

Lia E. Sandilos, Ph.D., NCSP
Postdoctoral Research Associate
Certified School Psychologist

The Center for Advanced Study of
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EDUCATION

- 2012 Ph.D. School Psychology (APA and NASP approved), Pennsylvania State University
Dissertation title: *Measuring quality in rural kindergarten classrooms: Reliability and validity evidence of the Classroom Assessment Scoring System, Kindergarten - Third Grade* (Doctoral chair: James C. DiPerna)
- 2010 M.Ed. School Psychology
Pennsylvania State University
- 2007 B.A. Psychology, Classical and Mediterranean Studies (minor),
Pennsylvania State University

CERTIFICATIONS

- 2013-present National Certification
Nationally Certified School Psychologist (NCSP)
- 2011-present Pennsylvania State Certification
Pennsylvania Certified School Psychologist

PROFESSIONAL POSITIONS

- 2014-present *Institute of Education Sciences (IES) Postdoctoral Research Associate for the Virginia Education Science Training (VEST) program*
University of Virginia, Curry School of Education
Center for Advanced Study of Teaching and Learning (CASTL)
Investigator/Primary Mentor: Sara Rimm-Kaufman, Ph.D.
- Currently collaborating on research projects and manuscripts that examine teaching quality and teacher-child relationships in early childhood and elementary classrooms

- 2012-2014 *Postdoctoral Research Fellow for National Institutes of Health (NIH) grant implementing Tools of the Mind curriculum in low-income, urban preschools*
Temple University, Department of Communication Sciences
Disorders Language and Literacy in Diverse Contexts Lab
Investigator/Primary Mentor: Carol Scheffner Hammer, Ph.D.
- Collaborated on research projects and manuscripts for publication examining the language and literacy development of bilingual children
- 2009-2011 *Graduate Research Assistant, Family Life Project*
The Pennsylvania State University, The Prevention Research Center
Principal Investigator: Mark T. Greenberg
- Collected data in the school and home setting for large-scale longitudinal study of rural poverty
- 2008-2009 *Computer Help Desk Consultant, Graduate Assistant*
The Pennsylvania State University, Information Technology Services Help Desk
- Provided computer technology support for Penn State students, faculty, staff, and alumni
- 2006-2008 *Instructional Assistant*
Spring-Ford Area School District
Collegeville, PA
- Employed as a substitute instructional assistant in special education classrooms during the school year and as a full-time instructional classroom assistant during the summer Extended School Year program

RESEARCH INTERESTS

- Teacher emotional well-being/mental health
- Teaching effectiveness, teacher-child interactions, and instructional quality
- Student populations that are low-income and ethnically/linguistically diverse
- Measurement of classroom quality

RESEARCH AWARD

- 2014 Temple University, College of Health Professions and Social Work
Meritorious Award for Scientific Poster Presentation on “Depression, control, and climate: An examination of factors impacting teaching quality in preschool classrooms”

GRANT FUNDING

- Alleghany Highlands-UVa Collaborative (May 2015-May 2016). Funded by the Alleghany Foundation (\$85,000.00). PI: Sara E. Rimm-Kaufman, Co-PI: Lia E. Sandilos (Grant # 315010).

PEER-REVIEWED PUBLICATIONS

- Sandilos, L. E., & Rimm-Kaufman, S. E., & Cohen, J. J.** (in press). Warmth and demand: Exploring the relation between students' perceptions of the classroom environment and student achievement growth. Accepted for publication in *Child Development*.
- von der Embse, N. P., **Sandilos, L. E.,** Pendergast, L., & Mankin, A. (in press). A mediation analysis of teacher stress, self-efficacy, and job satisfaction. Accepted for publication in *Learning and Individual Differences*.
- Sawyer, B. L., Cycyk, L. M., **Sandilos, L. E.,** & Hammer, C. S. (in press). 'So many books they don't even all fit on the bookshelf': An examination of low-income mothers' home literacy practices, beliefs and influencing factors. *Journal of Early Childhood Literacy*. Online publication available.
- ¹**Sandilos, L. E.,** Wollersheim-Shervey, S., DiPerna, J. C., Lei, P., & Cheng, W., (2016) Structural validity of CLASS K-3 in primary grades: Testing alternative models. *School Psychology Quarterly, 31,* 1-14.
- Sawyer, B. E., Hammer, C. S., Cycyk, L. M., Lopez, L., Blair, C., **Sandilos, L. E.,** & Komaroff, E. (2016). Preschool teachers' language and literacy practices with dual language learners. *Bilingual Research Journal, 39,* 35-49.
- Sandilos, L. E.,** Cycyk, L. M., Hammer, C. S., Sawyer, B. E., Lopez, L. M., & Blair, C. (2015). Depression, control, and climate: An examination of factors impacting teaching quality in preschool classrooms. *Early Education and Development, 26,* 1111-1127.
- Sandilos, L. E.,** Lewis, K., Komaroff, E., Hammer, C. S., Scarpino, S. E., Goldstein, B., Lopez, L., & Rodriguez, B. (2015). Analysis of bilingual children's performance on the Woodcock-Muñoz Language Survey-R (WMLS-R). *Language Assessment Quarterly, 12,* 386-408.
- Lewis, K., **Sandilos, L. E.,** Hammer, C. S., & Sawyer, B. (2015). Head start mothers' home environment and bilingual children's preschool language skills. *Early Education and Development, 27,* 478-494.
- Sandilos, L. E.,** & DiPerna, J. C. (2014). A review of empirical evidence and practical considerations for early childhood classroom observation scales. *NHSA Dialog, 17,* 105-120.
- Sandilos, L. E.,** & DiPerna, J. C., & The Family Life Project Key Investigators (2014). Measuring quality in kindergarten classrooms: Structural analysis of the Classroom Assessment Scoring System, Kindergarten – Third Grade (CLASS K-3). *Early Education and Development, 25,* 894-914.
- Hammer, C. S., Hoff, E., Uchikoshi, Y., Gillanders, C., Castro, D., & **Sandilos, L. E.** (2014). The language and literacy development of dual language learners: A critical review. *Early Childhood Research Quarterly, 29,* 715-733.

¹ Paper nominated for AERA Classroom Observation SIG Exemplary Paper Award

Sandilos, L. E., & DiPerna, J. C. (2011). Interrater reliability of the Classroom Assessment Scoring System Pre-K (CLASS Pre-K). *The Journal of Early Childhood and Infant Psychology*, 7, 65-85.

MANUSCRIPTS IN SUBMISSION

Sandilos, L. E., Goble, P., Rimm-Kaufman, S. E., & Pianta, R. C. (under review). Does professional development reduce the influence of teacher stress on teacher-child interactions? Exploring relations within pre-kindergarten Classrooms. Manuscript under review at *Early Childhood Research Quarterly*.

Cohen, J. J., & **Sandilos, L. E. (under review).** Does teaching quality cross subjects?: Understanding consistency in elementary teacher practice across the school day. Manuscript under review at *Educational Researcher*.

Wollersheim Shervey, S. A., **Sandilos, L. E., DiPerna, J. C., & Lei, P. (under review).** Social validity of the Social Skills Improvement System Classwide Intervention Program (SSIS-CIP). Manuscript under review at *School Psychology Quarterly*.

Leis, M., Rimm-Kaufman, S. E., Paxton, C. L. C., & **Sandilos, L. (under review).** Building trust through *Leading Together*: Initial findings from a pilot study of a teacher and principal trust-building program. Manuscript under review at *Journal of School Leadership*.

MANUSCRIPTS IN PREPARATION

Sandilos, L. E., Whittaker, J. E., Vitello, V., & Kinsey, M. (in preparation). Exploring associations between preschoolers' school readiness profiles and the teacher-student relationship: A latent transition approach. Manuscript in preparation.

Sandilos, L. E., Rimm-Kaufman, S. E., & Cohen, J. J. (in preparation). Interaction between student mindset and teacher-student relationship quality in later elementary grades. Manuscript in preparation.

Sawyer, B. E., Atkins-Burnett, S., **Sandilos, L. E., Hammer, C. S., López, L. & Blair, C. (in preparation).** Variations in classroom language environments of preschool children who are low-income and linguistically diverse. Manuscript in preparation

NON-PEER-REVIEWED PUBLICATIONS

Sandilos, L. E. (2016). Review of the HOPE Teacher Rating Scale. *Buros Mental Measurements Yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.

Rimm-Kaufman, S. E. & **Sandilos, L. E. (2015).** *Improving relationships between teachers and students to provide essential supports for learning*. American Psychological Association.

DiPerna, J. C., & **Sandilos**, L. E. (2014). Review of the Emotional Quotient Inventory 2.0. *Buros Mental Measurements Yearbook (Vol. 19)*. Lincoln, NE: Buros Institute of Mental Measurements.

CONFERENCE PRESENTATIONS

Rimm-Kaufman, S. E., **Sandilos**, L. E., Leis, M., Garcia, D., & Donnan, M. F. (2016, August). *A partnered approach to using data to improve rigor and relationships in rural schools*. Poster presented at the American Psychological Association (APA) conference, Denver, Colorado.

Sandilos, L. E., Wollersheim-Shervey, S., DiPerna, J. C., Lei, P. & Cheng, W. (2016, April). *Validity of teacher-child interactions in primary grades: Testing alternative CLASS K-3 models*. Symposium presentation at the American Educational Research Association (AERA) conference, Washington, DC.

Sandilos, L. E., Goble, P., Pianta, R., & Rimm-Kaufman, S. E. (2015). *Relations between teachers' feelings of stress and teacher-child interactions in pre-kindergarten classrooms*. Poster presented at the IES Principal Investigators Meeting 2015, Washington, DC.

Sandilos, L. E., Wollersheim-Shervey, S., DiPerna, J. C., Cheng, W., & Lei, P. (2015, August). *Structural validity of CLASS K-3 in primary grades: Testing alternative models*. Poster presented at the American Psychological Association (APA) conference, Toronto, Canada.

Sandilos, L. E., Rimm-Kaufman, S. E., & Cohen, J. J. (2015, August). *Examining the effects of teachers' warmth and demand on African American students' achievement*. Poster presented at the American Psychological Association (APA) conference, Toronto, Canada.

Lewis, K., **Sandilos**, L. E., Hammer, C. S., & Lopez, L. (2015, March). *The home literacy and language environment of preschool dual language learners*. Poster presented at the Society for Research in Child Development (SRCD), Philadelphia, PA.

Sawyer, L. B., Cycyk, L. M., **Sandilos**, L. E., & Hammer, C. S. (2015, March). *Language and literacy beliefs and practices of African-American and Puerto Rican mothers of children in Head Start*. Poster presented at the Society for Research in Child Development (SRCD), Philadelphia, PA.

Wollersheim, S. S., **Sandilos**, L. E., & DiPerna, J. C. (2015, February) *Exploring the relationship between CLASSroom quality and childhood outcomes*. Paper presentation at National Association of School Psychologists (NASP) conference, Orlando, FL.

Boyer, J., Lewis, K., & **Sandilos**, L. E. (2015, February). *Preparing teachers for MTSS assessment: A role for school psychologists*. Poster presented at National Association of School Psychologists (NASP) conference, Orlando, FL.

Sandilos, L. E., Hammer, C. S., Komaroff, E., Sawyer, B. L., & Cycyk, L. (2014, July). *Teacher Language Quality in Prekindergarten Classrooms with DLLs*. Poster presented at the Head Start Research conference, Washington, DC.

- Sawyer, B. L., Cycyk, L., Hammer, C. S., & **Sandilos**, L. E. (2014, July). *Language and Literacy Beliefs and Practices of African-American and Puerto Rican Mothers of Children in Head Start*. Poster presented at the Head Start Research conference, Washington, DC.
- Sandilos**, L. E., Cycyk, L., Hammer, C. S., & Sawyer, B. L. (2014, February). *Factors impacting teaching quality in prekindergarten classrooms with DLLs*. Poster presented at the National Association of School Psychologists (NASP) conference, Washington, DC.
- Pendergast, L., Wollershiem-Shervey, S., & **Sandilos**, L. (2014, February). *Factors Influencing School Psychology Internship Choices: A Pilot Study*. Poster presented at the Trainers of School Psychology (TSP) conference, Washington, DC.
- Sandilos**, L. & DiPerna, J. (2013, April). *Structure and stability of CLASS K-3 when used in rural kindergarten classrooms*. Poster presented at the Society for Research in Child Development (SRCD) conference, Seattle, WA.
- Sandilos**, L., & DiPerna, J. (2012, February). *Measuring quality in early childhood classrooms: Reliability and validity of the Classroom Assessment Scoring System (CLASS K-3)*. Poster presented at National Association of School Psychologists (NASP) conference, Philadelphia, PA.
- Wollersheim-Shervey, S., **Sandilos**, L., Greenberg, M. T., & The Family Life Project Key Investigators (2012, February). *Effects of home chaos and socioeconomic status on early math skill*. Poster presented at National Association of School Psychologists (NASP) conference, Philadelphia, PA.
- Sandilos**, L., Wollersheim-Shervey, S., Coccia, M., Greenberg, M. T., & The Family Life Project Key Investigators (2011, August). *Differences in attention between preschool children born full-term and late preterm*. Poster presented at American Psychological Association (APA) conference, Washington, D.C.
- Sandilos**, L., & DiPerna, J. (2010, August). *Reliability of the Classroom Assessment Scoring System PreK(CLASS Pre-K)*. Poster presented at American Psychological Association (APA) conference, San Diego, CA.

TEACHING EXPERIENCE

- 2016 *Guest Lecturer*
 Introduction to Educational Psychology (EDLF 3160), Spring Semester
 University of Virginia, Curry School of Education
- Taught 2.5 hour undergraduate education course on assessment in the schools
- 2015 *Co-Instructor*
 Virginia Education Science Training (VEST) Summer Workshop: Navigating the Measures of Effective Teaching Data Set
 University of Virginia, Curry School of Education
- Taught two-day summer workshop for doctoral students in the Curry School of Education

- 2014 *Adjunct Faculty*
 Assessment in Early Childhood (ECED 3205), Spring Semester
 Temple University, Department of School Psychology
- Taught undergraduate education course on assessment and data-based decision making

CLINICAL EXPERIENCE

- 2011-2012 *Full-time Certified School Psychologist and Doctoral Intern*
 Counseling or Referral Assistance (CORA) Services, Inc.
 Philadelphia, PA
- Conducted psychoeducational evaluations, consulted with teachers, and developed academic and behavioral interventions in Philadelphia public (run by Mastery Charter) and non-public schools
- 2010-2011 *Mobile Clinician and (Master's level) Independent Contractor*
 The Pennsylvania State University CEDAR School Psychology Clinic
- Conducted psychoeducational evaluations for local school districts in need of contracted school psychological services
- 2009-2010 *School Psychology Practicum Student and Response to Intervention (RtI) Instructor*
 State College Area School District
 State College, PA
- Conducted Response to Intervention (RTI) reading groups, administered and analyzed AIMSweb progress monitoring measures, developed academic and behavioral interventions, completed psychoeducational evaluations of students in preschool through secondary grades
- 2008-2011 *Student Clinician and Student Supervisor*
 The Pennsylvania State University CEDAR School Psychology Clinic
- Conducted and supervised psychoeducational evaluations to determine appropriate psychological and educational services for children and adolescents

PROFESSIONAL SERVICE

- 2016 Session chair at SREE for session 6B: *Social and Emotional Learning Interventions in Educational Settings & International Perspectives on Educational Effectiveness Implementation and Impacts of SEL Programs & Practices*
- 2016 Reviewer for proposals submitted for APA 2016 conference (Division 15 - educational psychology)
- 2014-present Coordinator for Curry/Social Development Lab Writing Group
- 2014-present Ad Hoc Reviewer for *Early Childhood Research Quarterly*

- 2014 Postdoctoral reviewer for the U.S. Department of Education *Preschool Development Grants* competition
- 2013-present Reviewer for *Buros Mental Measurements Yearbook*
- 2012-2014 Coordinator for Language and Literacy in Diverse Contexts Writing Group

SCHOOL-BASED PROFESSIONAL DEVELOPMENT

- 2012 CORA Services
Philadelphia, PA
Presented information to school psychology staff regarding the literacy development of dual language learners (DLLs) and the culturally and linguistically valid assessment of DLLs
- 2009 The Pennsylvania State University
University Park,
Trained pre-service teachers in data collection and data management techniques
- 2008 Midd-West School District
Middleburg, PA
Provided in-service presentation to teachers on the topics of Oppositional Defiant Disorder, Conduct Disorder, and Anti-Social Personality Disorder
- 2010 State College Area School District
State College, PA
Presented *The Incredible Years* behavior management program to foster parents as part of the Parents and Children Series program

PROFESSIONAL AFFILIATIONS

- 2016 Society for Research on Educational Effectiveness (SREE)
- 2016 American Educational Research Association (AERA)
- 2009-present American Psychological Association (APA)
Division 16 – School Psychology
Division 15 – Educational Psychology
- 2007-present National Association of School Psychologists (NASP)

ADVANCED STATISTICAL TRAINING

- 2015 Statistical Horizons two-day workshop in structural equation modeling and multilevel structural equation modeling - *Multilevel Modeling: A Second Course*
Instructor: Kristopher J. Preacher
- 2015 Virginia Education Science Training (VEST) two-day summer workshop in mediation and moderation - *Mediation, Moderation, and Conditional Process Analysis*
Instructor: Andrew F. Hayes
- 2016 Virginia Education Science Training (VEST) three-day summer workshop in hierarchical linear modeling (HLM) - *Application of Hierarchical Linear Models in Behavioral and Social Research*
Instructor: Allison Atteberry

REFERENCES

Sara E. Rimm-Kaufman, Ph.D.
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