

VITA

SAMUEL J. MEISELS

OFFICE ADDRESS:

Erikson Institute
451 N. La Salle
Chicago, IL 60654

312/893-7100
(fax) 312/755-0133
<smeisels@erikson.edu>

EDUCATION:

Ed.D.	Harvard University, Graduate School of Education	1973
	Harvard University, Graduate School of Arts and Sciences (Doctoral program in Philosophy and Education)	1968-1970
Ed.M.	Harvard University Graduate School of Education	1969
A.B.	University of Rochester (Magna cum Laude). Major: Philosophy	1967

HONORS and AWARDS:

Doctor of Humane Letters, <i>honoris causa</i> . Roosevelt University.	2010
Dale Richmond-Justin Coleman Award, Section on Developmental & Behavioral Pediatrics, American Academy of Pediatrics, Washington, DC	October 2005
Outstanding Service to Young Children Award, Chicago Metropolitan Association for the Education of Young Children	January 2005
Parenting Shelf Award Winner, <i>Winning Ways to Learn</i> , Parents' Choice Foundation	Fall 2000
Ferguson Award for Leadership in Early Childhood Education, National-Louis University, Evanston, IL	April 2000
Sunny Days Award, Sesame Street Parent's Magazine, Children's Television Workshop	1999
Mary E. Switzer Distinguished Fellow in Handicapped Research, National Institute of Handicapped Research, U.S. Department of Education	1985-86
Faculty Research Award, Horace H. Rackham School of Graduate Studies, University of Michigan	1982-83

DISTINGUISHED LECTURESHIPS:

Phyllis Levenstein Memorial Lecture, Parent-Child Home Program, Garden City, Long Island, New York	April 2007
William C. Friday Distinguished Lecture, School of Education, University of North Carolina-Chapel Hill	October 2005
Warren Wright Guest Lecture, Division of Child & Adolescent Psychiatry, Northwestern School of Medicine	October 2005
Weiswasser Visiting Professor, Department of Pediatrics, Yale University Medical School	May 2004
Irving B. Harris Visiting Scholar, Institute for Child Study, University of Minnesota	May 2003
Evangeline Burgess Lecturer, Pacific Oaks College, Pasadena, CA	May 2003
James Maitland Simpson Memorial Lecturer, C. S. Mott Children's Hospital, University of Michigan	October 1989

EMPLOYMENT:

President, Erikson Institute, Chicago, IL	2002 –
Professor of Education Emeritus and Research Scientist Emeritus, The University of Michigan	2002
Professor, School of Education, The University of Michigan	1986 - 2001
Research Scientist, Center for Human Growth and Development, The University of Michigan (Acting Director, Feb.- Aug., 1987)	1986 - 2001
Associate Dean for Research, School of Education, The University of Michigan (Acting Dean, Feb. - June, 1994)	1992 - 1995
Associate Professor, School of Education, The University of Michigan (Chairman, Special Education Program, 1980-83)	1980 - 1986
Associate Research Scientist, Center for Human Growth and Development, The University of Michigan	1983 - 1986
Program Director for Special Education, Institute for the Study of Mental Retardation and Related Disabilities [ISMRRD], The University of Michigan	1980 - 1983

Senior Advisor in Early Childhood Development, Developmental Evaluation Clinic, Children's Hospital Medical Center, Boston	1979 - 1980
Director, Eliot-Pearson Children's School, Department of Child Study, Tufts University	1973 - 1978
Instructor to Associate Professor, Eliot-Pearson Department of Child Study, Tufts University (on leave 1979-80)	1972 - 1980
Lecturer in Education (part-time), Wheelock College, Boston	1970 - 1972
Lecturer in Teacher Education (part-time), Simmons College, Boston	1971 - 1973
Teacher, Runkle School, Brookline, MA Public Schools Kindergarten and Kindergarten-First Grade	1970 - 1972
Science Coordinator and Teacher, Cambridge Montessori School, Cambridge, MA. Preschool-Grade 3	1969 - 1970
Teaching Fellow in Education, Graduate School of Education, Harvard University.	1968 - 1970

GRANTS AND CONTRACTS:

Principal Investigator, <i>Ounce Scale Validation Project</i> . Head Start-University Partnerships, Head Start Bureau, \$586,580 Pearson Early Learning, \$220,552	2004 - 2007
Co-Principal Investigator, <i>Optimal Educational Contexts for Young Children Living in Poverty</i> . U.S. Department of Education, OERI. \$999,983.	1999 - 2003
Project Director, <i>Development of the Ounce Scale</i> Ounce of Prevention Fund, \$180,000 Head Start Bureau, \$150,000 Harris Foundation, \$100,000 EightCAP Community Action Program, \$65,000 A. L. Mailman Family Foundation, \$50,000	1999 - 2002
Principal Investigator, <i>Center for the Improvement of Early Reading Instruction (CIERA)</i> . U.S. Department of Education, OERI. \$325,000.	1997 - 2001
Senior Investigator, <i>Early Childhood Longitudinal Study (Phase II)</i> National Center for Educational Statistics and Westat, Inc. \$732,529.	1997 - 2001
Principal Investigator, <i>Evaluating the impact of the Work Sampling System in the Milwaukee Public Schools</i> . Joyce Foundation. \$360,000.	1998 - 2000

Project Director, <i>Developing a performance assessment for infants, toddlers, and their families</i> . Smith Richardson Foundation. \$49,995.	1997 - 1998
Principal Investigator, <i>Developing Developmental Guidelines for Families</i> . A. L. Mailman Family Foundation. \$49,680.	1997 - 1998
Principal Co-Investigator, <i>Pittsburgh Public Schools' Work Sampling System Achievement Validation Study</i> . University of Pittsburgh in conjunction with the Heinz, Mott, and Grable Foundations. \$29,700.	1996 - 1997
Principal Investigator, <i>The Work Sampling System as a tool of student assessment, professional development, and instructional reform</i> . John D. and Catherine T. MacArthur Foundation. \$550,000.	1994 - 1997
Principal Investigator, <i>The Work Sampling System: Educational Change and Teacher Renewal</i> . The Joyce Foundation. \$333,000.	1994 - 1997
Senior Investigator, <i>Early Childhood Longitudinal Study: Socio-emotional and adaptive behavior measures</i> . National Center for Educational Statistics and National Opinion Research Center. \$446,380.	1994 - 1999
Project Director, <i>Flint Work Sampling Project</i> . Charles Stewart Mott Foundation. \$96,457.	1994 - 1997
Project Director, <i>Pittsburgh Public Schools Work Sampling Project</i> . Vera Heinz Endowment. \$150,000.	1994 - 1997
Principal Investigator, <i>South Carolina Continuous Progress Assessment</i> . State of South Carolina. \$756,043.	1994 - 1998
Principal Investigator, <i>Improving Assessment Practices of Early Childhood and Early Elementary Teachers</i> . John D. and Catherine T. MacArthur Foundation. \$216,000.	1993 - 1994
Project Director, <i>Training in Work Sampling</i> . Bureau of Indian Affairs, U.S. Department of the Interior. \$100,027	1992 - 1995
Principal Co-Investigator, <i>Enhancing Achievement and Assessment in a University/Schools Program</i> . Michigan State Department of Education. \$209,974	1992 - 1993
Principal Investigator, <i>Multiple-Source Screening: Using Data from a Parent Questionnaire and a Developmental Screening Instrument to Identify Children at Developmental Risk</i> . U.S. Department of Health and Human Services. \$300,000.	1991 - 1994

- Principal Investigator, *Testing, Tracking and Retaining Young Children: Social Policy Research and the Development of Assessment Alternatives*. John D. and Catherine T. MacArthur Foundation. \$230,000. 1990 - 1993
- Principal Investigator, *Pilot Project on Developing Assessment Alternatives*. A. L. Mailman Family Foundation. \$4,700. 1989 - 1991
- Co-Principal Investigator, *Developmental Consequences of Extremely Low Birth Weight During the Preschool Years*. National Institute of Disability and Rehabilitation Research, U.S. Department of Education. \$325,000. 1989 - 1992
- Project Director, *Special Education Doctoral Training in Early Childhood Special Education*. Office of Special Education Programs, U.S. Department of Education. \$450,000. 1986 - 1992
- Principal Investigator, *Early Identification of Young Handicapped Children: A National, Bilingual Standardization Study of the Early Screening Inventory*. Office of Special Education Programs, U.S. Department of Education. \$420,000. 1986 - 1990
- Co-Project Director, *Handbook of Early Intervention*. The Harris Foundation. \$10,000. 1986 - 1987
- Co-Principal Investigator, *Linking Research and Intervention: A Study of the Cognitive, Psychosocial, and Neurological Development of Extremely Immature Preterm Infants*. National Institute of Disability and Rehabilitation Research, U.S. Department of Education. \$232,500. 1986 - 1989
- Principal Investigator, *Distinguished Fellowship in Early Intervention Policy Research*. National Institute of Handicapped Research, U.S. Department of Education. \$51,500. 1985 - 1986
- Co-Principal Investigator, *Evaluating the Efficacy of EPSDT for Developmentally Disabled Children and Youths*. Michigan Developmental Disabilities Council. \$42,000. 1984 - 1985
- Principal Investigator, *Preschool Children At Risk in Michigan: An Analysis of Public Policies*. The University of Michigan Bush Program in Child Development and Social Policy. \$10,000. 1984 - 1985
- Co-Principal Investigator, *Cognitive, Neurological, and Psychosocial Sequelae of Chronic Neonatal Respiratory Disease in the Fourth Year of Life*. March of Dimes Birth Defects Foundation. \$36,000. 1983 - 1985

Project Director, <i>Special Education Doctoral Training in Severe Handicapping Conditions, Learning Disabilities, and Early Childhood</i> . Special Education Programs, U.S. DOE \$300,000.	1983 - 1986
Principal Investigator, <i>Measuring the Effects of Employer-Sponsored Child Care</i> . Spencer Foundation Seed Grant Program for Research in Education. \$4,968.	1983 - 1984
Principal Investigator, <i>Psychosocial and Cognitive Characteristics and Sequelae in Survivors of Chronic Neonatal Respiratory Disease</i> . Rackham Faculty Research Award, University of Michigan. \$10,000.	1982 - 1983
Principal Investigator, <i>Research Integration in Neonatal Intervention Programs</i> . School of Education Faculty Research Award, University of Michigan. \$3,500.	1981
Project Director, <i>Children In Transition</i> . Massachusetts Developmental Disabilities Council. \$40,000.	1979 - 1980
Project Director, <i>LINC Outreach</i> (Learning in Integrated Classrooms) .Handicapped Children's Early Education Program, Bureau of Education for the Handicapped, U.S. Office of Education. \$350,000.	1978 - 1981
Project Director, <i>Learning in Integrated Classrooms</i> (Project LINC). Handicapped Children's Early Education Program, Bureau of Education for the Handicapped, U.S. Office of Education. \$304,150.	1975 - 1978
Project Director, <i>Somerville Early Screening Program</i> . Somerville, Massachusetts Public Schools. \$341,000.	1974 - 1979
Project Director, <i>Integrated Day Care for Handicapped Children Under Three; Over Three</i> . Massachusetts Developmental Disabilities Council, Day Care Start Up, \$10,000.	1973 - 1975

OTHER PROFESSIONAL EXPERIENCE AND CONSULTATION: (selected)

Member, Mayor's Early Learning Executive Council (Chicago),	2011 -
Member, Expert Panel, Increasing the Application of Knowledge About Child and Adolescent Development in Educator Preparation Programs. NCATE.	2008 - 2010
Member, Leadership Council, Chicago Public Education Fund.	2005 -
Member, Pre-K Accountability Task Force, Pew Charitable Trusts.	2005 - 2007
Member, State of Illinois Early Learning Council (gubernatorial appointment)	2004 - 2007

Co-Chair, Commission on Improving Curriculum-Based Assessment, Chicago Public Schools.	2002 - 2003
President, Board of Directors, ZERO TO THREE: The National Center for Infants, Toddlers, and Families, Washington, D.C.	2001 - 2003
Director Emeritus	2008 -
Member, Technical Work Group, National Reporting System, Head Start Bureau.	2002 - 2005
Advisor, Revision of the Wechsler Preschool and Primary Scales of Intelligence (WPPSI-3), The Psychological Corporation.	1998 - 2002
Member, Committee on Early Childhood Pedagogy, National Research Council, Commission on Behavioral and Social Sciences and Education, National Academy of Sciences.	1998 - 2000
Member, Expert Panel, California State Prekindergarten Learning and Development Guidelines, Health & Education Communication Consultants.	1998 - 1999
Presenter, Workshop on Determinants of Child Development and Assessment of Changes in Low- and Middle-Income Countries. Centre for International Child Health, Institute of Child Health, University of London, in collaboration with UNICEF. Wye College, Kent, England.	1998
Presenter, Synthesis Conference on the Transition to Kindergarten, National Center for Early Development and Learning, University of North Carolina at Chapel Hill and University of Virginia.	1998
Member, Expert Panel, Primary Literacy Benchmark Project. New Standards Project, National Center for Education and the Economy.	1997 - 98
Lecturer, Taiwan National Normal University. Taipei, Taiwan.	1995
Principal Consultant, Evaluation of Part H Services in the State of Michigan. Merrill-Palmer Institute for Family and Human Development, Wayne State University.	1991 - 93
Member, Resource Group and Technical Advisory Subgroup on the School Readiness Goal, National Education Goals Panel, U.S. Department of Education.	1990 - 95
Member, National School Readiness Task Force, National Association of State Boards of Education	1991 - 1992
Evaluator, Early Childhood Development Program in Five Urban School Districts. Eastern Michigan University and the W. K. Kellogg Foundation.	1989 - 1992
Advisor, National Head Start Administration (ACYF)	1989 - 1990

Advisory Panel, Evaluation of the High/Scope Training of Teacher Trainers Project, High/Scope Educational Research Foundation	1989
Principal Consultant, Department of Public Instruction, Early Intervention Program, State of Delaware	1989
Participant, Workshop on Testing, Tracking, and Retaining Young Children, National Forum on the Future of Children and Families, National Academy of Sciences	1988 - 1989
Board of Directors, Zero to Three: The National Center for Infants, Toddlers, and Families, Washington, D.C.	1988 - 2008
Vice President and President	1997 - 2003
Principal Consultant, Child Care Facility, University of Michigan Medical Center	1988 - 1989
Chairman, Task Force on Screening and Assessment, National Early Childhood Technical Assistance System	1988 - 1989
Senior Project Consultant, Office of Early Intervention, State of Florida and Florida State University, Tallahassee	1988 - 1990
National Advisory Committee, Carolina Policy Studies Program, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.	1988 - 1992
Member, State of Michigan Interagency Coordinating Council for Handicapped Infants and Toddlers	1987 - 1992
Member, Superintendent's Task Force on Early Childhood Education in Michigan (Chairman, Ad-Hoc Study Group)	1984 - 1985
Guest Faculty, Nova University Center for the Advancement of Education, Fort Lauderdale, FL	1984 - 1986
Faculty, Bush Program in Child Development and Social Policy, The University of Michigan	1983 - 1985
National Advisory Committee, Carolina Institute for Research on the Early Education of the Handicapped, Frank Porter Graham Child Development Center, The University of North Carolina (Chapel Hill). (Chairman, 1984 - 87)	1982 - 1987
Principal Consultant, Catherine McAuley Health Center Child Care Project, Ann Arbor, Michigan	1981 - 1985
Consultant, Interdisciplinary Perinatal Research Project, Case Western Reserve University and Cleveland State University	1981 - 1982

Conference Chairman, "Assessment and Intervention for Infants at High Risk". National conference sponsored by the Institute for the Study of Mental Retardation and Related Disabilities, University of Michigan	1981
Senior Advisory Panel and Consultant, Study of the Impact of P.L. 94-142 on the Handicapped Child and Family, Huron Institute, Cambridge, Massachusetts	1978 - 1980
Guest Faculty. Interdisciplinary Professional Growth Institute in Early Education and Child Development, Center for Early Education and Development, University of Minnesota	1979 - 1983
Faculty Visitor and Lecturer, Tufts Education in England. Alsager and Crewe College, Alsager, England	1977
National Advisory Panel, "Like Me: Informing children about their handicapped peers." American Institutes of Research, Boston, Massachusetts	1976 - 1977
Vice-Chairperson, Task Force for the writing of regulations for Special Needs Day Care, Office for Children, Commonwealth of Massachusetts	1974 - 1975
Research Assistant, Brookline Early Education Project (BEEP)	1970 - 1971
Editorial Board, <i>Harvard Educational Review</i>	1970

EDITORIAL RESPONSIBILITIES:

Editorial Advisory Board, Editorial Board, Consulting Editor, or reviewer:

American Educational Research Journal, Applied Developmental Science, Child Development, Developmental Psychology, Early Childhood Research Quarterly, Educational Psychologist, Exceptional Children, Infant Behavior and Development, Journal of the American Medical Association, , Journal of Developmental and Behavioral Pediatrics, Journal of Research in Early Childhood, Journal of Early Intervention, Journal of School Psychology, NHSA Dialog, Pediatrics, Topics in Early Childhood Special Education, Psychological Bulletin, Review of Educational Research, Young Children

PUBLICATIONS:

2010

Meisels, S. J. Wen, X., & Beachy-Quick, K. Authentic Assessment for Infants and Toddlers: Exploring the Reliability and Validity of the *Ounce Scale*. *Applied Developmental Science*, 14 (2),1 – 17.

2008

Meisels, S. J., Xue, Y., & Shablott, M. Assessing language, literacy, and mathematics skills with *Work Sampling for Head Start*. *Early Education and Development, Early Education and Development*, 19(6), 963-981.

2007

Meisels, S. J., Accountability in early childhood: No easy answers. In R. C. Pianta, M. J. Cox, & K. Snow (Eds.), *School readiness and the transition to kindergarten* (pp. 31 – 48). Baltimore: Paul H. Brookes

Meisels, S. J., Stott, F., Korfmacher, J., & Collins, M. Child psychology for the 21st century [review of Handbook of Child Psychology, vols. 1 - 4 (6th ed.), W. Damon & R. M. Lerner (Eds.)]. *PsycCritiques*, 52(16), downloaded April 18, 2007.

2006

Son, S-H. & Meisels, S.J. (2006). The relationship of young children’s motor skills to later school achievement. *Merrill-Palmer Quarterly*, 52(4) 755-778.

Dorfman, A. B., Galluzzo, G. R., & Meisels, S. J. Learning to teach: Developing assessment skills when program and placement are aligned. *Journal of Early Childhood Teacher Education*, 27, 231-247.

Meisels, S.J. Foreword. In G.M. Foley & J.D. Hochman (Eds.). *Mental health in early intervention* (pp. x – xi). Baltimore: Paul H. Brookes.

Meisels, S.J. & Atkins-Burnett, S. Evaluating early childhood assessments: A differential analysis. In K. McCartney & D. Phillips (Eds.), *The Blackwell handbook of early childhood development* (pp. 533 – 549). Oxford: Blackwell Publishing.

Meisels, S.J., “Universal Pre-K: What about the babies?” [Commentary] *Education Week*, p. 44, 36.

Lee, V.E., Burkam, D.T., Ready, D.D., Honigman, J.J., & Meisels, S.J. (2006). Full-day vs. half-day kindergarten: In which program do children learn more? *American Journal of Education*, 112, 163 - 208.

2005

Meisels, S.J., Children’s Museums: Places of learning and play. *Hand to hand* (publication of the Association of Children’s Museums), 19(2), 3,7.

Meisels, S.J. & Atkins-Burnett, S. *Developmental screening in early Childhood: A Guide* (5th edition). Washington, DC: National Association for the Education of Young Children.

Gilliam, W.S., Meisels, S.J., & Mayes, L.C., Screening and surveillance in early intervention systems. In M.J. Guralnick (Ed.), *A developmental systems approach to early intervention: National and international perspectives* (pp. 73 - 98). Baltimore: Paul H. Brookes.

Meisels, S.J. Early Childhood Performance Assessment. In C.B. Fisher & R.M. Lerner (Eds.).
Encyclopedia of applied developmental science (vol. 1, pp. 101 – 105). Thousand Oaks, CA:
Sage

2004

Xue, Y. & Meisels, S.J. Early literacy instruction and children's learning in kindergarten:
Evidence from the Early Childhood Longitudinal Study-Kindergarten Class of 1998-99.
American Educational Research Journal. 41(1), 191 – 229.

Meisels, S.J. Should We Test Four-Year Olds? [Commentary]. *Pediatrics*, 113 (5), 1401-1402

Meisels, S.J. & Atkins-Burnett, S. The Head Start National Reporting System: A critique. *Young
Children*, 59 (1), 64-66.

2003

Meisels, S.J., Dombro, A.L., Marsden, D.B., Weston, D. & Jewkes, A. *The Ounce Scale: An
Observational Assessment for Infants, Toddlers, and Families*. New York: Pearson Early
Learning.

Meisels, S.J., (March 19). "Can Head Start Pass the Test?" [Commentary] *Education Week*, p.
44, 29.

Meisels, S.J., Atkins-Burnett, S., Xue, Y., Nicholson, J., Bickel, D.D., & Son, S. Creating a
system of accountability: The impact of instructional assessment on elementary children's
achievement test scores. *Education Policy Analysis Archives*, 11(9).
<http://epaa.asu.edu/epaa/v11n9/>.

2002

Meisels, S.J. & Harrington, H.L., with McMahon, P., Dichtelmiller, M.D. & Jablon, J.R.
Thinking like a teacher: Using observational assessment to improve teaching and learning.
Boston: Allyn & Bacon.

2001

Meisels, S.J., Bickel, D.D., Nicholson, J., Xue, Y., & Atkins-Burnett, S. Trusting teachers'
judgments: A validity study of a curriculum-embedded performance assessment in
Kindergarten – Grade 3. *American Educational Research Journal*, 38 (1), 73 – 95.

Meisels, S.J., Xue, Y., Bickel, D.D., Nicholson, J., & Atkins-Burnett, S. Parental reactions to
authentic performance assessment. *Educational Assessment*, 7 (1), 61 – 85.

Meisels, S.J., Fusing assessment and intervention: Changing parents' and providers' views of
young children. *Zero to Three*, 21 (4), 4 – 10.

Meisels, S.J., Jablon, J.R., Marsden, D.B., Dichtelmiller, M.L., Dorfman, A.B. *The Work
Sampling System* (4th ed.). New York: Pearson Learning Group.

Meisels, S.J. & Piker, R.A., *An Analysis of Early Literacy Assessments Used for Instruction*. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement, University of Michigan.

2000

Meisels, S.J., On the side of the child: Personal reflections on testing, teaching, and early childhood education. *Young Children*, 55 (6), 16 - 19.

Meisels, S.J., Marsden, D.B., & Stetson, C., *Winning Ways to Learn for 3, 4, & 5 year olds*. New York: Goddard Press.

Meisels, S.J., Stetson, C., & Marsden, D.B., *Winning Ways to Learn for 6, 7, & 8 year olds*. New York: Goddard Press.

Shonkoff, J.P. & Meisels, S.J. (Eds.), *Handbook of early childhood intervention* (second edition). New York: Cambridge University Press.

Meisels, S.J. & Shonkoff, J.P. Early childhood intervention: A continuing evolution. In J.P. Shonkoff & S.J. Meisels (Eds.), *Handbook of early childhood intervention* (second edition, pp. 3 – 31). New York: Cambridge University Press.

Meisels, S.J. & Atkins-Burnett, S. The elements of early childhood assessment. In J.P. Shonkoff & S.J. Meisels (Eds.), *Handbook of early childhood intervention* (second edition, pp. 231 - 257). New York: Cambridge University Press.

1999

Meisels, S.J. Assessing readiness. In R.C. Pianta & M. Cox (Eds.), *The transition to kindergarten* (pp. 39 – 66). Baltimore: Paul Brookes.

Meisels, S.J. & Atkins-Burnett, S. Assessing intellectual and affective development before age three: A perspective on changing practices. *Food and Nutrition Bulletin*, 20 (1), 23 – 33.

Grantham-McGregor, S.M., Pollitt, E., Wachs, T.D., Meisels, S.J. Scott, K.G. Summary of the scientific evidence on the nature and determinants of child development and their implications for programmatic interventions with young children. *Food and Nutrition*, 20 (1), 4 – 6.

1998

Harrington, H.L., Meisels, S.J., McMahon, P., Dichtelmiller, M.L., & Jablon, J.R. *Observing, documenting, and assessing learning: The Work Sampling System handbook for teacher educators*. Ann Arbor: Rebus Inc.

1997

Meisels, S.J., Marsden, D.B., Wiske, M.S., & Henderson, L.W., *The Early Screening Inventory-Revised (ESI-R)*. New York: Pearson Early Learning.

Meisels, S. J., Marsden, D.B., Wiske, M.S., & Henderson, L.W., *Inventario para la Deteccion Temprana-Revisado (IDT·R)*. New York: Pearson Early Learning.

Atkins-Burnett, S., Nicholson, J., & Meisels, S.J., Assessing social competence in young children. In B. Spodek & O.N. Saracho (Eds.), *Issues in early childhood educational evaluation: Yearbook in early childhood education* (vol. 7, pp. 149 - 178). New York: Teachers College Press.

Meisels, S.J. Using Work Sampling in authentic performance assessments. *Educational Leadership*, 54, 60 - 65.

1996

Meisels, S.J., Performance in context: Assessing children's achievement at the outset of school. In A.J. Sameroff & M.M. Haith (Eds.), *The five to seven year shift: The age of reason and responsibility* (pp. 410 - 431). Chicago: University of Chicago Press.

Meisels, S.J., Atkins-Burnett, S., & Nicholson, J. *Assessment of social competence, adaptive behaviors, and approaches to learning*. Working Paper #96-18, National Center for Education Statistics. Washington, D.C. : U.S. Department of Education, OERI.

Meisels, S.J. & Henderson, L.W., Increasing the accuracy of developmental screening: New studies of the Early Screening Inventory. In J.P. Shonkoff & S. Harel (Eds.), *Early childhood intervention and family support programs: Accomplishments and challenges* (pp. 5 - 28). Jerusalem: JDC-Brookdale Institute.

Meisels, S.J. & Fenichel, E. (Eds.), *New visions for the developmental assessment of infants and young children*. Washington, DC: Zero to Three: The National Center for Infants, Toddlers, and Families.

Meisels, S.J. Charting the continuum of assessment and intervention. In S.J. Meisels & E. Fenichel (Eds.), *New visions for the developmental assessment of infants and young children* (pp. 27 - 52). Washington, DC: Zero to Three: The National Center for Infants, Toddlers, and Families.

Greenspan, S.I. & Meisels, S.J. Toward a new vision for the developmental assessment of infants and young children. In S.J. Meisels & E. Fenichel (Eds.). *New visions for the developmental assessment of infants and young children* (pp. 11 – 26). Washington, DC: Zero to Three: The National Center for Infants, Toddlers, and Families.

Reprinted from *Zero to Three*, (1994), 14, 1 - 8.

Reprinted in condensed form in *Exceptional Parent*, (1995), 25 (2), 23 - 25.

Perry, N.E. & Meisels, S.J. *Teachers' judgments of students' academic performance*. Working Paper #96-08, National Center for Education Statistics. Washington, D.C.: U.S. Department of Education, OERI.

Meisels, S.J. (April 5) Flunking kids: Holding students back hurts educational prospects. [Commentary] *Detroit Free Press*, 11A.

Mangelsdorf, S.C., Plunkett, J.W., Dedrick, D.F., Berlin, M., Meisels, S.J., McHale, J.L., & Dichtelmiller, M. Attachment security in very low birthweight infants. *Developmental Psychology*, 32, 914 - 920.

1995

Meisels, S.J., Liaw, F-R., Dorfman, A., & Nelson, R. The Work Sampling System: Reliability and validity of a performance assessment for young children. *Early Childhood Research Quarterly*, 10 (3), 277 - 296.

Liaw, F-R., Meisels, S.J., & Brooks-Gunn, J. The effects of experience of early intervention on low birthweight, premature children: The Infant Health and Development Program. *Early Childhood Research Quarterly*, 10 (4), 405 - 431.

Meisels, S.J., Dorfman, A., & Steele, D. Equity and excellence in group administered and performance-based assessments. In M.T. Nettles & A.L. Nettles (Eds.), *Equity in educational assessment and testing* (pp. 196-211). Boston: Kluwer Academic Publishers.

Meisels, S.J. Out of the readiness maze. *Momentum*, 26, 18 - 22.

1994

Meisels, S.J. with Atkins-Burnett, S. *Developmental screening in early childhood: A guide* (fourth edition). Washington, D.C.: National Association for the Education of Young Children.

Meisels, S.J. Assessment in early childhood. In T. Husen & T.N. Postelthwaite (Eds.), *International Encyclopedia of Education* (2nd ed., vol. 1, pp. 358 - 362). Oxford, England: Pergamon Press.

Meisels, S.J. Early childhood developmental screening. In T. Husen & T.N. Postelthwaite (Eds.), *International Encyclopedia of Education* (2nd ed., vol. 3, pp. 1621 - 1624). Oxford, England: Pergamon Press.

Henderson, L.W. & Meisels, S.J. Parental involvement in the developmental screening of their young children: A multiple source perspective. *Journal of Early Intervention*, 18, 141 - 154.

Meisels, S.J., Jablon, J.R., Marsden, D.B., Dichtelmiller, M.L., Dorfman, A.B. *The Work Sampling System*. Ann Arbor, MI: Rebus Inc.

Meisels, S.J., Designing meaningful measurements for early childhood. In B.L. Mallory & R.S. New (Eds.), *Diversity in early childhood education: A call for more inclusive theory, practice, and policy* (pp. 205 - 202-222). New York: Teachers College Press.

1993

Meisels, S.J. Foreword. In D.M. Bryant & M.A. Graham (Eds.), *Implementing early intervention: From research to effective practice*. New York: Guilford Publications, Inc.

- Meisels, S.J. & Liaw, F. Failure in grade: Do retained students catch up? *Journal of Educational Research*, 87, 69 - 77.
- Meisels, S.J., (August 4). 'How Is My Child Doing?' [Commentary] *Education Week*, p. 54.
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