



Date: 11/27/19

To:

From:

RE: Addendum – QTurn LLC Early Childhood Education Qualifications for Key Staff

Charles Smith, PhD

Recent professional service

- 2018 - present - Michigan Department of Education Early Childhood Education Workforce Work Group - https://www.michigan.gov/mde/0,4615,7-140-80635_86000-497712--,00.html
- 2017 - present Michigan Department of Education Family Engagement Work Group, Assessment Committee Lead - <https://www.michigan.gov/mde/0,4615,7-140-5233---,00.html>

Employment

Director, Youth Development Division, High/Scope Educational Research Foundation, Ypsilanti, MI, 2003-2007. Principal researcher for the *Youth Program Quality Assessment Validation Study* and *Youth Program Quality Intervention Impact Study*. Managed three cycles of High/Scope Institute for Ideas camp for at-risk youth.

Research Associate, Research Division, High/Scope Educational Research Foundation, Ypsilanti, MI, 2000-2003. Managed design and roll-out of the nation's first lower-stakes quality improvement system (QIS) for 2000 state-funded *Michigan School Readiness Program* classrooms. Managed longitudinal impact evaluation of Michigan School Readiness Program - <https://www.michigan.gov/mde/0,4615,7-140--20374--,00.html>

Funded Evaluations

Smith, C. (2002-2003). *Evaluation of the Dolly Parton's imagination library program*. Annie E. Casey Foundation; \$50,000 funded.

Smith, C. (1999-2004). *Michigan school readiness program evaluation: Phases II*. Michigan Department of Education; \$600,000 funded.

Smith, C., & Hohmann, C. (1999-2002). *Michigan grantee evaluation support project*. W.K. Kellogg Foundation; \$450,000 funded.

Publications

Smith, C. (2003). *Literacy outcomes and the household literacy environment: An evaluation on Dolly Parton's imagination library program*. Ypsilanti, MI: High/Scope Foundation.

Smith, C. Schweinhart, L., & Xiang, Z. (2002). *Effects of Michigan's state preschool program through Age 10*. Unpublished manuscript for years 3-6 longitudinal impact findings.

Schweinhart, L. & Smith, C. (2001). *Effects of Recent High/Scope curriculum support on school achievement and reducing discipline referrals: Evidence on effectiveness for the catalog of school reform models at the Northwest regional educational laboratory*. High/Scope Press, Ypsilanti, MI.

Smith, C. (2001). *The Michigan school readiness program's grantee evaluation support project: Final report to the W.K. Kellogg foundation and Michigan department of education*. Ypsilanti, MI: High/Scope Foundation.

Smith, C. (2001). Revalidating the High/Scope elementary curriculum a decade later, Part II: Higher order thinking skills. *High/Scope Resource Magazine* Vol. 20, No.5.

Smith, C. (2001). Revalidating the High/Scope elementary curriculum a decade later,, Part I: Achievement tests. *High/Scope Resource Magazine* Vol. 20, No. 4.

Xiang, Z., Schweinhart, L. J., Hohmann, C., Smith, C., Storer, E., & Oden, S. (2000). *Points of light: Third year report of the Michigan school readiness evaluation*. Ypsilanti: High/Scope Educational Research Foundation.

Presentations

2002. *Same program at half the price?: Exploring differences in compensation levels in a state funded preschool program*. National Association for the Education of Young Children Annual Meeting, New York, NY.
2001. *Varied statewide approaches to assessing the readiness of children and schools*. National Association for the Education of Young Children Annual Meeting, Washington, DC.
2000. March. *Measuring up: A statewide approach to school readiness assessment*. National Summit on School Readiness Assessment, Research Park Triangle, NC.
2000. *Integrating school readiness and early elementary information on children at risk of school failure*. Michigan Association for the Education of Young Children annual meeting.

Trainings Delivered

- Child Observation Record*. (2002). Two day training for the High/Scope Child Observation Record preschool child assessment.
- Preschool Program Quality Assessment* (2002). One day training for the High/Scope Preschool Program Quality Assessment.
- Gathering Data to Improve Your Preschool Program*. (2000). Conference session for Michigan AEYC and Michigan Collaborative Conferences.
- Building Partnerships for Continuous Program Improvement*. (2000). One day training & technical assistance curriculum developed for the Michigan Department of Education.
- Evaluation Design Workshop*. (1999). Full-day workshop developed for the Michigan School Readiness Program Grantee Evaluation Support Project.
- Individual Program Consultations*. (1999). Part-day customized county-level data presentation and technical assistance workshop for Michigan Department of Education preschool classrooms and Head Start.
- Using the Computerized Child Observation Record (PC and Mac)*. (1999). Full-day training (developed by C. Hohmann) designed to familiarize user of the Child Observation Record with the computer version of the assessment tool.

Stephen Peck, PhD

Selected empirical or review papers and presentations involving children 0 to 6 years of age:

- Davis-Kean, P. E., Peck, S., Eccles, J. S. (2004, July). The Indirect role of Parental Beliefs and Children's Beliefs on the Prediction of Children's Academic Ability. Paper presented at the International Society for the Study of Behavioral Development, Ghent, Belgium.
- Sameroff, A. J., Gutman, L. M., & Peck, S. C. (2003). Adaptation among youth facing multiple risks: Prospective research findings. In S. S. Luthar (Ed.), *Resilience and vulnerability: Adaptation in the context of childhood adversities* (pp. 364-391). New York: Cambridge University Press.
- Peck, S. C., & Sameroff, A. J., Ramey, S. L., & Ramey, C. T. (1999, April). Transitions into School: Ecological Risks for Adaptation in a National Sample. In K. L. Bell & K. M. Jodl (Chairs), *Adolescents' academic beliefs and behavior: Individual differences and contextual factors*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Selected theoretical papers and presentations- pertinent to children 0 to 6 years of age (e.g., explaining the nature and role of sensory-affective-motor schemas, which dominate development from 0 to 6 years of age, in healthy development...and how to study them using multilevel systems theory and pattern-centered methods):

- Peck, S. C., Smith, C., & Smith, L. (2019). The *multilevel person-in-context ~ neuroperson* (MPCn) model: Guidance for quality improvement systems (QIS) focused on socio-emotional skill growth and transfer outcomes [QTurn White Paper #1]. Ypsilanti, MI: QTurn. <https://qturngroup.com/MPCn>

- Peck, S. C. (2018). Revisiting Erikson's neglected concepts of ego-identity and self-identity: Hidden persuaders in the twilight zones of awareness. *Archives of Psychology, 2*(1), 1-25.
- Bogat, G. A., Zarrett, N., Peck, S. C., & von Eye, A. (2012). The person-oriented approach and community research. In L. A. Jason & D. S. Glenwick (Eds.), *Innovative methodological approaches to community-based research* (pp. 89-109). Washington, DC: APA.
- Peck, S. C. (2009). Using multilevel systems theory to integrate dynamic person-in-context systems. *Journal of Research in Personality, 43*, 262-263.
- Peck, S. C. (2007). TEMPEST in a gallimaufry: Applying multilevel systems theory to person-in-context research. *Journal of Personality, 75*, 1127-1156.
- Roeser, R. W., Peck, S. C., & Nasir, N. S. (2006). Self and identity processes in school motivation, learning, and achievement. In P. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (2nd edition) (pp. 391-424). Mahwah, NJ: Erlbaum.
- Peck, S. C. (2006, July). TEMPEST in a gallimaufry II: Using multilevel systems theory to integrate "self" and "identity" theories. In A. Kaplan (Chair), *Identity*. Symposium conducted at the 4th International Biennial SELF Research Conference, Ann Arbor, MI.
- Roeser, R., W. & Peck, S. C. (2004, October). *Developmental notes on self, emotion, and learning: A tribute to the mentorship and memory of Paul R. Pintrich*. In S. A. Karabenick (Chair), *Motivation and Socio-emotional Processes*. Symposium conducted at the University of Michigan, Combined Program in Education and Psychology Tribute to Paul R. Pintrich, Ann Arbor, MI.
- Peck, S. C., & Roeser, R. W. (Vol. Eds.). (2003). *Person-centered approaches to studying development in context*. In W. Damon (Series Ed.), *New Directions for Child and Adolescent Development: Vol. 101*. San Francisco: Jossey-Bass.