

MOLLY FULLER COLLINS

Department of Teaching and Learning
230 Appleton Place, Box 230 GPC
Nashville, TN 37203

Phone: (615) 322-8100 (ext. 7786) Fax: (615) 322-8999
molly.collins@vanderbilt.edu

CURRENT APPOINTMENT

Lecturer, Vanderbilt University, Nashville, TN since 2011
Teach undergraduate and graduate courses in language acquisition, linguistics, and first and second language acquisition. Direct IES-funded projects to study preschoolers' language development from story reading and play. PI for Peabody small research grants to study teachers' use of inferential talk and children's thinking during read alouds.

AREAS OF SPECIALIZATION

vocabulary acquisition
first and second language acquisition in young children
comprehension development
adult-child language interactions
improving the quality of curriculum and instruction in preschool

EDUCATION

Ed.D., BOSTON UNIVERSITY, Boston, MA 2004
School of Education, Program in Early Childhood Education
Dissertation: *ESL Preschoolers' English Vocabulary Acquisition and Story Comprehension from Storybook Reading*

M.S., KANSAS UNIVERSITY, Lawrence, KS 2001
Program in Applied Linguistics

M.Ed., BOSTON UNIVERSITY, Boston, MA 1994
School of Education, Program in Early Childhood Education

B.S., VANDERBILT UNIVERSITY, Nashville, TN 1992
Peabody College of Education, Program in Human Development

PROFESSIONAL EXPERIENCE

Assistant Professor, Erikson Institute, Chicago, IL 2004-2011
Served as PI on a longitudinal research study of EL's and on a multi-year, professional development project. Taught graduate courses in Language Acquisition and Cognitive Development. Advised graduate students. Conducted professional development. Provided service to the institute, community, and profession.

PROFESSIONAL EXPERIENCE (CONTINUED):
PROFESSIONAL DEVELOPMENT PROVIDER

CHICAGO PUBLIC SCHOOLS, Chicago, IL 2010-11

Teacher Trainer for Early Literacy Special Interest Group

Lead bimonthly, half-day seminars on the development of vocabulary, content knowledge, and comprehension skills during storybook reading.

APPLETON INTEGRATED SCHOOL DISTRICT, Appleton, WI 2010

Teacher Trainer/Consultant

Taught two, full-day seminars on vocabulary development for ELL preschoolers for teaching staff in school districts serving Hmong, native Spanish speakers, and monolingual English speakers; modeled reading in seven classrooms across three days.

EARLY READING FIRST, Chicago Public Schools, Chicago, IL 2005-2009

Professional Development Provider and Consultant

Taught biweekly language and literacy seminars for Head Start teachers, assistants, and classroom mentors twice monthly for 5 semesters for two, 4-year Early Reading First federal grant projects to create preschool centers of excellence; supervised graduate credit assignments; created instructional videotapes of classroom interaction; provided monthly mentor training on curriculum, coaching, and assessment.

EARLY READING FIRST, Gomes Elementary, New Bedford, MA 2005-09

Professional Development Provider and Consultant

Taught monthly language and literacy seminars for Head Start teachers, assistants, and classroom mentors via WebEx distance learning for 5 semesters for 4-year Early Reading First federal grant; supervised graduate credit assignments; created instructional videotapes for group study; conducted three annual on-site visits for PD, modeling, and classroom observation; worked with mentors on content, assessment rubrics, and conference talks.

INGRAHAM INTEGRATED PRESCHOOL, New Bedford, MA 2004

Teacher Trainer/Consultant

Taught biweekly language and literacy research seminars (bi-weekly for teachers; monthly for assistants) for assistants and teachers of bilingual and monolingual preschoolers; modeled classroom instruction; and observed teachers' and assistants' application of research to teaching in 10 preschool classrooms.

PROFESSIONAL EXPERIENCE (CONTINUED):
EARLY CHILDHOOD TEACHING

BOSTON UNIVERSITY, School of Education, Boston, MA 1998-2002

Graduate Teaching Assistant

Assisted lead teachers in implementation of daily activities for 18 preschoolers in The Early Childhood Learning Laboratory; supervised pre-practicum student teachers; wrote child progress reports; conducted semiannual parent conferences.

MANHATTAN & OGDEN HEAD STARTS, Manhattan & Ogdén, KS 1995,

Preschool Volunteer

1997-1998

Assisted Head Start teachers in curriculum implementation for 18 preschool children; planned and implemented small group activities for 1 day per week for 18 months.

FLINT HILLS JOB CORPS CHILD DEVELOPMENT CENTER, Manhattan, KS 1995-1996

Lead Teacher of Toddlers

Planned and implemented curriculum for 6-10 children between the ages of 18 months and 46 months; supervised two assistant teachers; completed reports; planned staff training; developed and maintained relationships with parents.

WESTMINSTER PRESBYTERIAN CHURCH, Nashville, TN 1988-1992

Teacher for Mother's Day Out Program

Planned and implemented daily curriculum for eight, 12- to 18-month-old children; supervised two team teachers during 8-week summer programs (1989 & 1990) and 18-week spring semester (1992).

HONORS

Outstanding Dissertation Award, International Reading Association	2005
National Academy of Education/Spencer Postdoctoral Fellowship Semifinalist	2005
Ansin Research Apprenticeship Award, Boston University	2004
Ansin Intercultural Dissertation Award, Boston University	2002-2003
Boston University School of Education Graduate Student Association Research Award	2002-2003
Bilingual Education Research Assistantship, Boston University (funded by the US Department of Education)	2000-2001
Graduate Research Assistant Scholarship Program Full Tuition, Boston University (funded through a National Science Foundation study of memory)	1998-2000
Boston University School of Education Full Tuition Scholarship, (offered and declined)	1998-2000
Erazmus Award in Applied Linguistics, Kansas University	1998
Dean's List, Vanderbilt University	1990-1992

AFFILIATIONS

American Educational Research Association
International Literacy Association
Literacy Research Association
Society for Research in Child Development
Society for the Scientific Study of Reading

PUBLICATIONS – BOOKS

Schickedanz, J.A., & Collins, M.F. (2013). *So much more than the ABCs: The early phases of reading and writing*. Washington, DC: National Association for the Education of Young Children.

PUBLICATIONS – INVITED BOOK CHAPTER

Collins, M.F., (2018). Storybook reading: Insights from hindsight. In C. Cassano and S. Dougherty (Eds.), *Pivotal research in early literacy: Foundational studies and current practices* (pp. 201-237). NY, NY: Guilford.

PUBLICATIONS – ARTICLES IN REFEREED JOURNALS

- Dickinson, D.K., Collins, M.F., Nesbitt, K.T., Toub, T.S., Hassinger-Das, B., Hadley, E.B., Hirsh-Pasek, K., & Golinkoff, R.M., (in press). Effects of teacher-delivered book reading and play on vocabulary learning and self-regulation among low-income preschool children. *Journal of Cognition and Development*.
- Dickinson, D.K., Nesbitt, K.T., Collins, M.F., Hadley, E.B., Newman, K., Rivera, B.L, Ilgaz, H., Nicolopoulou, A., Golinkoff, R.M., & Hirsh-Pasek-K. (in press). Teaching for breadth and depth of vocabulary knowledge: Learning from explicit and implicit instruction and the storybook texts. *Early Childhood Research Quarterly*.
- Schickedanz, J., & Collins, M.F. (2019). More fun tips for building alphabet letter-name knowledge. *Teaching Young Children, 12* (2), 28-29.
- Grifenhagen, J.F., Barnes, E.M., Collins, M.F., & Dickinson, D.K., (2017). Talking the talk: Translating research to practice. *Early Child Development and Care, 187*, (3-4), 509-526.
- Collins, M.F. (2016). Supporting inferential thinking in preschoolers: Effects of discussion on children's story comprehension. *Early Education and Development, 27* (7), 932-956.
- Hoffman, J., Collins, M.F., & Schickedanz, J.A. (2015). Instructional challenges in developing young children's science concepts using informational text read-alouds. *The Reading Teacher, 68* (5), 363-372.
- Collins, M.F. (2013). Sagacious, sophisticated, and sedulous: The importance of discussing 50-cent words with preschoolers. Article reprinted in *Teaching Young Children, 6* (4). Retrieved on October 10, 2014 from <http://www.naeyc.org/yc/files/yc/file/201211/YCCollins.pdf>
- Schickedanz, J.A., & Collins, M.F. (2012). For young children pictures in storybooks are rarely worth a thousand words. *The Reading Teacher, 65* (8), 539-549.
- Collins, M.F. (2012). Sagacious, sophisticated, and sedulous: The importance of discussing 50-cent words with preschoolers. *Young Children, 67* (5), 66-71.
- Collins, M.F. (2012). Sagacious, sophisticated, and sedulous: The importance of discussion 50-cent words with preschoolers. *Next for Young Children: A professional development resource, 67* (5).
- Collins, M.F. (2010). ELL preschoolers' English vocabulary acquisition from storybook reading. *Early Childhood Research Quarterly, 25* (1), 84-97.
- Collins, M.F., & Dennis, S. (2009). Targeting oral language in high-risk preschoolers. *National Head Start Association Dialog, 12*(3), 245-256.
- Meisels, S., Stott, F., Korfmacher, J., & Collins, M. (2007). Child psychology for the 21st century [Review of *Handbook of Child Psychology* (Vols. 1-4)]. *PsycCRITIQUES Contemporary Psychology: APA Review of Books, 52* (No.16), Article 17. Retrieved from the PsycCRITIQUES database.
- Collins, M.F. (2005). International Reading Association 2005 Outstanding Dissertation Award Abstract: ESL preschoolers' English vocabulary acquisition from storybook reading. *Reading Research Quarterly, 40* (4), 406-408.
- Schickedanz, J. A., Collins, M. F., Forsyth, P. D., Forsyth, G. A., & Schickedanz, D., (2001) *Test bank for understanding children and adolescents, 4th ed.* Allyn & Bacon: Needham, MA.
- Collins, M.F. (2000). Website practice test for *Understanding children and adolescents, 4th ed.*

(Schickedanz et al., 2001). Web address: <http://www.ablongman.com/schickedanz>

CONFERENCE PROCEEDINGS

- Collins, M.F. (2009). ELL vocabulary acquisition: More evidence from quality input during storybook reading. *Proceedings of the 33rd annual Boston University Conference on Language Development, Boston University*, (1), 84-95.
- Collins, M.F. (2006). ELL preschoolers' rare vocabulary learning: The effect of storybook reading on word classes. *Proceedings of the 30th annual Boston University Conference on Language Development, Boston University*, (1), 97-108.

PUBLICATIONS (IN PREPARATION)

- Collins, M.F. (2018). *Relationships between sophisticated vocabulary and general vocabulary development: Effects of a two-year storybook reading intervention on preschoolers' English vocabulary growth*. Manuscript in preparation.
- Collins, M.F., & Vu, C.M. (2018). *Examining relationships between teachers' growth in inferential talk during read alouds and children's story comprehension*. Manuscript in preparation.
- Collins, M.F., Janco, A., & McKeiver, D.M., (2018). *Sources of children's misunderstandings during read alouds: Knowledge about children's thinking to improve instruction*. Manuscript in preparation.
- Collins, M.F., Nesbitt, K.T., Rivera, B.L., Ilgaz, H., Toub, T.S., Hassinger-das, B.L.,... (2018). *Effects of a book reading and play intervention on children's story comprehension*. Manuscript in preparation.

TECHNICAL REPORTS

- L4R Project Team & Collins, M.F., (March 30, 2017). Institute of Education Sciences Annual Performance Report for ““Language for Reading,” *Principal Investigator* David Dickinson.
- Collins, M.F. & L4R Cross-site Project Team (March 31, 2016). Institute of Education Sciences Annual Performance Report for “Language for Reading,” *Principal Investigator* David Dickinson.
- Collins, M.F. & RPL Cross-site Team (March 31, 2015). Institute of Education Sciences Annual Performance Report for ““Increasing Vocabulary in Preschoolers: Using Cognitive Science to Guide Pedagogy (RiPPLe),” *Principal Investigator* David Dickinson.
- Collins, M.F. (March 29, 2014). Institute of Education Sciences Annual Performance Report for “Increasing Vocabulary in Preschoolers: Using Cognitive Science to Guide Pedagogy (RiPPLe),” *Principal Investigator* David Dickinson.
- Collins, M. F. (August 1, 2014). Peabody Small Research Grant Final Report for “Helping Teachers Support Inferential Thinking in Preschoolers during Storybook Reading,” *Principal Investigator* Molly F. Collins
- Collins, M.F. (March 30, 2013). Institute of Education Sciences Annual Performance Report for “Increasing Vocabulary in Preschoolers: Using Cognitive Science to Guide Pedagogy (RiPPLe),” *Principal Investigator* David Dickinson.
- Collins, M.F. (March 31, 2012). Institute of Education Sciences Annual Performance Report for “Increasing Vocabulary in Preschoolers: Using Cognitive Science to Guide Pedagogy (RiPPLe),” *Principal Investigator* David Dickinson.

OTHER SCHOLARLY WORK

Toub, T. S., Hassinger-Das, B., Ilgaz, H., Weisberg, D. S., Nesbitt, K. T., **Collins, M. F.**, Newman, K., Hadley, E. B., Rivera, B., Hirsh-Pasek, K., Golinkoff, R. M., Dickinson, D., & Nicolopoulou, A. (2018). *The language of play: Developing preschool vocabulary through play and shared book-reading*. Manuscript in press.

Dore, R. A., Shirilla, M., Saunders, T., Foster, L., Hopkins, E. J., Spiewak Toub, T. S., **Collins, M. F.**, Schatz, J., Scott, M., Lawson, J., Hadley, E. B., Golinkoff, R.M., Hirsh-Pasek, K., and Dickinson, D. (2017, October). *Time to go on a space adventure! Using digital games to support early vocabulary learning*. Poster presented at the Biennial Meeting of the Cognitive Development Society: Portland, OR.

Hirsh-Pasek, K., Hopkins, E. J., Scott, M. E., Schatz, J., Toub, T. S., Dickinson, D., **Collins, M.**, Lawson, J., Golinkoff, R. M., Dore, R. A., & Shirilla, M. (2017, October). The joy of vocabulary learning: A preschool reading and play intervention. In E. Albro (chair), *Words in the world: Novel approaches to improving preschoolers' vocabulary development*. Symposium conducted at the Biennial Meeting of the Cognitive Development Society: Portland, OR.

Hopkins, E. J., Scott, M. E., Schatz, J., Toub, T. S., **Collins, M. F.**, Lawson, J., Dore, R. A., Shirilla, M., Dickinson, D. K., Golinkoff, R. M., & Hirsh-Pasek, K. (2017, October). *Long-term benefits of boosting vocabulary through reading and play*. Poster presented at the Biennial Meeting of the Cognitive Development Society: Portland, OR.

Shirilla, M., Dore, R. A., Hopkins, E. J., Spiewak Toub, T. S., **Collins, M. F.**, Schatz, J., Scott, M., Lawson, J., Hadley, E. B., Dickinson, D., Hirsh-Pasek, K., and Golinkoff, R.M. (2017, October). *Self-regulation and general vocabulary knowledge in a guided play intervention*. Poster presented at the Biennial Meeting of the Cognitive Development Society: Portland, OR.

Preschool Project Leader Abu Dhabi/Vanderbilt Collaboration (2012-2016). Traveled to Abu Dhabi, UAE 3-4 times per year for 7-12 days per trip to train kindergarten teaching teams of English-speaking and Arabic-speaking staff in 12-14 classrooms at Atfal Kindergarten. Activities in Abu Dhabi included creating and providing 8-10 professional training seminars in language/literacy per visit, mentoring coaches, observing teaching staff, assisting with evaluation tools and training efforts, and collaborating with leadership teams on school improvement goals, hiring, and data interpretation. Activities at home (VU campus) included attending VU team meetings, contributing to project reports, providing data on language/literacy goals, writing bi-weekly updates for stakeholders, providing regular PD for coaches through distance technology, and communicating with principals and vice principals.

INVITED PRESENTATIONS

Collins, M.F., (2018, July). *Best practices in storybook reading: Fostering multiple skills*. Paper presented at the preconference institute, "Intentionally Planned Best Practices that Motivate Early Literacy Development," of the International Literacy Association, Austin, TX.

Collins, M.F., (2017, July). *Listening, thinking, and talking: Closing gaps and improving long-term literacy equity begin with access to high-quality talk in preschool*. Paper presented at the preconference institute, "Literacy

and Equity for PreK-3rd Grade Learners: Research-Supported, Standards-Based Practice,” of the International Literacy Association, St. Louis, MO.

Collins, M.F., (2016, July). *Guiding high quality story discussion*. Paper presented at the preconference institute, “Preparing Our Early Learners: Research and Strategies for Pre-K–3 Literacy Instruction,” of the annual meeting of the International Literacy Association, Boston, MA.

Collins, M.F. (February 11, 2016). *How early language development supports reading comprehension: Understanding research & practice*. Invited Webinar for JumpStart staff.

Collins, M. F. (2015, July). *Deeper knowledge, improved instruction, and better questions about practice: Effects of teachers’ assumption of personal leadership in professional development*. Paper presented at the preconference institute, “Best Practices for Children in All Areas of Early Literacy Instruction,” of the International Literacy Association, St. Louis, MO.

Collins, M. (2014, May). *Story comprehension in preschoolers: Literal details yes, but in support of higher-level thinking*. Paper presented at the preconference institute, “Supporting Literacy throughout the PreK, Kindergarten, and First Grade Day” of the annual meeting of the International Reading Association, New Orleans, LA.

Collins, M.F. (2013, October). Keynote address, “Developing oral language skills: The early years are too precious to wait” for Sioux Falls, South Dakota inservice for kindergarten, early childhood, and literacy-in-action teachers.

Collins, M.F. (2013, April). *Stars are hot? Considering the contribution of narratives to science concept development*. Paper presented within the symposium, “Effects of Science Content Knowledge on Early Literacy: The Children Speak” at the preconference institute, “Meeting the Needs of Our Diverse Children in Early Literacy Using CCSS’s for Assessment and Instruction” of the annual meeting of the International Reading Association, San Antonio, TX.

Collins, M. (2012, May). *On ounce of prevention: Using comprehension asides during storybook reading with preschool children*. Paper presented at the preconference institute, “Early Years Literacy and Language Instruction and Assessment” of the annual meeting of the International Reading Association, Chicago, IL.

Collins, M. (2011, May). *Comprehension matters in preschool: Developing knowledge and thinking during storyreading and discussion*. Paper presented at the preconference institute of the Vocabulary SIG at the annual meeting of the International Reading Association, Orlando, FL.

Cassano, C., Collins, M., & Schickedanz, J. (2010, April). *Vocabulary learning in the early years (Pre-K and K): Strategies to support and reasons for why we should*. Paper presented at the preconference institute of the annual meeting of the International Reading Association, Chicago, IL.

Collins, M.F., (2010, December). *Challenging talk for challenging thinking*. Paper presented at the Early Reading First working group at the annual meeting of Literacy Research Association, Ft. Worth, TX.

Collins, M.F. (2009, November). *Early literacy in today's digital age: Why the most important components don't even have an 'on' switch*. Panel presentation at the annual meeting of the National Communications Association, Chicago, IL.

Collins, M.F. (2009, January) *Less is less: How we underestimate preschoolers' vocabulary and comprehension skills and what we can do about it*. Research-to-practice symposium at Erikson Institute, Chicago, IL.

Collins, M.F. (2008, February). *The imperative for rich vocabulary development in preschool: Why we cannot wait*. Panel presentation for the California Preschool Instructional Network Meeting, *Principles and Practices from Multiple Perspectives: A Panel on Preschool English Language Learners*, Los Angeles, CA.

Collins, M. F. (2006, June). *Raising the bar on vocabulary learning from storybook reading: Using illustrations and extratextual comments to foster preschoolers' rare vocabulary learning*. Poster presented at the Royal Netherlands Academy of Arts and Sciences colloquium, "How Media Can Contribute to Early Literacy," Amsterdam, Netherlands.

Collins, M.F. (2006, January). *New directions for vocabulary acquisition and comprehension development in young children*. Presentation to the Erikson Alumni Association at the annual meeting of the Chicago Metro Association for the Education of Young Children.

Collins, M.F. (2005, November). *Developing ELL preschoolers' vocabulary and comprehension through storybook reading*. Presentation to the Erikson Institute Board of Trustees at the quarterly meeting.

Collins, M.F. (2004, September). *Sagacious, sophisticated, and sublime: ESL preschoolers' English vocabulary acquisition and story comprehension from storybook reading*. Literacy Education Colloquium Series, University of Illinois at Chicago, Chicago, IL.

REFEREED PRESENTATIONS

Collins, M.F., (2018). *Insights from hindsight: A process of examining pivotal works in storybook reading*. In C. Cassano and S. Dougherty (Chairs), *Anyone Can Steer the Ship, But it Takes a Leader to Chart the Course: Identifying the Support Pre-K Teachers and Children REALLY Need*. Paper presented at the annual meeting Literacy Research Association, Indian Wells, California.

Collins, M.F., Nesbitt, K.T., Rivera, B.L., Toub, T.S., Hassinger-Das, B.L., Ilgaz, H., ... (2017, April). *Effects of a book reading and play intervention on children's story comprehension*. In D. Dickinson (Chair), *Fostering Teachers' Skill in Supporting Inferential Thinking in Preschool*. Paper presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Vu, C., Collins, M.F., & Gleason, B. (2017, April). *Does teachers' learning during a scripted intervention to support preschoolers' inferential thinking increase and generalize to new texts?* In D. Dickinson (Chair), *Fostering Teachers' Skill in Supporting Inferential Thinking in Preschool*. Paper presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Vu, C.M., & Collins, M.F. (2016, December). *Examining relationships between teachers' growth in inferential talk during read alouds and children's story comprehension*. In E. Barnes (Chair), *Features of Teacher-Child Interactions that Foster Vocabulary Knowledge and Inferential Language in Preschool Classrooms*.

Paper presented at the 66th annual meeting of the Literacy Research Association, Nashville, Tennessee.

Janco, A., McKeiver, D.M., & Collins, M.F., (2016, December). *Sources of children's misunderstandings during read alouds: Knowledge about children's thinking to improve instruction*. In E. Barnes (Chair), Features of Teacher-Child Interactions that Foster Vocabulary Knowledge and Inferential Language in Preschool Classrooms. Paper presented at the 66th annual meeting of the Literacy Research Association, Nashville, Tennessee.

Collins, M.F., (2016, April). *Increasing children's and teachers' abilities to engage in inferential talk in preschool*. In M. McKeown (Chair), Talk that Supports Language across Grades. Paper presented at the annual meeting of the American Education Research Association, Washington, DC.

Dickinson, D.K., Collins, M., Hadley, E., Newman, K., Rivera, B., Nesbitt, K., Hassinger-Das, B., Toub, T. S., Golinkoff, R. M., Hirsh-Pasek, K. (2015, December). *Effects of a scalable teacher-delivered preschool book reading intervention*. In D.K. Dickinson (Chair), Vocabulary instruction in preK book reading. Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, California.

Collins, M.F., (2015, December). *Examining the difficulty of concepts present in children's story misunderstandings*. In Sharolyn Pollard-Durodola (Chair), Obstacles that Compromise Comprehension and Vocabulary Acceleration During Preschool Shared Bookreading. Symposium presented at the annual meeting of the Literacy Research Association, Carlsbad, California.

Collins, M.F. (2015, December). *Relationships between teachers' vocabulary support behavior and children's Tier 2 vocabulary, story retell, and comprehension*. In To Be Named (Chair), Vocabulary Instruction in PreK Bookreading. Symposium presented at the annual meeting of the Literacy Research Association, Carlsbad, California.

Toub, T. S., Hassinger-Das, B., Ilgaz, H., Weisberg, D. S., Nesbitt, K. T., Collins, M. F., Eye, J., Hadley, E., Rivera, B., Newman, K., Golinkoff, R. M., Hirsh-Pasek, K., Dickinson, D. K., Nicolopoulou, A. (2015, October). *Learning through play: Improving vocabulary knowledge for low-income preschoolers*. In N. M. Isacoff (Chair), Vocabulary and cognitive development: Crossing the basic-applied divide. Symposium conducted at the Ninth Biennial Meeting of the Cognitive Development Society, Columbus, Ohio.

Collins, M.F., & Schickedanz, J.A. (2015, July). *Knowledge teachers need to provide high quality feedback for children's story misunderstandings*. Paper presented at the annual meeting of the International Literacy Association, St. Louis, Missouri.

Dickinson, D., Collins, M. F., Hadley, E. B., Nesbitt, K.T., Rivera, B. L., Hassinger-Das, B., Toub, T.S., Golinkoff, R.M., & Hirsh-Pasek, K., (2015, July). *Effects of teacher-delivered book reading on preschool children's receptive and expressive vocabulary*. Paper presented at the annual conference of the Society for the Scientific Study of Reading, The Big Island, Hawaii.

Collins, M.F.(2015, March). *Effects of an intervention to improve teachers' support for preschoolers' inferential thinking during book reading*. In D.K. Dickinson (Chair), "The Quality of Book Reading in Preschool,"

at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

Toub, T. S., Hassinger-Das, B., Nesbitt, K. T., Unlutabak, B., Wilson, S., Nicolopoulou, A., Collins, M. F., Ilgaz, H., Newman, K., Hadley, E., Rivera, B., Hirsh-Pasek, K., Golinkoff, R. M., & Dickinson, D. (2015, March). *Playing for words: Best practices for guided play in support of vocabulary development*. In B. Hassinger-Das (Chair), *Learning to play: Identifying and assessing key elements of playful learning*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

Dickinson, D. K., Collins, M. F., Hadley, E. B., Nesbitt, K. T., Newman, K., Pierce, M., Rivera, B. L., Ilgaz, H., Hassinger-Das, B., Toub, T. S., Nicolopoulou, A., Golinkoff, R., & Hirsh-Pasek, K. (2015, March). *The challenge of changing preschool teachers' language practices*. In A. L. Mendelsohn & A. Weisleder (Chairs), "Applying developmental science in real world settings to address poverty-related disparities in school readiness." Symposium conducted at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

Newman, K., Dickinson, D.K., Collins, M.F., Hadley, E.B., Nesbitt, K.T., Pierce, E.M., Rivera, B.L., Ilgaz, H., Hassinger-Das, B., Toub, T. S., Eye, J., Nicolopoulou, A., Golinkoff, R.M., & Hirsh-Pasek, K. (2015, March). *Effects of Scalable Teacher-Delivered Book Reading on Preschool Children's Vocabulary*. In D. K. Dickinson (Chair), *The Quality of Book Reading in Preschool*. Symposium to be presented at the biennial meeting of the Society for Research in Child Development. Philadelphia, Pennsylvania.

Hassinger-Das, B., Toub, T. S., Ilgaz, H., Weisberg, D. S., Collins, M. F., Nesbitt, K. T., Eye, J., Hadley, E. B., Newman, K., Rivera, B., Wilson, S., Unlutabak, B., Hirsh-Pasek, K., & Golinkoff, R. M., Dickinson, D., & Nicolopoulou, A. (2015, March). *The Read-Play-Learn project: Adding playful learning activities to shared book reading to develop vocabulary*. In M. Rincon, A. Learmonth, & K. Cuevas (Chairs), *Comparative aspects of play in humans and rodents*. Symposium conducted at the annual meeting of the Eastern Psychological Association, Philadelphia, Pennsylvania.

Hassinger-Das, B., Toub, T. S., Ilgaz, H., Weisberg, D., Nesbitt, K. T., Collins, M. F., Eye, J., Hadley, E. B., Rivera, B. L., Newman, K., Hirsh-Pasek, K., Golinkoff, R. M., Dickinson, D., & Nicolopoulou, A. (2015, March). *Playing to learn: How book-reading + guided play can improve vocabulary for low-income preschoolers*. In T. S. Toub (Chair), *Beyond book-reading: Promoting vocabulary development through innovative activities*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

Collins, M.F. (2014, December). *Examining the quality of talk about stories in preschool classrooms: Current practice and intervention outcomes*. In William Teale (Chair), *Examining the Quality of Teacher Talk for Supporting Children's Thinking*. Symposium conducted at the annual meeting of the Literacy Research Association, Marco Island, Florida.

Hassinger-Das, B., Toub, T. S., Ilgaz, H., Weisberg, D. S., Nesbitt, K. T., Collins, M. F., Eye, J., Hadley, E. B., Rivera, B. L., Newman, K., Hirsh-Pasek, K., & Golinkoff, R. M., Dickinson, D., & Nicolopoulou, A. (2014, November). *Learning through play: Improving low-income preschoolers' vocabulary knowledge*. Poster presented at *shaping the developing brain: Prenatal through early childhood*, Fifth Annual Aspen Brain Forum, New York, New York.

- Collins, M.F. (2014, July). *Supporting inferential thinking in preschoolers during storybook reading*. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Santa Fe, New Mexico.
- Toub, T. S., Hassinger-Das, B., Ilgaz, H., Hirsh-Pasek, K., Golinkoff, R., Dickinson, D., Collins, M. F., Nesbitt, K., & Nicolopoulou, A. (2014, November). *Playful learning: Promoting preschoolers' vocabulary development through adult-supported play*. Paper presented at the 39th annual Boston University Conference on Language Development, Boston, USA.
- Collins, M.F. (2014, July). *Exploring teachers' support for children's story comprehension*. Poster presented at the Head Start Research Conference, Washington, DC.
- Collins, M.F. (2014, June). *Helping teachers improve support for story comprehension by examining children's vocabulary and syntax misunderstandings*. Paper presented at the NAEYC Professional Institute for Early Childhood Educators, Minneapolis, MN.
- Schickedanz, J.A., & Collins, M.F. (2013, December). *Teachers' responses to preschoolers' story misunderstandings: Moving beyond simple corrections*. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Dickinson, D., Hirsh-Pasek, K., Golinkoff, R. M., Nicolopoulou, A., & Collins, M. (2013, April). *The Read-Play-Learn intervention and research design*. In A. Nicolopoulou (Chair), Effects of varied types of adult-supported play on preschool children's receptive vocabulary learning. Society for Research on Child Development, Seattle, WA.
- Dickinson, D.K., Turner, K.A., Collins, M.F., Golinkoff, R.M., Ilgaz, H., Weisberg, D., Hadley, E.B., Newman, K.M., & Rivera, B.L. (April, 2013). *More learning occurs when book reading is followed by teacher-supported play*. In S.J. Wilson, (Chair), Reading and Teacher-Guided Play: Teaching and Learning Processes Associated with Enhanced Vocabulary Learning in Preschool. Paper presented at the American Educational Research Association Conference, San Francisco, CA.
- Collins, M.F. (2012, November). *Mealtimes as a context for supporting the vocabulary growth of preschoolers*. Paper presented within the symposium, "Preschool Classrooms' Support for Academic Language Development from a Communities of Practice Perspective" at the 62nd annual meeting of the Literacy Research Association, San Diego, CA.
- Schickedanz, J., & Collins, M.F. (2012, November). *The story on storybook reading: Much left to be told*. Paper presented at the symposium, Syntheses of Research related to Literacy Development in Infants, Toddlers, and Preschoolers, of the 62nd annual meeting of the Literacy Research Association, San Diego, California.
- Collins, M.F. (2012, November). *The story on storybook reading: Much left to be told!* Paper presented at the symposium, Syntheses of Research Related to Literacy Development in Infants, Toddlers, and Preschoolers of the 62nd annual meeting of the Literacy Research Association, San Diego, California.
- Collins, M.F. (2012, November). *Mealtimes as a context for supporting the vocabulary growth of preschool children*. Paper presented within the symposium, Preschool Classrooms' Support for

Academic Language Development from a Communities of Practice Perspective at the 62nd annual meeting of the Literacy Research Association, San Diego, California.

Hadley, E.B., Dickinson, D.K., & Collins, M. F. (2012, November). *Investigating the impact of book-reading on depth of preschoolers' word knowledge*. In D.K. Dickinson, Chair, *Fostering depth of vocabulary knowledge in preschoolers through book reading and play*. Paper presented at the Literacy Research Association Conference, San Diego, California.

Newman, K. M., Dickinson, D.K., & Collins, M. (2012, November). Preschoolers' spontaneous talk during adult-supported play and word learning. In D.K. Dickinson, Chair, *Fostering depth of vocabulary knowledge in preschoolers through book reading and play*. Paper presented at the Literacy Research Association Conference, San Diego, California.

Collins, M.F. (2012, May). *Developing knowledge and comprehension in preschoolers: High cognitive demand talking and thinking*. Poster presented at the LDYC Special Interest Group Research Symposium, Supporting the Development of Comprehension in the Early Years, at the annual meeting of the International Reading Association, Chicago, Illinois.

Collins, M.F. (2012, April). *Examining sophisticated vocabulary use by preschool teachers during mealtime conversations*. Paper presented within the symposium, Sophisticated Vocabulary Use and Support by HeadStart Teachers, at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

Collins, M.F. (2011, December). *Supporting vocabulary and comprehension. Multiple goals for storybook reading*. Paper presented within a symposium at the annual conference of the Literacy Research Association, Jacksonville, Florida.

Collins, M.F. (2011, December). Effects of high-cognitive demand talk on preschoolers' story comprehension. Paper presented at the annual conference of the Literacy Research Association, Jacksonville, Florida.

Collins, M. (2010, December). *Relationships between sophisticated vocabulary and general vocabulary development: Effects of a storybook reading intervention on ELL preschoolers' vocabulary growth*. Paper presented at the annual meeting of the Literacy Research Association, Ft. Worth, Texas.

Schickedanz, J. & Collins, M. (2010, May). *Studying children's confusions and teachers' feedback responses during storybook reading*. Paper presented at the annual meeting of the American Educational Research Association, Denver, Colorado.

Collins, M. & Dennis, S. (2010, May) *Targeting oral language development in at-risk preschoolers*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

*Collins, M.F. (2009, December). *Developing English language learners' vocabulary in preschool: Preliminary findings from a 2-Year Storybook reading intervention*. Paper presented at the 59th annual meeting of the National Reading Conference, Albuquerque, New Mexico. *Received Area Chair award.

Collins, M.F., & Allison, S. (2009, May). *Sister projects: Challenges and celebrations of sharing resources between two concurrent ERF projects*. Paper presented within a roundtable discussion of the Literacy

Development in Young Children Research Symposium at the annual meeting of the International Reading Association, Minneapolis, Minnesota.

Collins, M.F. (2009, May). *Intentional instruction and early childhood education: A critical fellowship for quality*. Paper presented at the Preconference Institute of the annual meeting of the International Reading Association, Minneapolis, Minnesota.

Collins, M.F. (2009, April). *How home reading contributes to ELL children's vocabulary acquisition: Evidence for language-specific input*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.

Collins, M.F. (2009, February). *Intentional instruction and early childhood education: Debunking the myths and welcoming the fellowship*. Paper presented at the Preconference Institute at the annual meeting of the International Reading Association, Phoenix, Arizona.

Collins, M.F. (2008, October). *ELL vocabulary acquisition from storybook reading: More evidence from quality input during storybook reading*. Paper presented at the 33rd annual meeting of the Boston University Conference on Language Development, Boston, Massachusetts.

Collins, M.F. (2008, July). *Home reading practices of Portuguese ELL preschoolers*. Interactive poster session presented at the annual meeting of the Society for the Scientific Study of Reading, Asheville, North Carolina.

Collins, M.F. (2008, June). *Preschoolers' vocabulary growth: Gaining ground on the gap?* Poster presented at the biennial meeting of the Head Start Research Conference, Washington DC.

Schickedanz, J., & Collins, M. (2008, May). *Examining children's misunderstandings during storybook reading*. Paper presented at the Literacy Development in Young Children Research Symposium at the annual meeting of the International Reading Association, Atlanta, Georgia.

Collins, M.F., (2007, May). *Raising the bar on the quality of story discussion: Developing cognitively-stimulating discussions of books with preschoolers*. Paper presented at the annual meeting of the International Reading Association, Toronto, Ontario, Canada.

Collins, M.F., Schickedanz, J.A., & Dickinson, D.K. (2007, May). *"We're all in this together": A guiding principle for a comprehensive PD plan*. Paper presented at the Literacy Development in Young Children (LDYC) Preconference Institute at the annual meeting of the International Reading Association, Toronto, Ontario, Canada.

Collins, M.F. (2007, May). *Building oral language foundations in preschool*. Paper presented at the Second Language Literacy and Learning Commission's Preconference Institute at the annual meeting of the International Reading Association, Toronto, Ontario, Canada.

Collins, M.F. (2007, April). *Sagacious, sophisticated, and sedulous: The importance of teaching unusual words to preschoolers*. Paper presented at the vocabulary special interest group research symposium at the annual meeting of the American Educational Research Association, Chicago, IL.

Collins, M., Parish, J., Hirsh-Pasek, K., & Golinkoff, R. (2006, November). *Electronic books: Boon or bust for interactive reading?* Poster presented at the 32nd annual meeting of the Boston University Conference on Language Development, Boston, MA.

Collins, M.F. (2006, May). *Sagacious, sophisticated, and sedulous: Talking about unusual words with preschoolers.* Paper presented at the annual meeting of the International Reading Association, Chicago, Illinois.

Schickedanz, J.A., & Collins, M.F. (2006, May). *Supporting preschool children's understanding of stories.* Paper presented at the annual meeting of the International Reading Association, Chicago, Illinois.

Collins, M.F. (2006, April). *Raising the bar on vocabulary learning in preschool: Which words are worthy?* Poster presented at the Vocabulary SIG at the annual meeting of the American Educational Research Association, San Francisco, California.

Collins, M.F. (2006, April). *The home reading practices of skilled ELL preschoolers: Characteristics of frequency, content, and language and their impacts on word learning and comprehension.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.

Collins, M.F. (2005, November). *ELL preschoolers' rare vocabulary learning: The effect of storybook reading on word classes.* Paper presented at the 31st annual meeting of the Boston University Conference on Language Development, Boston University, Boston, Massachusetts.

Bus, A., Evans, M., Aram, D., & Collins, M. (2005, August). *Storybook reading in preschoolers.* Symposium presented at the 11th biennial meeting of the European Association for Research on Learning and Instruction, University of Nicosia, Nicosia, Cyprus.

Collins, M.F. (2005, May). *ESL preschoolers' English vocabulary acquisition and story comprehension from storybook reading.* Session presented by the Commission for Second Language Literacy and Learning at the preconference institute of the annual meeting of the International Reading Association, San Antonio, Texas.

Dickinson, D.K., & Collins, M.F. (2005, May). *Supporting language development of first and second language learners throughout the day.* Paper presented at the preconference institute of the Literacy Development in Young Children special interest group at the annual meeting of the International Reading Association, San Antonio, Texas.

Collins, M.F. (2005, April). *From monolingual to bilingual: Second language learning strategies used by a Korean preschooler.* Poster presented at the biennial meeting of the Society for Research on Child Development, Atlanta, Georgia.

Collins, M.F. (2005, April). *ESL preschoolers' English vocabulary acquisition and story comprehension from storybook reading.* Poster presented at the biennial meeting of the Society for Research on Child Development, Atlanta, Georgia.

Collins, M.F. (2004, May) *The contribution of storybook reading to second language acquisition.* Poster presented at the annual meeting of the International Reading Association, Reno, Nevada.

Collins, M.F. (2004, April). *ESL preschoolers' English vocabulary acquisition and story comprehension from storybook reading*. Paper presented at the meeting of the American Educational Research Association, San Diego, California.

Collins, M.F. (2004, January). *The role of input: ESL preschoolers' English vocabulary acquisition from storybook reading*. In BAAL/CALS' Vocabulary knowledge and use: Measurements and applications. Workshop sponsored by the British Association of Applied Linguistics and the Centre for Applied Language Studies and conducted at the University of the West of England, Bristol, England.

Collins, M.F. (2003, November). *ESL preschoolers' English vocabulary acquisition from storybook reading*. Paper presented at the 27th annual Boston University Conference on Language Development, Boston, Massachusetts.

GRANTS & FUNDED PROJECTS

<i>Principal (Faculty) Investigator</i>	2016-2018
Project Title: Examining Relationships between Teachers' Growth in Inferential Talk during Read Alouds and Children's Story Comprehension (Vanderbilt Undergraduate Student Research Program 2016 - \$5,000)	
<i>Principal Investigator</i>	2015-2017
Project Title: Teachers' Responses to Story Misunderstandings: Moving Beyond Simple Corrections (Vanderbilt University, Peabody College Small Grant Award - \$6,123)	
<i>Project Director (Dickinson PI)</i>	2015-2018
Project Title: Language for Reading (VU is a subcontractor to Temple University, Kathy Hirsh-Pasek, PI) (Goal 2 resubmission to Institute of Education Sciences - \$1,500,000)	
<i>Project 1 KG Team Director</i>	2011 - 2016
Project Title: Abu-Dhabi/Vanderbilt University Partnership	
<i>Co-Principal Investigator with David Dickinson</i>	not funded
Project Title: Helping Teachers Support Inferential Thinking in Preschoolers During Storybook Reading (2014 Goal 2 resubmission to the Institute of Education Sciences - \$1,500,000)	
<i>Co-Principal Investigator with Dickinson</i>	not funded
Project Title: A Scalable Professional Development Approach to Supporting Kindergarten Teachers' Storybook Reading (Goal 2 submission to the Institute of Education Sciences - \$1,500,00)	
<i>Principal Investigator</i>	2013-2014
Project Title: Helping Teachers Support Inferential Thinking in Preschoolers-Pilot (Vanderbilt University, Peabody College Small Grant Award - \$8,875)	
<i>Project Director</i> - no role in preparation	

Project Title: Increasing Vocabulary in Preschoolers: Using Cognitive Science to Guide Pedagogy (Principal Investigator: David Dickinson) 2011-2015
(Institute of Education Sciences - \$1,687,000)

Principal Investigator

Project Title: ELL Kindergartners' Vocabulary Acquisition and Story Comprehension: Improving Instructional Quality During Storybook Reading 2008-09
(Lloyd A. Fry Foundation - \$60,000)

Principal Investigator

Project Title: ELL Preschoolers' Vocabulary Acquisition and Comprehension 2007-08
(Lloyd A. Fry Foundation - \$44,000)

Principal Investigator

Project Title: Chicago Public Schools Early Reading First 2005-09
(U.S. Department of Education - \$3,200,000 - awarded to CPS)

Key Personnel

Project Title: New Bedford Public Schools Early Reading First 2005-09
(U.S. Department of Education - \$3,000,000 – awarded to NBPS)

UNIVERSITY TEACHING & ADVISING (F=fall semester; S=spring semester; SM= summer)

Campus-based Courses

- ◆ EDUC 6530: Educational Linguistics and Second Language Acquisition (VU) – S17,18, F17,18
- ◆ EDUC 3214: *Theory and Methods of Reading Instruction in Elementary Grades* (VU) – F16
- ◆ ENED 2430: *Fostering Language in Diverse Classrooms* (Vanderbilt University) – F15-18, S18
- ◆ EDUC 2430: *Problems in Literacy Learning* (Vanderbilt University) – F14
- ◆ EDUC 2550/ 3550: *Linguistics and Second Language Acquisition* (Vanderbilt University) – F13
- ◆ ENED 2030: *Fostering Language in Diverse Classrooms* (Vanderbilt University) – F11, F12,F14
- ◆ *Development of Cognition, Language, and Play I: Cognitive Development* (Erikson Institute) - F04, 05,06,07,08,09,10
- ◆ *Development of Cognition, Language, and Play II: Language Acquisition* (Erikson Institute) - S05, 06,07,08,09,10,11
- ◆ *Emergent Literacy Seminar Series* (Erikson Institute - see also Professional Development) F05,S06,F06,S07,F07,S08,F08,S09
- ◆ *Integrative Methods Seminar* (Erikson Institute) (8 masters students)- F04, S05
- ◆ *Group Advising Seminar* (Erikson Institute) (20 masters students)- F04,S05; F08,S09; F09,S10
- ◆ *Internship Advisory* (Erikson Institute) (6-7 masters students)- F04,S05; F05,S06; F09,S10; F10,S11
- ◆ *Introduction to Language and Language Acquisition* (Boston University - teaching assistant for Shanley Allen) - F03
- ◆ *Early Childhood Education Pre-practicum* (Boston University - supervision assistant for Judith Schickedanz) F98, S99, F99,S00, F00,S01, F01,S02
- ◆ *Introductory Linguistics* (Kansas University - teaching assistant for Naomi Bolotin S98; primary instructor SM98)
- ◆ *Upward Bound* (Kansas University - resident advisor) SM98

Online/Distance Courses

- ◆ *Development of Cognition, Language, and Play I: Cognitive Development* (Erikson Institute) – SP11
- ◆ *WebEx - Emergent Literacy Seminar Series* for New Bedford, MA Early Reading First Project (Erikson Institute - see also Professional Development) F05,SP06,F06,SP07,F07,S08,F08,SP09

SERVICE (Selected)*Professional Field*

Member, National JumpStart Early Education Council	since 2012
Ad hoc Reviewer <i>Reading Research Quarterly</i>	since 2019
Guest Reviewer <i>Journal of Literacy Research</i>	since 2017
Guest Reviewer <i>Child Development</i>	since 2016
Guest Reviewer <i>Infant and Child Development</i>	since 2016
Reviewer <i>Early Education and Development</i>	since 2015
Reviewer <i>Reading Teacher</i>	since 2010
Reviewer <i>Early Childhood Research Quarterly</i>	2006-2013, 2018
Reviewer, AERA Vocabulary Sig Poster Session	since 2015
Junior-Member-at-Large, Early Childhood & Education Special Interest Group, American Educational Research Association	2011-13
Reviewer <i>National Head Start Research Journal</i>	2011
Reviewer, Research Poster Session, International Reading Association	2007-2014
Member, Literacy Development in Young Children Special Interest Group, ILA	since 2004
Member, AERA Vocabulary Special Interest Group	since 2010
Program Chair-elect AERA Vocabulary Special Interest Group	2018-2019
Reviewer, Boston University Conference on Language Development	2005-2012
Reviewer, AERA Early Education Child Development SIG Dissertation Award	2019
Guest Reviewer <i>Journal of Child Language</i>	2007-08
Head Start Literacy Panel member	2009
President, Literacy Development in Young Children, Special Interest Group, IRA	2008 - 2010
Member, Commission on Second Language Literacy and Learning, IRA	2004-2007

University-level (Vanderbilt)

Kappa Delta Pi – Faculty Sponsor	since 2015
Reviewer, VUSR Research Proposals	2019
Peabody Honor Council Representative	2019

University-level (Erikson Institute)

Institutional Review Board, Member	2004-2011
Student Committee, Co-chair	2004-10
Library Committee, Member	2004-08
Faculty Council Executive Board, Secretary	2005-10
Teacher Education Committee, Member	2004-10
Master's Curriculum Committee, Member	2004-10
Doctoral Program Committee, Member	2005-09
Diversity Committee, Member	2006-08

Department of Teaching & Learning (Vanderbilt)

Capstone Reviewer

since 2017

Doctoral Student Presentations, Reviewer

2011- 2015

Elementary & Early Childhood Program Committee

since 2014

Informal Doctoral Student Mentor (RPL, L4R project students)

since 2011