

JILL M. PENTIMONTI

University of Notre Dame
1400 16th St NW, Suite 120
Washington, DC 20036

jpentim2@nd.edu
(703) 303-0509

EDUCATION

The Ohio State University, Columbus, OH August 2008 – May 2011
Doctor of Philosophy: Reading in Early and Middle Childhood
Committee Chair: Dr. Laura Justice

University of Virginia, Charlottesville, VA August 2007 – May 2008
Doctoral Student: Reading Education
(transferred to OSU with mentor)

University of Virginia, Charlottesville, VA August 2007
Master of Reading Education

Northwestern University, Evanston, IL August 2000
Master of Education

University of Notre Dame, Notre Dame, IN May 1999
Bachelor of Arts: Finance

PROFESSIONAL EXPERIENCE

University of Notre Dame
Federal and Washington Relations Office, Washington DC
Director of Research Advancement February 2020 - present

American Institutes for Research
Washington, DC
Principal Researcher April 2015 – January 2020

Crane Center for Early Childhood Research and Policy (CCEC)
The Ohio State University
Research Scientist/ Director: Data Management Core May 2012 – March 2015

Children’s Learning Research Collaborative
The Ohio State University
Post Doctoral Researcher May 2011 – April 2012
(Post Doctoral mentor: Dr. Ann O’Connell)

Children’s Learning Research Collaborative
The Ohio State University
Graduate Research Associate June 2008 – April 2011

Preschool Language and Literacy Research Lab
University of Virginia
Research Assistant Jan 2007 – May 2008

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RESEARCH SUPPORT

Efficacy of a Targeted Shared Book Reading Intervention for Children Who Meet Screening Criteria

Role: Principal Investigator

Institute of Education Sciences: IES (\$3,300,000)

July 2017 – June 2022

This IES Efficacy study is designed to evaluate the efficacy of a targeted shared book reading intervention for improving the language and literacy skills of pre-k children who meet screening criteria, with a longitudinal follow-up in kindergarten.

Development and Validation of the Systematic Assessment of Book Reading

Role: Principal Investigator

Institute of Education Sciences: IES (\$1,600,000)

July 2014 – June 2020

The purpose of this project is to expand and validate a new version of an observational measure called the Systematic Assessment of Book Reading, which is designed to evaluate the quality of teacher behaviors during shared book-reading sessions. Study results will serve to establish the psychometric properties of the SABR and to develop final, online dissemination tools for a range of end users, to include researchers and practitioners.

Early Language Home Visiting Study

Role: Principal Investigator

August 2017 – February 2020

AIR Fund (\$1,500,000)

The purpose of this project is to evaluate the impact of a language-based intervention aligned with frequent progress monitoring on the language skills of young children enrolled in home visiting programs in Pennsylvania.

The Language Bases of Reading Comprehension

Role: Co-Investigator

Institute of Education Sciences: IES (\$20,000,000)

July 2010 – June 2015

This five-university consortium was part of the IES Reading for Understanding consortium; it involved two parallel studies, one examining the role of language skills in predicting reading comprehension (longitudinal evaluations of 1200 children 4 to 8 years of age) and the second involving design and effectiveness trials of interventions designed to support language and reading comprehension in children ages 4 to 8 years.

NATIONALLY-FUNDED CENTER AND STATE-FUNDED SUPPORT

National Center on Intensive Intervention

Role: Knowledge Development Lead

Office of Special Education Programs (\$11,000,000)

October 2017 – September 2022

The National Center on Intensive Intervention (NCII) builds the capacity of state and local education agencies, universities, practitioners, and other stakeholders to support implementation of intensive intervention in literacy, mathematics, and behavior for students with severe and persistent learning and/or behavioral needs. As lead of the Knowledge Development Service Area for NCII, my work includes managing activities related to developing and synthesizing knowledge on intensive interventions and assessments.

National Center for Systemic Improvement

Role: Knowledge Utilization Service Area Lead

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Office of Special Education Programs (\$45,000,000) April 2015 – September 2017
NCSI provides states with technical assistance to support their school districts and local early intervention service programs in improving educational results and functional outcomes for children and youth with disabilities. My work on NCSI included professional development activities, trainings, and development of resources to support state and local education agencies in selecting and using evidence-based practices.

Delaware Early Literacy Initiative

Role: Project Lead

Delaware Department of Education (\$360,000) June 2016 – August 2017
Provided leadership to and general oversight for the Delaware Early Literacy Initiative, which provided support to districts in Delaware in implementation of evidence-based language and literacy practices through professional development and coaching.

PUBLICATIONS

Peer-Reviewed Articles

- Deshmukh, R. S., Zucker, T. A., Tambyraja, S. R., **Pentimonti**, J. M., Bowles, R. P., & Justice, L. M. (2019). Teachers' use of questions during shared book reading: Relations to child responses. *Early Childhood Research Quarterly*, *49*, 59-68.
- Arden, S. V., **Pentimonti**, J.M., Cooray, R., & Jackson S. (2018). A categorical content analysis of highly cited literature related to trends and issues in special education. *Journal of Learning Disabilities*, *51*(6), 589-599.
- Pentimonti**, J. M., Walker, M., & Zumeta Edmonds, R. (2017). The selection and use of screening and progress monitoring tools in data-based decision making within an MTSS framework. *Perspectives in Language and Literacy*. *43*(3), 34-40.
- Arden, S.A., & **Pentimonti**, J. M. (2017). Data-based decision making in multi-tiered systems of support: Principles, practices, tips, & tools. *Perspectives in Language and Literacy*, *43*(4), 19-23.
- Pentimonti**, J.M., Justice, L.M., Yeomans-Moldanado, G., O'Connell, A., & McGinty, A. (2017). Teachers' use of high and low scaffolding strategies to differentiate language instruction in high-risk/economically-disadvantaged settings. *Journal of Early Intervention*, *39*(2), 125-146.
- Pentimonti**, J. M., Murphy, K., Justice, L. M., Logan, J. A., & Kaderavek, J. N. (2016). School readiness of children with language impairment: Predicting literacy skills from pre-literacy and social-behavioural dimensions. *International Journal of Language and Communication Disorders*, *51*(2), 148-161.
- Murphy, K., Justice, L.M., O'Connell, A., **Pentimonti**, J.M., & Kaderavek, J., (2016). Understanding risk for reading difficulties in preschool children with language impairment. *Journal of Speech, Language and Hearing Research*, *59*(6), 1436-1447.
- Lin, T. J., Justice, L. M., Emery, A. A., Mashburn, A. J., & **Pentimonti**, J. M. (2016). Impacts of

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- teacher–child managed whole-group language and literacy instruction on the depth of preschoolers’ social interaction. *Early Education and Development*, 28(4), 457-474.
- Kulp, M. T., Ciner, E., Maguire, M., Moore, B., **Pentimonti**, J., Pistilli, M.,... & Ying, G. S. (2016). Uncorrected hyperopia and preschool early literacy. *Ophthalmology*, 123(4), 681-689.
- Pistilli, M., Maguire, M. G., Ying, G. S., Kulp, M. T., Ciner, E. B., Candy, T. R., **Pentimonti**, J.M. ... & Cyert, L. (2016). Vision In Preschoolers-Hyperopia In Preschoolers (VIP-HIP) study: Effect of hyperopia and near visual functions on early literacy, visual-motor integration, visual perception and attention. *Investigative Ophthalmology & Visual Science*, 57(12), 1532-1532.
- Pentimonti**, J. M., Justice, L. M., & Kaderavek, J. N. (2014). School-readiness profiles of children with language impairment: Linkages to home and classroom experiences. *International Journal of Language and Communication Disorders*, 49(5), 567–583.
- Sansavini, A., **Pentimonti**, J. M., Justice, L. M., Guarini, A., Savini, S., Alessandroni, R., et al. (2014). Language, motor and cognitive development of extremely preterm children: Modeling individual growth trajectories over the first three years of life. *Journal of Communication Disorders*, 49, 55 - 68.
- Bowles, R. P., **Pentimonti**, J. M., Gerde, H. K., & Montroy, J. J. (2013). Item response analysis of uppercase and lowercase letter name knowledge. *Journal of Psychoeducational Assessment*, 32(2), 146–156.
- Kaderavek, J. N., **Pentimonti**, J. M., & Justice, L. M. (2013). Children with communication impairments: Caregivers’ and teachers’ book reading quality and children’s level of engagement. *Child Language Teaching and Therapy*, 30(3), 289–302.
- Pelatti, C., **Pentimonti**, J. M., & Justice, L. M. (2013). Methodological review of the quality of a clinically based literacy program. *Clinical Pediatrics*, 53(4), 343–350.
- Sawyer, B. E., Justice, L. M., Guo, Y., Logan, J. A., Petrill, S. P., Glenn-Applegate, K., Kaderavek, J. N., & **Pentimonti**, J. M. (2013). Relations between home literacy environment, child characteristics, and print knowledge for preschool children with language impairment. *Journal of Research in Reading*, 37(1), 65–83.
- Zucker, T. A., Cabell, S. Q., Justice, L. M., **Pentimonti**, J. M., & Kaderavek, J. N. (2013). The role of frequent, interactive prekindergarten shared reading in the longitudinal development of language and literacy skills. *Developmental Psychology*, 49(8), 1425–1439.
- Dobbs-Oates, J., **Pentimonti**, J. M., Justice, L. M., & Kaderavek, J. N. (2012). Young children’s literacy interest, print knowledge and aspects of the home literacy environment. *Journal of Research in Reading*, 38(1), 91–108.
- Dynia, J. M., Justice, L. M., **Pentimonti**, J. M., & Piasta, S. B. (2012). Text features and preschool teachers’ use of print referencing. *Journal of Research in Reading*, 36(3), 1–20.
- Pentimonti**, J. M., Zucker, T. A., Justice, L. M., Petscher, Y., Piasta, S. B., & Kaderavek, J. N. (2012). A standardized tool for assessing the quality of classroom-based shared reading: The Systematic Assessment of Book Reading (SABR). *Early Childhood Research Quarterly*, 27, 512–528.

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- Schmitt, M. B., **Pentimonti**, J. M., & Justice, L. M. (2012). Teacher-child relationships, behavior regulation, and language growth among at-risk preschoolers. *Journal of School Psychology, 50*(5), 681–699.
- Pentimonti**, J. M., Zucker, T. A., & Justice, L. M. (2011). What are preschool teachers reading in their classrooms? *Reading Psychology, 32*, 197–236.
- Pentimonti**, J. M. (2011). Promising evidence for phonological awareness interventions for students with speech or language impairments [review abstract]. *Evidence-Based Communication Assessment and Intervention, 5*(3), 131–134.
- Glenn-Applegate, K. A., **Pentimonti**, J. M., & Justice, L. M. (2011). Parents' selection factors when choosing preschool programs for their children with disabilities. *Child and Youth Care Forum, 40*, 211–231.
- Pentimonti**, J. M., Zucker, T. A., Justice, L. M., & Kaderavek, J. N. (2010). Information text use in preschool classroom read alouds. *The Reading Teacher, 63*, 656–665.
- Pentimonti**, J. M., & Justice, L. M. (2010). Teachers' use of scaffolding in the preschool classroom. *Early Childhood Education Journal, 37*, 241–248.
- Piasta, S. B., Dynia, J. M., Justice, L. M., **Pentimonti**, J. M., & Schatschneider, C. (2010). Impact of professional development on preschool teachers' print references during shared reading: A latent growth curve analysis. *Journal of Research on Educational Effectiveness, 3*, 343–380.
- Pentimonti**, J. M. & Justice, L. M. (2009). An early literacy curriculum adapted for students with significant disabilities may be beneficial for this population [review abstract]. *Evidence-Based Communication Assessment and Intervention, 3*(1), 34–37.

Corporate Authorship Publications

- Language and Reading Research Consortium (with lead author **Pentimonti**, J.M.). (2015). The dimensionality of language ability in young children. *Child Development, 86*(6), 1948–1965.
- Language and Reading Research Consortium (with contributing author **Pentimonti**, J.M.). (2015). Dimensionality of language skills among English language learners. *Journal of Speech, Language, and Hearing Research, 58*(3), 754–766.
- Language and Reading Research Consortium (with contributing author **Pentimonti**, J.M.). (2015). Learning to read: Should we keep things simple? *Reading Research Quarterly, 50*(2), 151–169.
- Language and Reading Research Consortium, Pratt, A., & Logan, J. (with contributing author **Pentimonti**, J.M.). (2014). Improving language-focused comprehension instruction in primary-grade classrooms: Impacts of the Let's Know! experimental curriculum. *Educational Psychology Review, 26*(3), 357–377.

Manuscripts in Review

- Pentimonti**, J.M., Zucker, T.A., Bowles, R.P., Tambyraja, S., & Justice, L.M. *Development and*

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validation of the Systematic Assessment of Book Reading. Manuscript in review.

Pentimonti, J. M., Gerde, H., & Pikus, A. *Using informational text read alouds and writing experiences to engage children in the three-dimensional learning model for science in early childhood education classrooms*. Manuscript in review.

Zucker, T., Bowles, R., **Pentimonti, J.M., Tambyraja, S., & Justice, L.M.** *Profiles of teacher and child talk during early childhood classroom shared book reading*. Manuscript in review.

Manuscripts in Preparation

Pentimonti, J.M., Buysse, V., Little, M., Holod, A., Shaw, D., Walker, D., & Bigelow, K. *Impacts of a parent-implemented language intervention on child development within home visiting: A randomized controlled pilot study*.

Pentimonti, J.M., Zucker, T.A., Hwang, H. J., & Cabell, S.Q. *Informational text read alouds in early childhood classrooms: Relationships between genre choice and classroom characteristics*.

Tompkins, V., Bridges, M., Zucker, T., **Pentimonti, J.M., Tambyraja, S., Bowles, R., & Justice, L.M.** *Level and accuracy of child responses to teacher questions during book reading*.

Book Chapters

Pentimonti, J.M., Fuchs, L.S., & Gandhi, A.G. (2019). Issues of assessment within Intensive Intervention. In R. Zumeta Edmonds, A. Gruner Gandhi, & L. Danielson (Eds.), *Essentials of Intensive Intervention*. (pp. 30-50). New York, NY: Guilford Press.

Butler, A.R., Katz, J., Johnson, J., Osher, D., **Pentimonti, J.M., & Neiman, S.** (2018). Continuous improvement. In D. Osher, D. Moroney, & S. Williamson (Eds.), *Creating safe, equitable, engaging schools*. Cambridge, MA: Harvard Education Press.

Logan, J. A., & **Pentimonti, J. M.** (2016). Introduction to Latent Class Analysis for reading fluency research. In K.D. Cummings & Y. Petscher (Eds.), *The fluency construct* (pp. 309-332). New York: Springer Publishing.

O'Connell, A. A., Logan, J. A., **Pentimonti, J. M., & McCoach, D. B.** (2014). Linear and non-linear models for growth and change. In Y. Petscher, C. Schatschneider, & D. L. Compton (Eds.), *Applied quantitative analysis in the social sciences* (pp. 125–168). New York, NY: Routledge.

Pelatti, C. Y., Justice, L. M., **Pentimonti, J. M., Schmitt, M. B.** (2014). Fostering children's emergent literacy development: The role of family practices. In C. A. Stone, E. R. Silliman, B. J. Ehren, & G. Wallach (Eds.), *The handbook of language and literacy: Development and disorders* (2nd ed., pp. 190–203). New York, NY: Guilford Press.

Schmitt, M. B., Justice, L. M., & **Pentimonti, J. M.** (2014). Language processes: Characterization and prevention of language-learning disabilities. In K. Harris, S. Graham, & L. Swanson (Eds.), *Handbook of learning disabilities* (2nd ed., pp. 256–277). New York, NY: Guilford Press.

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Pentimonti, J. M., Justice, L. M., & Piasta, S. B. (2012). Sharing books with children. In T. Shanahan & C. Lonigan (Eds.), *Literacy in preschool and kindergarten children: The National Early Literacy Panel and beyond* (pp. 117–134). Baltimore, MD: Brookes.

PRESENTATIONS

- Pentimonti, J.M. (2019, August).** *The critical role of linking assessment to intervention.* Presentation given at the Office of Special Education Programs Leadership Conference, Washington, DC.
- Pentimonti, J.M., Zucker, T.A., Bowles, R.P., Tambyraja, S., & Justice, L.M. (2019, July).** *Development and validation of the Systematic Assessment of Book Reading.* Paper presented at the Society for the Scientific Study of Reading, Toronto, Canada.
- Pentimonti, J.M., Zucker, T.A., Bowles, R.P., Tambyraja, S., & Justice, L.M. (2019, March).** *Validation of the Systematic Assessment of Book Reading.* Poster presented at the Society for Research in Educational Effectiveness, Washington, DC.
- Gandhi, G., Pentimonti, J.M., Fuchs, L., & Riley-Tillman, C. (2019, March).** *Supporting the use of evidence-based screening and progress monitoring tools.* Presentation given at the Society for Research in Educational Effectiveness, Washington, DC.
- Pentimonti, J.M., Zucker, T.A., Bowles, R.P., Tambyraja, S., & Justice, L.M. (2019, February)** *Innovations in early childhood literacy assessments and teacher supports for enhancing development.* Paper presented at the Pacific Coach Research Conference, Coronado, CA.
- Pentimonti, J.M., & Petscher, Y. (2019, January).** *How can I use my screening tools more efficiently to achieve my goals?* Presentation given at the Council for Exceptional Children, Indianapolis, IN.
- Bowles, R. P., Pentimonti, J. M., Zucker, T. A., & Tambyraja, S., & Justice, L. M. (2018, July).** *Teachers' use of extratextual talk before, during, and after shared reading sessions.* Poster presented at the Society for the Scientific Study of Reading, Brighton, United Kingdom.
- Pentimonti, J.M., Zucker, T.A., Bowles, R.P., Tambyraja, S., & Justice, L.M. (2018, July).** *The impact of teachers' extratextual talk during shared reading on children's language/literacy skills.* Poster presented at the Society for the Scientific Study of Reading, Brighton, United Kingdom.
- Tuan, T., Zucker, T.A., Tompkins, V., Pentimonti, J.M., Bridges, M., Bowles, R.P., Tambyraja, S., & Justice, L.M. (2018, April).** *The accuracy and complexity of children's responses to teacher questions.* Poster presented at the American Educational Research Association, New York, NY.
- Pentimonti, J.M., Zucker, T.A., Bowles, R.P., Tambyraja, S., & Justice, L.M. (2018, March).** *Teacher/child question use during shared reading.* Poster presented at the Society for Research in Educational Effectiveness, Washington, DC.

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- Pentimonti, J.M., & Arden, S.V.** (2018, February). *Systemic improvement for planning and implementation of evidence based practices: How can researchers support states to impact outcomes for students with disabilities?* Poster presented at the Pacific Coach Research Conference, Coronado, CA.
- Pentimonti, J.M, Fuchs, L.M., Wehby, J., & Malone, A.** (2018, February). *Taxonomy of intervention intensity: A process for evaluating and building intervention intensity.* Presentation given at the Council for Exceptional Children, Tampa, FL.
- Derrington, T., Buysse, V., & **Pentimonti, J.M** (2018, February). *Early MTSS: Scale-up and continuous improvement using a breakthrough series collaborative.* Presentation given at the Council for Exceptional Children, Tampa, FL.
- Pentimonti, J.M., Zucker, T.A., Bowles, R.P., Tambyraja, S., & Justice, L.M.** (2017, July). *Teachers' use of literal and inferential extratextual talk during shared reading.* Poster presented at the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
- Bowles, R. P., **Pentimonti, J. M., Zucker, T. A., & Tambyraja, S., & Justice, L. M.** (2017, July). *Children's engagement during book reading.* Poster presented at the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
- Pentimonti, J.M., Riley-Tillman, T.C., Goodman, S.** (2017, March). *Data use within the DBI process: Lessons learned from implementing intensive intervention.* Presentation given at the Association for Positive Behavior Supports, Denver, CO.
- Pentimonti, J.M., Zucker, T.A., Bowles, R.P., Tambyraja, S., & Justice, L.M.** (2017, March). *Teachers' use of elicitation techniques during shared reading.* Poster presented at the Society for Research in Educational Effectiveness, Washington, DC.
- Danielson, L.C., **Pentimonti, J.M., Kuchle, L., & Arden, S.V.** (2017, February). *Using rigorous, multi-level summative and formative evaluation in implementation research and technical assistance: Challenges, implications, and lessons learned.* Presentation given at the Pacific Coach Research Conference, Coronado, CA.
- Pentimonti, J. M., Gandhi, A., & Holdheide, L.** (2016, August). *What counts as evidence?* Presentation given at the Office of Special Education Programs: Professional Development Conference, Washington, DC.
- Pentimonti, J.M., Zucker, T.A., Bowles, R.P., Tambyraja, S., & Justice, L.M.** (2016, May). *IES Goal 5: Development and Validation of the Systematic Assessment of Book Reading.* Presentation given at the IES Goal 5 Panel, The Ohio State University, Columbus, OH.
- Arden, S., Vaughn, S. & **Pentimonti, J.M** (2016, April). *Tools to support implementation of intensive reading interventions and progress towards Results-Driven Accountability.* Presentation given at the Council for Exceptional Children, St. Louis, MO.
- Artzi, L, & **Pentimonti, J. M.** (2016, April). *Considerations for students with disabilities acquiring English within Results-driven Accountability.* Presentation given at the Council for Exceptional Children, St. Louis, MO.

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- Artzi, L. & **Pentimonti**, J.M. (2015, July). *Assessment and instruction for students with disabilities who are English learners*. Presentation given at the Office of Special Education Programs Leadership Conference, Washington, DC.
- Pentimonti**, J. M., Justice, L. M., McGinty, A., Slocum, L., & O'Connell, A. (2014, July). *Teachers' use of scaffolding strategies to differentiate early learning instruction in preschool settings*. Paper presented at the International Congress for the Study of Child Language, Amsterdam, The Netherlands.
- Pentimonti**, J. M., Justice, L. M., & Kaderavek, J. N. (2014, February). *School readiness profiles of children with language impairment: Linkages to home and classroom experiences*. Paper presented at the Pacific Coast Research Conference, San Diego, CA.
- Pentimonti**, J. M., Justice, L. M., & Kaderavek, J. N. (2014, May). *Growth trajectories of language skills among young children with language impairment*. Paper presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- Pentimonti**, J. M., Murphy, K., Justice, L. M., Logan, J. A., & Kaderavek, J. N. (2013, June). *School readiness of children with language impairment: An empirical investigation of a multidimensional model*. Poster presented at the annual meeting of the Society for Research in Child Language Disorders, Madison, WI.
- Pentimonti**, J. M., Murphy, K., Justice, L. M., Logan, J. A., & Kaderavek, J. N. (2013, May). *An investigation of a multidimensional model of school readiness*. Poster presented at the Modern Modeling Methods Conference, Storrs, CT.
- Pentimonti**, J. M., Justice L. M., & Pelatti, C. Y. (2013, April). *Growth trajectories of language skills among young children with language impairment: Relationships with early literacy skills*. Paper presented at the annual meeting of the Society for Research in Child Development, Seattle, WA.
- Cain, K., Hogan, T., **Pentimonti**, J. M., & the Language and Reading Research Consortium. (2012, September). *Reading and listening comprehension from 6 to 9 years: Is working memory equally important for both?* Paper presented at the British Psychology Society Developmental Section Annual Conference, Glasgow, Scotland.
- Pentimonti**, J. M. (2012, August). *The use of scaffolding: Meeting the needs of all children*. Paper presented at the Language and Early Literacy Conference, Columbus, OH.
- Pentimonti**, J. M., Justice, L. M., McGinty, A., & Mashburn, A. (2012, September). *Impacts of a language/literacy program in preschool classrooms*. Paper presented at the Research in Education and Rehabilitation Sciences Conference, Zagreb, Croatia.
- Pentimonti**, J. M., Justice, L. M., O'Connell, A., McGinty, A., & Schmitt, M. B. (2012, July). *Behavior regulation and language profiles of young children and the relation to early literacy skills*. Poster presented at the Society for Scientific Studies of Reading Conference, Montreal, Quebec, Canada.
- Pentimonti**, J. M. (2012, February). *Developmental methods in applied language research*. Symposium presented at the Developmental Methodology meeting for the Society for Research in Child Development, Tampa, FL.

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- Pentimonti, J. M., Zucker, T. A., Petscher, Y. Cabell, S. Q., & Justice, L. M.** (2012, February). *Measuring teacher talk during book reading: Development and use of a scalable tool*. Paper presented at the Developmental Methodology meeting for the Society for Research in Child Development, Tampa, FL.
- Pentimonti, J. M., Justice, L. M., & McGinty, A.** (2011, November). *The use and impact of scaffolding in the preschool classroom*. Paper presented at the American Speech-Language-Hearing Association Conference, San Diego, CA.
- Pentimonti, J. M., Justice, L. M., McGinty, A., & Mashburn, A.** (2011, October). *Impacts of a language/literacy curricular supplement in rural Appalachian preschools*. Paper presented at the International Poverty Solutions Collaborative Conference, Columbus, OH.
- Pentimonti, J. M., Justice, L. M., McGinty, A., & Mashburn, A.** (2011, December). *Meeting the needs of all children: Scaffolding in the preschool classroom*. Paper presented at the Literacy Research Association Conference, Tampa, FL.
- Pentimonti, J. M., Zucker, T. A., Justice, L. M., & Kaderavek, J. N.** (2011, July). *A standardized tool for assessing the quality of classroom-based shared reading: Systematic Assessment of Book Reading (SABR)*. Poster presented at the Society for Scientific Studies of Reading Conference, St. Petersburg, FL.
- Pentimonti, J. M., Justice, L. M., & Schmitt, M. B.** (2010, November). *Contributions of language, literacy, and executive function to preschoolers' engagement in book reading activities*. Paper presented at the American Speech-Language-Hearing Association Conference, Philadelphia, PA.
- Pentimonti, J. M.** (2010, May). *Examining upper and lower case letter knowledge with item response theory*. Paper presented at the Hayes Graduate Research Forum, Columbus, OH.
- Pentimonti, J. M., Zucker, T. A., Justice, L. M., & Kaderavek, J. N.** (2010, July). *A standardized tool for assessing the quality of classroom-based shared reading: Systematic Assessment of Book Reading (SABR)*. Poster presented at the Society for Scientific Studies of Reading Conference, Berlin, Germany.
- Dynia, J. M., **Pentimonti, J. M., Petrill, S., & Justice, L. M.** (2010, November). *Parent-child book reading: Heritability and environmental factors*. Paper presented at the American Speech-Language-Hearing Association Conference, Philadelphia, PA.
- Dynia, J. M., **Pentimonti, J. M., & Geter, R. C.** (2010, July). *Early childhood special education teachers' implementation of a book reading intervention*. Poster presented at the annual meeting of the Institute of Education Sciences, Washington, DC.
- Pool, J., **Pentimonti, J. M., Dynia, J. M., & Justice, L. M.** (2010, August). *Examining the relationship between direct and indirect assessment of early literacy skills*. Poster presented at the 65th annual convention of the Ohio Speech Language and Hearing Association, Columbus, OH.
- Schmitt, M., **Pentimonti, J. M., & Justice, J. M.** (2010, June). *Effortful control and vocabulary growth in at-risk preschoolers*. Poster presented at the Symposium on Research in Child Language Disorders, Madison, WI.

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- Zucker, T. A., Justice, L. M., Cabell, S. Q., **Pentimonti**, J. M., & Kaderavek, J. N. (2010, December). *Quantity and quality of preschool teachers' whole-group shared reading: Associations with children's literacy and language skills*. Paper presented at the National Reading Conference, Fort Worth, TX.
- Pentimonti**, J. M., Zucker, T. A., & Justice, L. M. (2009, July). *Information text read alouds in the preschool classroom*. Poster presented at the Institute of Education Sciences Conference, Washington, DC.
- Pentimonti**, J. M., Slocum, L. E., & Justice, L. M. (2009, August). *Promoting language and literacy education for preschool children*. Paper presented at the Ohio School Speech Pathology and Educational Audiology Coalition Conference, Columbus, OH.
- Pentimonti**, J. M., & Justice, L. M. (2009, December). *Teachers' use of scaffolding strategies in the preschool classroom*. Paper presented at National Reading Conference Annual Conference, Albuquerque, NM.
- Dynia, J. M., & **Pentimonti**, J. M. (2009, February). *Book reading practices in a school for special needs*. Poster presented at the 14th Annual Diversity Forum, The Ohio State University, Columbus, OH.
- Dynia, J. M., Piasta, S. B., **Pentimonti**, J. M., & Justice, L. M. (2009, July). *Effects of professional development on preschool teachers' references to print during large-group readings*. Poster presented at the 16th annual meeting of the Society for the Scientific Study of Reading, Boston, MA.
- Justice, L. M., **Pentimonti**, J. M., & Sofka, A. E. (2009, November). *Use of scaffolding strategies during preschool read-alouds*. Paper presented at the American Speech-Language-Hearing Association Conference, New Orleans, LA.
- Pentimonti**, J. M., Zucker, T. A., & Justice, L. M. (2008, December). *What are preschool teachers reading in their classrooms?* Paper presented at the National Reading Conference, Orlando, FL.

ADDITIONAL PROFESSIONAL TRAINING/SKILLS

What Works Clearinghouse Certified Reviewer (version 4.0 Group Design standards)
Hierarchical/multilevel modeling (HLM, SPSS, MPlus)
Longitudinal growth curve analyses (HLM, SPSS, MPlus)
Structural equation modeling (MPlus)
Latent class analysis (MPlus)

RESEARCH INTERESTS

Early and emergent reading skill development
Early childhood special education
Quantitative methods and research design
Empirical investigation of educational programs and practices
 Impacts on student learning and achievement
 Impacts on teacher planning, knowledge, and beliefs
 Impacts on instructional quality and classroom practices

JILL M. PENTIMONTI

TEACHING EXPERIENCE

School of Teaching and Learning, The Ohio State University
Lecturer Fall, 2013, July 2012, June 2013
Advanced Study in the Teaching of Reading

Curry School of Education, University of Virginia
Teaching Assistant Aug 2007 – May 2008

The River School, Washington, DC
Pre-Kindergarten Teacher Aug 2003 – July 2006

Rachel Carson Elementary School, Chicago, IL
Kindergarten Teacher Aug 2000 – June 2003

Doctoral Committee Member

Weingarten, Z., graduate. (2017). *Relationships among Behavioral Profiles, Reading Performance, and Disability Labels: A Latent Class Analysis of Students in the ED, LD, and OHI Special Education Categories.*

HONORS AND AWARDS

Accepted to and attended the SMART design workshop sponsored by the Institute of Education Sciences (2019)

Accepted to and attended the Workshop on Quasi-Experimental Design and Analysis in Education sponsored by the Institute of Education Sciences (2011)

Dissertation Research Award, The Ohio State University (2010)

Hayes Research Forum Winner (3-tiered competition that recognizes outstanding graduate student scholarship), The Ohio State University (2010)

PEO Scholarship Finalist (2009)

Rolfe E. Wood and Michael L. Wood Memorial Scholarship, The Ohio State University (2009, 2010)

SERVICE

Professional Memberships

Society for the Scientific Study of Reading (SSSR)

Council for Exceptional Children (CEC)

Society for Research in Child Development (SRCD)

Editorial Consultations

Guest Associate Editor

Education and Treatment of Children

Ad hoc Reviewer:

Reading Research Quarterly

Education and Treatment of Children

Early Childhood Research Quarterly

JILL M. PENTIMONTI

American Journal of Speech-Language Pathology
Language, Speech, and Hearing Services in Schools
Topics in Language Disorders
Teaching Exceptional Children

Review Panels/Boards

<i>Institute of Education Sciences</i> Panel Reviewer	January 2020
<i>Society for Research in Educational Effectiveness</i> Panel Reviewer	Oct 2017/Oct 2018/Oct 2019
<i>Early Reading First</i> Peer Reviewer, Early Reading First Grant Proposals Initial Review	April 2008/April 2009
<i>Early Reading First</i> Peer Reviewer, Early Reading First Grant Proposals Full Review	July 2009
<i>National Reading Conference</i> Student Member of Editorial Board, 57 th Yearbook of the NRC	March 2008

College/University Involvement

<i>Graduate Studies Committee</i> Student Member School of Teaching and Learning, Ohio State University	Sept 2009 – May 2011
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Community Involvement

<i>Promoting Opportunities for Women in Research</i> Founding Member	January 2015 - present
<i>University Area Enrichment Association</i> Board Member	Sept 2012 – March 2015