Book Chapters & White Papers *Invited chapter

1. McKenna, M.C., Labbo, L.D., Reinking, D., & Zucker, T.A. (2007). Digitally innovative teaching: Effective uses of technology in literacy instruction. In L. Gambrell, L. M. Morrow, & M. Pressley (Eds.), *Best practices in literacy instruction* (3rd Ed. pp. 344-372) New York: Guilford.
2. Zucker, T.A., & Grant, S. (2007). Assessing home supports for literacy. In K. L. Pence (Ed.), *Assessment in emergent and early literacy* (pp. 81-187). San Diego: Plural.
3. McKenna M.C., & Zucker, T.A. (2009). Use of electronic storybooks in reading instruction: From theory to practice. In A. G. Bus & S. B. Neuman (Eds.), *Multimedia and literacy development*:

Improving achievement for young learners (pp. 254-272). New York: Taylor and Francis.

4. *Zucker, T.A., & Landry, S.H. (2010). Improving the quality of preschool read alouds: Professional development and coaching that targets book-reading practices. M. C. McKenna, S. Walpole, & K. Conradi. (Eds.). *Promoting early reading: Research, resources, and best practices* (pp. 78-104). New York: Guilford Press.
5. Solari, E.J., Landry, S.H., Zucker, T.A., & Crawford, A. (2011). The importance of sensitive measurement tools for understanding what instructional practices promote school readiness for dual language learners. In C. Howes, J. T. Downer, & R.C. Pianta (Eds.) *Dual language learners in the early childhood classroom* (pp. 45-68). Baltimore: Brookes.
6. Landry, S.H., Zucker, T.A., Solari, E.J., Crawford, A., & Williams, J.M. (2012). History, scale-up, and improvements of a statewide professional development program in Texas. In R. C. Pianta, et al. (Eds). *Effective professional development in early childhood education* (pp. 159-190). Baltimore: Brookes.
7. Curenton, S.M., Justice, L.M., Zucker, T.A., & McGinty, A.S. (2013). Language and literacy curriculum and instruction. In V. Buysase & E. Peisner-Feinberg (Eds), *The handbook of response to intervention in early childhood* (pp. 239-251). Baltimore: Brookes.
8. *Zucker, T.A., Crawford, A., & Landry, S.H. (2013). Scaling Up Data-Based Mentoring in Pre-Kindergarten Classrooms. In M. F. Shaughnessy (Ed.), *Mentoring: Practices, potential challenges and benefits* (pp. 195-217). Hauppauge, NY: NOVA Science Publishers.
9. Knight, D. S., Landry, S. H., Zucker, T., Williams, J. M., Merz, E. C., & Taylor, H. B. Cost-Effectiveness of Early Childhood Interventions to Enhance Head Start: Evidence from a Randomized Experiment, *Center for Education Research and Policy Studies Working Paper, 2016-3, 2016*.
10. Zucker, T., Varghese, C., Monsegue-Bailey, P., Ply, M., Ramos-Fischer, R., Flores-Cantu, P., Corley, G., Nestlehut, W., Guttentag, C. Recommended Practices for Early Childhood Classrooms during COVID Restrictions. *Children's Learning Institute White Paper, 2021*.
<https://childrenslearninginstitute.org/news/recommended-practices-for-early-childhood-classrooms-during-covid-restrictions/>

C. Standardized Child Assessments

1. Zucker, T.A., Williams, J., Assel, M., Monsegue-Bailey, P., Landry, S.H. & Crawford, A. (2013). *Science 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.CLlengage.org
2. Zucker, T.A., Landry, S.H., Assel, M., Williams, J., 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.CLlengage.org
3. Landry, S.H., Assel, M., Zucker, T. A., Williams, J., 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

4. Landry, S.H., Assel, M., Williams, J., Zucker, T. A., Swank, P. R., Zucker, T. A., Gunnewig, S. & Crawford, A. (2014). *The CIRCLE Progress Monitoring System Technical Manual*. Houston, TX: University of Texas Health Science Center at Houston.
5. Zucker, T.A., Williams, J., Assel, M., Montroy, J., Anthony, J., & Landry, S.H., (2014). *Texas Kindergarten Entry Assessment (TX-KEA): Science, Technology & Engineering subtest*. Houston, TX: University of Texas Health Science Center at Houston and Texas Education Agency.
6. Zucker, T.A., Carlo, M.C., Williams, J., Anthony, J., & Landry, S.H., (2014). *Texas Kindergarten Entry Assessment (TX-KEA): Writing & Spelling subtest*. Houston, TX: University of Texas Health Science Center at Houston and Texas Education Agency.
7. Zucker, T.A., Assel, M., Hall, C., & Anthony, J. (2018). *Texas Kindergarten Entry Assessment (TX-KEA): Listening Comprehension subtest*. Houston, TX: University of Texas Health Science Center at Houston and Texas Education Agency.
8. Assel, M., Zucker, T.A., Schiebold, C. & Crawford, A. (2020). *Dyslexia Referral Checklist, Grade K and Grade 1*. Houston, TX: University of Texas Health Science Center at Houston and Texas Education Agency.

D. Observational Measurement Tools

1. Zucker, T.A. & Justice, L.M. (2009). *Coding Guide for the Sequential Analysis of Teacher Questioning during Pre-Kindergarten Shared Reading*. Unpublished instrument, Charlottesville, VA: Preschool Language and Literacy Lab.
2. Zucker, T.A. & Justice, L.M. (2010). *Coding Guide for the Sequential Analysis of Teacher Questioning during Small-Group Play Activities*. Unpublished instrument, Columbus, OH: Preschool Language and Literacy Lab.
3. Justice, L.M., Zucker, T.A., & Sofka, A. (2010). *Systematic Assessment of Book Reading-Revised*. Unpublished instrument, Columbus, OH: Preschool Language and Literacy Lab. Retrieved from: <http://preschoollab.osu.edu/SABR/>
4. Crawford, A., Zucker, T.A., Reed, B., Aston, L., Tuynman, B., Monseque-Bailey, P., Morgan, L., Waxley, T., Landry, S.H., & Solari, E.J. (2012). *Pre-Kindergarten Classroom Observation Tool*. Unpublished instrument, Department of Pediatrics, University of Texas Health Science Center at Houston, Houston, Texas.
5. Aston, L., Tuynman, B., Crawford, A., & Zucker, T.A. (2012). *Pre-Kindergarten Classroom Environment Checklist*. Unpublished instrument, Department of Pediatrics, University of Texas Health Science Center at Houston, Houston, Texas.
6. Zucker, T.A., Guttentag, C. & Crawford, A. (2013). *Toddler Language in the Classroom Teacher*

Language Analysis System. Unpublished instrument, Department of Pediatrics, University of Texas Health Science Center at Houston, Houston, Texas.

7. Mui, H., Masood, S., Tambyraja, S., Zucker, T. A., & Pentimonti, J. (2016). *Transcription style guide and self-study course for identifying idea units*. Unpublished instrument, Houston, TX: University of Texas Health Science Center at Houston.
8. Zucker, T. A., Pentimonti, J. P., Tambyraja, S. & Justice (2017). *Systematic Assessment of Book Reading-Transcript Coding Version 2.1*. Unpublished instrument, University of Texas Health Science Center at Houston, Houston, TX.
9. Zucker, T. A., Pentimonti, J. P., Tambyraja, S. & Justice (2018). *Systematic Assessment of Book Reading-Video Coding Version 2.2*. Unpublished instrument, University of Texas Health Science Center at Houston, Houston, TX. Available at: <https://cliengage.org/public/systematic-assessment-of-book-reading-sabr-2-0/>

E. Online Courses

1. Zucker, T.A., Coffey, S., & Landry, S.H. (2010). *Preschool Response to Intervention Course: eCIRCLE Early Education*. San Francisco, CA: Teachscape. Available from: <https://www.teachscape.com/teachscape-ss0/login>
2. Landry, S.H., Gunnewig, S., Zucker, T.A., & Coffey, S. (2010). *Updated All CIRCLE Early Education Language and Literacy Courses (7 courses)*. San Francisco, CA: Teachscape. Available from: <https://www.teachscape.com/teachscape-ss0/login>
3. Crawford, A., Zucker, T.A., Monsegue-Bailey, P. & Waxley, T. (2012). *Effective mentoring strategies: eCIRCLE early education*. San Francisco, CA: Teachscape. Available from: <https://www.teachscape.com/teachscape-ss0/login>
4. Zucker, T.A., White, M., Correa, E., Solari, E.J., & DeMello, A. (2013). *Effective instruction for pre-kindergarten English language learners*. Austin, TX: Project Share Texas Education Agency. Available from: <http://www.projectsharetx.org/>
5. Zucker, T.A., Beegle, B., Denton, C., Montroy, J., Carlo, M. C. (2015). *Multi-tiered System of Support for Language and Literacy*. Houston, TX: CLIEngage.org, Children's Learning Institute. Available from: www.cligengage.org.
6. Zucker, T.A., Carlo, M.C., Pico, D. L., & Kallin, H. (2015). *Developing Talkers: Tiered Approaches for Academic Language Instruction*. Houston, TX: CLIEngage.org, Children's Learning Institute. Available from: www.cligengage.org.
7. Zucker, T.A., Beegle, B., Pico, D., Jacobs, E., & Kallin, H. (2017). *Implementing Centers to Produce Effective Small Group Instruction*. Houston, TX: CLIEngage.org, Children's Learning Institute. Available from: www.cligengage.org.
8. Zucker, T.A., Kallin, H., Roden, E., Holliday, C., (2017). *Teaching Together: Pre-Kindergarten Mobile*

App to Support Aligned Learning at School and Home. Dallas, TX: Pascal Learning.

F. Curricula

1. Zucker, T. A., Cabell, S. Q., Solari, E. J. & Landry, S. H. (2010). *Developing Talkers: Pre-K curricular supplement to promote oral language.* Houston, TX: University of Texas Health Science Center at Houston.
2. Solari, E. J., Cruz, A. Q., Zucker, T. A. & Landry, S. H. (2010). *Hablemos Juntos: Suplemento curricular de pre-k para promover el lenguaje oral.* Houston, TX: University of Texas Health Science Center at Houston.
3. Zucker, T. A., Carlo, M.S., Landry, S. H., Leuschen de Pico, D. Kallin, H., Hall, E., Garcia, J. (2015). *Developing Talkers: Curricular supplement to make every word count.* Houston, TX: University of Texas Health Science Center at Houston.
4. Carlo, M.S., Zucker, T. A., Landry, S. H., Leuschen de Pico, D. (2015). *Hablemos Juntos: Suplemento curricular de pre-k.* Houston, TX: University of Texas Health Science Center at Houston.
5. Zucker, T. A., Cabell, S. Q., Fox, L., Carlo, M.S., Landry, S. H., Mui, H., Kallin, H. & Copp, S. (2016). *Teaching Together: A curriculum supplement to promote parent partnerships in early education.* Houston, TX: University of Texas Health Science Center at Houston.
6. Co-Author of Children's Learning Institute (2021). Academic EnRichment & Outreach (AERO) Reading Curriculum & Reading Collection. Houston, TX: University of Texas Health Science Center at Houston. Available at www.cliengage.org

G. Other Professional Communications **Indicates work with postdoctoral trainee or other trainee

Peer-Reviewed National/International Conference Presentations

1. Zucker, T. A., Moody, A. K., & McKenna, M. C. (2008, March 25). The influence of electronic books on literacy and language outcomes of pre-K to grade four students: A meta-analytic review. Paper Session, American Education Research Association Annual Meeting, New York, NY.
2. Justice, L. M., Cabell, S. Q., Zucker, T. A., & Kilday, C. R. (2008, March 28). Validity of teacher report for estimating the emergent literacy skills of at-risk preschoolers. Paper Presentation, American Education Research Association Annual Meeting, New York, NY.
3. Zucker, T. A., Justice, L. M. (2008, March 28). Preschool teachers references to print during large-group shared reading. Paper Presentation, American Education Research Association Annual Meeting, New York, NY.
4. McGinty, A. S., Justice, L. M., & Zucker, T. A. (2008, November 20). Maternal reading behaviors with children with SLI: A sequential analysis). Paper Presentation, American Speech Hearing Association Convention, Chicago, IL.

5. Pentimonti, J., Zucker, T. A., & Justice, L. M. (2008, December 3). What are preschool teachers reading in their classrooms? Paper Presentation, National Reading Conference, Orlando, FL.
6. Pentimonti, J., Zucker, T. A., & Justice, L. M. (2009, May). What are preschool teachers reading in their classrooms? Paper Presentation, Advancing Speech Pathology Innovation, Research, and Excellence (ASPIRE) National Conference, Adelaide, Australia.
7. Pentimonti, J., Zucker, T. A., & Justice, L. M. (2009, June). Informational text use in preschool read alouds. Poster session, Institute of Education Science Fourth Annual Research Conference, Washington, D.C.
8. Pentimonti, J., Zucker, T. A., & Justice, L. M., Piasta, S., & Kaderavek, J. N. (2010, July). A standardized tool for assessing the quality of classroom-based shared reading: The SABR (Systematic Assessment of Book Reading). Poster session, Society for the Scientific Study of Reading Conference, Berlin, Germany.
9. Zucker, T. A., Cabell, S. Q., Justice, L. M., Pentimonti, J., & Kaderavek, J. N. (2010, December). Quantity and quality of teachers' whole-group shared reading sessions: Associations with children's language and literacy skills. Paper presentation, annual meeting of the National Reading Conference, Fort Worth, TX.
10. Solari, E. J., Cabell, S. Q., & Zucker, T. A. (2011, February). ELL pre-k children's name writing development: Relations with instructional practices. Poster presentation, annual Pacific Coast Research Conference meeting, Coronado, CA.
11. Justice, L. M. & Zucker, T. A. (2011, April). Teachers' use of complex syntax in the preschool classroom: Does it influence children's syntactic complexity? Paper presentation, Society for Research in Child Development Biennial Meeting, Montreal, Canada.
12. Zucker, T. A., Pentimonti, J., Cabell, S. Q., & Justice, L. M. (2011, July). The Systematic Assessment of Book Reading (SABR): A methodological shift in assessing classroom-based shared reading. Paper presentation, annual Society for the Scientific Studies of Reading, St. Pete, FL.
13. Zucker, T. A. (2011, August). Digital eSorts and digital experience stories for word study and creative literacy responses. Paper and curriculum presentation, International Reading Association Technology Pre-Conference Institute, Orlando, FL.
14. Pentimonti, J. P., Zucker, T. A., Petscher, Y., Cabell, S. Q., & Justice, L. M. (2012, February). Measuring teacher talk during book reading: Development and use of a scalable tool. Symposium presentation, Society for Research in Child Development, Tampa, FL.
15. Tompkins, V., Justice, L. M., Binici, S., & Zucker, T. A. (2012, February). Teacher-child inferential talk in preschool classrooms: Sequential relations in small-group play. Symposium presentation, Society for Research in Child Development, Tampa, FL.
16. 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, 4th Annual Response to Intervention Early Childhood Summit. Santa Ana Pueblo,

NM.

17. Zucker, T. A., Solari, E. J. & Aghara, R. (2013, February). Spanish- & English-speaking dual language learners' narrative language abilities in preschool. Poster presentation, annual Pacific Coast Research Conference meeting, Coronado, CA.
18. Zucker, T. A., Williams, J., Landry, S. H., & Solari, E. J. (2013, April). What predicts vocabulary knowledge of pre-kindergarteners receiving explicit, Tier 2 instruction? Paper presentation, Society for Research in Child Development Biennial meeting, Seattle, WA.
19. Landry, S. H., Solari, E. J., Zucker, T. A., White, M. E., Correa, E., & DeMello, A. (2013, May). Relative effects of a comprehensive versus reduced training for Head Start teachers who serve Spanish-speaking English language learners. Poster presentation, Children's Learning Institute Bilingual Research Conference, Houston, TX.
20. Zucker, T. A., Solari, E. J., Landry, S. H., White, M. E., Correa, E., & DeMello, A. (2013, May). Teacher's Spanish book reading practices and dual language learners' oral language skills before and after multi-tiered instructional supports. Poster presentation, Children's Learning Institute Bilingual Research Conference, Houston, TX.
21. 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.
22. Zucker, T. A. & Solari, E. J. (2014, February). Fidelity of prekindergarten teachers' implementation of a Spanish, multi-tiered oral language supplement. Poster presentation, annual Pacific Coast Research Conference meeting, Coronado, CA.
23. ****Merz**, E., Zucker, T. A., Landry, S. H. (2014, March). Parenting predictors of school readiness outcomes in low-SES preschoolers. Poster presentation, Society for Research in Human Development (SRHD) Biennial Meeting, Austin, TX.
24. Crawford, A. D., Zucker, T. A., Williams, J. M. & Landry, S. H. (2014, April). Assessment of effective instructional practices of pre-kindergarten teachers within a data-based coaching model. Paper presentation, American Educational Research Association Annual Conference, Philadelphia, PA.
25. Zucker, T. A., Solari, E., & Cabell, S. (2014, July). Teachers' Spanish Book reading practices and dual language learners' oral language skills before and after multi-tiered instructional supports. Head Start's 12th National Research Conference, Washington, D.C.
26. Barnes, M. A., Klein, A., Starkey, P., Flynn, K., Swank, P., Zucker, T. A., & McCandliss, B. (2015, March). Effects of intensive early interventions in mathematics and attention for low-performing preschool children. The Society for Research on Educational Effectiveness, Washington, D. C.
27. Landry, S. H., Assel, M., Zucker, T. A., Crawford, A., Williams, J., Monsegue-Bailey, P. (2015, March). Using Technology to Provide an Integrated Professional Development System for Early Childhood Educators. Paper symposium: Society for Research on Child Development (SRCD) Biennial Meeting, Philadelphia, PA.

28. Guttentag, C., Zucker, T. A., Williams, J. & Landry, S. H. (2015, December): Improving language stimulation for at-risk toddlers in childcare: Early results from the Toddler Language in the Classrooms (TLC) teacher training program. ZERO TO THREE's 30th National Training Institute (NTI) in Seattle, WA.
29. **Carlo, M.S., Zucker, T. A., Leuschen de Pico, D., Kalin, H., Hall, E., & Glasper, T. (2015, October). Developing Talkers through Interactive Read Alouds: Building Academic Vocabulary and Fostering Higher-Level Thinking. In E. Cardenas Hagan (Chair), English Language Learners. Symposium conducted at the International Dyslexia Association, Dallas, Texas.
30. Pentimonti, J. M., Zucker, T.A., Bowles, R.P., Tambyraja, S., & Justice, L.M. (2016, July). *Teachers' use of elicitation techniques during shared reading*. Poster presented at the Society for Scientific Studies of Reading Conference, Porto, Portugal.
31. Pentimonti, J.M., Zucker, T.A., Bowles, R.P., Tambyraja, S., & Justice, L.M. (2017, March). Teachers' Use of Elicitation Techniques During Shared Reading. Society for Research in Educational Effectiveness, Washington, D.C.
32. Bowles, R. P., Pentimonti, J. M., Zucker, T. A., & Tambyraja, S., & Justice, L. M. (2017, July). Children's engagement during book reading. Poster presented at the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
33. Carlo, M. S., Zucker, T. A., Williams, J., Landry, S. H., Masood, S., & Bhavsar, V. (2017, March). Pilot study of the effects of Developing Talkers in pre-kindergarten and kindergarten classrooms in a district serving predominately low income dual language learners. Society for Research on Educational Effectiveness, Washington D.C.
34. Pentimonti, J.M., Zucker, T.A., Bowles, R.P., Tambyraja, S., & Justice, L.M. (2017, July). Teachers' use of literal and inferential extratextual talk during shared reading. Society for the Scientific Study of Reading, Halifax, Nova Scotia.
35. Zucker, T. A. (January 2018). Teaching Together: A Curriculum Partnership with an Ed Tech Company. Invited panelist for session entitled "Infusing Your Research in Commercially Viable Products" at the Annual Principal Investigator Meeting, Arlington, VA.
36. Pentimonti, J., Zucker, T. A., Bowles, R., Tambyraja, S. (February, 2018). Teacher/Child Question Use During Shared Reading. Society for Research on Educational Effectiveness Annual Meeting, Washington, D.C.
37. **Tuan, T., Zucker, T.A., Tompkins, V., Pentimonti, J.M., Bridges, M., Bowles, R.P., Tambyraja, S., & Justice, L.M. (April, 2018). The Accuracy and Complexity of Children's Responses to Teacher Questions. American Educational Research Association, New York, NY.
38. Zucker, T.A. & Carlo, M. C. (April, 2018). A Pre-kindergarten and Kindergarten Academic Language Intervention in a Public School District Serving low-income English Learners. Paper Session entitled "Developing Young Children's Vocabulary through Linguistically-Rich Interactions." American Educational Research Association, New York, NY.

39. **Zucker, T. A., Landry, S. H., Cabell, S. Q., Jacobs, E., Morales, S., Mui, H., de la Vega, A. & Deshmukh, R. (May, 2018) Teaching Together: Developing a Tiered Family Intervention for Linguistically Diverse Preschoolers. Poster presentation, Children's Learning Institute Bilingual Research Conference, Houston, TX.
40. **Zucker, T. A., Landry, S. H., de la Vega, A., Jacobs, E. & Gómez, C. (May, 2018). Short-Duration, Bilingual Coaching Program for Families of Preschoolers' Receiving Tier 2 Language and Literacy Supports. Poster presentation, Children's Learning Institute Bilingual Research Conference, Houston, TX.
41. Zucker, T. A., Carlo, M.C., Montroy, J., & Landry, S.H. (May, 2018). Randomized Control Trial of the Hablemos Juntos Academic Language Curriculum for Spanish-Speaking Preschoolers Receiving Tier 2 Instruction. Paper presentation, Children's Learning Institute Bilingual Research Conference, Houston, TX.
42. Cabell, S. Q., Zucker, T. A., DeCoster, J., Landry, S., & Carlo, M. (2018, July). Effects of a text-messaging parent intervention on preschoolers' literacy development. Interactive poster presentation at the Twenty-Fifth Annual meeting of the Society for the Scientific Study of Reading, Brighton, United Kingdom.
43. Pentimonti, J. P., Tambyraja, S., Zucker, T., Bowles, R. & Justice, L. (2018, July). The impact of teachers' extratextual talk during shared reading on children's language and literacy skills. Interactive poster presentation at the Twenty-Fifth Annual meeting of the Society for the Scientific Study of Reading, Brighton, United Kingdom.
44. Carlo, M., Zucker, T., Landry, S., Williams, J. & Bhavsar, V (2018, July). Iterative development and pilot testing of Developing Talkers: A tiered academic English language curriculum pre-kindergarten and kindergarten dual language learners. Interactive poster presentation at the Twenty-Fifth Annual meeting of the Society for the Scientific Study of Reading, Brighton, United Kingdom.
45. Zucker, T., Pentimonti, J., Bowles, R., Tambyraja, S. & Justice, L. (2018, July) Teachers' use of extratextual talk before, during, and after shared-reading sessions. Interactive poster presentation at the Twenty-Fifth Annual meeting of the Society for the Scientific Study of Reading, Brighton, United Kingdom.
46. **Deshmukh, R., Tambyraja, S., Zucker, T., Pentimonti, J., Bowles, R. & Justice, L. (2018, November). Teachers' use of questioning during shared read alouds: Relations to child responses. Meritorious poster presentation at the American Speech-Language-Hearing Association Annual Convention, Boston, MA.
47. Montroy, J., Zucker, T.A., Landry, S.H. (2019, February). Development & Validation of Texas Kindergarten Entry Assessment: Language, Literacy, & Executive Function Domains. Poster presentation at the Pacific Coast Research Conference, San Diego, CA.
48. Denton, C.A., Grimm, R., Solari, E., Zucker, T. (2019, February). Characteristics of Instruction Provided in a Combined Tier 1 and Tier 2 First Grade Reading Intervention. Poster presentation at the Pacific Coast Research Conference, San Diego, CA.

49. Denton, C.A., Zucker, T. A., Montroy, J., Cannon, G. (2019, February). A Pilot Study of a Combined Reading and Self-Regulation Tier 3 Intervention for Grades 2-4. Poster presentation at the Pacific Coast Research Conference, San Diego, CA.
50. Zucker, T.A., Assel, M.A., Landry, S.H., Montroy, J., Hsu, H.Y., Hall, C.S., Crawford, A., Anthony, J. (2019, March). Development & Validation of Texas Kindergarten Entry Assessment and Progress Monitoring System for Language & Literacy Skills. Poster presentation at the 2019 Biennial Meeting of Society for Research in Child Development. Baltimore, MD.
51. Zucker, T.A., Cabell, S.Q., Petscher, Y., Mui, H., Landry, S.H., Tock, J. (2019, March). Teaching Together: Pilot Study of a Tiered Language and Literacy Intervention with Head Start Teachers and Families. Presentation at 2019 Biennial Meeting of Society for Research in Child Development. Baltimore, MD.
52. *Zucker, T. A. (2020, January). Building a Line of Research to Support Pre-K and Kindergarten Teachers and Parents in Using Academic Language. Institute of Education Sciences, Department of Education, Annual Principal Investigators Meeting, Washington, DC.
53. Zucker, T.A., Cabell, S.Q., Jacobs, E. (2020, April). Exploring Barriers to Early Childhood Teachers' Implementation of a Supplemental Academic Language Curriculum, American Education Research Association (AERA) Annual Conference, San Francisco, CA. (Accepted by not presented due to COVID-19)
54. Zucker, T. A., Bowles, R., Pentimonti, J. P., Tambrayja, S. (2020, July). Profiles of Teacher & Child Talk during Early Childhood Classroom Shared Book Reading. Scientific Studies of Reading Annual Conference, Newport Beach, CA. (Accepted by not presented due to COVID-19)
55. Alvarenga, P., Zucker, T.A., Tambyraja, S., Justice, L. (2021, April). Emotional State Talk during Shared Book Reading in Early Childhood Classrooms: Teacher-Child Contingent Responses. Society for Research in Child Development, Virtual Flash Paper Talk.
56. Zucker, T.A., Cabell, S. Q., Petscher, Y. & Landry, S.H. (2021, April). Teaching Together: Pilot Study of a Tiered Language and Literacy Intervention with Teachers and Families. Society for Research in Child Development, Virtual Flash Paper Talk.

Other Professional Presentations *Invited Talk

1. Zucker, T. A. & Cabell, S. Q. (2005, March). Using literacy centers to differentiate instruction in grades K-1. Best Practices Institute, Charlottesville, VA.
2. Zucker T. A., & Cabell, S. Q. (2006, April). Differentiated instruction using learning centers. Invited presentation for George Graham Pre-Lecture Conference: Literacy Development, An Ecological Approach, Charlottesville, VA.
3. *Zucker, T. A., & Hayes, T. (2006, September). Effective literacy centers. Invited Presentation for Providence Independent School District Training, Providence, RI.

4. Zucker, T. A. (2006, October). Literacy in the kindergarten classroom. Guest Speaker EDIS 526 Reading in the Primary Grades Course, University of Virginia, Charlottesville, VA.
5. Zucker, T. A. & Moody, A. K. (2006, November). Five essential storybook reading strategies. Jackson-Via Elementary: Parent Literacy Night, Charlottesville, VA.
6. *Zucker, T. A. (2007, January). Effective literacy centers. Invited Presentation for Albemarle County Public Schools Literacy Specialists Training, Charlottesville, VA.
7. Zucker, T. A. (2007, March). Using phonological awareness literacy screening data for resource allocation. Virginia Early Reading Symposium, Roanoke, VA.
8. *Cabell, S. Q., & Zucker, T. A. (2007, April). Contexts for supporting emergent readers' vocabulary development. Invited Presentation for 22nd Annual George Graham Lecture Breakout Session, Charlottesville, VA.
9. Zucker, T. A. (2008, January). Making instructional decisions for differentiated small groups and literacy centers. Teach For America (TFA) Professional Development Extension Session, TFA Summer Institute, Houston, TX.
10. Zucker, T. A. & Coffey, V. (2008, April). Motivating primary grade readers through technology. Invited presentation for 23rd Annual George Graham Lecture Breakout Session, Charlottesville, VA.
11. Landry, S. H., Zucker, T. A., Solari, E. J., & Coffey, S. (2010, August). Pre-Kindergarten Response to Intervention (P-RTI). Making Waves Across Texas CLI Returning Mentor Institute, Galveston, TX.
12. *Landry, S. H., Solari, E. J., Zucker, T. A., Coffey, S., Waxley, L., Aston, L. (2010, October). Zoning in on Language II: Developing talkers. Invited Presentation for Harlem Children's Zone Preschool Teacher Professional Development Training, New York, NY.
13. *Zucker, T.A. (2011, March). Individual differences in early language and literacy development. Invited Presentation for First 5 California and the Water Cooler Joint Conference, Sacramento, CA.
14. Zucker, T. A., Solari, E. J., Landry, S. H., Swank, P. R. & Williams, J. (2011, August). Improving early language and literacy: Developing talkers. Reviewed paper presentation, annual Houston Independent School District Department of Research and Accountability Program Evaluation and Research Series, Houston, TX.
15. Zucker, T.A. (2012, April). Effective strategies to support language development in young children. Friends of Children's Learning Institute Luncheon. Houston, TX
16. Zucker, T.A. (2012, July). Effective strategies to support oral language and develop talkers. Texas School Ready! Early Childhood Summer Institute. Fort Worth, TX.
17. *Zucker, T.A. (2012, August). Effective strategies to support oral language and develop talkers. Invited Presentation for House at Pooh Corner School, Teacher Professional Development Training. Houston, TX.

18. Crawford, A., Zucker, T.A., Aston, L., Tuyman, B., Mosegue-Bailey, P., Morgan, L., Waxley, T., (2012, September). Data-based mentoring and effective mentoring strategies. Texas School Ready! Early Childhood Institute. Houston, TX.
19. Zucker, T.A. (2013, February). Effective strategies to support oral language at home. Invited presentation for the Parish School, Parent Training, Houston, TX.
20. *Zucker, T.A. (2013, October). Rigorous pre-kindergarten instruction to ensure school readiness. Invited Presentation for Knowledge is Power Program (KIPP) Charter Schools, Regional Pre-Kindergarten Teacher Professional Development Training, Houston, TX.
21. Pentimonti, J., Zucker, T., Bowles, R., Justice, L., & Gort, M. (2014, October). Development and Validation of the Systematic Assessment of Book Reading. Crane Center for Early Childhood Research and Policy's inaugural Symposium on Children, Columbus, OH.
22. Zucker, T., Pentimonti, J., Bowles, R., & Tambyraja, S. (2015, January). Development and Validation of the Systematic Assessment of Book Reading. Children's Learning Institute, Work in Progress Meeting, Houston, TX.
23. Zucker, T. A., Carlo, M.S., Leuschen de Pico, D. Kallin, H., Hall, E., Glasper, T. (2015, July). Developing Talkers through Interactive Read Alouds: Building Academic Vocabulary and Fostering Higher-Level Thinking. Texas School Ready Summer Institute, Houston, TX.
24. Zucker, T. A. (2015, October). Assessing Impact: A Day of Learning. Invited Presentation to the H. H. Fleischman Foundation, Houston, TX.
25. Zucker, T.A., Cabell, S. Q., & Fox, L. (2016, January). Mobile app development for Teaching Together: A school-home intervention for young children at-risk for academic difficulties. Children's Learning Institute, Work in Progress Meeting, Houston, TX.
26. Cabell, S. Q., Zucker, T.A., & Fox, L. (2016, February). Mobile app development for Teaching Together: A school-home intervention for young children at-risk for academic difficulties. Center for the Advanced Study of Teaching and Learning, Work in Progress Meeting, Charlottesville, VA.
27. *Zucker, T. A., Cabell, S. Q., Fox, L., Copp, S. (2016, January). Laying the foundation for reading: Supporting language and literacy development in preschool. Invited Presentation to KIPP Houston Preschool Teachers, Houston, TX.
28. Cabell, S. Q., Zucker, T.A., & Fox, L. (2016, March). Parent engagement via text messages: Teaching Together: A school-home intervention for young children at-risk for academic difficulties. Center for the Advanced Study of Teaching and Learning, Work in Progress Meetings, Charlottesville, VA.
29. Zucker, T. A. (2016, April). Research-based oral language solutions for bilingual learners. Children's Learning Institute Community Lunch & Learn, United Way of Houston, Houston, TX.
30. Zucker, T. A., Carlo, M.S., Leuschen de Pico, D. Kallin, H. (2016, July). Developing Talkers through Interactive Read Alouds: Building Academic Vocabulary and Fostering Higher-Level Thinking. Texas School Ready Summer Institute, Austin, TX.

31. Zucker, T. A., Carlo, M.S., Leuschen de Pico, D. Kallin, H., Glasper, T., Masood, S., Mui, H. (2016, August). Developing Talkers through Interactive Read Alouds: Building Academic Language Skills. Children's Learning Institute Summer Teacher Workshop Series, Houston, TX.
32. Zucker, T. A., Carlo, M.S., Leuschen de Pico, D. (2016, September). Coaching Competencies for Developing Talkers through Interactive Read Alouds. Texas School Ready Coaching Camp, Houston, TX.
33. Zucker, T. A., Carlo, M. S. (2016, October). Developing Innovative, Research-Based Curricula to Support Language & Literacy Skills. Children's Learning Institute Community Lunch & Learn, United Way of Houston, Houston, TX.
34. Zucker, T. A., Masood, S., Mui, H. (2016, October). Intentional, Interactive Read Alouds. Systematic Assessment of Book Reading Teacher Workshop, Houston, TX.
35. Pico, D., Zucker, T. A., Carlo, M. S. (2016, March). Academic Vocabulary Instruction through Interactive Read-Alouds: Evidence-Based Teaching Practices. Early Matters & University of Houston Action Alliance, Houston, TX.
36. Carlo, M.S., Leuschen de Pico, D., Zucker, T. A., Kallin, H. (2017, June). Hablemos Juntos a través de la lectura compartida e interactiva. 2017 Texas School Ready Early Childhood Summer Institute, Dallas, TX.
37. *McCallum, C., Zucker, T. A., Morales, Z., Jacobs, E. (2018, February). Parent & Family Engagement. Invited Presentation at Barbara Bush Houston Literacy Foundation Literacy Partner Network Meeting, Houston, TX.
38. Morales, Z. S., Zucker, T. A., Trevino, G., Jacobs, E., de la Vega, A., Mui, H., Kallin, H. (2018, April) Teaching Together: Community Partners Workshop Facilitator Training, Children's Museum of Houston, Houston, TX.
39. Zucker, T. A., Mui, H., Morales, Z. S., & Kallin, H. (2018, May) Family Workshops: Facilitating Engaging, Evidence-Based Parent Trainings, Texas School Ready Summer Institute, Arlington, TX.
40. Zucker, T. A., Kallin, H. & Mui, H. (2018, May) Referencing Print during Preschool Read Alouds to Increase Children's Print Knowledge, Featured Presentation at Texas School Ready Summer Institute, Arlington, TX.
41. *Zucker, T. A., Pentimonti, J., Tambyraja, S., Bowles, R. (2018, June). Understanding and Using the Systematic Assessment of Book Reading. Invited Presentation, Florida Center for Reading Research, Florida State University, Tallahassee, FL.
42. Zucker, T. A. (2018, September). Mentoring Matters for Women in Education Research. Providing Opportunities for Women in Education Research (POWER). Blog post posted online: <http://www.womeninedresearch.com/news-and-information>

43. Zucker, T.A., McCallum, C. (2018, November). Sparking an interest in STEM for young children. Houston Fox 26 Local NEWS Live <https://www.iqmediacorp.com/ClipPlayer?ClipID=2872c2b8-fe19-425f-8529-6576e73a93c5&TE=%7B0%7D>
44. Zucker, T.A. (2019, June). Family advice for summer screen time limits. Houston Fox 26 Local NEWS Live <https://www.iqmediacorp.com/ClipPlayer?ClipID=cef1c60e-1c78-461b-945a-5ee59dfcc87a&TE=%7B0%7D>
45. Zucker, T. A. (2019, July). Teachers as too many simple questions during book reading with children. Guest interviewee for KRLD-AM Dallas News Radio <https://www.iqmediacorp.com/ClipPlayer?ClipID=26e3a691-f029-4e7f-afe7-e6eba275be01&TE=%7B0%7D>
46. *Zucker, T.A. (2019, August). The research file episode 54: Questions during shared book reading in the early years. Guest Interviewee for Teacher Magazine Podcast, Australian Council for Education Research. <https://www.teachermagazine.com.au/articles/the-research-files-episode-54-questions-during-shared-book-reading-in-the-early-years>
47. *Zucker, T. A. (2019, October). Family Engagement in Learning: Co-Learners Anywhere & Anytime. Children’s Learning Institute Community Lunch & Learn, United Way of Houston, Houston, TX.
48. *Zucker, T.A. (2020, June). Going Nuts for Words: Approaches for Early Academic Language Development. Texas School Ready Virtual Summer Institute.
49. *Zucker, T.A. (2020, July). Back to School Amidst COVID: Supporting Student Learning. Community Town Hall, All Staff at Memorial Herman Hospital and Texas Medical Center.
50. *Zucker, T.A. (2020, August). Back to School Amidst COVID-19: 60% of New Caney ISD parents uncomfortable sending students back to school. ABC News 13 Television Interview. <https://abc13.com/back-to-school-new-caney-isd-first-day-online/6363593/>
51. *Zucker, T.A., Crawford A., & Landry, S.H. (2020, September). UTHealth LIVE Learning from a Distance: Education During the Pandemic. Community Town Hall, All Staff at UTHealth.
52. Zucker, T.A. (2020, October). Challenges of Online Learning & Strategies for Successful Virtual Learning. ABC13 Local Eyewitness News. <https://www.iqmediacorp.com/ClipPlayer?ClipID=84cbdb72-e15e-4c31-ad79-1c2e076aafef&TE=%7B0%7D>
53. *Crawford, A., Landry, S. H., Zucker, T. A. (2021, January). Impacting early childhood education for Texas schools and families: Research-to-practice at scale. Invited virtual presentation, University of Texas System.
54. *Zucker, T. A. (2021, January). Building foundational skills to nurture developing talkers. Invited virtual webinar presentation to over 2,000 attendees, Scholastic Education. <http://teacher.scholastic.com/education/webinars.htm>

55. *Zucker, T. A., McCallum, C., Yeomans-Maldonado, G., Elias, C. (2021, January). Teaching Together: Engaging Parents and Preschoolers in STEM Activities & Academic Conversations. Invited virtual presentation, National Network of Education Research-Practice Partnerships.
56. Zucker, T.A., (2021, June). Building foundational language skills for early learners. Virtual presentation, Annual Early Childhood Conference, Education Service Center, Region 1 Texas.
57. *Zucker, T.A. (2021, August). Helping kids with math skills after COVID-19 Pandemic. Fox26 Local News. https://archive.tveyes.com/7313/meltwater/98267733-56f7-4a82-98e6-08c249d891e5/KRIV_08-16-2021_08.14.54.mp4
58. *Zucker, T.A., (2021, August). Accelerating Early Language to Improve Later Reading Comprehension. Scholastic EDU Blog. <https://edublog.scholastic.com/post/accelerating-early-language-improve-later-reading-comprehension>
59. Zucker, T.A. (2021, September). Making Data-based Decisions in a Flash with Aligned School-Home MTSS Models. Children’s Learning Institute Data Squad Virtual Conference, Houston, TX.
60. Zucker, T. , McCallum, C., Yeomans-Maldonado, G., Assel, M., Elias, C., Barnett, G., Hirlas, I., Hill, A. (2021, October). Feasibility of Behavior Change Techniques to Increase Parent Involvement in STEM with Young Children Experiencing Poverty. National Science Foundation, Annual PI meeting, Advancing Informal STEM Learning Project Showcase. Virtual meeting.
61. *Zucker, T.A., Garrity, N. (October, 2021). The Secret to Oral Language Development. HiMama International Webinar with over 110,000 registrants.