

## Curriculum Vitae

**STEPHEN T. PEVERLY**

### Education

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|------|--|---|
| 1983 | The Pennsylvania State University<br>University Park, PA | <i>Ph.D. in Educational Psychology</i><br>Spec.: Cognition & Instruction                        |
| 1976 | State University of New York at Albany<br>Albany, NY     | <i>M.S. in Educational Psychology</i><br>Specializations in Child Dev /Tests<br>and Measurement |
| 1976 | State University of New York at Albany                   | <i>Ed.S. in School Psychology</i>   |
| 1973 | Manhattan College  | <i>BA in Psychology</i>   |

### Professional Experience

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| 2017-Date          | <i>Teachers College, Columbia University</i><br>Director, Ph.D. Program in School Psychology         |
| 2017-Date          | <i>Teachers College, Columbia University</i><br>College Ombuds                                       |
| 2010-2016          | <i>Teachers College, Columbia University</i><br>Chairman, Department of Health and Behavior Studies  |
| 2006-Date          | <i>Teachers College, Columbia University</i><br>Professor of Psychology and Education                |
| 2004-2016<br>2019- | <i>Universidad del Norte, Baranquilla, Colombia</i><br>Honorary Professor of Cognition and Education |
| 1992-2010          | <i>Teachers College, Columbia University</i>   |

- Program Director, School Psychology
- 1993-1995 ***Teachers College, Columbia University***  
Program Director, Remedial Reading
- 1992-2006 ***Teachers College, Columbia University***  
Associate Professor of Psychology and Education
- 1986-1992 ***Teachers College, Columbia University***  
Assistant Professor of Psychology and Education
- 1983-1986 ***University of Pittsburgh***  
Adjunct Assistant Professor of Educational Psychology
- 1983-1986 ***University of Pittsburgh***  
Post-doctoral Fellow, Learning Research and Development Center
- 1976-1979 ***Sutton Massachusetts Public Schools***  
School Psychologist
- 1977-1978 ***Sutton Massachusetts Public Schools***  
Title I Director
- 1978-1978 ***Massachusetts Council for Children***  
Regional Board Member & State Level Committee Member
- 1974-1975 ***St. Catherine's Albany, NY; St. Agatha's, Nanuet, NY***  
Child Care Worker

### **Professional Activities**

- Associate Editor, *Journal of Educational Psychology* (2016-2018)
- Editorial Board, *Psychology in the Schools* (2004-2015)
- Editorial Board, *Journal of School Psychology* (2008-2011)
- Member, Advisory Board for the McKenna Fund for Nursing Education
- Member, American Psychological Association (APA)  
(Divisions of Educational Psychology; School Psychology)
- Member, National Association of School Psychologists (NASP)
- Member, American Educational Research Association (AERA)  
(Divisions of Learning & Instruction; Teaching & Teacher Education)

Member, American Psychological Society (APS)

Member, School Psychologists Educators Council of New York State (SPECNYS);

Secretary, SPECNYS (1991-1992);

President, SPECNYS (1994-1995)

Member, Council of Directors of School Psychology Programs (CDSPP)

Executive Board Member, CDSPP (2005-2008)

Secretary, CDSPP (2006-2008)

CDSPP representative to the Council of Specialties (this council represents all of the applied psychological disciplines represented by APA: clinical, counseling and school psychology)

Member, NYC School Psychology Consortium (NYC-SPC)

Member, Scientific Committee for Writing Research Across Borders for 2017 conference in Bogota

Consulting Editor, *Experimental Studies in Education*

Ad hoc reviews: *Human Development, Journal of Educational Psychology, European Journal of Cognitive Psychology, Review of Educational Research, Reading & Writing: An Interdisciplinary Journal, Journal of Experimental Education, Journal of Experimental Child Psychology, Cognitive Development, Applied Cognitive Psychology, Journal of Applied Research in Memory and Cognition, Journal of Learning Disabilities, Journal of Experimental Psychology: Applied, Journal of Child Psychology and Psychiatry, Psychology in the Schools, Journal of School Psychology, Plos One*

Consultant: (a) The New York State Board of Bar Examiners (1996-1999; evaluated evidence presented by applicants to the Bar claiming a learning disability), (b) The Beginning with Children Foundation (design of regular and special education programs 1995-1999), (c) Legal Services for New York City—Legal Support Unit (presentation on how to improve reading curricula), (d) the Horace Mann School (helped them to design a learning disabilities policy; give occasional presentations on the relationship of law and psychology to disabilities); (e) Advocates for Children (consultant to the Jose P. plaintiffs regarding the retraining of school psychologists in New York City, 2003-present); (f) Office of Special Education, New York City Department of Education (contributed information to the manual being created to help re-train school psychologists in New York City); and (g) Legal Services for Children (expert witness for the lawyer representing a high school student from Washington Heights).

Member, Advisory Board, Ph.D. in Cognition and Education; MA in Math Education, Universidad del Norte, Barranquilla, Colombia.

Promise Project—Research Steering Committee (2012-2014)

## **Honors**

Elaine Brantley Memorial Award for Community & Civility 2016-2017

Designated a Catalyst Scholar by the Society for the Study of School Psychology (SSSP) at the Annual Meeting of the National Association of School Psychologists (Toronto, 2003).

Elected to membership in SSSP, which is limited to 145 members. Individuals must be nominated by a member of the society and elected by vote of the membership committee.

Fellow, Division 16 (School Psychology) of the American Psychological Association.

## **Research and Grant Support**

Summer, 2017 Provost Seed Grant--\$10,000

2006-2008 Consultant, Postsecondary Content-Area Reading-Writing Intervention: Development and Determination of Potential Efficacy, Institute of Education Sciences, U. S. Department of Education, 1.3 million.

Summer 2002 Member, Team of Psychologists and Educators that Visited China; Sponsored by the Fulbright Program; Purpose—To Establish Research Collaborations between The U.S. and China.

1991-2004 Principal Investigator, Early Identification and Prevention Program, The Yonkers Public Schools (1991-1996--\$30,000 per year; 1996 to 2004-\$10,000 per year).

1997-1999 Principal Investigator, Saloman Brothers Robeson High School Partnership (\$30,000 per year).

Summer 1991 Deans Summer Research Grant for Untenured Faculty, \$5,000.

Spring 1991 Co-Principal Investigator, Early Identification and Prevention Program: Planning Grant, Yonkers Public Schools (\$3,000).

1987-1991 Co-Principal Investigator, Fisher-Landau Foundation (\$750,000): Evaluation and implementation of a program for special needs bright children.

1987-1989 Co-Principal Investigator, U.S. Department of Education: Office of Special Education and Rehabilitation Services (\$250,000).

1982-1983 Grant-in-Aid of Research, Sigma Xi (\$1,000).

### **Certifications/Licensure**

School Psychologist Certificate (permanent form), New York; Massachusetts

Licensed Psychologist, New York (# 011690-1)

### **Publications in Refereed Journals (N = 37)**

Gleason, J., & Peverly, S. T. (revise and resubmit). The lecture note-taking skills of adolescents with and without attention deficit/hyperactivity disorder (ADHD). *Reading and Writing: An Interdisciplinary Journal*.

Hardy, L. M., Tomb, M., Irene Zhang, I., Cha, Y., Banker, S., Thomas, L., Algermissen, M., Peverly, S. T., & Margolis' A. E. (in press). Influences of language minority status and reading disorder on phonological processing. *Journal of Child Psychology and Psychiatry*.

Oefinger, L. M., & Peverly, S. T. (in press). The lecture note-taking skills of adolescents with and without learning disabilities. *Journal of Learning Disabilities* (Title of Special Issue: The interaction of reading, spelling and handwriting difficulties with writing development).

Patwa, S. S., Peverly, S. T., Maykel, C., & Kapoor, V. (2019). Roles for school psychologists in the challenging Indian education landscape. *International Journal of School and Educational Psychology*, 7, 94-101.

Zhou, Z., Peverly, S. T., Bray, M. A., Van Schalkwyk, G. J. (2019). Psychological and educational needs of children in Asia. *International Journal of School and Educational Psychology*, 7, 69-71.

Vekaria, P. C., & Peverly, S. T. (2018). Lecture note-taking in post-secondary students with attention-deficit/ hyperactivity disorder. *Reading and Writing: An Interdisciplinary Journal*. 31, 1551-1573, doi 10.1007/s11145-018-9849-2

Thompson, R., Tanimoto, S., Abbott, R., Nielsen, K., Lyman, R. D., Geselowitz, K., Habermann, K., Mickail, T., Raskin, M., Peverly, S., Nagy, W. & Berninger, V. (2017). Comparing transcription modes for students with and without specific learning disabilities: Stylus versus groovy pencils and hunt/peck versus touch typing. *Assistive Technology*, 29, 131-139. Doi/full/10.1080/10400435.2016.1199066

Richards, T., Peverly, S., Wolf, A., Abbott, R., Tanimoto, S., Thompson, R., Nagy, W. and Berninger, V. (2016). Idea units in notes and summaries for read texts by keyboard and

- pencil in middle childhood students with specific learning disabilities: Cognitive and brain findings. *Trends in Neuroscience and Education*, 5, 146-155.
- Reddington, L. A., Peverly, S. T., & Block, C. J. (2015). An examination of some of the cognitive and motivation variables related to gender differences in lecture note-taking. *Reading and Writing: An Interdisciplinary Journal*, 28, 1155-1185. DOI 10.1007/s11145-015-9566-z
- Peverly, S. T., Garner, J. K., & Vekaria, P. C. (2014). Both handwriting speed and selective attention are important to lecture note-taking. *Reading and Writing: An Interdisciplinary Journal*, 27, 1-30. DOI: 10.1007/s11145-013-9431-x
- Perin, D., Bork, R. H., Peverly, S. T., & Mason, L. M. (2013). A Contextualized Curricular Supplement for Developmental Reading and Writing. *Journal of College Reading and Learning*, 43, pp. 8-38.
- Peverly, S. T., Vekaria, P. C., Reddington, L. A. Sumowski, J. F. Johnson, K. R. & Ramsay, C. M. (2013). The Relationship of Handwriting Speed, Working Memory, Language Comprehension and Outlines to Lecture Note-taking and Test-taking among College Students. *Applied Cognitive Psychology*, 27, 115-126. DOI: 10.1002/acp.2881
- Peverly, S. T., & Sumowski, J. F. (2012). What variables predict quality of text notes and are text notes related to performance on different types of tests? *Applied Cognitive Psychology*, 26: 104–117. Published online 24 May 2011 in Wiley Online Library (wileyonlinelibrary.com) DOI: 10.1002/acp.1802.
- Han, Z. H, & Peverly, S. T. (2007). Input processing: A study of *ab initio* learners with multilingual backgrounds. *International Journal of Multiculturalism*, 4, 17-37.
- Peverly, S. T., Ramaswamy, V., Brown, C., Sumowski, J., Alidoost, M., & Garner, J. (2007). Skill in lecture note-taking: What predicts? *Journal of Educational Psychology*, 99, 167-180.
- Peverly, S. T. (2006). The importance of handwriting speed in adult writing. *Developmental Neuropsychology*, 29, 197-216.
- Zhou, Z., Peverly, S. T., & Xin, T. (2006). Knowing and teaching fractions: A cross-cultural study of American and Chinese mathematics teachers. *Contemporary Educational Psychology*, 31, 438-457.
- Zhou, Z., Peverly, S. T., Lin, J-S., & (2005). Understanding early mathematical competencies in American and Chinese children. *School Psychology International*, 26, 413-427.
- Moy, R., & Peverly, S. T. (2005). Perceptions of mathematics curricula and teaching in China. *Psychology in the Schools*, 42, 251-258.

- Peverly, S. T. (2005). Moving past cultural homogeneity: Suggestions for comparisons of students' educational outcomes in the U.S. and China. *Psychology in the Schools, 42*, 241-249.
- Zhou, Z., & Peverly, S. T. (2005). Introduction to the special issue on culture and psychology: Fulbright Psychologists and Educators in China. *Psychology in the Schools, 42*, 229-231.
- Zhou, Z., Peverly, S. T. (2005). Teaching addition and subtraction to 1<sup>st</sup> graders: A Chinese perspective. *Psychology in the Schools, 42*, 259-272.
- Benuck, M. & Peverly, S. T. (2004). The effect of orthographic depth on reliance upon semantic context for oral reading in English and Hebrew. *Journal of Research in Reading, 27*, 281-299.
- Zhou, Z., & Peverly, S. T. (2004). Within- and across cultural variations in children's understanding of distance, time, and speed interrelations: A follow-up study. *Journal of Genetic Psychology, 165*, 5-27.
- Paradis, L. M., & Peverly, S. T. (2003). The effects of knowledge and task on students' peer-directed questions in modified cooperative learning groups. *The Child Study Journal, 33*, 117-139.
- Peverly, S. T., Brobst, K., Graham, M., & Shaw, R. (2003). College Adults are not Good at Self-Regulation: A study on the Relationship of Self-regulation, Note-taking, and Test-taking. *Journal of Educational Psychology, 95*, 335-346.
- Zhou, Z., & Peverly, S. T. (2003). Foreward to the special issue: Psychoeducational and psychosocial functioning of Chinese children. *Psychology in the Schools, 40*, 1-4.
- Zhou, Z., & Peverly, S. T., Xin, T., Huang, A. S., & Wang, W. (2003). School adjustment of first-generation Chinese-American adolescents. *Psychology in the Schools, 40*, 71-84.
- Peverly, S.T., Brobst, K.E. & Morris, K. (2002). The contribution of reading comprehension ability and meta-cognitive control to the development of studying. *Journal of Research in Reading, 25*, 203-216.
- Peverly, S. T., Wood, R. (2001). The effect of adjunct questions and feedback on improving the reading comprehension of learning disabled adolescents. *Contemporary Educational Psychology, 26*, 25-43.
- Zhou, Z., Peverly, S. Boehm, A., Chongde, L.. (2000). American and Chinese children's understanding of distance, time, and speed interrelations. *Cognitive Development, 15*, 215-240.
- Peverly, S. T., & Kitzen, K. R. (1998). Curriculum-based assessment of reading skills: Considerations and caveats for school psychologists. *Psychology in the Schools, 35*, 29-47.

- Peeverly, S. T. (1994). An overview of the potential impact of cognitive psychology on school psychology. *School Psychology Review*, 23, 292-309.
- Kelly, M. S. & Peeverly, S. T. (1992). The ability of the Kindergarten Screening Battery to predict first and second grade academic performance. *Journal of School Psychology*, 30, 245-258.
- Peeverly, S.T. (1991). Problems with the knowledge-based explanation of memory and development. *Review of Educational Research*, 61, 71-93.
- Wang, M.C., & Peeverly, S.T. (1986). The self-instructive process in learning contexts. *Contemporary Educational Psychology*, 11, 370-404.
- DiVesta, F.J., & Peeverly, S.T. (1984). The effects of encoding variability, processing activity, and rule-examples sequence on the transfer of conceptual rules. *Journal of Educational Psychology*, 76, 108-119.
- Wang, M.C., Peeverly, S.T., & Randolph, R.F. (1984). An investigation of the implementation and effects of a full-time mainstreaming program. *Journal of Special and Remedial Education*, 5, 21-32.

### **Book Chapters (N = 6)**

- Peeverly, S. T., & Wolf, A. D. (2019). Note-taking. In J. Dunlosky & K. A. Rawson (Eds.), *Cambridge handbook of cognition and education* (pp. 320–355). New York, NY: Cambridge University Press.
- Peeverly, S. T., Marcelin, G. E., & Kern, M. B. (2014). Tailoring interventions for students with difficulties in lecture note-taking. In J. T. Mascolo, D. P. Flanagan & V. C. Alfonso (Eds.). *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners*. New York: John Wiley & Sons, Inc.
- Peeverly, S. T. (2009). Beyond the monitoring of students' progress in classrooms: The assessment of students, curricula and teachers. In S. Rosenfield & V. Berninger (Eds.), *Implementing evidence-based academic interventions in schools settings* (pp. 575-600). NY: Oxford University Press.
- Saigh, P. A., Brassard, M., & Peeverly, S. (2004). Cognitive behavioral interventions for children and adolescents with PTSD. In S. Taylor (Ed). *Advances in the treatment of posttraumatic stress disorder: Cognitive behavioral perspectives* (pp. 243-263). New York: Springer.
- Wang, M.C., Peeverly, S.T. & Catalano, R. (1987). Integrating special needs students in regular classes: Programming, implementation, and policy issues. In J. Gottlieb & B. W. Gottlieb (Eds.), *Advances in special education* (Vol. 6, pp. 119-149). Greenwich, CT: JAI Press, Inc.

Wang, M.C., & Peverly, S.T. (1986). The role of the learner: An individual difference variable in school learning and functioning. In M.C. Wang, M.C. Reynolds, & H.J. Walberg (Eds.), *The handbook of special education: Research and practice*. Oxford, England: Pergammon.

### **Scholarly Editorships**

Zhou, J., & Peverly, S. P., Bray, M. A., Van Schalkwyk, G. J. (2019). Psychological and educational needs of children in Asia [Special Issue]. *International Journal of School and Educational Psychology*.

Zhou, Z., & Peverly, S. T. (2005). Culture and Psychology; Fulbright Psychologists and Educators in China [Special Issue]. *Psychology in the Schools*, 42 (3).

Zhou, Z., & Peverly, S. T. (2003). Psychoeducational and psychosocial functioning of Chinese children [Special Issue]. *Psychology in the Schools*, 40 (1).

### **Other Publications**

Perin, D., Bork, R. H., Peverly, S. T., Mason, L. H., & Vaselewski, M. (2012). A contextualized intervention for community college developmental reading and writing students. CCRC Working Paper No. 38. New York, NY: Community College Research Center, Teachers College, Columbia University. Retrieved from <http://ccrc.tc.columbia.edu/Publication.asp?UID=1007>.

### **Research Reports**

Kelly, M. S., Peverly, S. T., & Morduch, S. (1991). *The evaluation of the Fisher-Landau Program at Friends Seminary*. Research Report No. 4. The Fisher-Landau Foundation.

Peverly, S. T., Boehm, A. E., Kelly, M. S., & Morduch, S. J. (1991). *The Dalton Kindergarten Screening Battery: Final Report*. Research Report No. 5. The Fisher-Landau Foundation.

Peverly, S. T., Kelly, M. S., & Morduch, S. J. (1991). *The evaluation of the Fisher-Landau program at the Dalton and Collegiate schools*. Research report No. 3. The Fisher-Landau Foundation.

Peverly, S.T., Paradis, L., & Kelly, M.K. (1990). *Evaluation of the predictive validity of the Dalton Kindergarten Screening Battery*. Research report No.2. The Fisher-Landau Foundation.

Boehm, A., Ginsburg, H., Kelly, M., & Peverly, S. (1989). *A processing approach to assessment and intervention for learning disabled children and youth: A video-based training*

*package for school psychologists*. Final report to the Office of Special and Rehabilitation Services, Washington, DC.

Peeverly, S.T. (1989). *Final report: An evaluation of the predictive validity of the Collegiate Screening Battery*. Research report No.1. The Fisher-Landau Foundation.

Kelly, M.K., & Peeverly, S.T. (1989). *Informal assessment of the cognitive components of reading*. Presented at the annual meeting of the National Association of School Psychologists, Boston.

### **Presentations and Posters (Refereed)**

Berninger, V., Nagy, W., Jones, J. N., Peeverly, S. T., & Richards, T. (2017, July). *Integrated Reading-Writing and Listening-Writing in Academic Register of the Content Areas of Curriculum for Students in Grades 4 to 9 with Specific Learning Disabilities in Written Language* (Presentation at the annual meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia).

Zuckerman, K., Wolf, A., Wong, V., & Kapengut, D., & Peeverly, S. T. (2015, May). *There is More to Handwriting Speed than Fine Motor Speed*. Poster presented at the annual meeting of the Association for Psychological Science, New York, NY.

Oefinger, L., & Peeverly, S. T. (2014, May). *Reading disabilities Impact Note-Taking and Test Performance of Adolescents*. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.

Peeverly, S. T., Kern, M. B., & Oefinger, L. (2014). *The cognitive processes associated with note-taking*. Presented at the tri-annual meeting of Writing Research Across Borders, Paris, France.

Vekaria, P. & Peeverly, S. T. (2011, August). *There is more to transcription fluency than fine motor speed*. Poster presented at the annual meeting of the American Psychological Association, Washinton, DC.

Sumowski, J., & Peeverly, S. T. (2010, August). *Domain Knowledge Compensates for Reading Comprehension Skill in College Undergraduates*. Paper presented at the annual meeting of the American Psychological Association, San Diego, CA.

Graham, M. J., Higgins, E. T., & Peeverly, S. T. (2008, May). *Making the Grade in Medical School: How Prevention Vigilance Affects Approaches to Studying*. Paper presented at the annual meeting of the Association for Psychological Science, Chicago, IL.

Sumowski, J., & Peeverly, S. T. (2007, May). *Cognitive and motivational factors underlying text note-taking expertise*. Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC.

- Reddington, L., Sumowski, J., Johnson, K., & Peverly, S. T. (2006, May). *Gender differences and expertise in lecture note-taking*. Poster presented at the annual meeting of the Association for Psychological Science, New York, NY.
- Peverly, S. T. (2005). *Expertise in lecture notetaking*. Included in a symposium, Contribution of Cognitive and Neuropsychological Processes to Response to Instruction. Presented at the annual meeting of the American Psychological Association, Washington, DC.
- Peverly, S. T. (2004, Chair). *Evolution of Curriculum-Based Measurement (CBM) to Instruction-Based Assessment (IBA): Rethinking Identification and Prevention of Learning Disability*. Symposium presented at the annual meeting of the American Psychological Association.
- Peverly, S. T. (2004, August). *Teachers' Knowledge and Student Achievement*. Paper presented at the annual meeting of the American Psychological Association, Honolulu, Hawaii.
- Ramaswamy, V, Brown, C & Peverly, S. T. (2003, May). *Expertise in lecture notetaking*. Presented at the annual meeting of the American Psychological Society, Atlanta, GA.
- Zhou, Z., Xin, T., & Peverly, S. T. (2001). *Knowing and teaching fractions: A cross-cultural study of American and Chinese mathematics teachers*. Paper presented at the annual meeting of the American Psychological Association.
- Hutchinson, K. T., Kirk, U., & Peverly, S. T. (1999). *Affective processing and social skills functioning in children with ADHD*. Paper presented at the annual meeting of the American Psychological Association. *Clinical Neuropsychologist*, 13 (2), 222-222 May, 1999.
- Brobst, K., Graham, M., Shaw, R., & Peverly, S. (1998). *Skill in notetaking: Are all texts created equal?* Poster presented at the Annual Meeting of the American Educational Research Association.
- Peverly, S., Brobst, K., Shaw, R., & Graham, M. (1998). *Relationship of Verbal Ability, Note-Taking Activities, Test Type, and Monitoring of Learning to Test Performance*. Poster presented at the annual Meeting of the American Psychological Society.
- Zhou, Z., Peverly, S. T., Boehm, A. E. & Lin, C. D. (1998). Role of instruction in children's understanding of distance, time, and speed interrelations. Poster presented at the 106th Annual convention of the American Psychological Association, San Francisco, CA.
- Benuck, M. B., & Peverly, S. T. (1997). *The effect of semantic context upon oral reading of unvoiced Hebrew*. Poster presented at the Annual Meeting of the American Educational Research Association.
- Brobst, K., & Peverly, S. T. (1997). *Should you read the text before you go to class?* Poster presented at the Annual Meeting of the American Educational Research Association.

- Zhou, Z., Boehm, A., Peverly, S., Ginsburg, H., & Lin, C. D. (1996). *Children's understanding of time, distance, and speed interrelations: A cross-cultural study*. Poster presented at the annual meeting of the International Congress of Psychology.
- Paradis, L., & Peverly, S. T. (1993). *The effects of knowledge and task on students' questions in modified learning groups*. Poster presented at the annual meeting of the American Educational Research Association.
- Peverly, S. T., Brobst, K. E., & Morris, K. (1991). *The relationship among ability, metacognitive regulation, and metacognitive reflection in seventh grade students' study skills*. Paper presented at the annual meeting of the American Educational Research Association.
- Peverly, S.T., Brobst, K.E., & Morris, K. (1990). *A preliminary investigation of the relationship among performance, ability and metacognition in studying*. Paper presented at the annual meeting of the American Educational Research Association, Boston.
- Peverly, S.T., Brobst, K.E., Morris K. (1990). *The assessment of academic studying*. Paper presented at the annual meeting of the American Educational Research Association, Boston.
- Peverly, S.T. (1989). *Chair, Learning strategies for scientific material: Knowledge maps and mnemonics*. The annual meeting of the American Educational Research Association, San Francisco.
- Peverly, S.T. (1988). *One perspective on the relationship of cognition to assessment*. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago.
- Peverly, S.T., Wang, M.C., & Gabriele, A. (1987). *The study of metacognition and school learning: Review of research methodology*. Presented at the annual meeting of the American Educational Research Association, Washington.
- Wang, M.C., & Peverly, S.T. (1986). *The self-instructive process in classroom learning contexts*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Dytman, J. A., Peverly, S. T., & Wang, M. C. (1985). *An investigation of the role of the learner in LOGO learning environments*. Paper presented at the annual meeting of the American Educational Research Association.
- Peverly, S.T., Randolph, R.F., & Wang, M.C. (1985). *Implementation of an innovative program: A case study*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

## **Invited Presentations**

Peverly, S. T. (2012). *The relationship transcription speed and other cognitive variables to note-taking and test performance*. Paper presented at the Zaner-Bloser sponsored conference entitled Handwriting in the 21<sup>ST</sup> century?: An educational summit. Washington, D.C.

Peverly, S. T. (2006). *The effects of teachers' quality on elementary students' mathematical performance*. Colombian congress on the study of children's mathematical thinking. Universidad del Norte, Barranquilla, Colombia.

Peverly, S. T., & Zhou, Z., (2003). *Cross and within-cultural variations in children's mathematical understanding of distance, time, and speed interrelations: Evidence from China and the U.S.* International Conference on Chinese Education, Teachers College, Columbia University.

Peverly, S. T. (1996). *The future of the training of doctoral-level school psychologists*. Paper presented at the Annual Meeting of the American Psychological Association.

## **Courses Taught**

Individual Psychological Testing

Psychology of Memory

Psychology of Memory: Cognitive and Affective Bases

Reading Comprehension and Study Skills

Professional and Ethical Functions for School Psychologists

Seminar in Consultation

Seminar in Consultation and Evaluation in Reading

Seminar in Cognitive Processes

Research in Applied Educational Psychology: Cognitive Processes Related to Studying

## **College Service**

-Director, Ph.D. Program in School Psychology (September, 2017 to present)

-Director, Ed.M Program in School Psychology (September, 2018 to present)

-College Ombuds (September, 2017 to June 2019)

-Standing Committee on the Promotion to Full Professor (2017-2018)

-Department Chair (January, 2010 to August, 2016)

-Program Director of Ed.M and Ph.D Programs in School Psychology (1992-2010)

-Research Methods Exam Committee, Member (1986-1996); Chair, (1996-to present)

-Student Learning Outcomes Assessment Committee (2010 to 2017)

-Faculty Salary Committee (1988 to 1996; 2002-to 2005; 2009-2010)

-Minority Fellows (1992-1996)

-Continuing Education Advisory Board (1992-1994)

-Committee on Student Petitions for Exemptions from College Requirements (1990-1994)

-Health and Safety Committee (1993-1995)

-School Psychology Faculty Search Committee (1988-1990; 1992-1995; 1998-1999, 2000-2003; 2016-2017)

- Developmental Psychology Faculty Search Committee (1990-1992)
- Developmental Psychology Faculty Search Committee (2005-2006)
- Counseling Psychology Search Committee (Fall, 2006)
- Reading Faculty Search Committee (1993-1995)
- Counseling Psychology Faculty Search Committee (1995-1997)
- Health and Behavior Studies Search committee (1998-1999)
- International Students Scholarship Committee (1990 to 1997)
- Committee on the Appointment of Tenure (1996-1999)
- Committee on Access for Individuals with Disabilities (2002 to 2005)
- Spencer Research and Training Grant-Evaluation Evaluation Committee (2003-2004)
- Clinical Psychology Faculty Search (Fall, 2004-Spring, 2005)
- Conflict of Interest/Intellectual Property Committee (Fall, 2004-Spring, 2005)
- Faculty Executive Committee—Personnel subcommittee (2005-2007)
- Benefits Committee (2005-2014)
- Research Advisory Committee—(2007 to 2009)
- Advisory Committee on Student Learning Outcome Assessment (2010 to)
- Advisory Committee on Full Funding for Doctoral Students (Spring semester 2012)
- Statistics Search Committee (Spring 2012; 2012-2013 AY)
- Faculty Development Advisory Committee (Spring 2011 to 2012)
- Teachers College Compliance Committee (Teacher Training/Internships Subcommittee)-  
Fall 2012 to present
- Abby O’Neil Scholarship Committee (2013 to 2016)
- Neuroscience Search Committee – 2014-2015
- Committee on selection of students for Doctoral Dissertation Grants (2015-2018)
- School Counseling Search Committee—(2015-2016)
- Member, Psychology Faculty Coordinating Committee (PFCC)
- School Psychology Search Committee (2016 to Present)

### **Accreditation Activities**

- 1987: Preparation of APA Self Study and Site Visit for the Doctoral Program
- 1988: Preparation of APA Self Study and Site Visit for the Doctoral Program
- 1992: Preparation of APA Self Study and Site Visit for the Doctoral Program
- 1997: Preparation of APA Self Study and Site Visit for the Doctoral Program
- 2000: Preparation of APA Self Study and Site Visit for the Doctoral Program
- 2018: Preparation of APA Self Study and Site Visit for the Doctoral Program
- 2002: NASP accreditation report for the Ed.M Program
- 2004: NASP accreditation report for the Ed.M Program
- 2005: NASP accreditation report for the Ed.M. Program
- 1988-2010 & 2017- to present: Annual APA reports;
- 2002: Renewal of license qualifying status of the Ed.D. program
- 2003: Renewal of license qualifying status of the Ph.D. program