

# Sabina Rak Neugebauer

Temple University  
College of Education  
1301 Cecil B. Moore Ave  
Philadelphia, PA 19122  
Email: Sabina.Neugebauer@temple.edu

---

## EDUCATION

---

- 2011 **Harvard Graduate School of Education**, Cambridge, MA  
Ed.D. Human Development and Education  
Dissertation: “A Reader, Inside and Out: Exploring More Ecologically Valid Understandings of Reading Motivation”  
Advisor: Catherine Snow
- 2005 **Harvard Graduate School of Education**, Cambridge, MA  
Ed.M. Language and Literacy
- 2002 **Wesleyan University**, Middletown, CT  
B. A. honors in Psychology and French Studies  
Senior Thesis: “Barriers to Language Acquisition”  
Advisor: Catherine Best

---

## PROFESSIONAL EXPERIENCE

---

- 2017-present **Temple University**, Philadelphia, PA  
Assistant Professor of Early Childhood and Elementary Education
- ECED 3106: Literacy Foundations
  - ECED 2106: Early Language and Literacy for PK & K
- 2013-2017 **Loyola University Chicago**, Chicago, IL  
Assistant Professor in Reading, School of Education
- TLSC 440: Language and Literacy for Diverse Students
  - TLSC 441: Using Classroom Data in a Collaborative Environment to Advance Student Achievement
  - TLSC 442: Discipline-Specific Literacy for Diverse Students
  - TLSC 300/400: Professional Learning Communities, Secondary English
  - CIEP 359: Teaching Reading: Elementary
  - CIEP 362: Literacy Instruction in Content Areas
  - CIEP 423: Advanced Literacy Instruction in Content Areas
  - CIEP 452: Theoretical Foundations of Reading

## Sabina Rak Neugebauer

- 2011-2013 **University of Connecticut**, Storrs, CT  
**Institute of Education Sciences (IES)** Postdoctoral Fellow  
Center for Behavioral Education and Research  
Neag School of Education, Department of Educational Psychology
- 2009-2011 **Harvard University**, Cambridge, MA  
Instructor
- H710A: Teaching Literacy for Equity: Situated Learning
  - EDU E-128: Universal Design for Learning (Extension School)
- 2005-2009 **Harvard University**, Cambridge, MA  
Teaching Fellow
- H813: Bilingual Learners: Literacy Development and Instruction
  - H870: Reading Comprehension
  - H331: Risk and Resilience in Social Contexts from Birth to Young Adulthood: Strategies of Prevention and Intervention
- 2005-2008 **Harvard University**, Cambridge, MA  
*Reading Interventionist*
- 2004 **A Better Chance School**, Richmond, CA  
*Educational Specialist*
- 2003 **Hospital Interzonal de Agudos Eva Perón, Buenos Aires, Argentina**  
*Reading Interventionist*

---

### FELLOWSHIPS AND AWARDS

---

- 2017-2018 International Literacy Association (ILA) Elva Knight Research Grant
- 2017 American Education Research Association Early Career Scholar Award  
Division C
- 2017 Distinguished Faculty Award for Excellence in Research
- 2017 Faculty of the Year Award, Loyola University Chicago (Finalist)
- 2016 Graduate and Adult Leadership Faculty of the Year Award, Loyola University  
Chicago (Finalist)
- 2016 Faculty Summer Research Fellowship, Loyola University Chicago
- 2015-2016 Stimulating Multidisciplinary Research, Loyola University Chicago
- 2014 Faculty Summer Research Fellowship, Loyola University Chicago
- 2009-2010 Center for Applied Linguistics G. Richard Tucker Fellow

## Sabina Rak Neugebauer

- 2006-2010 David Rockefeller Center for Latin American Studies Summer Travel Grant
- 2010 Harvard Graduate School of Education Conference Grant
- 2009, 2010 David Rockefeller Center for Latin American Studies Conference Travel Grant
- 2009 Harvard Graduate School of Education Conference Grant
- 2009 Michael Crichton Fellowship, Harvard Medical School
- 2008 Dean's Summer Fellowship, Harvard Graduate School of Education
- 2006 Foreign Language Area Studies Summer Fellowship for Language Study
- 2006 Jeanne Chall Literacy Travel Grant

---

### PUBLICATIONS IN REFEREED JOURNALS

---

- Neugebauer, S.**, Gamez, P., Coyne, M., **Colon, I.**, McCoach, D.B., & Ware, S. (in press) Promoting Word Consciousness to Close the Vocabulary Gap in Young Word Learners. *Elementary School Journal*.
- Gamez, P., **Neugebauer, S.**, Coyne, M., McCoach, D.B., & Ware, S. (2017). Linguistic and social cues for vocabulary learning in Dual Language Learners and their English-only peers. *Early Childhood Research Quarterly*, 40, 25-37.
- Neugebauer, S.R.**, Coyne, M, McCoach, B., & Ware, S. (2017). Teaching beyond the Intervention: The Contribution of Teacher Language Extensions to Vocabulary Learning in Urban Kindergarten Classrooms. *Reading and Writing*, 30, 543-567.
- Neugebauer, S.R.** (2016). Assessing Situated Reading Motivations across Content Areas: A Dynamic Literacy Motivation Instrument. *Assessment for Effective Intervention*, 1-19.
- Neugebauer, S.R.** (2016). Stable or Situated Understandings of Adolescent Reading Engagement across Readers and Raters. *Journal of Educational Research*, 109, 391-404.
- Chang, A., **Neugebauer, S.**, Ellis, A., Ryan, A.M., Ensminger, D., & Kennedy, A. (2016). Teacher educator identity in a culture of iterative teacher education program design: A collaborative self-study. *Studying Teacher Education*, 12, 152-169.
- Neugebauer, S.**, Chafouleas, S., Coyne, M., McCoach, E., & Briesch, A. (2016). Exploring an Ecological Model of Perceived Usability within a Multi-Tiered Vocabulary Intervention. *Assessment for Effective Intervention*, 41, 155-171.

## Sabina Rak Neugebauer

- Neugebauer, S.**, & Howard (2015). Exploring Associations among Writing Self-Perceptions, Writing Abilities, and Native Language of English-Spanish Two-Way Immersion Students. *Bilingual Research Journal*, 38, 313-335.
- Neugebauer, S.**, Kieffer, M., & Howard, E. (2015). Exploring multidimensionality and mediation in the roles of lexical knowledge in reading comprehension for adolescent Spanish-speaking language minority learners. *Learning and Individual Differences*, 39, 24-38.
- Howard, E., & **Neugebauer, S.R.** (2015). Moving towards biliteracy: Varying paths of bilingual writers in Two-Way Immersion programs. *Revista Miriada Hispanica*, 10, 83-105.
- \*Kieffer, M., Marinell, W., & **Neugebauer, S.** (2014). Navigating into, through, and beyond the middle grades: The role of middle grades attendance in staying on-track for high school graduation. *Journal of School Psychology*, 52, 549–565.  
\*Alphabetical order, equal authorship across authors.
- Neugebauer, Rak, S.** (2014). Context-sensitive motivations to read for adolescent struggling readers: Does the Motivation for Reading Questionnaire tell the full story? *Reading Psychology*, 35, 160 – 194.
- Neugebauer, S.R.** (2013). A daily diary study of reading motivation inside and outside of school: A dynamic approach to motivation to read. *Learning and Individual Differences*, 24, 152-159.
- Briesch, A., Chafouleas, S., & **Neugebauer, S. R.**, & Riley-Tilman, C. (2013). Assessing influences on intervention implementation: Revision of the Usage Rating Profile-Intervention. *Journal of School Psychology*, 51, 81-96.
- Neugebauer, Rak, S.** (2012). Editor's Review of Double the Work and The Language Demands of School in *Adolescent Literacy* (Eds). I. Jacy, J. Steele, & J. Samson. Harvard Educational Press: Cambridge, MA. (Reprint)
- Neugebauer, Rak, S.** (2011). A new measure to assess linguistic self-esteem in adolescent Latino bilinguals. *Hispanic Journal of Behavioral Sciences*, 33, 4, 425–446.
- Proctor, P., Dalton, B., Uccelli, P., Biancarosa, G., Mo, E., Snow, C., and **Neugebauer, S.** (2011). Improving comprehension online: Effects of deep vocabulary instruction with bilingual and monolingual fifth graders. *Reading and Writing*, 24, 517-544
- Neugebauer, Rak, S.**, & Currie-Rubin, R. (2009). Read-alouds in Calca, Peru: A bilingual indigenous context. *The Reading Teacher*, 62, 5, 396-405.
- Neugebauer, Rak, S.** (2008). Editor's review of Double the Work and The Language Demands of School. *Harvard Educational Review*, 1, 252-263.

---

**BOOKS**

---

Daly, E. J., III, **Neugebauer, S. R.**, Chafouleas, S. M., & Skinner, C. H. (2015). *Interventions for Reading Problems: Designing and Evaluating Effective Strategies (2nd Ed.)* New York, NY: Guilford Press.

Villegas, M., **Neugebauer, Rak, S.**, Venegas, K. (2008). *Indigenous Knowledge and Education: Sites of Struggle, Strength and Survivance*. Cambridge, MA: Harvard Educational Publishing Group.

---

**CHAPTERS**

---

**Neugebauer, S.R.**, Morrison, D., Kibblewhite, J., & Weinberg, A. (under contract). Data-based decision making across educational stakeholders and systems: Avoiding the pitfalls of being data-driven by supporting data-activism. In A. Heineke & A.M. Ryan (Eds). *Teaching, Learning, and Leading with Schools and Communities: One University Reinvents Teacher Education for the Next Generation*. New York, NY: Rowman & Littlefield.

**Neugebauer, S.R.**, & Heineke, A. (2016). Literacy Assessments for Linguistically Diverse Students. In M. Hughes & E. Talbott (Eds.). *The Handbook of Research on Diversity in Special Education*. John Wiley and Sons, Inc.

Coyne, M., **Neugebauer, S.R.**, & Ware, S., McCoach, D., & Madura, J. (2015). Vocabulary and its role in early comprehension development. In A. D-P., S. Gear, & A. V. Klech (Eds.), *Developing Early Comprehension: Laying the Foundation for Reading*. Baltimore, MD: Brookes Publishing.

---

**ARTICLES UNDER REVIEW**

---

**Neugebauer, S.**, & Heineke, A. (under review). Teachers' Understandings of Academic Language: Assessing Academic Language Knowledge, Motivations, and Varied Interpretations. *Journal of Teacher Education*.

Heineke, A. & **Neugebauer** (under review). The Complexity of Language and Learning: Deconstructing Teachers' Conceptions of Academic Language. *Issues in Teacher Education*

**Neugebauer, S.R.**, & Fujimoto, K. (under review). Related and Overlapping Affective Dimensions of Reading Motivation: Exploring the Nature and Instrumentation of Conceptually Related Reading Motivation Constructs. *Learning and Individual Differences*

**Neugebauer, S.R.**, Morrison, D., Vicky Karahalios, Evan Harper, Haley Jones, Shauna Lenihan, Fenner Oosterbaan, & Carly Tindall (under review). Integrating Data Discussions across Spaces, Subjects, and Stakeholders: A Field-Based Collaborative Intervention to Support Pre-Service Teachers Data-Based Decision Making in Schools. *Teacher Education Quarterly*

---

**ARTICLES IN PREPARATION**

---

**Neugebauer, S.R.**, Hopkins, M., & Spillane, J. (in preparation). Social Sources of Teaching Self Efficacy: The Closer the Better

**Neugebauer, S.**, & Howard, E. (in preparation). At-Risk Readers in Two-Way Immersion and English Only Programs: Exploring Conceptions of Risk for Native Spanish Speakers across Program Models.

Howard, E., **Neugebauer, S.**, & Graham Rifenbark (in preparation). Bilingual Writing over Time: Parts and Composition.

**Neugebauer, S.**, Giatsou, E., & Kibblewhite, J. (in preparation). Improving Pre-service Teachers Self-Efficacy Beliefs.

Sanetti, L., **Neugebauer, S.**, & Long, A. (in preparation). Developing a measure of implementation intention and self-efficacy.

---

**REPORTS**

---

**Neugebauer, S.**, & Edeger, E. (2015). Report on the Cultural Attitudes and Climate Questionnaire (CACQ) for Students at the School of Education at Loyola University Chicago. Loyola University Chicago School of Education, Chicago, IL.

---

**CONFERENCE PRESENTATIONS**

---

**Invited Talks and Presentations:**

**Neugebauer, S.R.** (January, 2017). *Dynamic Teacher Talk to Promote Vocabulary Knowledge of At Risk Students in Urban Elementary Schools*. Presentation for Department of Education Studies. San Diego, CA.

**Neugebauer, S.R.** (October, 2016). *Instructional Factors That Influence Achievement*. Presentation in Educational Linguistics at Vanderbilt University, Language Educational Linguistics Nashville, TX.

**Neugebauer, S.R.** (November, 2014). *Intensive Vocabulary Instruction for English Learners*. Presentation held at the 2014 Language Matters Conference, Chicago, IL.

**Neugebauer, S.R.** (November, 2014). *A Multi-Tiered Vocabulary Intervention for English Learner Kindergarten – 3<sup>rd</sup> Grade*. Presentation held at the 2014 Speaking of Words Conference for the Chicago Teacher Partnership Program, Chicago, IL.

**Neugebauer, S.R.**, & Howard, E (April, 2014). *Bilingual Writing Development and Practices Among Spanish-English Emergent Bilinguals in Pre-K Through 5<sup>th</sup> Grades*. Presentation held at the 2014 American Educational Research Association Meeting, Philadelphia, PA.

## Sabina Rak Neugebauer

Olinghouse, N. G., Wilson, J., & **Neugebauer, S.** (May, 2012). *Tiered supports for elementary settings*. Invited presentation for Northeast PBIS Leadership Forum. Cromwell, CT.

**Neugebauer, S.** (November, 2012). *Including English Learners: Instructional Strategies for Linguistically Diverse Students*. Invited presentation at the University of Connecticut, Department of Educational Psychology, Storrs, CT.

**Neugebauer, S.** (October, 2012). *Reading Instruction for Linguistically Diverse Students: From the Alphabet to Alfabetización*. Invited presentation at the University of Connecticut, Department of Educational Psychology, Storrs, CT.

**Neugebauer, S.** (October, 2009). *Culturally sensitive reading programs for second language learners in Calca, Peru*. Invited presentation at the Center for Applied Linguistics, Washington, DC.

**Neugebauer, S.** (October, 2009). *The Universally Designed Classroom*. Invited presentation at the Center for Applied Linguistics, Washington, DC.

**Neugebauer, S.** (March, 2008). *Socio-cultural Literacy Practices: Group Specific Interventions*. Invited presentation at Harvard University Department of Anthropology, Cambridge, MA.

**Neugebauer, S.** (April, 2008). *English Language Learners in Special Education: Over and Under-representation*. Invited presentation at Salem State College, Salem, MA.

**Neugebauer, S.** (April, 2008). *English Language Learners in Special Education: Inclusive Models of Education*. Invited presentation at Salem State College, Salem, MA.

### **Refereed Conference Presentations:**

**Neugebauer, S.R.** and Coyne, M. (July, 2017). *Teacher Language that Supports Students' Interest and Attention to Academic Vocabulary*. Paper presentation at the Society for the Scientific Study of Reading (SSSR), Nova Scotia, Canada.

Deckman, S. & **Neugebauer, S.R.** (April, 2016). *Race and Management: Teachers' Stories of Racial Diversity and Classroom Conflict*. Paper presentation at the American Educational Research Association Meeting Washington, DC.

**Neugebauer, S.R.** & Howard, E. (March, 2016). *Comparing English Reading Comprehension Outcomes among Native Spanish Speakers in Two-Way Immersion vs. Monolingual English Programs*. Paper presentation at the National Association of Bilingual Education, Chicago, IL.

Change, A., **Neugebauer, S.R.**, & Birmingham, D. (November 2015). *Love in the Time of Ferguson: Critical Incidents Around Power & Difference for Teacher Educators*. Paper presented at the American Educational Studies Association Annual Conference, San Antonio, TX.

Hunt, J., Ellis, P., & **Neugebauer, S.R.** (October, 2015). *Academic language for all ages: Strategies to support the building blocks for reading and writing across disciplines*. Presentation at the Illinois Reading Council Conference, Peoria, IL.

## Sabina Rak Neugebauer

- Neugebauer, S.R.** (April, 2015). *Dynamic Understandings of Adolescent Reading Motivation: An Instrument to Promote Motivated Reading Across Content Areas*. Paper presentation at the American Educational Research Association Annual Meeting, Chicago, IL.
- Neugebauer, S.R.,** Gamez, P., Coyne, M., Colon, I., & Nuila, E. (April, 2015). *Teacher Talk That Increases Students' Vocabulary Growth: Does Promoting Word Consciousness Close the Vocabulary Gap?* Poster presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Neugebauer, S.R.** (July, 2014). *Understanding Adolescent Reading Motivation across Readers, Raters, and Content Area Classrooms*. Presentation held at the 2014 Society for the Scientific Study of Reading (SSSR) annual conference, Santa Fe, New Mexico.
- Gamez, P., **Neugebauer, S.R.,** and Coyne, M. (July, 2014). *Classroom Talk and Vocabulary Skills*. Poster presentation held at the 2014 Society for the Scientific Study of Reading (SSSR) annual conference, Santa Fe, New Mexico.
- Neugebauer, S.R.** (March, 2014). *A Multi-Tiered Vocabulary Intervention for English Learners*. Illinois Reading Conference Annual Meeting, Springfield, IL.
- Neugebauer, S.R.,** Chafouelas, S., Coyne, M., McCoach, E., & Briesch, A. (August, 2013). *Teacher Intervention Usage in Multi-tiered Early Education Settings*. American Psychological Association Meeting, Honolulu, Hawaii.
- Miller, F., **Neugebauer, S.,** Chafouelas, S., Briesch, A., & Riley-Tillman, C. (August, 2013). *Examining Innovation Usage: Construct Validity of the Usage Rating Profile-Assessment*. American Psychological Association Meeting, Honolulu, Hawaii.
- Neugebauer, S.R.,** & Howard, E. (April, 2013). *English and Spanish Writing Self-Perceptions of Two-Way Immersion Students*. Presentation held at the 2013 American Educational Research Association Meeting, San Francisco, CA.
- Müller, C. M., Winkes, J. & **Neugebauer, S. R.** (April, 2013). *Do students with specific types of reading/spelling disorders differ in their reported adjustment problems?* Presentation held at the 2013 Biennial Meeting of the Society for Research in Child Development. Seattle, USA.
- Neugebauer, S.** (February, 2013). *Response to Intervention for English Learners: Supplementary Intensive Vocabulary Instruction*. Paper presented at the National Association for Bilingual Education (NABE). Lake Buena Vista, FL.
- Neugebauer, S.,** Coyne, M., & Ware, S. (October, 2012). *A multi-tier approach to instruction and intervention: Supporting early vocabulary development for students at risk of experiencing language and literacy difficulties*. Paper presented at the International Dyslexia Association meeting. Baltimore, MD.

## Sabina Rak Neugebauer

- Miller, F., **Neugebauer, S.R.**, Chafouleas, S., Briesch, A., & Riley-Tilman, C. (August, 2012). *Teacher perceptions of behavior screening assessments: Evaluation of the Usage Rating Profile*. Poster presented at the American Psychological Association Meeting. Orlando, FL.
- Neugebauer, S.R.**, Chafouleas, S., Briesch, A., & Riley-Tilman, C. (August, 2012). *Exploring multiple influences on intervention use: Revision of the Usage Rating Profile-Intervention*. Poster presented at the American Psychological Association Meeting. Orlando, FL.
- Neugebauer, S.R.**, Madura, J., Coyne, M., McCoach, B., Ware, S., & Capazolli, A. (July, 2012). *Examining Instrumentalist and Metalinguistic Hypotheses: What mechanisms explain the relationships among general vocabulary knowledge, response to an intensive vocabulary intervention, and literacy-related outcomes?* Poster presented at the Society for the Scientific Study of Reading annual meeting. Montreal, Canada.
- Neugebauer, S.**, Chafouleas, S., Briesch, A., & Riley-Tilman, C. (May, 2012). *Examining influences on intervention use: Revision of the Usage Rating Profile-Intervention*. Poster presented at the Center For Behavioral Education and Research (CBER) research conference. Storrs, CT.
- Neugebauer, S.** (May, 2012). *A pilot study of culturally congruent literacy practices: Read alouds in Calca Peru*. Paper Presented at the International Literacy Association Meeting. Chicago, IL.
- Davenport, G., **Neugebauer, S.**, Oldham, A. & Coyne, M. (April, 2012). *Identifying profiles of word learners in an intervention context*. Poster presented at the University of Connecticut Language Fest. Storrs, CT.
- Neugebauer, S.** (April, 2012). *A reader inside and out: Fluctuation and stability in literacy motivation in school and outside school*. Paper Presented at the American Educational Research Association Meeting. Vancouver, BC.
- Long, A., Sanetti, L., & **Neugebauer, S.** (March, 2012). *Validating the Implementation Intention and Self-Efficacy Measure*. Poster presented at the National Association of School Psychologists, Philadelphia, PA.
- Ware, S., O’Keeffe, B., **Neugebauer, S.**, Rambo-Hernandez (February, 2012). *The role of Spanish-English cognates in the vocabulary development of bilingual kindergarteners*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Currie-Rubin, R. & **Neugebauer, S.** (June, 2011). *Informing instruction through writing assessments: Identifying language and learning difficulties for Spanish-speakers learning English*. Poster presented at the International Conference on Reading, Spelling and Writing Development; Enhancing Literacy Development in European languages, Prague, Czech Republic.
- Neugebauer, S.** (July, 2010). *Daily differences in reading motivation: Young monolingual and language-minority adolescents’ motivation to read inside and outside of school*. Poster presented at the Society for the Scientific Study of Reading Annual Meeting, Berlin, Germany.

## Sabina Rak Neugebauer

- Neugebauer, S.** (May, 2010). *Early adolescents' out-of-school and in-school daily literacy motivation: Contextually determined or trait-like explanations*. Paper presented at the American Educational Research Association Meeting, Denver, CO.
- Neugebauer, S.** (May, 2009). *Fluctuating reading motivation in language minority students: A study across time and contexts*. Paper accepted at the Language and Reading Comprehension for Immigrant Children Conference (LARCIC), Toronto, Canada.
- Neugebauer, S.** (March, 2009). *Read alouds in Calca Peru: Culturally congruent literacy practices*. Paper presented at the Politics of Comparison at the 53<sup>rd</sup> Annual Comparative and International Education Society, Charleston, SC.
- Mo, E., **Neugebauer, S.**, Dalton, B & Proctor, P. (April, 2009). *Investigating effects of reading and vocabulary strategy supports on vocabulary development*. Paper presented at the American Educational Research Association Meeting, San Diego, CA.
- Neugebauer, S.**, Uccelli, P., Dalton, B., Mo, E., Proctor, P., Snow, C., and Vue, G. (July, 2008). *Adolescent newcomers: Improving vocabulary and comprehension in a Universally-Designed scaffolded digital reading environment*. Paper presented at the 22<sup>nd</sup> World Congress on Reading at the International Reading Association Meeting, San Jose, Costa Rica.
- Dalton, B., Proctor, P., Uccelli, P., Snow, C.E., Mo, E., **Neugebauer, S.**, Mo, E., Robinson, K. & Vue, G. (June, 2008). *Improving Comprehension Online Project, Year 3: The effect of a universally designed strategic digital literacy environment on 5<sup>th</sup> grade monolingual English and bilingual students' reading achievement*, Washington DC.
- Neugebauer, S.** (2007). *English Language Learners in special education: Student and language self-image*. Paper presentation at the American Educational Research Association Meeting, Chicago, IL.
- Neugebauer, S.** (2006). *Meaning making of special education placement for ELLs in special education*. Oral paper presentation at the 18<sup>th</sup> Annual Conference on Ethnographic and Qualitative Research in Education, Cedarville, OH.
- Neugebauer, S** & Mancilla-Martinez, J. (2006). *Profiling young Spanish-English bilingual children's vocabulary growth: Measurement matters*. Round table discussion held at the 2006 Student Research Conference and International Forum, Cambridge, MA.
- Neugebauer, S.** (2005). *A comparison of errors produced by an English Language Learner and a monolingual student on receptive and expressive vocabulary measures*. Poster session presented at the 2005 Student Research Conference and International Forum, Cambridge, MA.
- Neugebauer, S.** (2005). *A comparative study of the morphological, phonological and vocabulary errors produced by children with specific language impairment and children learning English as a second language*. Round table discussion held at the 2005 Student Research Conference and International Forum, Cambridge, MA.

## Sabina Rak Neugebauer

### Organized Symposia/Colloquium:

**Neugebauer, S.** (April, 2012). *Methods Colloquium on Latent Class Analysis and Multilevel Confirmatory Factor Analysis*. University of Connecticut, Center for Behavioral Education and Research. Storrs, CT.

**Neugebauer, S.** (Chair), Ippolito, J., Steele, J., Samson, J. (March, 2008). *Symposia: Improving Adolescents' Literacy Skills: What Do We Know and What Do We Have to Learn?* Held at the American Educational Research Association Meeting, New York, New York.

**Neugebauer, S.**, and Samson, J. (April, 2007). *Over and Under Representation of English Language Learners in Special Education: Causes and Consequences*. Harvard Graduate School of Education, Cambridge, MA.

---

### RESEARCH EXPERIENCE

---

#### **Social Networks and Student Reading Performance**

*Methodologist* (2016-present), (PI: Dr. Jim Spillane)

Investigate the role of systems level factors, including teacher-teacher trust, social networks among teachers, principal leadership, and collective efficacy to students' reading comprehension scores.

#### **Teacher Self-Efficacy & Academic Language**

*Co-Principal Investigator* (2016-present)

Investigate in-service teachers' self-efficacy beliefs across twenty public schools across Chicago. Evaluate the impact of the Language Matters professional development workshops on teachers' perceived competence in using academic language in the classroom

#### **Teacher Academic Language Intervention**

*Co-Principal Investigator* (2015-present)

Investigate elementary in-service and pre-service teachers' talk, specifically syntactic complexity, semantic diversity, and discourse. Using mixed methods including audio recordings, teacher interviews, self-report questionnaires, and dispositional scores this study explores the impact of an academic language intervention on in-service and pre-service teachers' academic language use and self-perceptions of academic language proficiency.

#### **Teacher Talk to Increase Vocabulary Growth**

*Co-Principal Investigator* (2013-present)

Investigate kindergarten teacher talk specifically syntactic complexity, semantic diversity, and talk that promotes word consciousness and explores its impact on English Language Learners' (ELL) and monolingual student vocabulary development in English. Use videotaped observations of instructional time in kindergarten, administer the Woodcock Language Proficiency Battery-Revised (WLPB-R) to students in all participating classrooms.

#### **Multidimensionality of Daily Reading Motivation (MDRM)**

*Principal Investigator* (2012-present)

Design and validate a measure of content area reading motivation for 6<sup>th</sup>- 8<sup>th</sup> grade students that attends to daily reading practices. Explore associations among this daily measure of content area

## Sabina Rak Neugebauer

reading motivation, existing global measures, student behavioral and academic outcomes, and researcher-rated classroom engagement.

### **Observing Reading Instruction and Motivation across Subject Areas (ORIMSA)**

*Principal Investigator* (2011-2013)

Design and analyze an observation protocol to capture subject area teachers' use of different motivation rich literacy activities in their content area classrooms as well as validate a student self-report measure of students' reading motivations across subject area reading activities and text in middle and high school.

### **Early Vocabulary Intervention**

*Researcher* (2011-present) (PI: Dr. Michael Coyne)

Consult on intervention implementation, analyze reading outcomes, write manuscripts for publication and participate in teacher professional development workshops on a Tier 1 and Tier 2 intensive vocabulary intervention for elementary school students.

### **Planning Realistic Intervention Implementation and Maintenance for Educators (PRIME)**

*Methodologist* (2011-2012) (PI: Dr. Lisa Sanetti)

Analyze and validate a measure of implementation intention as well as intervention sustainability and self-efficacy, being used in the context of the Planning Realistic Intervention Implementation and Maintenance for Educators (PRIME) project.

### **Content-Based Vocabulary Instruction**

*Methodologist* (2011-2012) (PI: Dr. Liz Howard)

Analyze data on the impact of a cognate intervention to improve student vocabulary development and reading comprehension for native Spanish speakers in middle school.

### **Usage Rating Profile-Intervention Revised (URP-IR): Instrument Development**

*Methodologist* (2011-present) (PI: Dr. Sandra Chafouleas)

Explore the validity and reliability of a self-report measure of intervention usage and disseminate findings through conferences and manuscript submissions.

### **Literacy Motivation Fluctuation Study**

*Principal Investigator* (2008-2010)

Designed, led, and analyzed a study to examine reading motivation outside and inside school for language minority and English-only students over time. Collected and constructed daily reading logs, administered demographic surveys as well as commonly used reading motivation questionnaires to 119 adolescent readers across two public schools.

### **Peruvian Education and Reading Upwards (PERU), Calca, Peru**

*Principal Investigator* (2006-2010)

Designed, led, and analyzed a four-year longitudinal study to examine the relationship between read aloud pedagogy and reading comprehension in elementary school students in Calca, Peru.

### **Increasing Comprehension Online, Harvard Graduate School of Education and the Center for Applied Special Technology**

*Graduate Student Researcher* (2005-2008) (Co-PIs: Drs. Catherine Snow & Bridget Dalton)

## Sabina Rak Neugebauer

Designed appropriate text and digital supports for a literacy intervention for young adolescents, collected student performance data, instructed students, led professional development workshops, presented at conferences, edited and submitted publications, and reviewed literature related to engaging literacy practices for young adolescents.

### **Cross-Linguistic Fluency Study, Harvard Graduate School of Education**

*Graduate Student Researcher* (2004) (PI: Dr. Tami Katzir)

Collected, coded, and entered data. Conducted psycho-educational assessments using a battery of tests with 4<sup>th</sup>- 6<sup>th</sup> graders that included standardized and researcher designed measures.

### **STEP-BD Family Experience Study, Yale University, Department of Psychiatry**

*Research Assistant* (2002-2003) (PI: Dr. Deborah Perlick)

Interviewed caregivers of people with bipolar illness, collected, entered and analyzed data, and coordinated research among ten research sites.

### **Rene Descartes University, Department of Psycholinguistics Paris, France**

*Research Assistant* (2001) (PI: Dr. Pierre Halle)

Administered and scheduled cross linguistic phonemic sensitivity tests, and conducted literature reviews on cross linguistic transfer.

---

## **ADVISING**

---

### Chair of Dissertation Committee

- Katie Lee. *Summer Mentoring Reading Comprehension Intervention*, Loyola University Chicago
- Rachel Owens. *What Do We Mean By Bilingual?* Loyola University Chicago

### Reader on Dissertation

- Darci Melchor. *Parallel Read-Alouds: a Bilingual Read-aloud and retelling intervention for Kindergarten ELLs* (2015), University of Connecticut.
- Kathleen, Castillo-Clark. Dissertation Proposal in Preparation, Loyola University Chicago
- Janelle Thompson. Dissertation Proposal in Preparation, Loyola University Chicago

---

## **SERVICE TO THE RESEARCH COMMUNITY**

---

2014-Present Peer Reviewer, Applied Psycholinguistics  
2014-Present Peer Reviewer, Journal of Educational Psychology  
2014-Present Peer Reviewer, Reading and Writing: An Interdisciplinary Journal  
2013-Present Peer Reviewer, Scientific Study of Reading Journal  
2012-Present Peer Reviewer, Learning and Individual Differences  
2012 Peer Reviewer, Exceptionality  
2012 Peer Reviewer, Voices from the Middle  
2011-2013 Independent Reviewer, What Works Clearing House  
2007-Present Peer Reviewer, Bilingual Research Journal  
2006-2008 Manuscripts Editor, Harvard Educational Review

## Sabina Rak Neugebauer

---

### **SERVICE TO THE UNIVERSITY & EDUCATION COMMUNITY**

---

#### **Service to the University:**

2016 School of Education Representative on the Board of Undergraduate Studies  
2016 IDEA Presenter  
2015-Present SOE Representative for the Higher Learning Commission  
2015-Present Interviewer for Arrupe College

#### **Service to the School of Education:**

2015-Present Faculty Development and Mentoring Committee  
2015-Present Member of the School of Education Task Force Committee  
2013-2015 Co-chair of the Diversity Committee

#### **Service to the Teaching and Learning Affinity Group:**

2016-Present Undergraduate/Graduate/ Elementary/Middle/Secondary Sequence 5 Coordinator  
2015-Present Committee on Theory and Curriculum Development  
2015-2016 Graduate-Level Sequence 5 Coordinator  
2015-2016 Doctoral Admissions Committee Chair  
2013-2015 Doctoral Admissions Committee Member  
2013-Present Committee on Research and Grants

#### **Service to the Community:**

2015-2016 Frontera Creative Team  
2014-2015 Psychology Undergraduate Faculty Mentor

---

### **PROFESSIONAL MEMBERSHIPS**

---

American Educational Research Association (AERA)  
American Psychological Association (APA)  
International Reading Association (IRA)  
College Instructors of Reading Professionals (CIRP)  
Society for the Scientific Study of Reading (SSSR)

*Languages:* English, French, Spanish and a working knowledge of Yiddish and Portuguese