**Carly R. Champagne, Ph.D.**

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**EDUCATION**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2019 **Ph.D. Education**

Temple University

Department of Psychological Studies in Education

Concentration: Educational Psychology

Dissertation: Teacher-Student Interactions around Academic Errors in Preschool

2015 **M.A. Educational Psychology**

University of Nebraska-Lincoln

Department of Educational Psychology

Concentration: Cognition, Learning, and Instruction

Thesis: Children’s Implicit Theories of Intelligence

2013 **B.A. Psychology**

University of New Hampshire

Department of Psychology

**PEER REVIEWED PUBLICATIONS**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bustamante, A., Hindman, A., **Champagne, C**. **R**., & Wasik, B. (2018). Circle time revisited: How do preschool classrooms use this part of the day? *Elementary School Journal, 118*(4), 610-631.

Molfese, V. J., Rudasill, K. M., Prokasky, A., **Champagne, C**. **R**., Holmes, M., Molfese, D.,

Bates, J. E. (2015). Relations between toddler sleep characteristics, sleep problems, and temperament. *Developmental Neuropsychology, 40*(3), 138-154.

**MANUSCRIPTS IN REVIEW\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Champagne, C**. **R**., Hindman, A., & Rudasill, K. M. (2018). Young children’s reactions to

achievement related failure and feedback. *Journal of Experimental Child Psychology.*

**MANUSCRIPTS IN PREPARATION\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Griese, E.R., Moritz Rudasill, K., **Champagne, C. R.**, Acar, I.H., Frohn, S., Sheridan, S.M., & Holmes, M. (2017). Probability profiles of early academic skills: Examining risk and protective factors for Head Start children. *Journal of Experimental Child Psychology.*

Dai, T., Kaplan, A., Davidson, Y., Cromley, J., Perez, T., Mara, K., Balsai, M., & **Champagne, C. R.** (in preparation). Understanding differential engagement in a relevance writing intervention: A mixed-methods investigation. *Contemporary Educational Psychology.*

**Champagne, C. R.,** Lin, G., Barker, T., Black, Caroline, & Fisher, P. (in preparation). Examining the Parenting Stress Index in diverse samples. *Parenting*.

**RESEARCH EXPERIENCE**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2019-Present **Translational Research Scientist**

University of Oregon

Department of Psychology

Center for Translational Neuroscience

Under the mentorship of Dr. Philip Fisher, I am part of the Early Childhood Precision, Innovation, and Shared Measurement team providing technical research assistance to a variety of early childhood organizations. Specifically, we provide support to organizations in the areas of program development, implementation, and evaluation. We are also developing an online repository of early childhood measures of infant and child development.

2016-2018 **Graduate Research Assistant**

Temple University

Department of Psychological Studies in Education

Under the supervision of Dr. Avi Kaplan, I assisted in the interviewing of undergraduate biology students regarding their participation in a utility-value writing intervention. I also conducted qualitative coding of relevance writing excerpts and currently write analytic narratives based on participant data.

2015-2017 **Graduate Research Assistant**

Temple University

Department of Psychological Studies in Education

Family, School, and Community Lab

Under the supervision of Annemarie Hindman, Ph.D., I assisted in the development and distribution of materials for a home early literacy intervention program with Head Start families. I also coded classroom observation videos ranging from preschool to first grade in all three domains of the Classroom Assessment Scoring System (CLASS).

2014-2015 **Graduate Research Assistant**

University of Nebraska-Lincoln

Department of Educational Psychology

Center for Brain, Biology, and Behavior

Early Development and Learning Lab

Under the supervision of Kathleen Rudasill, Ph.D. and Tori Molfese, Ph.D., I served as a lead researcher on actigraph data, home visits, and laboratory visits on a longitudinal Toddler Sleep Study.

Developmental Brain Lab

Under the supervision of director Dennis Molfese, Ph.D., I examined evoked related potentials (ERP) by applying electrode nets on toddlers age 2 ½- 3 ½ and conducting attention and inhibition tasks.

**UNIVERSITY TEACHING EXPERIENCE**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2018 **Instructor of Record**

Temple University

Applications of Learning Theories, Department of Teaching and Learning

Cognitive Development in Content Areas, Department of Teaching and Learning

Child Development Birth to Nine, Department of Teaching and Learning

Meaning of Madness, Department of Psychological Studies in Education

I served as the sole instructor for the Cognitive Development and Application of Learning Theories courses, which are specific to preservice teaching students in middle grades education and include a practicum component that requires students to attend and observe middle school classrooms. In the spring of 2018, I served as the sole instructor for the Meaning of Madness and Child Development courses.

2017 **Graduate Teaching Assistant**

Temple University

Child Development Birth to Nine, Department of Teaching and Learning

Meaning of Madness, Department of Psychological Studies in Education

Under the supervision of Drs. Frank Farley and Shanta Hattikudur, I served as the instructor for the recitation sections of the courses and was responsible for grading, holding office hours, and assisting in the development of course materials.

2013 **Graduate Teaching Assistant**

University of Nebraska-Lincoln

Strategies for Academic Success, Department of Educational Psychology

Under the supervision of Kenneth Kiewra, Ph.D., I assisted in creating class activities, homework assignments, and grading assessments and also taught a unit as the sole instructor at the end of the course.

**AWARDS & HONORS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

2019 **Dissertation Completion Grant**

Temple University

2011 **Undergraduate Research Award Recipient**

University of New Hampshire

**SERVICE**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2019-Present **Member**

Early Career Researchers Committee

Motivation Special Interest Group

American Educational Research Association

2016-Present **External Reviewer**

American Educational Research Association Annual Meeting

2016-Present **External Reviewer**

American Psychological Association Annual Convention

2016-2018 **Graduate Student Co-Chair**

Motivation Special Interest Group

American Educational Research Association

2016 **Member**

Temple Advocates Legislative Outreach Network

2016 **Ad-hoc Reviewer**

American Educational Research Journal

2015 **Ad-hoc Reviewer**

Developmental Neuroscience

2014-2015 **External Reviewer**

The Nebraska Educator, Student Journal

University of Nebraska-Lincoln

2014-2015 **Vice President**

Cognition, Learning, and Development (CLD) Student Organization

University of Nebraska-Lincoln

**ADDITIONAL TEACHING EXPERIENCE**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2017-Present **Tutor**

Varsity Tutors

Tutor students ranging from middle school to graduate school in the areas of reading, writing, study skills and organization.

2017-2019 **Substitute Teacher**

Clementine Montessori School

Philadelphia, PA

2014 **Teacher**

Jane Munn School

Philadelphia, PA

Served as a lead teacher to children ranging from 2 to 6 years in age across a variety of content domains such as math, literacy, and art.

2014 **Teacher**

Trinity Infant Child Daycare

Supervised, instructed and cared for children ranging in age from three months to 10 years.

**PPER REVIEWED CONFERENCE PRESENTATIONS**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Champagne, C. R.,** & Hindman, A. & Kaplan, A. (2019, August). *Moving away from achievement failure: A qualitative conceptualization of academic errors.* Poster presented at the American Psychological Association Annual Meeting, Chicago, IL.

**Champagne, C. R.,** Hindman, A., & Kaplan, A. (2019, April). *Teacher-child interactions around errors: An exploratory study.* Paper presented at the American Educational Research Association Annual Meeting, Toronto, ON.

**Champagne, C. R.,** Hindman, A., & Kaplan, A. (2019, March). *Exploring the development of young children’s achievement motivation: Teacher-child interactions around errors in preschool*. Poster presented at the Society for Research in Child Development, Baltimore, MD.

**Champagne, C. R.,** Eaton, J., &Hindman, A. (2019, March). *Academic Errors in Preschool: Typifying Errors during Centers and Shared Book Reading.* Poster presented at the Eastern Psychological Association Annual Meeting, New York, NY.

**Champagne, C. R.** &Hindman, A. (2019, March). *Teachers’ Role in Student Error Experiences: An Exploratory Study in Preschool*. Paper presented at the Eastern Psychological Association Annual Meeting,

**Champagne, C. R.** & Hindman, A. (2018, August). *Teacher-child interactions around science errors: Typifying student errors and teacher reactions.* Poster presented at the American Psychological Association Annual Meeting, San Francisco, CA.

**Champagne, C. R.** & Hindman, A. (2018, March). *Teacher-child interactions following science errors: Exploring young children’s error experiences and perceptions*. Paper presented at the Eastern Psychological Association Annual Meeting, Philadelphia, PA.

**Champagne, C. R.** & Hindman, A. (2017, August). *Teacher-child interactions around errors in the early childhood classroom: Contributions to the development of achievement motivation.* Poster presented at the American Psychological Association Annual Meeting, Washington, D.C.

**Champagne, C. R.** & Hindman, A. (2017, May). *Error climate in early childhood: How do pre-school teachers respond to children’s errors during book reading?* Poster presented at the Society for the Study of Motivation, Boston, MA.

Halpern, M., **Champagne, C. R**., Kaplan, A., Dai, T., Davidson, Y., Cromley, J., Perez, T., Mara,

K., & Balsai, M. (2017, April). *Graduate biology students’ motivation to engage in relevance writing: An interview study*. Poster presented at the American Educational Research Association Conference, San Antonio, TX.

**Champagne, C. R**., Hindman, A., & Wasik, B. (2017, April). *How can home-based literacy*

*interventions increase children’s vocabulary? Specific feedback from Head Start families*. Poster presented at the Society for Research in Child Development, Austin, TX.

**Champagne, C. R**., Hindman, A., & Wasik, B. (2016, October). *Why do families get*

*involved? Perspectives from low-income families in Head Start*. Paper presented at the Northeastern American Research Association Conference, Trumbull, CT.

**Champagne, C. R.** (2016, August). *How does achievement related feedback influence*

*young children's reactions to a challenging task?* Poster presented at the American Psychological Association Annual Convention, Denver, CO.

Hindman, A., **Champagne, C.R**., & Wasik, B. (2016, July). *Building head start children's vocabulary: Parent and educator perspectives on involvement.* Poster presented at the National Research Conference on Early Childhood, Washington, District of Columbia.

**Champagne, C. R.** (2016, March). *Young children’s reactions to achievement related failure*

*and feedback*. Poster presented at the Harvard Graduate Student Research Conference, Cambridge, MA.

**Champagne, C. R.** & Rudasill, K. M. (2015, April). *Children’s implicit beliefs about*

*intelligence*. Poster presented at the College of Education and Human Sciences Research Showcase, Lincoln, NE.

Molfese, V. J., Rudasill, K. M., Prokasky, A., **Champagne, C**. **R**., Holmes, M., Molfese, D.,

Bates, J. E. (2014, November). *Is temperament differentially related to sleep time and variability of sleep time in toddlers?* Poster presented at the Occasional TemperamentConference, Lincoln, NE.

**INVITED WORKSHOPS**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Champagne, C. R.** (2018, March). *Professional communication.* Presented at Career and Student Development Special Event, College of Education, Temple University, Philadelphia, PA.

**Champagne, C**. **R.** (2017, April). *Motivation in the classroom: Increasing engagement and attendance*. Presented at Youth Empowerment Services Professional Development Workshop, Philadelphia, PA.

**Champagne, C**. **R.** (2017, April). *Error climate in early childhood: How do preschool teachers*

*respond to children’s errors during book reading?* Presented at Educational Research Seminar Series, Temple University, Philadelphia, PA.

**PROFESSIONAL AFFILIATIONS**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2015-Present **Member**

American Psychological Association

2014-Present **Member**

American Educational Research Association

2014-Present **Member**

Society for Research in Child Development

2016-2019 **Student Member**

Society for the Study of Motivation

2010-2018 **Student Member**

Eastern Psychological Association

2016-2017 **Student Member**

Northeastern Educational Research Association

2010-2013 **Student Member**

New Hampshire Psychological Association

**COMMUNITY INVOLVEMENT**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2017 **Volunteer**

Youth Empowerment Services

Philadelphia, PA

YESPhilly is an alternative high-school serving underserved students in North Philadelphia who had previously dropped out of their primary high school. I assisted in the coordination of after-school activities as well as the development and performance of their project submission to the national Aspen Challenge. In addition, I conducted a professional development workshop for their teachers on motivational theories in education.

2012 **Intern**

Krempels Brain Injury Foundation

I co-facilitated weekly mental health groups for adults with traumatic brain injury. Each meeting was followed by a debriefing session among fellow interns to discuss the group. I attended weekly 1:1 supervision under a clinical social worker and participated in weekly staff meetings. In addition, I assisted with and participated in community education and interacted with the extensive variety of Krempels members, staff, and interns.

2012 **Volunteer**

Habitat for Humanity, Pittsboro, NC

March

2011 **Volunteer**

Habitat for Humanity, New Orleans, LA

March

**PROFESSIONAL SKILLS**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2017-Present **DeDoose**

Developing

2016-Present **Classroom Assessment Scoring System**

Proficient in coding all domains including instructional support, emotional support, and classroom management.

2016-Present **Mplus Statistical Software**

Proficient

2015-Present **SPSS Statistical Software**

Proficient

2014-2015 **Differential Ability Scales (DAS)**

Administered on 2 ½ - 3 ½ year olds

2014-2015 **Developmental Neuropsychological Assessment (NEPSY)**

Administered on 2 ½ - 3 ½ year olds

**REFERENCES**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Philip Fisher, Ph.D.**

Philip H. Knight Chair and Professor

Department of Psychology

University of Oregon

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**Avi Kaplan, Ph.D.**

Associate Professor

Psychological Studies in Education

Temple University

(215) 204-4497

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**Annemarie Hindman, Ph.D.**

Associate Professor

Psychological Studies in Education

Temple University

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**Shanta Hattikudur, Ph.D.**

Assistant Professor Teaching/Instructional

Psychological Studies in Education

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**Kathleen M. Rudasill, Ph.D.**

Associate Dean for Research and Faculty Development

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