

**ELISA L. KLEIN**  
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## **ACADEMIC BACKGROUND**

- 1980      Ph.D. in Human Development and Family Studies,  
The Pennsylvania State University, University Park, PA  
Specialization: Child Development  
Minor: Curriculum and Instruction/Early Childhood Education
- 1977      M.S. in Human Development and Family Studies,  
The Pennsylvania State University, University Park, PA  
Specialization: Child Development
- 1975      B.A. in Psychology, with Honors in the Senior Thesis,  
Kalamazoo College

## **Honors and Citations**

- 2000      Lilly Fellow, Center For Teaching Excellence  
The University of Maryland
- 1990      Curriculum Transformation Project Award, Summer Faculty  
Development Institute, The University of Maryland
- 1985      Global Perspectives on Education (Biden-Pell Grant), Curriculum  
Development Award, The Ohio State University
- 1980      The Teacher Education Division Award for Outstanding Presentation,  
The International Council for Exceptional Children
- 1975      The Senior Award in Psychology, Kalamazoo College
- 1975      Honors in the Undergraduate Thesis, Kalamazoo College
- 1974      Research Award for the Senior Individualized Project  
Kalamazoo College

## **PROFESSIONAL WORK EXPERIENCE**

- 1997-1998      Child Development Research Fellow  
Research, Demonstration and Evaluation Branch  
Administration on Children, Youth and Families

- US Department of Health and Human Services
- 1996-1997 Visiting Scientist  
Research, Demonstration and Evaluation Branch  
Administration on Children, Youth and Families  
US Department of Health and Human Services
- 1995-present Associate Professor, Institute for Child Study, Department of  
Human Development  
University of Maryland, College Park  
Faculty Member in Developmental Science Specialization and  
Early Childhood Education Specialization
- 1988-1995 Associate Professor, Department of Curriculum and Instruction  
University of Maryland, College Park
- 1988-1991 Director, Center For Young Children  
University of Maryland, College Park
- 1986-1988 Associate Professor, Department of Educational Theory and Practice  
The Ohio State University, Columbus
- 1980-1986 Assistant Professor, Department of Educational Theory and Practice  
The Ohio State University, Columbus
- 1978-1980 Graduate Teaching and Research Associate, Division of Individual and  
Family Studies, The Pennsylvania State University, University Park
- 1976-1978 Instructor, Laboratory for Early Education and Development, and Head  
Teacher, Cognitive-Developmental Preschool, The Pennsylvania  
State University, University Park

## **PUBLICATIONS**

### **Books**

Real, M., Lazarus, W., & Klein, E. (1984). Choices: For Ohio, for children.  
Columbus, OH: Children's Defense Fund, Publication #2.

Peters, D. Neisworth, J., Yawkey, T., Dudzinski, D., Golbeck, S., Klein, E., & Skinner,  
E. (1985). Early childhood education: From theory to practice. Monterey, CA: Brooks/Cole.

Klein, E. (Ed.) (1985). Children and computers. New Directions for Child Development, Number 28. San Francisco: Jossey-Bass, Inc.

Goncu, A., and Klein, E. (Eds.) (2001). Children in play, story and school. New York: Guilford Publishers.

### **Book Chapters**

Readdick, C., Golbeck, S., Klein, E., and Cartwright, C. (1984) The child-parent-teacher conference: A setting for child development. In J. Brown (Ed.), Administering programs for young children. Washington, D.C.: NAEYC.

Klein, E. (1985) Computer graphics, visual imagery and spatial thought. In E. Klein (Ed.), Children and Computers. New Directions for Child Development, Number 28. San Francisco: Jossey-Bass, Inc.

Klein, E. (1989) The gifted and talented. In P. Cartwright, C. Cartwright, and M. Ward, Educating special learners. 3rd edition. Monterey, CA: Wadsworth Publishing Co. (Chapter also in 1st (1981) and 2nd (1984) edition.)

Klein, E. (2001). Children's perspectives on their experiences in early education and child care settings In S. Golbeck (Ed.), Psychological perspectives on early childhood education: Reframing dilemmas in research and practice. (pp. 131-149). NJ: Lawrence Erlbaum Associates, Inc.

Klein, E., and Tarullo, L. (2001). Dimensions of quality in child care and early childhood education: Implications for U.S. social policy. In A. Goncu and E. Klein (Eds.). Children in play, story and school. (pp. 358-378). New York: Guilford.

Goncu, A., and Klein, E. (2001). Children in play, story, and school: A tribute to Greta Fein. In A. Goncu and E. Klein (Eds.) Children in play, story, and school. (pp. 3-15). New York: Guilford.

### **Journal Articles**

Peters, D., & Klein, E. (1981). The education of young children: Perspectives on possible futures. Theory Into Practice, 20(2), 141-147.

Readdick, C., Golbeck, S., Klein, E., & Cartwright, C. (1984). The child-parent-teacher conference: A setting for child development. Young Children, 39 (5), 67-73.

Klein, E. (1986). Cognitive conflict in a controlled computer environment. Educational Horizons, 64(4), 168-171.

Acker, S., & Klein, E. (1986). Visualizing spatial tasks: A comparison of computer graphic and full band video displays. Educational Communications and Technology Journal, 34(1), 21-30.

Bolig, R., Fernie, D., & Klein, E. (1986). Unstructured play in hospital settings: An internal locus of control rationale. Children's Health Care, 15(2), 101-107.

Elgas, P., Klein, E., Kantor, R., and Fernie, D. (1988). Play and the peer culture: Play styles and object use. Journal of Research in Childhood Education, 3(2), 144-155.

Fernie, D., Kantor, R., Klein, E., Meyer, C., and Elgas, P. (1988). Becoming students and becoming ethnographers in a preschool. Journal of Research in Childhood Education, 3(2), 134-143.

Klein, E. (1988). How is a teacher different than a mother? Young children's perceptions of the social roles of significant adults. Theory Into Practice, 27(1), 36-43.

Klein, E., Kantor, R., and Fernie, D. (1988). What do young children know about school? Young Children, 43(5), 32-40.

Cho, E.J., and Klein, E. (1993) Prosocial behavior in early childhood classrooms: Relationships with perspective-taking and empathy. In Translating research into practice: Implications for serving families with young children. Proceedings of the 2nd National Head Start Research Conference, 348.

Meyer, C., Klein, E., and Genishi, C. (1994). Peer relationships among four preschool second language learners in "small group time". Early Childhood Research Quarterly, 9 (1), 61-85.

Wiltz, N.W., and Klein, E.L. (1996). Children's perceptions about the structure of and preference for activities in child care. In Making a difference for children, families and communities: Partnerships among Researchers, practitioners and policymakers. Proceedings of the 3rd National Head Start Research Conference, 614.

Klein, E.L., Murphy, K.L., and Wiltz, N.W. (1996). Changes in preservice teachers' beliefs about developmentally appropriate practice in early childhood education. International Journal of Early Childhood Education, 1(1), 67-83.

Murphy, K., and Klein, E. (1999). Infant and toddler day care quality and NAEYC accreditation. Proceedings of the 4<sup>th</sup> National Head Start Research Conference, 493.

Murphy, K., & Klein, E. (2000) Children's developing conceptions of school and expectations for kindergarten: The influence of preschool curriculum. Proceedings of the 5<sup>th</sup> National Head Start Research Conference, 691.

Wiltz, N. & Klein, E. (2001). "What do you do in child care?" Children's perceptions of high and low quality classrooms. Early Childhood Research Quarterly, 16(2), 209-238

#### Manuscripts submitted

Murphy, K., and Klein, E. Socio-cultural influences on children's conceptions of preschool and expectations for kindergarten in academic and child-centered preschool programs. Manuscript submitted for publication.

#### Guest Edited Journals

Fernie, D., Kantor, R., & Klein, E. (Eds), (1988). Becoming a student: Young children's socialization to early schooling. Theory Into Practice, 27(1).

#### Bulletins and Reports

Faddis, B., Ahrens-Gray, P., & Klein, E. (1999). Evaluation of Head Start Family Child Care Demonstration. Final Report. US Department of Health and Human Services. Commissioners Office of Research and Evaluation and Head Start Bureau. Portland, OR: RMC Research Corp.

Klein, E. (1994). "Reconceptualizing" redux: Reflections on developmentally appropriate practice at the Annual Meeting. Newsletter of the Early Education/Child Development Special Interest Group, American Educational Research Association, Spring 1994, 4-5.

Klein, E. (1980). What does Piaget have to say about children's social-emotional development? ERIC document ED# 186095.

Peters, D., Klein, E., Petak, P., & Silverblatt, G. (1980). Day care provider's handbook. Pittsburgh, PA: Health and Welfare Planning Association.

### **PROFESSIONAL PRESENTATIONS**

#### National and International

Klein, E. Young Children's Worlds: Methodological and Other Considerations in Understanding How Children Construct Meanings of School and Learning. Paper presented at the Annual Meeting, National Association for the Education of Young Children, Anaheim, CA, November, 2001.

Klein, E. et al. Psychology's unique role in preschool and early childhood education. Paper presented at the American Psychological Association Annual Meeting, Washington, D.C., August, 2000.

Murphy, K., & Klein, E. Children's developing conceptions of school and expectations for kindergarten: The influence of preschool curriculum. Paper presented at the 5<sup>th</sup> National Head Start Research Conference, Washington, D.C., July, 2000.

Klein, E. The role of psychology in the training of professionals in preschool/early childhood education. Paper presented at the American Psychological Association Annual Meeting, Boston, August, 1999.

Murphy, K., and Klein, E. The journey to kindergarten: Two children's stories. Paper presented at the American Educational Research Association, Montreal, April, 1999.

Klein E. Understanding the context of school and child care: The view from childhood. Paper presented at the Rutgers Invitational Symposium in Education, Psychological Perspectives on Early Childhood Education. New Brunswick, New Jersey, November, 1998.

Murphy, K., and Klein, E. Infant and toddler day care quality and NAEYC accreditation. Paper presented at the Fourth National Conference on Head Start Research, Washington, D.C., July, 1998.

Klein, E., Murphy, K., Darling, L. and Bolig, R. Teacher education in the era of developmentally appropriate practice: Influences on preservice teachers' beliefs about early childhood education. Paper accepted for presentation at the Annual Meeting, American Educational Research Association, San Diego, April, 1998.

Wiltz, N., and Klein, E. Four year olds' perceptions of day care in developmentally appropriate and inappropriate child care centers. Paper presented at the Annual Meeting, American Educational Research Association, Chicago, March, 1997.

Wiltz, N., and Klein, E. Children's Perceptions About the Structure of and Preference for Activities in Child Care. Paper presented at the Head Start Third National Research Conference, Washington, D.C., June, 1996.

Klein, E., and Wiltz, N. Understanding Beginning Teachers' Understanding: Evaluating Beliefs About Developmentally Appropriate Practice in Early Childhood Teacher Preparation Programs. Paper presented at the Annual Meeting, American Educational Research Association, New York, April 1996.

Klein, E., and Hatch, J.A. The Appropriateness of Developmentally Appropriate Practice: A Debate and Discussion. Symposium presented at the Annual Meeting of the American Educational Research Association, San Francisco, 1995.

Wiltz, N., and Klein, E. Distinctions Between Teacher's Beliefs and Children's Perspectives About Life in Preschool. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, 1995.

Wiltz, N. and Klein, E. Children's Understanding of the Structure of Activities in Child Care Settings. Paper presented at the Biennial Meeting, Society for Research in Child Development, Indianapolis, 1995.

Klein, E. Understanding Beginning Teachers' Understanding: Incorporating Beliefs About Developmentally Appropriate Practice Into Early Childhood Education Teacher Preparation Programs. In A. Mullis and C. Readdick, *The Problem of the Match: Overcoming Cognitive Barriers to Learning Developmentally Appropriate Practice*. Symposium presented at the Annual Meeting of the National Association for the Education of Young Children, Atlanta, 1994.

Wiltz, N. and Klein, E. What Did You Do At School Today? Activities in Child Care From the Child's Point of View. Paper Presented at the Annual Meeting, American Educational Research Association, New Orleans, 1994.

Cho, E.J., and Klein, E. Prosocial Behavior in Early Childhood Classrooms: Relationships with Perspective Taking and Empathy. Paper presented at the 2nd National Head Start Research Conference, Washington, D.C., 1993.

Klein, E., and Abu Taleb, T. Helping and Cooperating in the Kindergarten: Teacher and Peer Ratings and Naturalistic Observations of Prosocial Behavior in Relation to Children's Self Concept. Paper presented at the Annual Meeting, American Educational Research Association, Atlanta, 1993.

Klein, E., and Abu Taleb, T. Self Concept and Prosocial Behavior in the Kindergarten. Paper presented at the Biennial Meeting, Society for Research in Child Development, New Orleans, 1993.

Cho, E.J., and Klein, E. The Role of Perspective Taking and Empathy in Preschooler's Prosocial Behavior. Paper presented at the Biennial Meeting, Society for Research in Child Development, New Orleans, 1993.

Meyer, C. and Klein, E. Peer Relationships: A Resource for Participation in a Multicultural Preschool Setting. Paper presented at the Annual Meeting, American Educational Research Association, Chicago, 1991.

Meyer, C., & Klein, E. Peer Relationships: More Than Play Partners in a Multicultural Preschool Setting. Paper presented at the Annual Meeting of the National Association for the Education of Young Children, Washington, 1990.

Fernie, D., Kantor, R., & Klein, E. School Culture and Peer Culture Influences on Adult and Child Roles in a Preschool Classroom. Paper presented at the Annual Meeting, American Educational Research Association, Boston, 1990.

Klein, E., Transitions to Public School: What Do Young Children Know About Schooling? National Conference on Early Childhood Education, United States Department of Education, Washington, D.C., 1989.

Klein, E., Kantor, R., Fernie, D., Meyer, C., & Elgas, M. Becoming a Student: Young Children's Understanding of the Socialization to Schooling. Symposium presented at the Annual Meeting, American Educational Research Association, Washington, D.C., 1987.

Klein, E. Examining the Developmental Integrity of Early Education Through the Perceptions of Young Children. Paper presented at the Annual Meeting of the National Association for The Education of Young Children, Washington, D.C., 1986.

Klein, E. The Role of Cognitive Conflict in Young Children's Interactions with Computers. Symposium presented at the Annual Meeting, American Educational Research Association, San Francisco, 1986.

Klein, E. The Young Child as Young Student: Children's Perceptions of Functional Social Roles of Mothers and Female Teachers. Paper presented at the Annual Meeting, National Association for the Education of Young Children, New Orleans, 1985.

Klein, E. Computer Graphics, Imagery and Spatial Thought. Paper presented at the Annual Meeting, American Educational Research Association, Chicago, 1985.

Klein, E., & Acker, S. Anticipatory Imagery Tasks Presented as Video and Computer Graphic Stories: Exploring Media Differences in Symbolic Form. Paper presented at the 14th Symposium, The Jean Piaget Society, Philadelphia, 1984.

Klein, E., & Acker, S. Parallel Messages, Different Media: A Comparison of Performance on Video and Computer Graphic Forms of Visual Imagery Tasks. Paper presented at the Annual Meeting, American Educational Research Association, New Orleans, 1984.

Acker, S., Klein, E., & Marshall, S. Computer Graphics Vs. Full Band Video: Comparative Student Performance on Spatial/mathematical Tasks. Paper presented at the Speech Communication Association Convention Washington, D.C., 1983.

Klein, E. Computers and Constructivism: Implications of Technology for Children's Development and Education. Discussion session presented at the 13th Symposium of The Jean Piaget Society, Philadelphia, 1983.

Klein, E. When is a Teacher Different Than a Mother? The Influence of Early Child Care Experience on Children's Perceptions of Functional Roles of Mothers and Female Teachers.

Paper presented at the Annual Meeting, American Educational Research Association, Montreal, 1983.

Klein, E. The Development of Mental Imagery in Deaf and Hearing Adolescents. Paper presented at the Annual Meeting, American Educational Research Association, Montreal, 1983.

Klein, E. Research on Children's Representation: Methodological and Conceptual issues. Discussion session presented at the 12th Symposium, The Jean Piaget Society, Philadelphia, 1982.

Klein, E. Assessing Children's Use of Visual Imagery With Computer-Animated Graphics. Paper presented at the Annual Meeting, American Educational Research Association, New York, 1982.

Klein, E. Development: The Missing Ingredient in Current Formulations of Giftedness. Paper presented at the Annual Meeting, American Educational Research Association, New York, 1982.

Klein, E. Visual Thinking Skills in Young Children. Paper presented at the Annual Meeting of the National Association for the Education of Young Children, Detroit, 1981.

Klein, E., & Liben, L. Mental Imagery and Operativity: Children's Use of Static, Kinetic and Transformational Imagery. Paper presented at the 11th Annual Symposium, The Jean Piaget Society, Philadelphia, 1981.

Cartwright, C., Readdick, C., & Klein, E. Including the Young Child in Parent-Child-Teacher Conferences. Paper presented at the Annual Meeting of the National Association for the Education of Young Children, San Francisco, 1980.

Klein, E., & Liben, L. Mental Imagery: Clarifying the Piagetian Taxonomy. Paper presented at the 10th Symposium, The Jean Piaget Society, Philadelphia, 1980.

Readdick, C., Golbeck, S., Klein, E., & Cartwright, C. Including the Exceptional Child in Parent-Teacher Conferences. Symposium presented at the Annual Convention of the Council For Exceptional Children, Philadelphia, 1980. (Recipient of the Teacher Education Presentation Award for outstanding presentation).

Klein, E. The Relationship Between Gifted Children and Parents, Teachers, and Administrators. Paper presented at the Annual Meeting of the National Association for the Education of Young Children, Atlanta, 1979.

Klein, E. What does Piaget Have to Say About Children's Social-Emotional Development? Paper presented at the Annual Meeting of the National Association for the Education of Young Children, New York, 1978.

Golbeck, S., Willis, S., Readdick, C., & Klein, E. Assessing Children's Involvement in a Piagetian-Based Curriculum. Paper presented at the 8th Symposium, The Jean Piaget Society, Philadelphia, 1978.

Klein, E. Teachers and Parents: Young Children's Perceptions of Functional Roles of Adults. Paper presented at the 8th Symposium, The Jean Piaget Society, Philadelphia, 1978.

**Regional** (selected)

Klein, E. The importance of early assessment in Head Start and preschool classrooms. Invited keynote, Montgomery County Maryland Head Start and Early Intervention Programs conference, December 2000.

Klein, E., and Keener, J. Developing gender equity in the preschool setting. Invited presentation, the Archdiocese of Washington Annual Conference, Washington, D.C., 1997.

Klein, E.. Gender Issues in the Primary School Classroom. Invited Lecture, The Sheriden School. Washington, D.C., 1995.

Klein, E. Hard Choices: The Impact of Parenthood on Professional Lives. Invited symposium, The Women's Bar Association of the District of Columbia, Washington, D.C., 1995.

Klein E. How Children View Gender Roles. Invited Lecture, The Lowell School Lecture Series. Washington, D.C., 1993.

Klein, E. & Liben, L. Kinetic and Transformational Imagery in Relation to Logical Operations. Paper presented at the Southeastern Conference on Human Development, Alexandria, VA, 1980.

**FUNDED GRANTS AND CONTRACTS**

The Relationships of Program Structure, Student Demographic and Experiential Factors to Pre-Service ECE Teacher Beliefs, Thinking Dispositions, and Personality Style. National Institutes of Health/University of the District of Columbia Faculty Research Development Initiative. Pilot Project Funds for Research with Dr. Rosemary Bolig, Chair, Department of Education. Co-Principal Investigator, 2002-2003.

Revision and Development of the Early Childhood Observation Record; follow-up evaluation study. Contract with Montgomery County Public Schools, Principal, 2000-2002.

Evaluation of the Head Start Family Child Care Home Study. Contract with the Administration on Children, Youth, and Families, U.S. Department of Health and Human Services. Subcontracted through RMC Research Corporation to write the Report to Congress and related documents. Principal, 1997-1999.

Understanding Beginning Teachers' Understanding: Evaluating Beliefs About Developmentally Appropriate Practice in Early Childhood Education Teacher Preparation Programs. Consortium of Universities of the Washington Metropolitan Area, Faculty Cooperative Grants Program. Co-Principal Investigator, 1995-1996.

Socialization to the Preschool, Departmental Seed Grant, University of Maryland, Principal Investigator, 1991-1992.

Socialization to the Preschool, Departmental Seed Grant, University of Maryland, Principal Investigator, 1988 - 1989.

Young Children's Socialization to the Preschool. The Ohio State University Graduate School Investigator's Fund Grant. Co-Principal Investigator, 1987-1988.

Becoming a Student: The Social System and Communicative Environment of the Preschool. The Ohio State University Graduate School Grant. Co-Principal Investigator, 1986-1987.

Fellowship for the Development of Women Scholars. The Ohio State University Affirmative Action Grant. Co-Principal Investigator, 1985-1986.

Curriculum Development in Multicultural Education. Biden-Pell Grant awarded through the Global Perspectives on Education Foundation. 1985-1986.

Children and Computers. Book preparation grant. The Ohio State University College of Education Small Grants Program. Principal Recipient, 1984.

Influence of Early Child Care Experience on Children's Perceptions of Mothers and Female Caregivers. The Ohio State University College of Education Small Grants Program. Principal Investigator, 1983.

Assessment of Visual Imagery in Problem Solving in Three Presentation/Response Modes. The Ohio State University College of Education Small Grants Program. Co-Principal Investigator, 1982.

Assessing Children's Use of Visual Imagery with Microcomputer Graphics. The Spencer Foundation Awards for Young Scholars Program. Principal Investigator, 1981.

Technology and the Study of Learning: Applications for Teacher Education. The Ohio Department of Education, Project Redesign Grant. Co-Principal Investigator, 1980 -1981.

## **PROFESSIONAL PUBLIC SERVICE**

### **Consultancies** (selected)

2000-2002 2000	Montgomery County Public Schools Head Start Kindergarten Curriculum Reform Committee, Montgomery County, Maryland Public Schools
1999-2002	Adults Supporting Kids With Science Advisory Board, Grant from National Science Foundation to Institute for Learning Innovation
1999	University of Tennessee, Office of the Chancellor for Academic Affairs
1997-1999	Research, Demonstration and Evaluation Branch, Administration on Children, Youth and Families, US Department of Health and Human Services
1996-1997	Administration on Children, Youth and Families, US Department of Health and Human Services
1994	Michigan State University, Department of Child and Family Studies
1983 - 1986	The League against Child Abuse
1983 - 1984	Children's Defense Fund
1981 - 1982	National Association for the Education of Young Children, Teacher Education Standards Guidelines Task Force

### **Organization Memberships**

American Psychological Association  
American Educational Research Association  
National Association for the Education of Young Children  
Society for Research in Child Development

### **Offices and Appointments Held in National Organizations:**

American Educational Research Association Special Interest Group on Early Education  
and Child Development:

Executive Committee	1989 - 1991
Annual Program Co-Chair	1989 - 1990

American Educational Research Association Special Interest Group on Piagetian Theory  
and Education:

Executive Committee	1982 - 1984
Secretary/Treasurer	1984 - 1986
President	1986 - 1988

Jean Piaget Society  
Treasurer 1989 - 1991  
Board of Directors 1991- 1994

National Association for the Education of Young Children:  
Professional Development Panel 1995-1998

American Psychological Association  
Task Force on The Impact of Psychology 1999-2002  
on Preschool/Early Childhood Education

### **Scholarly Activities**

#### **Editorial Boards**

1990 - 1997 Early Education and Development  
1991 -1994 Early Childhood Research Quarterly  
1997 - 2000 Early Childhood Research Quarterly

#### **Journal Reviewer**

American Educational Research Journal, Child Care Quarterly, Child Development, Developmental Psychology, Early Childhood Research Quarterly, Early Education and Development, Educational Researcher, International Journal For Qualitative Studies in Education, Journal of Experimental Child Psychology, Journal of Research in Childhood Education

#### **Advisory Panel**

2001-2004 National Science Foundation, Division of Behavioral and Cognitive Sciences, Cognitive, Psychological and Language Sciences Cluster, Children's Research Initiative

#### **Grant Reviewer (selected)**

1989 United States Office of Education Sponsored Programs, Field Initiated Grants, Reviewer  
1991 United States Office of Education, Office of Educational

	Research and Improvement, Evaluation of Education Reform, Early Childhood Education Panel, On-Site Reviewer
1992 - present	United States Department of Health and Human Services, Head Start Bureau, Reviewer
1997	United States Department of Education, Office of Educational Research and Improvement, Reviewer
2000	United States Department of Health and Human Services, Administration on Children, Youth and Families, Reviewer, Head Start Quality Research Centers
2001	United States Department of Health and Human Services, Administration on Children, Youth and Families, Reviewer, Head Start Student Research Awards
2001-2003	National Science Foundation, Division of Behavioral and Cognitive Sciences, Cognitive, Psychological and Language Sciences Cluster, Reviewer, Children's Research Initiative
2002	National Institute of Child Health and Human Development, Reviewer, Early Childhood Curriculum Planning Grant
2002	United States Department of Health and Human Services, Administration on Children, Youth and Families, Reviewer Head Start University Partnerships
2002	US Department of Education, OERI, Reviewer, Preschool Curriculum Evaluation Research
2002	US Department of Education, Reviewer, Early Reading First Initiative grants
2003	National Institute of Child Health and Human Development, Reviewer, School Readiness Grant

### **Advisory Boards**

2000 – present	Advisory Board Member, Half the Sky Foundation (An education and philanthropic foundation to conduct research and provide early childhood intervention programs and research in public orphanages in the People's Republic of China)
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### **Program Reviewer And Discussant (selected)**

Annual Symposium Review Committee, The Jean Piaget Society, 1980, 1984-1992, 1994

Invited Chair and Critic/Discussant for research session, The Jean Piaget Society, 1980, 1981, 1983-1993

Reviewer for Annual Meeting, AERA Special Interest Group on Early Childhood Education, 1984, 1989-2002

Invited Critic and Chair for research session, AERA Special Interest Group on Piagetian Theory and Education, 1986, 1988, 1990

Invited Critic and Chair for research session, AERA Special Interest Group on Early Childhood Education, 1990, 1991, 1997

National Coalition For Campus Childcare, 1990 Conference Program Review Committee

American Psychological Association, Discussant for paper symposium at Annual Meeting, 2000

**Publisher Consultant** (selected)

Allyn and Bacon

Prentice-Hall

Heinemann

Charles Merrill

JAI Press (Advances in Early Education and Day Care, Vol. 5, 1993; Vol.8, 1996, reviewer)

**Workshops and Other Inservice Activities** (selected)

Klein, E. Gender Related Play in Early Childhood Education. Workshop presented at the annual conference of the Potomac Association of Cooperative Teachers, Alexandria, VA, November 1994.

Klein, E. Communication and Discipline Strategies with Young Children. Workshop series presented at the Unitarian Universalist Church of Silver Spring, MD 1993.

Klein, E. Enhancing Young Children's Moral and Social Development. Workshop series presented at the Chevy Chase MD Presbyterian Church Family Life Series, 1989.

Klein, E., & Bolig, R. The Angry child: Coping with Emotional Abuse. Invited presentation, The League Against Child Abuse Community Outreach Program, Columbus, OH, 1983.

Klein, E. Visual Imagery and Computer Animated Graphics: Implications for Cognitive Development. Invited colloquium, Bryn Mawr College, PA 1983.

## **INSTRUCTION**

### **Undergraduate:**

EDCI 298 Special Problems in Teacher Education  
EDHD 312 Professional Development Seminar in Early Childhood Education  
EDHD 313 Creative Activities in Early Childhood Education  
EDCI 315 The Young Child in the Social Environment  
EDCI 410 The Child and The Curriculum: Early Childhood  
EDCI 498 Special Problems in Teacher Education

### **Graduate:**

EDCI 423 Social Studies in Early Childhood Education  
EDHD 605 Curriculum in Early Childhood Education  
EDHD 612 Teaching Strategies in Early Childhood Education  
EDHD 713 Research in Early Childhood Education  
EDCI 798 Special Problems in Teacher Education  
EDCI 799 Master's Thesis Research  
EDCI 810 Seminar in Early Childhood Education: Representation and Symbolic Functioning  
EDCI 888 Apprenticeship in Education  
EDCI 889 Internship in Education  
EDCI 899 Doctoral Dissertation Research  
EDHD 800 Seminar in Early Childhood Education: Intersections between Peer Culture and School Culture in Early Childhood Settings  
EDHD 779 The Role of Developmental Research in Current Federal Initiatives in Early Childhood Education