

July 2025

CURRICULUM VITAE

LINDA BAKER

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University of Maryland, Baltimore County
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EDUCATION

B.A.	1973	Douglass College	Psychology
M.S.	1975	Rutgers University	Psychology
Ph.D.	1977	Rutgers University	Psychology

Experience in Higher Education

2019-present	University of Maryland, Baltimore County Professor of Psychology Emerita*
1993-2018	University of Maryland, Baltimore County Professor of Psychology
2006-2012	Chair, UMBC Department of Psychology
2003-2006	Director, UMBC Applied Developmental Psychology Ph.D. Program
2003-2006	Associate Chair, UMBC Department of Psychology
2001 (fall)	Interim chair, UMBC Department of Psychology
1999-2000	President, UMBC Faculty Senate
1998-1999	Vice President, UMBC Faculty Senate
1992-1997	Principal Investigator, National Reading Research Center
1984-1993	University of Maryland, Baltimore County Associate Professor of Psychology
1987-1989	Director, UMBC Applied Developmental Psychology Ph.D. Program
1979-1984	University of Maryland, Baltimore County Assistant Professor of Psychology
1977-1979	University of Illinois at Urbana-Champaign Visiting Research Assistant Professor, Center for the Study of Reading

Experience in Other than Higher Education

1986, 1987	U. S. Army Research Institute, Summer Faculty Research Associate
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*Note: Throughout the CV, * signifies activities begun or continued as professor emerita*

Honors Received

Fellow, American Educational Research Association, elected in 2008 *

Fellow, American Psychological Association (Division 15), elected in 2004 *

Research Support, Contracts, and Fellowships

- 2019-22 *The Bearman Study of Audience Engagement*. Fellowship award to Linda Dusman, PI. Consultant, \$20,000. *
- 2017-19 *Understanding Engagement in College Math and Science Courses: A Psychometric Study*. Spencer Foundation, \$50,000. PI: Shuyan Sun. Role: Consultant. *
- 2016-17 *Orchestral Innovations in Science Education (OISE): An Investigation of STEAM Learning*. National Science Foundation (subaward from the Baltimore Symphony Orchestra, \$55,000).
- 2015-18 *In Search of Risk Factors for Reading Comprehension Difficulty: How Metacognition, Executive Functions, and Vocabulary Knowledge Contribute to Preschoolers' Comprehension of Stories*. Psychology Department Faculty Research Support, \$9997
- 2015-16 *What Factors Contribute to the Academic Success of College Students with a Reading Disability?* CAHSS Dean's Research Fund, \$4500.
- 2012-14 *Monitoring cognitive processes during reading and mathematical problem solving: Is there converging evidence from fMRI studies of metacognitive control?* UMBC Office of the Vice President for Research, \$6190.
- 2006-11 *Evaluation of the Early Identification and Intervention Project (Cohorts 2 and 3)*. The Greater Homewood Foundation. \$160,000.
- 2007-10 *Evaluation of the Core Knowledge Preschool Program in SECO Headstart Centers* (with Susan Sonnenschein), The Abell Foundation.
- 2007-08 *Fieldtrip: Using Internet-Based Multi-Media to Engage Teens on Education Issues* (with Lee Boot, Susan Sonnenschein). NIH, National Center for Research Resources.
- 2006-07 *MSDE Comic Book Initiative: Evaluation of the pilot program* (with Susan Sonnenschein), Maryland State Department of Education.
- 2005-08 *Evaluation of the Early Identification and Intervention Project (Cohort 1)* The Abell Foundation, \$90,000 direct costs.
- 2005-06 *Evaluation of the Ohio Connections Academy Program* (with Susan Sonnenschein), Connections Academy, \$87,674.
- 2005-06 *Evaluation of the Commonwealth Connections Academy Program* (with Susan Sonnenschein), Connections Academy, \$58,324.
- 2003-06 *Adult attachment and intervention efficacy with preterm infants* (with Douglas Teti and others), National Institute of Child Health and Human Development, \$227,000 UMBC subcontract.
- 2001-05 *Balancing Learning to Read and Reading for Learning: Achievement and Engagement in Young Children's Reading Instruction* (with M. Jean Dreher). The Spencer Foundation, \$445,750 (\$186,835 UMBC sub-contract).

- 1998-00 *Evaluation of the SuperKids Camp reading program* (with Susan Sonnenschein). Parks and People Foundation, \$115,000.
- 1994-97 *The emergence of literacy in sociocultural context* (with Robert Serpell and Susan Sonnenschein). National Institute of Child Health and Human Development. Award #R01 HD29737-01A1, \$486,496.
- 1994-98 *Evaluation of the Baltimore Junior Great Books Curriculum Program*. The Abell Foundation, \$40,334.
- 1992-97 *Children's emergent literacy experiences in the socio-cultural contexts of home and school* (with Susan Sonnenschein and Robert Serpell). National Reading Research Center, University of Maryland and University of Georgia, OERI, PR/Award No. 117A20007, \$159,659.
- 1994-95 *Cooperative communication among parents and teachers about children's emergent literacy* (with Robert Serpell and Susan Sonnenschein). National Reading Research Center, University of Maryland and University of Georgia, OERI, PR/Award No. 117A20007. \$24,824.
- 1992-93 *Workplace literacy partnership between AT&T and Florida Community College* (Project director: C. Bimmerle, AT&T; Literacy training program developed at the Institute for the Study of Adult Literacy, Pennsylvania State University, and at UMBC). U.S. Department of Education, National Workplace Literacy Program, PR/Award No. V198A20062. \$375,797 (UMBC subcontract \$25,000).
- 1991-92 *The emergence of literacy and numeracy skills in relation to the child's eco-cultural niche* (with Robert Serpell and Susan Sonnenschein). UMBC Designated Initiative Fund Award, \$20,000.
- 1990-93 *Integrating science across the elementary school curriculum* (with Wendy Saul). National Science Foundation, Grant No. MDR-8955187. \$401,934.
- 1986-87 *Parents as mediators of their children's cognitive development* (with Susan Sonnenschein). UMBC Designated Research Initiative Fund, \$10,000.
- 1981-83 *How readers develop standards for evaluating their own comprehension*. National Institute of Education, NIE-G-81-0100. \$13,186.
- 1980, 1983 UMBC Summer Faculty Fellowship
- 1976-77 Rutgers University Predoctoral Fellowship

PUBLICATIONS AND PRESENTATIONS

Books

Serpell, R., Baker, L., & Sonnenschein, S. (2005). *Becoming literate in the city: The Baltimore Early Childhood Project*. New York: Cambridge.

Baker, L., Dreher, M. J., & Guthrie, J. T. (Eds.) (2000). *Engaging young readers: Promoting achievement and motivation*. New York: Guilford.

Baker, L., Afflerbach, P., & Reinking, D. (Eds.) (1996). *Developing engaged readers in school and home communities*. Mahwah, NJ: Erlbaum.

Articles

Baker, L., Millman, Z. B., & Singer Trakhman, L. M. (2020). How the construct of metacognition has contributed to translational research in education, mental health, and beyond. *Translational Issues in Psychological Science*, 6, 1-7. *

Gay, B., Sonnenschein, S., Sun, S. & Baker, L. (2020). Poverty, parent involvement, and children's reading skills: Testing the compensatory effect of the amount of classroom reading instruction. *Early Education and Development*, DOI: 10.1080/10409289.2020.1829292 *

Sonnenschein, S., Metzger, S. R., Dowling, R., & Baker, L. (2016). The relative importance of English versus Spanish language skills for low-income Latino English language learners' early language and literacy development. *Early Child Development and Care*. DOI: 10.1080/03004430.2016.1219854.

Baker, L., Zeliger-Kandasamy, A., & DeWyngaert, L. U. (2014). Neuroimaging evidence of comprehension monitoring. *Psychological Topics*, 23, 167-187.

Sonnenschein, S., Thompson, J. A., Metzger, S. R., & Baker, L. (2013). The relation between preschool teachers' language and gains in low income English language learners' and English speakers' vocabulary, early literacy and math skills. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field*, 16(4), 64-87

Sonnenschein, S., Thompson, J. A., Metzger, S. R., & Baker, L. (2013). The importance of teachers' language and children's vocabulary to early academic skills. *NHSA Dialog: A Research to Practice Journal for the Early Childhood Field*, 16(4), 107-112.

Sullivan, C., & Baker, L. (2013). A course to enhance motivation and strategy use. *Academic Exchange Quarterly*, 43-48.

Baker, L., Dreher, M. J., Shiplet, A. K., Beall, L. C., Voelker, A., Garrett, A. J., Schugar, H. R., & Finger-Elam, M. (2011). Children's comprehension of informational text: Reading, engaging, and learning. *International Electronic Journal of Elementary Education*, 4, 197-228.

Teti, D. M., Black, M. M., Viscardi, R., Glass, P., O'Connell, M. A., Baker, L., Cusson, R., & Hess, C. R. (2009). Intervention with African American, premature infants: Four-month results of an early intervention program. *Journal of Early Intervention*, 31, 146-166.

- Boot, L., Baker, L., Sonnenschein, S., Gurzick, D., & Sullivan, C. J. (2009). The Fieldtrip Project: An online community featuring teens' cellcam films sparked substantive peer discussion. *Ubiquitous Learning: An International Journal*, 1, 79-87.
- Garrett, A., Mazzocco, M., & Baker, L. (2006). Development of the metacognitive skills of prediction and evaluation in children with and without math disabilities. *Learning Disabilities Research and Practice*, 21, 77-88.
- Dreher, M. J. & Baker, L. (2003). Motivating struggling readers to succeed: Introduction to the theme. *Reading and Writing Quarterly: Overcoming learning difficulties*, 19, 1-4.
- Baker, L. (2003). The role of parents in motivating struggling readers. *Reading and Writing Quarterly: Overcoming learning difficulties*, 19, 87-106.
- Baker, L. & Scher, D. (2002). Beginning readers' motivation for reading in relation to parental beliefs and home reading experiences. *Reading Psychology*, 23, 239-269.
- Serpell, R., Sonnenschein, S., Baker, L., & Ganapathy, H. (2002). The intimate culture of families in early socialization of literacy. *Journal of Family Psychology*, 16, 391-405.
- Baker, L., Mackler, K., Sonnenschein, S., & Serpell, R. (2001). Parents' interactions with their first grade children during storybook reading and relations with subsequent home reading activity and reading achievement. *Journal of School Psychology*, 39, 415-438.
- Baker, L., & Wigfield, A. (1999). Dimensions of children's motivation for reading and their relations to reading activity and reading achievement. *Reading Research Quarterly*, 34, 452-477.
- Akkari, A., Serpell, R., Baker, L., & Sonnenschein, S. (1998). A comparative analysis of teacher ethnotheories. *The Professional Educator*, 21, 45-61.
- Sonnenschein, S., Baker, L., & Serpell, R., Scher, D., Goddard-Truitt, V., & Munsterman, K. (1997). Parental beliefs about ways to help children learn to read: The impact of an entertainment or a skills perspective. *Early Child Development and Care*, 127-128, 111-118.
- Baker, L., Scher, D., & Mackler, K. (1997). Home and family influences on motivations for literacy. *Educational Psychologist*, 32, 69-82.
- Fernandez-Fein, S., & Baker, L. (1997). Rhyme sensitivity and relevant experiences in preschoolers from diverse backgrounds. *Journal of Literacy Research*, 29, 433-459.

- Baker, L., Sonnenschein, S., Serpell, R., Scher, D., Fernandez-Fein, S., Munsterman, K., Hill, S., Goddard-Truitt, V., & Danseco, E. (1996). Early literacy at home: Children's experiences and parents' perspectives. *The Reading Teacher, 50*, 70-72.
- Baker, L., Sonnenschein, S., & Gilat, M. (1996). Mothers' sensitivity to the competencies of their preschoolers on a concept learning task. *Early Childhood Research Quarterly, 11*, 405-424.
- Baker, L., & Saul, W. (1994). Considering science-language arts connections: A study of teacher cognition. *Journal of Research in Science Teaching, 31*, 1023-1037.
- Sonnenschein, S., Baker, L., & Freund, L. (1993). Mother-child interaction on a spatial concept task as mediated by maternal notions about the task and the child. *Early Education and Development, 4*, 32-44.
- Sonnenschein, S., Baker, L., & Cerro, L. (1992). Mothers' views on teaching their preschoolers in everyday situations. *Early Education and Development, 3*, 1-22.
- Freund, L. S., Baker, L., & Sonnenschein, S. (1990). Developmental changes in strategic approaches to classification. *Journal of Experimental Child Psychology, 49*, 343-362.
- Baker, L. & Zimlin, L. (1989). Instructional effects on children's use of two levels of standards for evaluating their comprehension. *Journal of Educational Psychology, 81*, 340-346.
- Baker, L. (1989). Metacognition, comprehension monitoring and the adult reader. *Educational Psychology Review, 1*, 3-38.
- Baker, L. (1989). Developmental change in readers' responses to unknown words. *Journal of Reading Behavior, 21*, 241-260.
- Baker, L., & Wagner, J. L. (1987). Evaluating information for truthfulness: The effects of logical subordination. *Memory & Cognition, 15*, 279-284.
- Baker, L. (1985). Working memory and comprehension: A replication. *Bulletin of the Psychonomic Society, 23*, 28-30.
- Baker, L., & Lombardi, B. R. (1985). Students' lecture notes and their relation to test scores. *Teaching of Psychology, 12*, 28-32.
- Baker, L. (1985). Differences in the standards used by college students to evaluate their comprehension of expository prose. *Reading Research Quarterly, 20*, 297-313.

- Baker, L. (1984). Spontaneous versus instructed use of multiple standards for evaluating comprehension: Effects of age, reading proficiency and type of standard. *Journal of Experimental Child Psychology*, 38, 289-311.
- Baker, L. (1984). Children's effective use of multiple standards for evaluating their comprehension. *Journal of Educational Psychology*, 76, 588-597.
- Baker, L., & Anderson, R. I. (1982). Effects of inconsistent information on text processing: Evidence for comprehension monitoring. *Reading Research Quarterly*, 17, 281-294.
- Baker, L. (1982). An evaluation of the role of metacognitive deficits in learning disabilities. *Topics in Learning and Learning Disabilities*, 2, 27-35.
- Baker, L. (1979). Comprehension monitoring: Identifying and coping with text confusions. *Journal of Reading Behavior*, 11, 365-374.
(A more detailed report appears under the same title as Technical Report #145, Urbana: University of Illinois, Center for the Study of Reading, September 1979; ERIC Document Reproduction Service No. ED 177 525.)
- Baker, L. (1978). Processing temporal relationships in simple stories: Effects of input sequence. *Journal of Verbal Learning and Verbal Behavior*, 17, 559-572.
- Baker, L., & Santa, J. L. (1977). Semantic integration and context. *Memory & Cognition*, 5, 151-154.
- Baker, L., Santa, J. L., & Gentry, J. M. (1977). Consequences of rigid and flexible learning. *Bulletin of the Psychonomic Society*, 5, 58-60.
- Baker, L., & Santa, J. L. (1977). Context, integration, and retrieval. *Memory & Cognition*, 5, 308-314.
- Santa, J. L., & Baker, L. (1975). Linguistic influences on visual memory. *Memory & Cognition*, 3, 445-450.
- Santa, J. L., Ranken, A. B., Snuttjer, D., & Baker, L. (1975). Retrieval in cued recall. *Memory & Cognition*, 3, 341-348.

Chapters

- Baker, L. (2020). Metacognitive strategies. In J. Hattie & E. M. Anderman (Eds.), *Visible learning guide to student achievement (schools edition)* (pp. 253-258). New York: Routledge. *

- Baker, L., & DeWynngaert, L. (2018). Academic socialization in the homes of Black and Latino preschool children: Research findings and future directions In S. Sonnenschein & B. Sawyer (Eds.), *Academic socialization of young Black and Latino children* (pp. 233-255). New York: Springer.
- Baker, L. (2017). The development of metacognitive knowledge and control of comprehension: Contributors and consequences. In K. Mokhtari (Ed.), *Improving reading comprehension through metacognitive reading instruction* (pp. 1-31). Lanham, MD: Roman and Littlefield.
- Sullivan, C., & Baker, L. (2015). A course to enhance motivation and strategy use. In S. S. Pec (Ed.), *Learning with and from students: Twenty examples* (Vol. 6; pp. 31-36). Academic Exchange.
- Baker, L., DeWynngaert, L. U., & Zeliger-Kandasamy, A. (2015). Metacognition in comprehension instruction: New directions. In S. R. Parris, & K. Headley (Eds.), *Comprehension instruction: Research-based best practices* (3rd ed.). New York: Guilford.
- Baker, L. (2013). Metacognitive strategies. In J. Hattie & E. Anderman (Eds.), *International guide to student achievement* (pp. 419-421). New York: Routledge.
- Baker, L. (2011). Metacognition. In V. G. Aukrust (Ed.), *Learning and cognition in education* (pp. 128-135). Oxford: Elsevier.
- Baker, L. (2010). Metacognition. In P. Peterson, E. Baker, & E. McGaw). *International Encyclopedia of Education* (pp. 204-210). Oxford: Elsevier.
- Sonnenschein, S., Baker, L., & Serpell, R. (2010). The Early Childhood Project: A five year longitudinal investigation of children's literacy development in sociocultural context. In D. Aram & O. Korat (Eds.) *Literacy: Development and enhancement across orthographies and cultures* (pp. 85-96). New York: Springer.
- Baker, L. (2009). Metacognition. In E. Anderman & L. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia*. Farmington Hills, MI: Gale Cengage Learning.
- Baker, L. (2008). Metacognitive development in reading: Contributors and consequences. In K. Mokhtari & R. Sheorey (Eds.), *Reading strategies of first- and second-language learners: See how they read* (pp. 25-42). Norwood, MA: Christopher Gordon.
- Baker, L., & Beall, L. C. (2008). Metacognitive processes in reading comprehension. In S. E. Israel & G. G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 373-388). New York: Routledge.

- Baker, L. (2008). Metacognition in comprehension instruction: What we've learned since NRP. In C. C. Block & S. R. Parris (Eds.), *Comprehension instruction: Research-based best practices* (2nd edition) (pp. 65-79). New York: Guilford.
- Baker, L. (2005). Developmental differences in metacognition: Implications for metacognitively oriented reading instruction. In S. Israel, C. C. Block, K. L. Bauserman, & K. Kinnucan-Welsch (Eds.), *Metacognition in literacy learning: Theory, assessment, instruction, and professional development* (pp. 61-79). Mahwah, NJ: Erlbaum.
- Baker, L. (2004). Reading comprehension and science inquiry: Metacognitive connections. In W. Saul (Ed.), *Crossing borders in literacy and science instruction: Perspectives on theory and practice* (pp. 239-257). Newark, DE: International Reading Association.
- Baker, L., & Lombardi, B. R. (2003). Students' lecture notes and their relation to test scores. In R. A. Griggs (Ed). *Handbook for teaching Introductory Psychology* (Vol. 3, with an emphasis on assessment) (pp. 123-127). Mahwah, NJ: Erlbaum. (Reprinted from Teaching of Psychology, 12, 28-32, 1985).
- Baker, L., & Brown, A. L. (2002). Metacognitive skills and reading. In P. D. Pearson, R. Barr, M. L. Kamil, & P. Mosenthal (Eds.), *Handbook of reading research* (pp. 353-395). Mahwah, NJ: Erlbaum. (Original work published 1984)
- Baker, L. (2002). Metacognition in comprehension instruction. In C. C. Block & M. Pressley (Eds.), *Comprehension instruction: Research-based best practices* (pp. 77-95). New York: Guilford.
- Sonnenschein, S., Baker, L., Serpell, R., & Schmidt, D. (2000). Reading is a source of entertainment: The importance of the home perspective for children's literacy development. In K. A. Roskos & J. F. Christie (Eds.), *Play and literacy in early childhood: Research from multiple perspectives* (pp. 125-137). Mahwah, NJ: Erlbaum.
- Baker, L. (2000). Building the word-level foundation for engaged reading. In L. Baker, M. J. Dreher, & J. T. Guthrie (Eds.), *Engaging young readers: Promoting achievement and motivation* (pp. 17-42). New York: Guilford.
- Baker, L., Dreher, M. J., & Guthrie, J. T. (2000). Why teachers should promote reading engagement. In L. Baker, M. J. Dreher, & J. T. Guthrie (Eds.), *Engaging young readers: Promoting achievement and motivation* (pp. 1-16). New York: Guilford.
- Guthrie, J. T., Dreher, M. J., & Baker, L. (2000). Why teacher engagement is important to student achievement. In L. Baker, M. J. Dreher, & J. T. Guthrie (Eds.), *Engaging young readers: Promoting achievement and motivation* (pp. 309-320). New York: Guilford.

- Baker, L., & Cerro, L. (2000). Assessing metacognition in children and adults. In G. Schraw & J. Impara (Eds.), *Issues in the measurement of metacognition* (pp. 99-145). Lincoln, NE: Buros Institute of Mental Measurements, University of Nebraska.
- Baker, L. (1999). Opportunities at home and in the community that foster reading engagement. In J. T. Guthrie & D. E. Alvermann (Eds.), *Engagement in reading: Processes, practices, and policy implications* (pp. 105-133). New York: Teachers College Press.
- Baker, L., Fernandez-Fein, S., Scher, D., & Williams, H. (1998). Home experiences related to the development of word recognition. In J. Metsala & L. Ehri (Eds.), *Word recognition in beginning literacy* (pp. 263-288). Mahwah, NJ: Erlbaum.
- Baker, L., Sonnenschein, S., Serpell, R., Scher, D., Fernandez-Fein, S., Munsterman, K., Hill, S., Goddard-Truitt, V., & Danesco, E. (1998). Early literacy at home: Children's experiences and parents' perspectives. In R. L. Allington (Ed.), *Teaching struggling readers* (pp. 262-266). Newark, DE: International Reading Association. (Reprinted from *The Reading Teacher*, 50, 70-72., 1986)
- Baker, L. (1996). Social influences on metacognitive development in reading. In C. Cornoldi & J. Oakhill (Eds.), *Reading comprehension difficulties: Processes and interventions* (pp. 331-351). Mahwah, NJ: Erlbaum.
- Baker, L., Allen, J.B., Shockley, B., Pellegrini, A. D., Galda, L., & Stahl, S. (1996). Connecting school and home: Constructing partnerships to foster reading development. In L. Baker, P. Afflerbach, & D. Reinking (Eds.), *Developing engaged readers in school and home communities* (pp. 21-41). Mahwah, NJ: Erlbaum.
- Baker, L., Afflerbach, P., & Reinking, D. (1996). Developing engaged readers in school and home communities: An overview. In L. Baker, P. Afflerbach, & D. Reinking (Eds.) *Developing engaged readers in school and home communities* (pp. xiii-xviii). Mahwah, NJ: Erlbaum.
- Baker, L., Serpell, R., & Sonnenschein, S. (1995). Opportunities for literacy learning in the homes of urban preschoolers. In L. M. Morrow (Ed.), *Family Literacy: Connections in schools and communities* (pp. 236-252). Newark, DE: International Reading Association.
- Baker, L. (1994). Fostering metacognitive development. In H. Reese (Ed.), *Advances in child development and behavior*, Vol. 25 (pp. 201-239). San Diego: Academic Press.
- Baker, L. (1991). Metacognition, reading and science education. In C. Santa & D. E. Alvermann (Eds.), *Science learning: Processes and applications* (pp. 2-13). Newark, DE: International Reading Association.

- Van Haneghan, J. P. & Baker, L. (1989). Cognitive monitoring in mathematics. In C. B. McCormick, G. Miller, & M. Pressley (Eds.), *Cognitive strategy research: From basic research to educational applications* (pp. 215-238). New York: Springer-Verlag.
- Baker, L., & Lombardi, B. R. (1987). Students' lecture notes and their relation to test scores. In M. E. Ware & R. J. Millard (Eds.), *Handbook on student development: Advising, career development, and field placement* (pp. 32-37). Hillsdale, NJ: Erlbaum. (Reprinted from *Teaching of Psychology*, 12, 28-32, 1985)
- Brown, A. L., Armbruster, B., & Baker, L. (1986). The role of metacognition in reading and studying. In J. Orasanu (Ed.), *Reading comprehension: From research to practice* (pp. 90-120). Hillsdale, NJ: Erlbaum.
- Baker, L. (1985). How do we know when we don't understand? Standards for evaluating text comprehension. In D. L. Forrest-Pressley, G. E. MacKinnon, & T. G. Waller (Eds.), *Metacognition, cognition, and human performance* (pp. 155-206). New York: Academic Press.
- Baker, L., & Brown, A. L. (1984). Metacognitive skills and reading. In P. D. Pearson (Ed.), *Handbook of research in reading* (pp. 353-395). New York: Longman.
- Baker, L., & Brown, A. L. (1984). Cognitive monitoring in reading. In J. Flood (Ed.), *Understanding reading comprehension* (pp. 21-44). Newark, DE: International Reading Association.
- Baker, L., & Stein, N. L. (1981). The development of prose comprehension skills. In C. Santa & B. Hayes (Eds.), *Children's prose comprehension: Research and practice* (pp. 30-55). Newark, DE: International Reading Association.

Conference Proceedings

- Dusman, L., & Baker, L. (2022). *Informal music learning in real time via smartphone app: Enhancing audience engagement*. Conference proceedings of the International Society for Music Education. *

Forewords to Published Books

- Baker, L. (2011). Foreword. In C. Iannone-Campbell & S. L. Lattimore, *Lift-off for early literacy: Directed reading opportunities for struggling students* (pp. x-xi). Baltimore, MD: Brookes.
- Baker, L. (2008). Foreword. In K. Mokhtari & R. Sheorey (Eds.), *Reading strategies of first- and second-language learners: See how they read* (pp. xiii-xv). Norwood, MA: Christopher Gordon.

Baker, L. (2007). Foreword. In S. E. Israel, *Using metacognitive assessments to create individualized reading instruction* (p. ix). Newark, DE: International Reading Association.

Program Evaluation Reports

Godwin, K., Kumareveln, P., Aquino, A. K., Baker, L., & Mata-McMahon, J. (2025). Research report for the Sherman Center for Early Learning in Urban Communities. *

Godwin, K., Kumareveln, P., Aquino, A. K., Baker, L., & Mata-McMahon, J. (2025). *Evaluation of the Sherman Center Early Literacy Project. Diverse Books Project*. Research report for the Sherman Center for Early Learning in Urban Communities. *

Godwin, K., Kumareveln, P., Aquino, A. K., Baker, L., & Mata-McMahon, J. (2025). *Evaluation of the Sherman Center Diverse Books Project*. Research Report No. 5, Sherman Center for Early Learning in Urban Communities. *

Baker, L., & DeWyngaert, L. U. (2018). *Orchestral innovations in science education (OISE): An experiment in STEAM learning*. Submitted to the Baltimore Symphony Orchestra.

Baker, L., Sullivan, C., & Garrett, A. (2011). *An evaluation of the BCPSS Early Identification and Intervention Project: Year 5 Results/Final Report*. Submitted to the Greater Homewood Foundation.

Baker, L., Sullivan, C., & Garrett, A. (2009). *An evaluation of the BCPSS Early Identification and Intervention Project: Year 4 Results*. Submitted to the Greater Homewood Foundation.

Sonnenschein, S., Baker, L., Ramos, M., & Thompson, J. (2009). *Evaluation of the Core Knowledge Preschool Sequence curriculum in SECO Head Start: Year 3 Results*. Submitted to the Abell Foundation.

Baker, L., Garrett, A., Montgomery, J., & Sullivan, C. (2008). *An evaluation of the BCPSS Early Identification and Intervention Project: Year 3 Results*. Submitted to the Abell Foundation and the Greater Homewood Foundation.

Sonnenschein, S., Baker, L., Ramos, M., & Thompson, J. (2008). *Evaluation of the Core Knowledge Preschool Sequence curriculum in SECO Head Start: Year 2 Results*. Submitted to the Abell Foundation.

Baker, L., Garrett, A., & Montgomery, J. (2007). *An evaluation of the BCPSS Early Identification and Intervention Project: First Year Results*. Submitted to the Abell Foundation.

Sonnenschein, S., Baker, L., Ramos, M., & Thompson, J. (2007). *Evaluation of the Core*

Knowledge Preschool Sequence curriculum in SECO Head Start. Submitted to the Abell Foundation.

Baker, L., Sonnenschein, S., & Beall, L. (2006). *An analysis of stakeholders' perceptions and student achievement at [a Pennsylvania charter school]*. (details omitted because of a non-disclosure agreement).

Baker, L., Sonnenschein, S., & Beall, L. (2006). *An analysis of stakeholders' perceptions and student achievement at [an Ohio charter school]*. (details omitted because of a non-disclosure agreement).

Sonnenschein, S., Baker, L., & Garrett, A. (2005). *An Analysis of Academic Progress of Children Participating in the Core Knowledge Preschool Program in Baltimore County Head Start Centers.* Submitted to the Core Knowledge Foundation and the Abell Foundation, August 2005.

Sonnenschein, S., Baker, L., & Garrett, A. (2004). *Final Evaluation Report of the 2004 SuperKids Camp.* Submitted to the Parks and People Foundation, December 2004.

Baker, L., Sonnenschein, S., & Garrett, A. (2004). *An Evaluation of the Core Knowledge Preschool Curriculum in Baltimore County Head Start Centers.* Submitted to the Core Knowledge Foundation and the Abell Foundation, October 2004.

Baker, L., Sonnenschein, S., & Switkin, M. (2000). *Final evaluation report of the 1999 Superkids camp.* Submitted to the Parks and People Foundation, May 2000.

Technical Reports and Other Limited Circulation Publications

Serpell, R., Baker, L., Sonnenschein, S., Gorham, L., & Hill, S. (1997). *Cooperative communication among parents and teachers about children's emergent literacy.* (Final project report). Athens, GA: Universities of Georgia and Maryland, National Reading Research Center.

Serpell, R., Sonnenschein, S., Baker, L., Hill, S., Goddard-Truitt, V., & Danseco, E. (1997). *Parental ideas about development and socialization of children on the threshold of schooling.* (Reading Research Report # 78). Athens, GA: University of Georgia and Maryland, National Reading Research Center.

Britt, G., & Baker, L. (1997). *Engaging parents and kindergartners in reading through a class lending library.* (Instructional Resource # 41). Athens, GA: Universities of Georgia and Maryland, National Reading Research Center.

Sonnenschein, S., Baker, L., Serpell, R., Scher, D., Fernandez-Fein, S., & Munsterman, K. A. (1996). *Strands of emergent literacy and their antecedents in the Home: Urban*

- preschoolers' early literacy development*. (Reading Research Report #48). Athens, GA: University of Georgia and Maryland, National Reading Research Center.
- Baker, L., Afflerbach, P., & Reinking, D. (1996, June). *NRRC researchers explore the engagement perspective in "Developing engaged readers in school and home communities."* NRRC News: Newsletter of the National Reading Research Center, 1-3.
- Wigfield, A., Wilde, K., Baker, L., Fernandez-Fein, S., & Scher, D. (1996). *Children's motivations for reading: Relations to reading performance and reading frequency*. (Reading Research Report #63). Athens, GA: University of Georgia and Maryland, National Reading Research Center.
- Sonnenschein, S., Baker, L., & Serpell, R. (1995). *Documenting the child's everyday home experiences*. (Instructional Resource #11). Athens, GA: Universities of Georgia and Maryland, National Reading Research Center.
- Serpell, R., Baker, L., & Sonnenschein, S. (1995). *Home and school contexts of emergent literacy*. (Instructional Resource #19). Athens, GA: University of Georgia and Maryland, National Reading Research Center.
- Baker, L., Serpell, R., Sonnenschein, S., Fernandez-Fein, S., & Scher, D. (1994). *Contexts of emergent literacy: Everyday home experiences of urban pre-kindergarten children*. (Reading Research Report # 24). Athens, GA: Universities of Georgia and Maryland, National Reading Research Center.
- Baker, L., Sonnenschein, S., & Serpell, R. (1994). *Children's emergent literacy experiences in the sociocultural contexts of home and school*. NRRC News: Newsletter of the National Reading Research Center, 1, 1, 4-5.
- Baker, L. (1987, August). *Towards enhancing written communication skills in the Army: Cognitive and metacognitive perspectives*. Alexandria, VA: (Technical Report #755). U. S. Army Research Institute.
- Baker, L. (1987, August). *A description and evaluation of the Army Communicative Skills Program*. Alexandria, VA: (Final Project Report). U. S. Army Research Institute.
- Baker, L. (1987, October). *Teaching problem solving: Domain-specific versus domain-independent approaches*. Alexandria, VA: (Final Project Report). U. S. Army Research Institute.
- Baker, L. (1979, July). *Do I understand or do I not understand: That is the question*. (Reading Education Report #10). Urbana: University of Illinois, Center for the Study of Reading, ERIC Document Reproduction Service No. ED 174 948).

Book Reviews

Baker, L. (1985). Review of H. Cowie (Ed.), *The development of children's imaginative writing*. *Child Development Abstracts and Bibliography*, 59, 109.

Baker, L. (1984). Review of G. Kress, *Learning to write*. *Child Development Abstracts and Bibliography*, 58, 110.

Instructional Materials

Baker, L., Squires, P., Natale, R., Forlizzi, L., Cerro, L., Orr-Holley, L., & Furando, J. (1994). *Metacognition, cognition and the personal side of learning and job performance: A curriculum for customer service and telephone sales employees*. University Park, PA: Pennsylvania State University.

Dissertations Published by Doctoral Students under my Supervision

Van Haneghan, J. P. (1990). Third and fifth graders' use of multiple standards of evaluation to detect errors in word problems. *Journal of Educational Psychology*, 82, 352-358.

Freund, L. S. (1990). Maternal regulation of children's problem-solving behavior and its impact on children's performance. *Child Development*, 61, 113-126.

Paper and Symposium Presentations

Dusman, L., & Baker, L. (2022, July). *Informal Music Learning in Real Time via Smartphone App: Enhancing Audience Engagement*. Paper presented at the virtual meeting of the International Society for Music Education, Brisbane, Australia. *

DeWyngaert, L. U., Baker, L., Baysal, C., Herrin, S., Ihgebe, C., Javier, I., Kingston, W., & Kontchou, K. (2020, August). *Individual differences in college students' processing of apparently contradictory text*. Poster presented at the virtual meeting of the American Psychological Association, Washington, D.C. *

DeWyngaert, L., Baker, L., Baysal, C., Farooq, A., Ihgebe, C., Israel, J., Kingston, W., Kontchou, K., Marcelino, I., Novruz, A., Oyekan, T., & Patel, K. (2020, December). *"Pancakes is her favorite thing to eat": Narrative strengths informed by preschooler and adult storytelling*. Poster accepted for presentation at the virtual meeting of the National Research Conference on Early Childhood, Arlington, VA. *

Gay, B., Sonnenschein, S., Sun, S., & Baker, L. (2019, March). *Understanding the interaction between parental involvement and classroom reading instruction for children from low-*

income families. Poster presented at the meeting of the Society for Research in Child Development, Baltimore. *

Baker, L., DeWyngaert, L. U., Choi, M., Harton, R., Jack, A., Meney, M., Spadafora, C., & Zhu, Y. (2018, July). *Unpacking success: What factors contribute to college student achievement?* Poster presented at the meeting of the International Society for the Study of Behavioral Development, Gold Coast, Australia.

DeWyngaert, L. U., Baker, L., Dunn, J., Mellon, M., Patel, D., Sprando, J., Tamarat, W., Walker, L., & Williams, Y. (2018, July). *A cat is not a chair; you can't sit on the cat": A deeper look into children's conceptual networks*. Poster presented at the meeting of the International Society for the Study of Behavioral Development, Gold Coast, Australia.

DeWyngaert, L. U., Baker, L., Mellon, M., Sprando, J., Dunn, J., Williams, Y., Walker, L., & Tamrat, W. (2018, June). *Tell me the story: What wordless picture books can tell us about preschool children's developing comprehension skills*. Poster presented at the National Research Conference on Early Childhood, Arlington, VA.

Baker, L., DeWyngaert, L. U., Abel, J., Dusman, L., Smallwood, E., & Bogash, C. (2018, April). *The symphony hall as an informal learning environment: STEAM learning, engagement, and technology*. Poster presented at the meeting of the American Educational Research Association, New York, NY.

Baker, L., DeWyngaert, L. U., Dusman, L., Smallwood, E., Abel, J., & Bogash, C. (2018, April). *Learning at symphony concerts? Audience responses to a mobile app that delivers real-time program notes*. Poster presented at the Technology, Mind, and Society conference, Washington D.C.

DeWyngaert, L. U. & Baker, L. (2018, March). *Does the Measure Matter? Examining Relations between Executive Functioning and Two Reading Comprehension Assessments*. Poster presented at the meeting of the Eastern Psychological Association, Philadelphia, PA.

DeWyngaert, L. U., & Baker, L. (2017, August). *Reading comprehension as problem solving: Exploring creative and analytic thought*. Poster presented at APA, Washington, D.C.

DeWyngaert, L. U., Baker, L., Zeliger-Kandasamy, A., Ruiz, A., Gajera, K., Ali, S., Patel, D., Spadafora, C., & Mellon, M. (2017, April). *Looking Beyond Picture Naming: A Study of Deep Vocabulary Knowledge*. Poster presented at the meeting of the Society for Research in Child Development, Austin, TX.

DeWyngaert L. U., Zeliger-Kandasamy, A., Baker, L., Patel, S., Lee, B., Vyas, K., Stump, Z., Mellon, M., Bhatia, B., & Ruiz, A. (2016, July). *Developmental changes in emergent comprehension: An analysis of errors made by low income children on an early literacy*

assessment. Poster presented at The National Research Conference on Early Childhood, Washington D.C.

Thompkins, P., Baker, L., & DeWynngaert, L. U. (2016, April). *Paper or pixel? The influence of text format and metacognition on student reading comprehension*. Poster presented at the meeting of the American Educational Research Association, Washington, D.C.

Zeliger-Kandasamy, A. & Baker, L. (2016, April). *Understanding conceptual development: A study of children's responses on an expressive vocabulary test*. Poster presented at the meeting of the American Educational Research Association, Washington, D.C.

Dowling, R., Sonnenschein, S., Sun, S., & Baker, L. (2016, April). *Advancing low income English language learners' vocabulary knowledge in preschool*. Roundtable presented at the meeting of the American Educational Research Association, Washington, D.C.

Baker, L., Zeliger-Kandasamy, A., DeWynngaert, L. U., Lee, B., & Vyas, K. (2015, April). *Constructing meaning from print: what the errors of urban pre-kindergarteners reveal about their literacy development*. Poster presented at the meeting of the Society for Research in Child Development, Philadelphia.

Sonnenschein, S., Metzger, S., Thompson, J., & Baker, L. (2015, March). *English and Spanish language predictors of low income Latino English language learners' early academic skills*. Poster presented at the meeting of the Society for Research in Child Development, Philadelphia.

Finger-Elam, M., & Baker, L. (2015, March). *Black parents' culturally-salient educational involvement beliefs and behaviors*. Poster presented at the meeting of the Society for Research in Child Development, Philadelphia.

Sullivan, C., & Baker, L. (2014, April). *Understanding the importance of first-semester motivation during the college career: A longitudinal study*. Paper presented at the meeting of the American Educational Research Association, Philadelphia.

Baker, L. (2012, July). Discussant. In R. Van Steensel (Chair), *Reading motivation in at-risk students*. Symposium presented at the meeting of the Society for the Scientific Study of Reading, Montreal.

Sullivan, C. & Baker, L. (2012, March). *First-year college students' use of learning strategies and the relation to college adjustment and academic performance*. Poster presented at the meeting of the Eastern Psychological Association, Pittsburgh.

Baker, L., Sullivan, C., & Garrett, A. (2011, April). *Increasing the odds of reading at developmentally-appropriate levels in Grade 1 with a Response to Intervention (RTI)*

approach. Poster presented at the meeting of the Society for Research in Child Development, Montreal.

Baker, L. (2010, October). *Fostering metacognition and reading comprehension*. Invited lecture at the meeting of the Pennsylvania Branch of the International Dyslexia Association, Philadelphia (qualified for continuing education credits).

Sullivan, C. J., & Baker, L. (2010, March). *College students' learning strategies: What is the impact of first-year experience courses?* Poster presented at the meeting of the Society for Research on Adolescence, Philadelphia.

Sullivan, C. J., Alam, P., & Baker, L. (2010, March). *Making the transition to college: How first generation students compare to their peers*. Poster presented at the meeting of the Society for Research on Adolescence, Philadelphia.

Sonnenschein, S., Thompson, J., Metzger, S., Ramos, M., & Baker, L. (2010, June). *Head Start children's math development: The role of classroom environment in facilitating English-Language Learners' math skills*. Poster presented at Head Start's 10th National Research Conference, Washington, D.C.

Baker, L., Sonnenschein, S., Sullivan, C., Boot, L., & Gurzick, D. (2009, April). *Engaging adolescents in discussions about their education through an internet-based multimedia community*. Poster presented at the meeting of the Society for Research in Child Development, Denver.

Sullivan, C., Garrett, A., & Baker, L. (2009, April). *The effectiveness of early identification for reading intervention in pre-kindergarten through first grade*. Poster presented at the meeting of the Society for Research in Child Development, Denver.

Sonnenschein, S., Thompson, J., Ramos, M., & Baker, L. (2009, April). *The relation between the quality of preschool teachers' language use and English Language Learners' growth in language and early literacy skills*. Poster presented at the meeting of the Society for Research in Child Development, Denver.

Beall, L. C., Baker, L., & Stapleton, L. (2008, March). *Issues in using national and international data sets for educational research: An applied example*. Paper presented at the meeting of the American Educational Research Association, New York.

Montgomery, J., Garrett, A. J., Sullivan, C. M., & Baker, L. (2008, March). *Testing the paradigm: Is RTI an effective identification and intervention tool during pre - kindergarten and kindergarten?* Poster presented at the meeting of the American Educational Research Association, New York.

- Lattimore, S., & Baker, L. (2008, November). *Project Early ID: An RTI literacy program for at-risk preschoolers*. Session presented at the meeting of the International Dyslexia Association, Seattle.
- Boot, L., Baker, L., Sonnenschein, S., Gurzick, D., Sullivan, C. (2008, November). *The Fieldtrip Project: Teens' cell-cam films balanced authenticity and expertise to spark online peer discussions to increase engagement in education*. Paper presented at The Ubiquitous Learning International Conference, Chicago.
- Montgomery, J. A., Garrett, A. J., & Baker, L. (2007, March). *School readiness: Are social and emotional indicators predictive of emergent literacy and language skill growth?* Poster presented at meetings of the Society for Research in Child Development, Boston, MA.
- Sonnenschein, S., Baker, L., & Katenkamp, A. (2007, July). *Relations between early and later literacy development: The impact of early home experiences*. Symposium session presented at the meeting of the Society for the Scientific Study of Reading, Prague.
- Ganapathy-Coleman, H., Serpell, R., & Baker, L. (2006). *Conceptions of parenting among Indians in the United States: A tale of remade lives, rearticulated dreams, and methodological implications*. Paper presented at the Congress of the International Association for Cross-Cultural Psychology, Isle of Spetses, Greece.
- Ganapathy-Coleman, H., Serpell, R., & Baker, L. (2006, February). *Studies of diversity that speak of universals? Representations of similarities and diversity in research on parenting*. Paper presented at the meeting of the Society for Cross-Cultural Research, Atlanta.
- Baker, L. & Dreher, M. J. (2005, June). Balancing learning to read and reading for learning: Intervention effects on students' achievement. In M. J. Dreher & L. Baker (Chairs), *Does increasing the availability of informational text in urban classrooms improve young children's reading achievement and motivation?* Symposium presented at the meeting of the Society for the Scientific Study of Reading, Toronto.
- Beall, L. Morse, F., Baker, L., & Dreher, M. J. (2005, June). Student book preferences and their links to achievement. In M. J. Dreher & L. Baker (Chairs), *Does increasing the availability of informational text in urban classrooms improve young children's reading achievement and motivation?* Symposium presented at the meeting of the Society for the Scientific Study of Reading, Toronto.
- Dreher, M. J., & Baker, L. (2005, June) Balancing learning to read and reading for learning: Infusing information books into primary-grade classrooms. In M. J. Dreher & L. Baker (Chairs), *Does increasing the availability of informational text in urban classrooms improve young children's reading achievement and motivation?* Symposium presented at the meeting of the Society for the Scientific Study of Reading, Toronto.

- Katenkamp, A., Garrett, A., & Baker, L. (2005, June). Opportunities to read in the classroom: Observations of reading activities in Grades 2-4. In M. J. Dreher & L. Baker (Chairs), *Does increasing the availability of informational text in urban classrooms improve young children's reading achievement and motivation?* Symposium presented at the meeting of the Society for the Scientific Study of Reading, Toronto.
- Sonnenschein, S., & Baker, L. (2005, April). How parental beliefs about children's development relate to children's literacy competencies. In D. Arum (Chair), *New perspectives on shared storybook reading: It is not just the print*. Symposium presented at the meeting of the Society for Research in Child Development, Atlanta.
- Sonnenschein, S., Baker, L., Moyer, A., & LeFevre, S. (2005, April). *Parental beliefs about children's reading and math development and relations with subsequent achievement*. Poster presented at the meeting of the Society for Research in Child Development, Atlanta.
- Baker, L., Dreher, M. J., Katenkamp, A., Voelker, A., Beall, L., Morse, F., & Garrett, A. (2004, April). *Promoting young children's competencies with information text: A classroom intervention study*. Paper presented at the meeting of the American Educational Research Association, San Diego.
- Baker, L. (2004, August). Discussant. In B. DeBaryshe (Chair), *Early literacy interventions*. Symposium presented at the meeting of the American Psychological Association, Honolulu.
- Baker, L., Garrett, A., & Morse, F. (2003, April). *Eating at McDonalds: Relations between children's written scripts and their reading development*. Paper presented at the meeting of the Society for Research in Child Development, Tampa.
- Haynes, B., Baker, L., Serpell, R., & Sonnenschein, S. (2003, April). *Story retelling and reading comprehension among ethnically diverse second graders*. Paper presented at the meeting of the Society for Research in Child Development, Tampa.
- Baker, L., Dreher, M. J., Voelker, A., & Katenkamp, A. (2002, June). *Reading, engaging and learning: Using information books in Title 1 primary grades*. Workshop presented at the conference of the Maryland Institute for Minority Achievement and Urban Education: Achievement: A shared imperative. College Park, MD.
- Baker, L., Sonnenschein, S., & Switkin, M. (2001, April). *Relations between motivation and achievement in a summer reading program for rising third graders*. Paper presented at the meeting of the Society for Research in Child Development, Minneapolis.

Mackler, K., & Baker, L. (2001, April). *Relations between third graders' television viewing and home literacy experiences and their reading achievement*. Paper presented at the meeting of the Society for Research in Child Development, Minneapolis.

Scher, D. M., & Baker, L. (2000, April). *Relations between stance and critical thinking in seventh graders' responses to narrative and expository texts*. Paper presented at the meeting of the American Educational Research Association, New Orleans.

Baker, L., Sonnenschein, S., & Serpell, R. (1999, April). A five-year comparison of actual and recommended parental practices for promoting children's literacy development. In K. Roskos (Chair), *Early literacy at the crossroads: Policy, practice, and promise*. Symposium presented at the meeting of the American Educational Research Association, Montreal.

Mackler, K., Baker, L., & Sonnenschein, S. (1999, April). *How parents interact with their first grade children during storybook reading: Relations to subsequent reading development*. Paper presented at the meeting of the Society for Research in Child Development, Albuquerque.

Williams, H., & Baker, L. (1999, April). *Storybook readings in first grade classrooms*. Paper presented at the meeting of the American Educational Research Association, Chicago.

Baker, L., Mackler, K., Sonnenschein, S., Serpell, R., & Fernandez-Fein, S. (1998, April). *Early home experiences and emergent literacy skills as contributors to children's word recognition in the primary grades*. Paper presented at the meeting of the American Educational Research Association, San Diego.

Sonnenschein, S., Baker, L., Serpell, R., & Mackler, K. (1998, April). *Third grade children's reading competencies: The influence of home factors and earlier literacy development*. Paper presented at the meeting of the American Educational Research Association, San Diego.

Baker, L., & Mackler, K. (1997, April). Contributions of children's emergent literacy skills and home experiences to Grade 2 word recognition. In R. Serpell, S. Sonnenschein, & L. Baker (Chairs), *Patterns of emerging competence and sociocultural context in the early appropriation of literacy*. Symposium presented at the meeting of the Society for Research in Child Development, Washington, D.C.

Scher, D., & Baker, L. (1997, April). Children's conceptions and motivations regarding reading and their relations to parental ideas and home experiences. In R. Serpell, S. Sonnenschein, & L. Baker (Chairs), *Patterns of emerging competence and sociocultural context in the early appropriation of literacy*. Symposium presented at the meeting of the Society for Research in Child Development, Washington, D.C.

- Baker, L. (1997, May). *Children's motivations for reading*. Paper presented at the Reading Research '97 Conference of the International Reading Association. Atlanta.
- Akkari, A., Serpell, R., Sonnenschein, S., & Baker, L. (1997, October). *A comparative analysis of teacher ethnotheories*. Paper presented at the Congress of the Swiss Society for Research in Education. Fribourg, Switzerland.
- Baker, L. (1996, April). Chair/Discussant. In S. Neuman & P. Hannon (organizers), *Bridging home and school literacies: International perspectives*. Symposium presented at the meeting of the American Educational Research Association, New York.
- Scher, D. M., & Baker, L. (1996, April). *Attitudes toward reading and children's home literacy environments*. Paper presented at the meeting of the American Educational Research Association, New York.
- Baker, L., Fernandez-Fein, S., Scher, H., & Williams, H. (1996, June). Development of literacy processes in the home. In J. Metsala & L. Ehri (chairs), *Word recognition in beginning literacy*. Conference presented by the National Reading Research Center, University of Maryland, College Park, MD.
- Sonnenschein, S., Baker, L., Schmidt, D., & Scher, D. (1996, June). Personal narrative and its relation to other aspects of literacy development. In M. Benson (chair), *Emerging narrative abilities among low-income children: Influence of practices in the home, intervention, and relationship to social competence*. Symposium presented at the third National Head Start Research Conference, Washington, D.C.
- Sonnenschein, S., Baker, L., Serpell, R., Scher, D., Goddard-Truitt, V., & Munsterman, K. (1996, August). *The relation between parental beliefs about reading development and storybook reading practices in different sociocultural groups in Baltimore*. Paper presented at the biennial meeting of the International Society for the Study of Behavioral Development, Quebec City.
- Scher, D., & Baker, L. (1995, March). *Emergent readers' motivations for reading: Relationships to home experiences and parental attitudes*. Preconvention institute presented at the State of Maryland International Reading Association Council meeting, Towson, MD.
- Fernandez-Fein, S., & Baker, L. (1995, March). *Knowledge and experience with rhyme and alliteration in preschooler from different sociocultural backgrounds*. Paper presented at the meeting of the Society for Research in Child Development, Indianapolis.
- Tissot, S., Baker, L., & Ablard, K. (1995, March). *Academic talent and metacognitive abilities: The effects of domain, grade level, and gender*. Paper presented at the meeting of the Society for Research in Child Development, Indianapolis.

- Baker, L. (1995, April). Exploring uses of literacy within families from diverse backgrounds. In L. M. Morrow & S. B. Neuman (Chairs), *Family literacy success stories, worries and wishes: Celebrating the Year of the Family*. Invited preconvention institute presented at the meeting of the International Reading Association, Anaheim, CA.
- Baker, L., & Cerro, L. (1995, September). *Assessing children's and adults' metacognition*. Featured presentation at the Buross-Nebraska Symposium of Measurement and Testing: Issues in the Measurement of Metacognition, Lincoln NE.
- Baker, L., Serpell, R., Sonnenschein, S., Fernandez, S., & Scher, D. (April, 1994). *Contexts of emergent literacy: Everyday home experiences of urban pre-kindergarten children*. Paper presented at the meeting of the American Educational Research Association, New Orleans.
- Sonnenschein, S., Baker, L., Serpell, R., Scher, D., & Fernandez, S. (April, 1994). The Early Childhood Project: Aspects of prekindergartners' home-based language practices and early literacy skills. In S. Sonnenschein (Chair), *The use of language within home and school contexts and its relation to early literacy development*. Symposium presented at the meeting of the American Educational Research Association, New Orleans.
- Baker, L. (1994, May). *The socialization of metacognition: Implications for enhancing reading comprehension*. Invited paper presented at a workshop on reading comprehension disabilities, Milan, Italy.
- Baker, L., Sonnenschein, S., & Serpell, R. (February, 1993). *The everyday literacy experiences of Baltimore city preschoolers*. Paper presented at the National Reading Research Center conference, Athens GA.
- Baker, L., Sonnenschein, S., & Cerro, L. C. (1993, March). *How should parents help their children with homework? A comparison of teachers' and parents' views*. Paper presented at the meeting of the Society for Research in Child Development, New Orleans.
- Cerro, L., & Baker, L. (1993, March). *Developmental differences in the strategies students use when reading and studying text*. Paper presented at the meeting of the Society for Research in Child Development, New Orleans.
- Serpell, R., Baker, L., Sonnenschein, S., & Hill, S. (1993, June). *Contexts for the early appropriation of literacy: Sociocultural variation in Baltimore City*. Paper presented in the symposium on Learning and Development in Cultural Context, at the meeting of the American Psychological Society, Chicago.
- Sonnenschein, S., Serpell, R., Baker, L., Hill, S., & Goddard-Truitt, V. (1993, November). *The Early Childhood Project: A comparison between caregivers' and teachers' beliefs about how*

children learn and develop. Paper presented at the second National Head Start Research Conference, Translating Research into Practice: Implications for Serving Families with Young Children, Washington, D.C.

Baker, L., Sonnenschein, S., & Cerro, L. (1992, April). *Mothers' reports of their homework practices with their elementary school children*. Paper presented at the meeting of the American Educational Research Association, San Francisco.

Baker, L., & Cerro, L. C. (1991, April). Developmental differences in the metacognitive skills of mature readers. In C. Smith (Chair), *What do we know about adults' reading skills? The state of our knowledge and directions for new research*. Symposium presented at the meeting of the American Educational Research Association, Chicago.

Sonnenschein, S., Baker, L., & Lasaga, M. (1991, April). *Mothers' views on their role in fostering metacognition*. Paper presented at the meeting of the Society for Research in Child Development, Seattle.

Baker, L. (1991, May). Scientific thinking and reading comprehension: The role of metacognition. In D. Alvermann & C. Santa (Chairs), *Learning from science texts: Processes and applications*. Preconvention Institute presented at the meeting of the International Reading Association, Las Vegas.

Sonnenschein, S., Baker, L., Serpell, R., & Hill, S. (1991, June). *Learning the three Rs: A study of young children from various Baltimore communities*. Paper presented at the conference, "New Directions in Child and Family Research: Shaping Head Start in the Nineties." Arlington, Va.

Serpell, R., Baker, L., Sonnenschein, S., & Hill, S. (1991, July). Caregiver ethnotheories of children's emergent literacy and numeracy. In H. McGurk & J. Goodnow (Chairs), *The socio-historical context of development*. Symposium presented at the meeting of the International Society for the Study of Behavioral Development, Minneapolis.

Baker, L. (1991, November). Contexts of emergent literacy and numeracy in Baltimore. In R. Serpell (Chair), *Contexts of appropriation for emergent literacy and numeracy*. Symposium presented at the meeting of the Virginia Developmental Forum, Washington D.C.

Baker, L., Gilat, M., & Sonnenschein, S. (1990, April). *Mothers' sensitivity to the competencies of their preschoolers on a matching task*. Poster/symposium presented at the meeting of the American Educational Research Association, Boston.

Baker, L. (1990, April). Discussant. In M. Pressley (Chair), *Search and the processing of information in text, tables, and diagrams*. Symposium presented at the meeting of the American Educational Research Association, Boston.

- Baker, L. (1990, August). Metacognition in the workplace: Implications for literacy training. In P. Squires (Chair), *Reading literacy in the workplace*. Symposium presented at the meeting of the American Psychological Association, Boston.
- Ablard, K. E., & Baker, L. (1989, April). *Why Johnny or Janie CAN read: Children's and mothers' attributions*. Paper presented at the meeting of the Society for Research in Child Development, Kansas City.
- Sonnenschein, S., Baker, L., & Cerro, L. C. (1989, April). *Mother's beliefs about teaching their preschoolers: How, what, when, and why?* Paper presented at the meeting of the Society for Research in Child Development, Kansas City.
- Baker, L. (1988, April). Discussant and panelist. In M. Pressley, *Self-regulated learning I*. Symposium/Panel Discussion presented at the meeting of the American Educational Research Association, New Orleans.
- Baker, L. (1988, May). What research says about teaching students to learn how to learn: Fostering reading, writing, and thinking strategies. In M. W. Aulls & J. V. Hoffman (Chairs), *New directions in teaching literacy: Two programs, two countries, two cultures and one goal*. Preconvention Institute presented at the meeting of the International Reading Association, Toronto.
- Freund, L., Baker, L., & Sonnenschein, S. (1988, August). *Where's the doggie? Mothers' instructional interactions with preschoolers*. Paper presented at the meeting of the American Psychological Association, Atlanta.
- Baker, L., & Zimlin, L. (1987, April). *Training children to use two levels of standards to evaluate their comprehension: Evidence of generalization and maintenance*. Paper presented at the meeting of the Society for Research in Child Development, Baltimore.
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- Freund, L., Baker, L., Sonnenschein, S., & Crane, L. (1987, April). *Developmental differences in the strategies used to classify items two different ways*. Paper presented at the meeting of the Society for Research in Child Development, Baltimore.
- Baker, L. (1987, May). The development of students' ability to monitor the comprehension process. In J. H. Mosenthal & V. C. Hare (Chairs), *A comprehension curriculum: Finding a home for what we know about the comprehension lesson*. Preconvention Institute at the meeting of the International Reading Association, Anaheim.

- Baker, L. (1986, August). *Standards for evaluating comprehension: Are some more critical than others?* In S. Yussen (Chair), *Recent trends in research in cognitive monitoring*. Symposium presented at the meeting of the American Psychological Association, Washington, D.C.
- Baker, L. (1985, April). *When will children acknowledge word comprehension failures?* Paper presented at the meeting of the Society for Research in Child Development, Toronto.
- Wagner, J. L., & Baker, L. (1984, April). *When are false facts accepted as true?* Paper presented at the meeting of the Eastern Psychological Association, Baltimore.
- Baker, L. (1983, July). Standards readers use to evaluate their comprehension. In M. Lefebvre-Pinard & J. Beaudichon (Chairs), *Comprehension monitoring and communication*. Invited symposium presented at the meeting of the International Society for the Study of Behavioral Development, Munich.
- Baker, L. (1983, April). *Finding the mistakes in stories: When do some types become easier to find than others?* Paper presented at the meeting of the Society for Research in Child Development, Detroit.
- Baker, L. (1982, April). *Developmental differences in children's use of three standards for evaluating their comprehension*. Paper presented at the Southeastern Conference on Human Development, Baltimore.
- Means, B., Sonnenschein, S., & Baker, L. (1981, April). *Organization and content in writing and speech*. Paper presented at the meeting of the American Educational Research Association, Los Angeles.
(ERIC Document Reproduction Service No. 208 403.)
- Baker, L., Anderson, R. I., Standiford, S. N., & Radin, D. (1979, April). *Comprehension monitoring: Sensitivity to text confusions*. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Stein, N. L., & Baker, L. (1979, April). The development of prose comprehension skills. In B. Hayes & C. Santa (Chairs), *Children's prose comprehension: Research and practice*. Symposium presented at the meeting of the International Reading Association, Atlanta.
- Baker, L. (1978, July). Knowing when we don't understand (and what to do about it). In P. D. Pearson (Chair), *What's new in reading?* Symposium presented at the meeting of the American Association of School Administrators, Minneapolis.
- Baker, L. (1977, April). *Temporal integration in episodic narratives*. Paper presented at the meeting of the Eastern Psychological Association, Boston.

Baker, L., Gentry, J., & Santa, J. L. (1976, April). *Rigid encoding yields brittle memories*. Paper presented at the meeting of the Eastern Psychological Association, New York.

Baker, L., Santa, J. L., & Lamwers, L. L. (1975, April). *The better the representation, the harder it is to retrieve*. Paper presented at the meeting of the Eastern Psychological Association, New York.

SERVICE TO THE PROFESSION, DEPARTMENT, AND UNIVERSITY

Membership in Professional Associations

American Educational Research Association *

American Psychological Association *

Eastern Psychological Association (*previous*)

International Reading Association/International Literacy Association (*previous*) *

National Reading Conference (*previous*)

Society for Research in Child Development *

Society for the Scientific Study of Reading (*previous*)

Professional Service

Editor

Translational Issues in Psychological Science, special issues editor for “Metacognition: Its role in Learning, Development, and Psychological Functioning,” 2018-2020. *

Journal of Educational Psychology, Associate Editor, 2002-2006.

Reading and Writing Quarterly: Overcoming Learning Difficulties, guest editor with Jean Dreher for themed issue, Motivating Struggling Readers, 2003.

National Reading Research Center Research Reports, 1992-1994.

Editorial Boards

Metacognition and Learning, 2012-2020

Reading Research Quarterly, 2001-2006; 2008-2023 *

Journal of Early Childhood Literacy, Editorial Committee, 1999-2007; Board, 2008- *.

Early Education and Development, 1997-2008.

Contemporary Educational Psychology, 1997-2006.

Educational Psychology Review, 1988-1995; Senior Advisory Editor, 1995-2001.

Journal of Literacy Research, 1995-2001.

Journal of Educational Psychology, 1994-2001.

Journal of Experimental Child Psychology, 1987-2001.
National Reading Conference Yearbook, 1979, 1980.
The Reading Teacher, special issue, 4/95.

Editorial Consultant/Ad hoc Reviewer

Acta Psychologica
*AERA Open**
American Educational Research Journal
Child Development
*Cognitive Development**
Cognitive Therapy and Research
Contemporary Educational Psychology
Deaf Studies and Research
Developmental Psychology
*Early Childhood Research Quarterly**
*Early Education and Development**
*Education Sciences**
Education Research and Evaluation Review
Educational Review
Educational Psychologist
Educational Researcher
European Bulletin of Cognitive Psychology
*European Journal of Psychology of Education**
*Frontiers in Psychology**
Individual Differences
Journal of Applied Developmental Psychology
*Journal of Early Adolescence**
*Journal of Early Childhood Literacy**
*Journal of Educational Psychology**
Journal of Experimental Child Psychology
Journal of Experimental Psychology-General
*Journal of Multilingual and Multicultural Development**
Journal of Reading
*Journal of Reading Behavior/Journal of Literacy Research**
*Journal of Research in Reading**
Journal of Psycholinguistic Research
*Journal of School Psychology**
Journal of Speech and Hearing Disorders
Language Learning
*Learning and Individual Differences**
*Learning: Research and Practice**
Lifespan Development and Behavior

Memory & Cognition
Merrill-Palmer Quarterly
Metacognition and Learning
*Reading Research Quarterly**
The Reading Teacher
Review of Educational Research
Scientific Studies in Reading

Grant Proposal Review Panels

Institute of Education Sciences, Systematic Replication in Education Research, 2020*
Institute of Education Sciences, Cognition and Student Learning,
Panel Member, 2014-2017
Institute of Education Sciences, Cognition and Student Learning, March 2014
Institute of Education Sciences, Reading, Writing, and Language Development,
Panel Member, 2010-2013, Chair, October 2011, March 2012
Institute of Education Sciences, Reading and Writing, Rotating Panel Member, 2009-10
Institute of Education Sciences, Teacher Quality: Reading and Writing, 2005
NIH Special Emphasis Panel: School Readiness, 2003
NIH Special Emphasis Panel: Adult and Family Literacy, 2002
Interagency Educational Research Initiative (NSF, OERI, NICHD), 1999
National Institute of Education, Reading and Language Studies, 1983 (Chair)

Field Reviewer for Grant Proposals

American Association for the Advancement of Science
American University of Sharjah*
Army Research Institute
International Reading Association, Elva Knight Research Awards
National Institute of Education
National Institutes of Health
National Science Foundation
NSF ASEND (Advancing Scientific Excellence in N. Dakota).
NSF Kentucky EPSCoR (Experimental Program to Stimulate Competitive Research).
Netherlands Initiative for Educational Research*
Ontario Mental Health Foundation
Research Council of Canada
Social Sciences Research Council of Canada*

Review Panels for Conference Presentations

American Educational Research Association, Division C
American Psychological Association, Division 7
American Psychological Association, Division 15*

International Reading Association
Society for Research in Child Development
Southeastern Conference on Human Development

Field Reviewer for Textbooks and Professional Books

Cunningham & Zibulsky, *A parent's guide to reading with children: How to support successful, motivated readers*, 2012
Harris & Butterworth, *Developmental psychology handbook*, Psychology Press, 2001.
Pressley, *Reading Instruction that works*, 2nd edition, Guilford, 2001.
Vasta, Miller, & Haith, *Child Psychology*, 3rd edition, Wiley, 1998.
Pressley, *Reading Instruction that works*, Guilford, 1997.
Byrnes, *Cognitive Development and Learning in Instructional Contexts*, 1997.
Bukatko & Daehler, *Child Development*, Houghton Mifflin, 1993
Berndt, *Child Development*, Harper & Row, 1991.
Roediger, Rushton, Capaldi, & Paris, *Psychology*, Little Brown, 1988.
Learning methods, Merrill, 1987.
Dworetzky, *Introduction to child development*, West, 1985.
Ruch, *The science of psychology*, Wadsworth, 1982.

Chairperson at Conference Paper Sessions

American Educational Research Association
Eastern Psychological Association
Southeastern Conference on Human Development

Consulting and Public Service

Accreditation team for APA site visits

Clinical Psychology, Depaul University, 2023*
School Psychology, University of Utah, 2022*
Clinical Psychology, University of North Carolina, Wilmington, 2020*
Clinical Psychology, Virginia Commonwealth University, 2018
Clinical Psychology, University of Michigan, 2016
Clinical Psychology, University of Louisville, 2016
Clinical Psychology, George Washington University, 2015
Clinical Psychology, Duquesne University, 2013
Clinical Psychology, University of Georgia, 2012
School Psychology, Michigan State University, 2012

Site visitor for Academic Program Review of Psychology programs

Salisbury University, 2010.
City College of New York, 2009.

National Center for Education Statistics Technical Advisory Group for PIRLS
(Progress in International Literacy Studies), 2005-2006.

University of Pittsburgh, 2005, Consultant on a reading comprehension grant funded by the
Institute of Education Sciences.

Early Identification and Intervention, BCPSS, Advisory Committee, 2005-2012

Parks & People Foundation, SuperKids Camp, program evaluation, 1999, 2000, 2004.

Core Knowledge, program evaluation, 2004, 2005.

Reading is Fundamental, interviewed in two video programs for parents on helping promote
children's literacy in preschool and elementary school, 2004.

Jemicy School, program evaluation, 2002-2004

MindFest, panel presentation on Reading by Nine for parents, April 2000.

Maryland Reading Task Force of the Maryland State Department of Education, 1998;
External reviewer of the final report of the Task Force

Enoch Pratt Library, Brooklyn Branch, September 1998:

Consultant for parents on promoting reading development in young children.

The Baltimore Sun, 1998.

Review of textbooks proposed for early reading instruction in Baltimore.

Enoch Pratt Library, Canton Branch, April 1998:

Workshop for parents on promoting reading development in young children.

Maryland State Department of Education, 1996. Consultant on the Learning Skills component
of the high school competency testing program.

Sylvan Learning Systems, Inc., 1995-2000. Evaluation of Sylvan Learning Centers' programs in
reading and math; evaluation of school-based Beginning Reading Program; evaluation of
state exit exams in relation to Sylvan's curricula.

Howard County Board of Education, Advisory Committee, 1989-1990.

Curriculum Development Department, Baltimore County Public Schools, 1988. Consultant on
revising the reading curriculum in the elementary grades.

Brown Station Elementary School, Montgomery County Public Schools, 1986-1987. Five in
service training workshops and seven demonstration lessons on metacognitive strategies in
grades K through 5.

Reading and Language Arts Department, Montgomery County Public Schools, 1985. Consultant
on implementing and evaluating a comprehension strategy training program.

Committee Service in Professional Organizations

Research Awards Committee, Division 15 (Educational Psychology), APA, 2009-2011.

Publications Committee, Society for the Scientific Study of Reading, 2004-2007.

Comprehension and Learning Committee, International Reading Association, 1986-87; 1987-88;
1988-89.

Co-chair, Convention Aides Committee, Eastern Psychological Association, 1982.

Service in Higher Education*Departmental Service, UMBC*

Committee chair and member for ADP MA and Ph.D. students post retirement*
Search Committee for ADP and Sherman Center joint position, 2019-2020*
Department Tenure and Promotion Subcommittee, 2018
Post-tenure Review Committee, 2018
Department Tenure and Promotion Subcommittee, 2016
Graduate Committee, 2015-2018
Advisory Committee, 2013-2016
Chair, Departmental Tenure and Promotion Committee, 2014
Post Tenure Review Committee, 2014
Department chair, 2006-2012.
Search committee for Associate Director/Lecturer at Shady Grove Psychology, 2008.
Search committee for administrative assistant, 2008.
Search committee for business manager, 2007.
Search committee for program management specialist, 2007.
PSYC 100 Course Redesign Committee (USM Course Redesign Initiative), 2006-2009.
Search committee for program management specialist, 2006.
Search committee for Applied Behavior Analysis position, 2005-2006.
Search committee for academic advisor, summer 2005.
Chair, Ad hoc Committee to evaluate merit criteria, 2005-2007.
Chair, Departmental Tenure and Promotion Committee, 2005-2006.
Departmental Tenure and Promotion Sub-Committee, 2004-2005.
Director, Applied Developmental Psychology Ph.D. program, 2003-2006.
Associate chair, 2003-2006.
Search committee for ADP faculty position, 2002- 2003.
Departmental senator to the Faculty Senate, 2002-2004.
Chair, Academic Advisor Search Committee, Fall 2001.
Interim chair, Summer - Fall 2001.
Departmental Tenure and Promotion sub-committee, 1998-99.
Departmental Tenure and Promotion Sub-committee, 1997-98.
Chair, Departmental Promotion and Tenure Committee, 1996-97.
Search Committee for faculty position, 1995-96.
Departmental Tenure and Promotion Sub-Committee, 1995-96.
Chair, Departmental Promotion and Tenure Committee, 1994-95.
Chair, Colloquium committee, 1994-95.
Ad hoc committee to evaluate teaching, 1994.
Chair, Departmental Promotion and Tenure Committee, 1991-92.
Search committee for clinical position, 1990-1991.
Committee on Ethnic and Cultural Diversity, 1990-2003.
Space Committee, 1989-1991.

Chair, Search Committee, ADP Director; 1987-1988; 1988-1989.
Acting Director, Applied Developmental Psychology program, 1987-1989.
Search Committee for Developmental Position, 1985-1986.
Honors Program Coordinator, 1985-1986.
Ad hoc Committee to Evaluate Merit Criteria, 1983-1984; 1985.
Academic Advisor (under special advising system), 1983-1988.
Liaison with Career Development and Placement Office, 1982-1986.
Graduate Committee, 1980-1981; 1987-1990; 1992-1998.
Curriculum Committee, 1979-1986 (Chair, 1980-1984).

University Service, UMBC

Wisdom Institute, Board Member, 2021-present*
Wisdom Institute, Newsletter Committee, 2022-present (co-chair, 2024-present)*
Sherman Center, Advisory Board, 2017-2024*
Sherman Center, Review Committee for Research Awards, 2018-2024*
Sherman Center Program Evaluation Committee, 2024-2025*
Sherman Center for Early Learning in Urban Communities, Search Committee, 2019-2020*
McNair Scholars Mentor, 2020-2021*
Promotion & Tenure Committee, Information Systems, 2016
Title IX Review Board, 2015 – 2018
Promotion & Tenure Committee, Information Systems, 2016
Middle States working group, Institutional Effectiveness, 2014-2016
Advance Leadership Alliance, 2014 - present
Academic Planning and Budget Committee, 2013-2018
Search Committee, Communications Manager, Social Sciences & Humanities, 2013
Promotion & Tenure Committee, Public Policy, 2013
Internal Advisory Board for I-Cubed Project, 2011-2013
Review Committee for Imaging Research Center Summer Fellowships, 2011
Middle States working group on infrastructure, 2010-2011
Program Committee for Interdisciplinary Life Sciences Building, 2010-2012
Associate Vice President for Research Search Committee, 2010-2011
Library Blue Ribbon Panel, 2009-2010.
Vice President for Research Search Committee, 2009
Education Department Chair Search Committee, 2009
Interim Vice President for Research Search Committee, 2008
Research Council, 2006 – 2009; chair 2007-2008, spring 2009.
Promotion Review Committee, Library, 2006.
Maryland Institute for Policy Analysis and Research Advisory Board, 2006-2012.
Social Sciences Academic Council, 2006-2012
Dean for the College of Arts, Humanities, and Social Sciences Search Committee, 2005
Promotion and Tenure Committee, History, 2005
Promotion and Tenure Committee, Social Work, 2004-2005

Co-chair, Decision Making Working Group, Middle States Self-Study, 2004-2006.
Executive Committee, Faculty Senate, 2002-2004.
Nominating Committee, Faculty Senate, 2001-2006; Chair 2002-2004
Co-Chair, UMBC Maryland Charity Campaign, 2002-2003.
Chair, Interdisciplinary Studies Director Search Committee, 2001-2002.
Faculty Development Center Director Search Committee, 2000.
Provost's Council, 1999-2000.
Faculty Senate, President, 1999-2000.
President's Council, 1999-2000
Budget Committee, 1999-2000
New Program Review Committee, 1999-2000.
Planning Leadership Team, 1999-2000.
Scientific Misconduct Inquiry Committee, chair, 1999. (Spring)
Student Development Initiative Committee, 1998-2000.
University Steering Committee, 1998-2000.
Ad hoc Institutional Nominating Committee, 1998-1999.
Promotion and Tenure Committee, English Department, 1998-1999.
Task Force on Continuing Education, 1998-1999.
Executive Committee, Faculty Senate, 1998-1999; Chair, 1999-2000.
Faculty Senate, Vice President, 1998-1999.
University Faculty Review Committee, 1996-1998.
Graduate School Commencement Planning Committee, 1997.
Promotion and Tenure Committee, Education Department, 1995-96.
Promotion and Tenure Committee, Education Department, 1994-95.
Faculty Grievance Committee, 1994-95.
Graduate Council, At-large member, 1994-1996.
New Course Committee, Graduate Council, Chair, 1994-1996.
Graduate Council, President's Representative, 1990-1992.
New Course Committee, Graduate Council, 1990-1992.
Graduate Fellowship Review committee, 1990-1992.
Proposal Reviewer, Summer Faculty Fellowship awards, 1990.
Graduation Marshal for the Graduate School, 1990.
Search Committee, Reading/Educational Psychology position, Department of Education, 1988-1989.
Ad hoc DRIF proposal committee, Graduate School, 1988-1989.
Proposal Reviewer, SRIS awards, Graduate School, 1989.
Committee on Racial and Ethnic Justice, 1988-1991.
President's Commission on the Status of Women, 1988-1990.
CERD Advisory Council, 1986-1993.
Ad hoc committee to evaluate the Learning Resources Center, 1985.
Undergraduate Council, 1983-1985.
Special faculty advisor to incoming freshmen and transfer students, Summer 1983, 1984, 1985.

Facilities Planning Committee, 1981-1984.
Chancellor's Merit Scholarship Review Committee, 1980.

University System of Maryland Service

Course Redesign Initiative with USM and the National Center for Academic Transformation, 2006-2009.
Senate Chairs' Committee, 1999-2000.
Women's Forum Research Award Committee, 1998.
Search Committee, Developmental Psychology position, UMCP, 1983-1984.