

**CURRICULUM VITAE**  
**STEPHANIE M. CURENTON, PhD**

Boston University  
School of Education  
2 Silber Way · Boston, MA 02215  
P: (617) 353-7108 · Email: curenton@bu.edu

**ACADEMIC AND PROFESSIONAL RESEARCH EXPERIENCE**

- 2016 – Present Associate Professor, Curriculum and Teaching, Boston University, Boston, MA
- 2015 – 2016 Associate Professor, Bloustein School of Planning & Public Policy, Director of Ecology of School Readiness Lab, Rutgers University
- 2008 – 2015 Assistant Professor, Bloustein School of Planning & Public Policy; Director of Ecology of School Readiness Lab, Rutgers University
- 2007 – 2008 Assistant Research Professor, National Institute for Early Education Research (NIEER), Graduate School of Education, Rutgers University
- 2004 – 2006 Assistant Professor, Family & Child Sciences; Director of Ecology of School Readiness Lab, College of Human Sciences, Florida State University

**EDUCATIONAL BACKGROUND**

- PhD 2002 University of Virginia: Developmental & Community Psychology
- MA 1999 University of Virginia: Developmental Psychology
- BA 1997 Wittenberg University: Psychology, *Magna Cum Laude*

**SELECTED GRANT AND RESEARCH ACTIVITIES (External and Internal)**

- 1/2016 – 12/2018 Co-Principal Investigator. *Predictive Validity of the Classroom Assessment of Sociocultural Interactions*. Funded by Brigham Young University, David O. McKay Grant: \$25,000
- 6/2014 – 5/2017 Principal Investigator. *Expanding Ethnically Diverse Urban Preschoolers' Oral Language: The Conversation Compass Professional Development Intervention*. Funded by W. K. Kellogg Foundation. Grant Total: \$422,979
- 9/2010 – 12/2011 Principal Investigator. *The Role of Pre-K–3rd Systems Development in Education Reform: Unpacking the Black Boxes of Human and Social Capital*. Funded by Foundation for Child Development. Grant Total: \$42,795
- 1/2010 – 8/2011 Principal Investigator. *Does Hardship Continue After Preschool? Using Propensity Score Matching to Investigate the Effects of Early Childhood Development Programs on 5th Grade Literacy*. Funded by American Educational Research Association. Grant Total: \$20,000
- 10/2007 – 9/2010 Co-Investigator. *The Impact of Pre-K Expansion on Child Care for Low-Income Families*. Funded by Administration for Children and Families, Office of Program Research and Evaluation. Grant Total: \$797,999
- 1999 – 2002 Principal Investigator. *Theory of Mind and Narrative Development in African American Preschoolers*. Funded by National Academy of

Sciences, National Research Council, Ford Foundation. Grant Total:  
\$44,000

## PUBLICATIONS

### Peer-Reviewed Publications

- Iruka, I., **Curenton, S. M.**, & Gardner, S. (2016). How change in home and neighborhood factors are related to change in Black children's academic and social development from kindergarten to third grade. *Journal of Negro Education, 84*, 282–297.
- Curenton, S. M.**, Dong, N., & Shen, X. (2015). Does aggregate school-side achievement mediate fifth grade outcomes for former early childhood education participants? *Developmental Psychology, 51*, 921–934.
- Curenton, S. M.** (2015). African American preschoolers' pragmatic skills: Talking about emotions and the mind in the midst of fantasy. *Topics in Language Disorders, 35*, 46–60. [Special issue on African American children].
- Kennedy, S. S., & **Curenton, S. M.** (2013). Is the socioemotional quality of emergent reading interactions related to young children's emergent reading skills? *The URC Undergraduate Research Journal for the Human Sciences, 12*. Retrieved from <http://www.kon.org/urc/v12/kennedy.html>
- Curenton, S. M.**, & Zucker, T. (2013). Instructional conversations in early childhood classrooms: Policy suggestions for curriculum standards and professional development. *Creative Education, 14*, 60–68. [Special issue on preschool].
- Curenton, S. M.**, & Kennedy, S. S. (2013). Comparison of shared reading versus emergent reading: How the two provide distinct opportunities for early literacy. *ISRN Education*. Retrieved from doi.org/10.1155/2013/936191
- Piasta, S. B., Justice, L. M., Cabell, S. Q., Wiggins, A. K., Pence Turnbull, K., & **Curenton, S. M.** (2012). Impact of professional development on preschool teachers' conversational responsivity and children's linguistic productivity and complexity. *Early Childhood Research Quarterly, 27*, 387–400.
- Cabell, S. Q., Justice, L. M., Piasta, S. P., **Curenton, S. M.**, Wiggins, A., Pence Turnbull, K., & Petscher, Y. (2011). The impact of teacher responsivity education on preschoolers' language and literacy skills. *American Journal of Speech–Language Pathology, 20*, 315–330.
- Crowley, J., & **Curenton, S. M.** (2011). Organizational social support and parenting challenges among mocha moms. *Family Relations, 60*, 1–14.
- Curenton, S. M.** (2010). Understanding the landscape of stories: The association between preschoolers' narrative comprehension and production skills and cognitive abilities. *Early Child Development and Care, 1*–18. iFirst article.
- Curenton, S. M.** (2010). Introduction to the special issue: Narratives as learning tools to promote school readiness. *Early Education and Development, 21*, 287–292.
- Curenton, S. M.**, & Craig, M. J. (2009). Shared-reading versus oral storytelling: Associations with preschoolers' prosocial skills and problem behaviors. *Early Child Development and Care, 1*–24. iFirst article.
- Curenton, S. M.**, McWey, L. M., & Bolen, M. G. (2009). Distinguishing maltreating versus nonmaltreating at-risk families: Implications for foster care and early childhood education interventions. *Families in Society, 90*, 176–182.
- Curenton, S. M.** (2008). Early childhood leaders and literacy. *Early Childhood Research Quarterly, 23*, 597–598.

- Curenton, S. M.,** Craig, M. J., & Flanigan, N. (2008). Use of decontextualized talk across story contexts: How oral storytelling and emergent reading can scaffold children's development. *Early Education and Development, 18*, 161–187.
- Curenton, S. M.,** & Justice, L. M. (2008). Children's preliteracy skills: Influence of maternal education and mothers' beliefs about shared-reading interactions. *Early Education and Development, 19*, 261–283.
- Curenton, S. M.** (2006). Oral storytelling: A cultural art that promotes school readiness. *Young Children, 61*, 78–89.
- Garner, P. W., **Curenton, S.,** & Taylor, K. (2005). Predictors of mental state understanding in preschoolers of varying socioeconomic backgrounds. *International Journal of Behavioral Development, 29*, 271–281.
- Curenton, S. M.** (2004). The association between narratives and theory of mind for low-income preschoolers. *Early Education and Development, 15*, 121–145.
- Curenton, S. M.,** & Justice, L. (2004). African American and Caucasian preschoolers' use of decontextualized language: Use of literate language features in oral narratives. *Language, Speech, and Hearing Services in the Schools, 35*, 240–253.
- Curenton, S. M.,** & Wilson, M. N. (2003). "I'm happy with my mommy": Low-income preschoolers' causal attributions for emotions. *Early Education and Development, 14*, 199–213.
- Curenton, S. M.** (2003). Low-income preschoolers' false belief performance. *Journal of Genetic Psychology, 164*, 411–424.
- Lillard, A. S., Zeljo, A., **Curenton, S. M.,** & Seja, A. (2000). Children's understanding of the animacy constraint on pretense. *Merrill-Palmer Quarterly, 46*, 21–44.
- Lillard, A. S., & **Curenton, S. M.** (1999). Do young children understand what others feel, want, and know? *Young Children, 54*(5), 52–57.
- Books and Edited Volumes**
- Iruka, I. U., **Curenton, S. M.,** & Durden, T. (2016). African American children in early childhood education: Making the case for policy investments in families, schools, and communities. In C. W. Lewis & J. L. Moore III (Series Eds.), *Advances in race and ethnicity in education*. Manuscript in progress.
- Curenton, S. M.** (2016). *The conversation compass: A teacher's guide to high quality language*. St. Paul, MN: RedLeaf Press.
- Iruka, I. U., **Curenton, S. M.,** & Eke, W. A. I. (2014). *The CRAF-E<sup>4</sup> Family Engagement Model: Building practitioners' competence to work with diverse families*. Boston, MA: Elsevier/Academic Press.
- Curenton, S. M.,** & Iruka, I. (2013). *Cultural competence in early childhood education*. San Diego, CA: Bridgepoint Education.
- Curenton, S. M.** (Ed.). (2010). Narratives as learning tools to promote school readiness (Special issue). *Early Education and Development, 21*.
- Book Chapters**
- Curenton, S. M.,** & Gardner-Neblett, N. (2014). Narrative thinking: Implications for Black children's social cognition. In S. Robson & S. F. Quinn (Eds.), *The Routledge international handbook on young children's thinking* (pp. 294–305). New York, NY: Routledge.
- Curenton, S. M.,** Justice, L. M., Zucker, T., & McGinty, A. (2013). Language and literacy curriculum and instruction. In V. Buysse & E. Peisner-Feinberg (Eds.), *Handbook of*

*response to intervention (RTI) for early childhood* (pp. 237–249). Baltimore, MD: Brookes.

**Curenton, S. M.** (2011). Multicultural issues. In J. N. Kaderavek (Ed.), *Language disorders in children: Fundamental concepts of assessment and intervention* (pp. 382–412). Boston, MA: Pearson.

Barnett, W. S., **Curenton, S. M.**, & Strickland, D. (2009). Head Start. In *Encyclopedia of African American education*. Thousand Oaks, CA: Sage.

**Curenton, S. M.**, & Lucas, T. M. (2007). Assessing young children's oral narrative skills: The story pyramid framework. In K. Pence (Ed.), *Assessment in emergent and early literacy* (pp. 377–432). San Diego, CA: Plural.

Sutton, M., Sofka, A. E., Bojczyk, K., & **Curenton, S.** (2007). Assessing the quality of storybook reading. In K. Pence (Ed.), *Assessment in emergent and early literacy* (pp. 227–271). San Diego, CA: Plural.

**Curenton, S. M.** (2005). Towards better definition and measurement in early childhood professional development. In M. Zaslow & I. Martinez-Beck (Eds.), *Early childhood professional development and children's successful transition to elementary school* (pp. 17–19). Baltimore, MD: Brookes.

## SELECTED PRESENTATIONS

**Curenton, S. M.** (2014, October). *Symposium on children and pre-K*. Invited discussant, Crane Early Childhood Center for Research and Policy, Ohio State University, Columbus, OH.

**Curenton, S. M.** (2012, August). *Effects of early childhood education of 5th grade literacy and math skills*. Presented at the Education Testing Services, Princeton, NJ.

**Curenton, S. M.** (2012, June). *Chatty children who tell stories: Using classroom conversations and oral stories for Tier 1 and Tier 2 language instruction*. Presentation to trainers, Iowa Department of Education, New Brunswick, NJ.

Hustedt, J., Boyd, J., & **Curenton, S. M.** (2007, November). *State preschool yearbook: Findings and future directions*. Presentation to the National Association of Early Childhood Specialists, Department of Education, Chicago, IL.

## HONORS AND AWARDS

### Fellowships

- |             |  |
|-------------|--|
| 2003        | Society for Research on Child Development Millennium Fellow Junior Mentor                                    |
| 2002 – 2004 | American Association for the Advancement of Science, Society for Research on Child Development Policy Fellow |
| 2002        | Awarded Head Start Fellowship  |
| 1999 – 2002 | National Academy of Sciences, Ford Foundation Predoctoral Fellow   |
| 1997 – 1999 | University of Virginia Dean's Fellow   |

### Professional Awards and Honors

- |             |   |
|-------------|---|
| 2015 – 2020 | Rutgers University Chancellor Scholar   |
| 2008        | Faculty Merit Award, Rutgers University   |
| 2007 – 2011 | Elected Member-At-Large, National Association for Education of Young Children's Governing Board |
| 2004        | Tyner Endowed Lecturer at Florida State University  |
| 1997        | Psychology Department Honors, Wittenberg University   |
| 1997        | Broadwell Chinn Award, Wittenberg University  |
| 1996        | Outstanding Minority Student in Psychology, Wittenberg University                               |