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KEY AREAS OF EXPERTISE AND EXPERIENCE:

- Early Grade Reading Research
- Early Grade Reading Curriculum Development
- Early Childhood Education and Development
- Training Development and Capacity Building for teachers, non-formal education instructors, and higher education faculty
- International Project Management under various donors, including USAID and UNICEF
- Development of Assessment Tools for teachers, instructors, and pupils
- Bilingual in English and Spanish

EDUCATION:

Ph.D. in Human Sciences, 2006, College of Human Sciences, Department of Family and Child Sciences, Florida State University, Tallahassee, Florida, Specialization: Child Development, Early Childhood Education

Master's in Education, 1998, College of Education, University of Puerto Rico, San Juan, Puerto Rico, Specialization: Human Ecology

Bachelor of Family and Consumer Sciences, 1990, School of Human Ecology, University of Puerto Rico, San Juan, Puerto Rico, Specializations: Science, Extension, and Community

IES Postdoctoral Fellowship, 2009-2011, Florida Center for Reading Research, Supervisor: Christopher J. Lonigan, Areas of training: Assessment development, Early literacy skills research, Language minority preschool children education

PROFESSIONAL EXPERIENCE, INTERNATIONAL EDUCATION:

2017 – Present **Early Childhood Education/Literacy Specialist & Associate in Research**,
Florida State University, Learning Systems Institute, Center for International
Studies in Educational Research and Development, Tallahassee, Florida

Main responsibilities: Early Grade Reading technical assistance; International project management. Teacher/instructor/faculty capacity building and training, including in-service and pre-service courses and materials development and delivery; Curriculum development; Preparation of proposals for funding, technical reports, and dissemination of research; Monitoring and evaluation; Represent LSI in conference proceedings, project meetings, and peer-reviewed publications.

Primary Teaching Residency Program, Rwanda (2023-2024)

Principal Investigator and Project Director

Funding Agency: Rainwater Charitable Foundation

Contract: 72049219CA00005

Primary responsibilities: Co-lead the design and implementation of a 4th year of training at two Teacher Training Colleges in Rwanda, with emphasis on strengthening the teaching practicum component of the project.

Advancing Basic Education, Philippines (2019-2023)

Principal Investigator and Project Director

Funding Agency: USAID-Philippines/RTI International

Contract: 72049219CA00005

Primary responsibilities: Lead and oversee the activities in FSU's scope of work. Write and submit project reports; design and conduct a baseline assessment of Teaching Training Institutions (TTIs) with counterparts. Co-develop course modules on Literacy Development and Teaching Beginning Reading for the TTIs Department of Early Childhood Education and Elementary Education. Train Early Childhood and Elementary Education Department faculty on the new course materials. Design and oversee the Monitoring, Evaluation, and Learning plan. Revise and produce final materials/modules for literacy-related courses. Design and lead Participatory Action Research Activities.

Strengthening Teacher Education and Practice (2022-2027)

Teaching Practice Specialist

Funding Agency: USAID-Malawi

Contract: 72061222CA00001

Primary responsibilities: Lead the design and implementation of activities with counterparts to strengthen the teaching practicum component of the project.

Schools and Systems Activity (2021-2026)

Teaching Practice and Early Childhood Education Specialist

Funding Agency: USAID-Rwanda

Contract: 72069621CA00003

Primary responsibilities: Lead the design and implementation of activities with counterparts to strengthen the teaching practicum component of the project. Conduct a desk review of Early Childhood Education curricula and in-service/pre-service materials and train teacher educators in early childhood education best practices. Support all literacy-related activities.

Fomenting Research Partnerships between the United States and the Dominican Republic (2020- 2021)

Principal Investigator and Project Director

Funding Agency: US Department of State

Contract: R000002764

Primary responsibilities: Lead and oversee the project implementation. Develop research design

and training program. Design and deliver training to undergraduate students in the Dominican Republic on data collection methods. Co-analyze data and lead project evaluation activities. Write and submit project reports and manuscripts for publication.

Transforming Teacher Education Activity (2020-2025)

Mentoring and Monitoring Specialist

Funding Agency: USAID-Zambia

Cooperative Agreement: 72061120CA00006

Primary responsibilities: Lead the design and implementation of activities of the teaching practicum component of the project. Build connections between the Colleges of Education and demonstration schools and support community outreach. Support all literacy-related activities.

Post-Conflict Activities to Counter Violent Extremism in Borno State: Development of Effective Tool for Multilingual Medium of Instruction (2020- 2021)

Principal Investigator and Project Director

Funding Agency: USAID/University of Maiduguri (UNIMAID)

Contract: 044598

Primary responsibilities: Oversee and actively participate in project implementation. Write and submit project reports. Facilitate UNIMAID and FSU teams' virtual meetings. Develop a toolkit for the teaching of the language of instruction in lower primary education and a syllabus for the Diploma program in Early Grade Reading. Train UNIMAID faculty on toolkit and syllabus.

Promoting Early Grade Reading in Borno and Yobe States, Nigeria (2018-2019) *Principal*

Investigator and Project Director

Funding Agency: DFID/UNICEF-Nigeria

Contract: 43252208

Primary responsibilities: Oversee all the activities related to the development of the Kanuri Arithmetic and Reading Intervention (KARI). Write and submit project reports. Evaluate and adapt Training of Trainer's literacy package materials. Deliver Training of Trainers on the KARI curricular package, Monitoring and Mentoring procedures, and oversee and provide feedback on the step-down Training for Teachers and Quality Assurance Officers. Lead validation and training activities on the Kanuri version of the Early Grade Reading (EGRA) and Early Grade Mathematics (EGMA) Assessments.

Nigeria Centre for Reading Research and Development, Kano State, Nigeria (2018-2020)

Research Mentor

Funding Agency: USAID-Nigeria

Contract # AID-620-G-17-00001

Primary responsibility: Advise and support research fellows from Bayero University Kano, both at the FSU Tallahassee campus and after the conclusion of their visiting fellowships, to successfully design, write up and publish their research projects.

Honduras Reading Activity (De Lectores a Líderes) (2018-2019)

Literacy Specialist

Funding Agency: USAID-Honduras/Education Development Center

Contract #: 2018-0036

Primary responsibilities: Evaluate and adapt the content and pedagogical approaches of a new in-service early grade reading training program to the context of Honduras' pre-service teacher training institutions (TTIs). Develop and deliver training to teaching faculty of TTIs. Develop and administer data collection tools and support the Monitoring and Evaluation process.

Access to Learning for All in Northeast Nigeria (ALFANN), Nigeria (2017-2018)

Literacy Specialist

Funding: DFID/Creative Associates International

Primary responsibilities: Develop and validate a non-formal education literacy and numeracy curricula for after-school programs to provide additional academic support to children in Borno and Yobe states, Nigeria. (DFID ALFANN project). Train master trainers on a non-formal education literacy and numeracy curricula for non-formal education learning centers and after-school programs in Borno and Yobe states, Nigeria.

Northern Education Initiative Plus (NEI+), Nigeria (2017-2018)

Literacy Specialist

Funding Agency: USAID-Nigeria/Creative Associates International FSU/LSI Project Contract # 186000-524-037853

Primary responsibilities: Develop supplemental teaching/learning materials and deliver sessions for a graduate-level course "Teaching Early Grade Reading Skills: A Course for Teacher Educators, Researchers, and Stakeholders" at Bauchi and Abuja, Nigeria to understand evidence-based reading instruction and education and research methodologies. This course was offered to NEI+ staff, local stakeholders, and TTIs instructors.

PROFESSIONAL EXPERIENCE, OTHER:

2011-2017 **Research Faculty and Project Manager**, Florida State University, Florida Center for Reading Research, Tallahassee, FL

Main responsibility: Oversee research projects in Florida and New Mexico.

Specific responsibilities: Participate in the development of assessment items; Perform data analyses; Create and organize testing materials; Develop and deliver training to project coordinators and data collection teams in Florida and New Mexico; Supervise research laboratory staff; Establish and maintain collaborative and professional relationships with administrators and faculty from participating child care centers and elementary schools; Organize and facilitate data collection in child care centers and elementary schools across counties in Florida and New Mexico; Manage data scoring and entry

Research Projects:

- Spanish Preschool Early Literacy Assessment (SPELA)
- Reading for Understanding – Inference

- Reading for Understanding – Classroom Observations
- Reading for Understanding – English Learners (RFUEL)
- Early Learning Performance Funding Pilot Project

2006 – 2009 **Research Faculty**, Florida State University, Department of Communication Disorders, Tallahassee, FL

Main responsibilities: Develop and deliver training for data collection, scoring, and entry teams; Supervise research lab staff; Create data scoring and entry systems; Supervise and participate in the implementation of the intervention and testing of participants at research sites; Data analysis.

Research Project: Independent Lexical Instruction and Development (ILIAD, Effects of Curriculum-Based Vocabulary Instruction for Children with and At-Risk for Language and Reading Disabilities)

1991 – 2002 **Assistant Professor Family and Consumer Sciences and Youth Development**, University of Puerto Rico, Agricultural Extension Service, Puerto Rico

Main responsibilities: Design and implement the programs in all areas of Family and Consumer Sciences, Youth, and Community Resources Development in the Municipality of Comerío, Puerto Rico. Recruit, train and oversee community volunteer leaders who assisted in the implementation of programs. Create and supervise an organized community stakeholders committee that assisted in designing the yearly programmatic strategy.

1990 -1991 **Teacher**, El Buen Pastor Academy, Guaynabo, Puerto Rico

Main responsibilities: Teach courses in family and consumer sciences to high school students, and biology and physics courses to elementary and middle school students.

CONSULTANCY WORK:

Principal Investigator, International Reading Expert, Nigeria Partnership for Education Project (NIPEP), Federal Ministry of Education, Abuja, Nigeria, 2018-2019.

Main responsibility: Conduct the Early Grade Reading Assessment (EGRA) of NIPEP Schools in Kano, Kaduna, Sokoto, Katsina, and Jigawa.

Specific responsibilities: Lead discussion with Nigerian government counterparts to define the scope of the EGRA and ensure that the study areas of focus are consistent with desired learning priorities/outcomes and ethical standards. Ensure the design of the EGRA meets the technical and intellectual merit including drafting the technical EGRA concept note. Lead the operationalization of the EGRA. Lead in the data analysis, including data validation and documentation. Participate in EGRA field missions and training/validation and dissemination workshops.

Literacy Specialist, Northeast Nigeria Transition to Development Program (NENTAD): Addressing Education in Emergencies, Funding Agencies: International Rescue Committee (IRC) and Creative Associates International (2018)

Main responsibilities: Support the development of a Literacy and Numeracy curricular package to be implemented in afterschool programs and other non-formal education settings serving children needing additional help in literacy, mathematics, and social and emotional learning. Facilitate the national validation of the curricular package and deliver training on the curriculum to master trainers (MT) in Maiduguri, Nigeria.

TEACHING EXPERIENCE:

Instructor, SPA 3801: *Applied Research in Communication Sciences*, Department of Communication Sciences and Disorders, College of Communication, Florida State University, Spring 2009 and Fall 2008

Adjunct Professor FAD 3220: *Individual and Life-span Development*, Department of Family and Child Sciences, College of Human Sciences, Florida State University, Fall 2007

Teaching Assistant EEC 5511: *Organization of Classroom Instruction*, College of Education, Florida State University, Summer 2006

Teaching Assistant EEC 5405: *Teachers and Parents: Partners in Education*, College of Education, Florida State University, Summer 2006

Instructor *Child Development*, Continued Education and Extension Program, University of Puerto Rico, Spring 2001

ADDITIONAL EXPERIENCE:

Facilitator, Distance Learning Series, School Readiness Connection Project, National Association for the Education of Young Children, 2005

Topics: Raising Your Voice for Children (Public Policy Advocacy), Communication Tips for Advocates, The Federal and State Policy Landscape in Early Childhood Education, Working with Immigrant Children, Families and Communities

Internship, FSU Alumni Village Child Development Center, Fall 2004

Primary responsibilities: Assist lead teacher in all tasks related to lesson delivery and learning centers set-up. Assist Center Director in staff evaluation, parent education, and curriculum development.

CERTIFICATIONS:

Human Subjects Research, Collaborative Institutional Training Initiative, 2023
Frontline Leadership Certificate, 2016

PROFESSIONAL AFFILIATIONS:

Comparative and International Education Society
Society for Research in Child Development
FSU Latinx Faculty and Staff Network

COUNTRY EXPERIENCE:

- Dominican Republic
- Honduras (Tegucigalpa, La Ceiba, Gracias-Lempira, Santa Bárbara and San Pedro Sula)
- Malawi
- Nigeria (Abuja, Bauchi, Borno, and Yobe states)
- Philippines
- Puerto Rico
- Rwanda
- Zambia

PUBLICATIONS:

Marty, A.H., Masaiti, G., Mkandawire, B.S., Zuilkowski, S. (2024). Examining the Teaching Practicum in Zambia: strengths, weaknesses, and opportunities. Manuscript submitted for publication.

Aminu B., **Marty, A. H.**, Akinrinmade, B., & Zuilkowski, S. (2023). The teaching of reading comprehension in Kano State, Nigeria. *Nigeria Journal of Reading*.

Kabir, U., **Marty, A. H.**, Akinrinmade, B., & Zuilkowski, S. (2022). An Analysis of Teaching and Learning Materials in Kano State, Nigeria: Curricular Relevance, Cultural Responsiveness, and Gender Equity. *Literacy*. <https://doi.org/10.1111/lit.12268>

Zuilkowski, S. & **Marty, A. H.** (2021). Student perceptions of school safety and student learning outcomes in a context of protracted conflict. *International Journal of Educational Development*, 8. <https://doi.org/10.1016/j.ijedudev.2021.102372>

Goldstein, H., Ziolkowski, R., Bojczyk, K., **Marty, A. H.**, Schneider, N., Harpring, J., & Haring, C. (2017) Academic vocabulary learning in first through third grade in low-income schools: Effects of automated supplemental instruction. *Journal of Speech, Language and Hearing Research*, 60. 3237-3258 DOI: 10.1044/2017_jslhr-l-17-0100

Marty, A. H., Readdick, C. A., & Walters, C. M. (2005). Supporting secure parent-child attachments: The role of the non-parental caregiver. *Early Child Development and Care*, 175 (3), 271-283.

NON-REFEREED REPORTS:

Marty, A.H. & Barnes, A.E. (2022). *Teaching Practice Rapid Situation Assessment Report*. Report prepared for USAID under the Schools and Systems project, USAID-FHI360 (2021-2026), Contract #72069621CA00003.

Marty, A.H. & Schell, K. (2022). Literacy Development Module: Development and Monitoring, Learning and Evaluation. Report prepared for USAID under the Advancing Basic Education project, USAID-RTI International (2019-2022), Contract #72049219CA00005.

Marty, A., Barnes, A. E., & Fesmire, M. (2020). *Baseline Assessment of Teacher Training Institutions: Findings from the Philippines, Region V, and Region VI*. Report prepared for USAID under the Advancing Basic Education project, USAID-RTI International (2019-2022) Contract #72049219CA00005.

Marty, A. H., Barnes, A. E., & Zuilkowski, S. S. (2019). *Consultancy Service to promote Early Grade Reading in Borno and Yobe States: Final Report*. Report prepared for DFID and the United Nations Children's Fund (UNICEF-Nigeria) under the NENTAD project. Contract #43252208.

Marty, A., Ramos-Mattoussi, F., Paredes, C., & Barnes, A. E. (2019). *Evaluación de Línea de Base de la Formación Inicial de Docentes en Honduras*. Report prepared for USAID under the De Lectores a Líderes project, USAID-Education Development Center, Inc. (2017-2022) Contract #2018-0036.

Marty, A., Ramos-Mattoussi, F., Paredes, C., & Barnes, A. E. (2019). *Baseline Assessment of Pre-Service Teacher Education in Honduras*. Report prepared for USAID under the De Lectores a Líderes project, USAID-Education Development Center, Inc. (2017-2022) Contract #2018-0036.

PROJECT DELIVERABLES:

Marty, A.H., Fesmire, M., & Schell, K. (2022). Teaching Beginning Reading Module. *Course module for Bicol University's Elementary Education Program. Deliverable for the Advancing Basic Education in the Philippines Activity, Contract: 72049219CA00005.*

Marty, A.H., Fesmire, M., & Schell, K. (2022). Teaching Reading in the Elementary Grades Module. *Course module for West Visayas State University's Elementary Education Program. Deliverable for the Advancing Basic Education in the Philippines Activity, Contract: 72049219CA00005.*

Marty, A.H., Fesmire, M., & Barnes, A. (2021). Mother Tongue-Based Multilingual Education Toolkit. *Module developed for the University of Maiduguri to support teachers in the instruction of the primary curriculum using the local language. Deliverable for the Post Conflict Activities to Counter Violent Extremism in Borno State: Development of Effective Tool for Multilingual Medium of Instruction Activity, Contract: 044598*

Marty, A.H., Fesmire, M., & Barnes, A. (2021). Literacy Development Module. *Course module for Bicol University and West Visayas State University Early Childhood Education Program. Deliverable for the Advancing Basic Education in the Philippines Activity, Contract: 72049219CA00005.*

Marty, A.H. & Barnes, A. (2019). Kanuri Arithmetic and Reading Intervention. *Curricular package for first, second, and third-grade pupils in Borno and Yobe States, Nigeria. Deliverable for the Promoting Early Grade Reading in Borno and Yobe States, Nigeria, Contract: 43252208.*

PRESENTATIONS:

Schell, K., **Marty, A. H.,** Mincey, R. K., & Fesmire, M. (April 2024). *Participatory action research: Creating transformative spaces of local knowledge and advocacy for multilingual education* [Roundtable presentation]. American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.

Marty, A.H. & Murasira, G. (March 2024). Collaborative Solutions: Exploring Multi-Agency Partnerships to Strengthen the Teaching Practicum in Low-Income Contexts. *Panel presented at the Annual Conference of the Comparative and International Education Society, Miami Florida.*

Schell, K., **Marty, A. H.,** Mincey, R. K., & Fesmire, M. (March 2024). *Empowering stakeholders to make meaningful change for literacy: Participatory research to foster collective action across pre-service and in-service teacher development* [Paper presentation]. Comparative and International Education Society, Miami, FL.

Schell, K., **Marty, A. H.,** & Fesmire, M. (October 2023). Strategies and Challenges for Strengthening Pre-Service Education to Teach Literacy in MLE in the Philippines. *Paper presented at the 7th International Conference on Language and Education, Bangkok, Thailand.*

Marty, A. H. (August 2023) Improving literacy instruction: A view into the role of the pre-service practicum. *Paper presented at the Pan-African Literacy For All, Nairobi, Kenya.*

Marty, A.H. (April 2023). Improving reading instruction: A view into the pivotal role of the pre-service practicum. *Paper presented at the World Literacy Summit, Oxford, England.*

Marty, A.H. Fesmire, M., Schell, K. (April 2022). Building preservice instructors' capacity through collaboration during COVID. *Panel presented at the USAID Higher Education Global Evidence Summit, Virtual.*

Marty, A.H. & Sánchez Vincitore, L. (April 2022). Families in the Dominican Republic: Parents' voices on resources, strategies, and challenges to support literacy during the COVID-19 pandemic. *Paper presented at the Annual Conference of the Comparative and International Education Society, Virtual.*

Marty, A.H. (April 2022). Panel Chair. A comprehensive approach to MTB-MLE: Aligning in-service and pre-service efforts. *Panel presented at the Annual Conference of the Comparative and International Education Society, Virtual.*

Marty, A.H. (April 2022). Panel Chair. How to turn a multilingual country in Central Asia into an English-Speaking Nation by 2030? *Panel presented at the Annual Conference of the Comparative and International Education Society, Virtual.*

Marty, A.H., Fesmire, M. & Barnes, A.E. (April 2021). Professional collaborations during a global pandemic: flexible adaptations to ensure continuation. *Paper presented at the Annual Conference of the Comparative and International Education Society, Virtual.*

Ramos-Mattoussi, F., **Marty, A.H.** & Doolin Paredes, C.M. (April 2021). How is a university in Honduras adapting to policy changes and preparing primary school teachers to teach lectoescritura? *Paper presented at the Annual Conference of the Comparative and International Education Society, Virtual.*

Zuilkowski, S. & **Marty, A. H.** (April 2021). Student perceptions of school safety and associations with learning outcomes in Northeast Nigeria. *Paper presented at the Annual Conference of the Comparative and International Education Society, Virtual.*

Marty, A.H. & Barnes, A.E. (April 2020). Conducting educational research in conflict environments: the case of a Kanuri curriculum. *Paper presented at the World Literacy Summit (Virtual), Oxford, United Kingdom.*

Barnes, A.E. & **Marty, A.H.** (March 2020). Emphasizing local language and culture to increase access to literacy education: The case of a Kanuri curriculum in Nigeria. *Paper presented at the Annual Conference of the Comparative and International Education Society, Miami, Florida.*

Ramos-Mattoussi, F., Doolin Paredes, C.M., **Marty, A.H.** & Barnes, A.E. (March 2020). Improving literacy in Honduras: How is a university addressing policies and practices of preservice teacher education? *Paper presented at the Annual Conference of the Comparative and International Education Society, Miami, Florida.*

Marty, A.H. (April 2019). Influence of accelerated training in early grade reading knowledge: experiences in Northern Nigeria. *Refereed Roundtable held at the Annual Conference of the Comparative and International Education Society, San Francisco.*

- Ramos-Mattoussi, F., **Marty, A.H.**, Doolin Paredes, C.M. (April 2019). How do teachers learn to teach reading and writing? Designing and conducting a baseline assessment of pre-service teacher education in Honduras. *Refereed Roundtable held at the Annual Conference of the Comparative and International Education Society*, San Francisco.
- Lonigan, C., **Marty, A. H.**, McDowell, K., & Farver, J. (July 2016). Within- and cross-language predictive validity of early literacy assessments for Spanish-speaking language-minority preschool children. *Symposium at the Annual Meeting of the Society for the Scientific Study of Reading*, Porto, Portugal.
- Bojczyk, K., Ziolkowski, R., **Marty, A. H.**, Haring, C., Goldstein, H. (November 2015). Comparing the Contributions of Motor and Verbal Prompts to Vocabulary Learning in Children At-Risk. *Poster presented at the Annual American Association Speech-Language-Hearing Association Conference*. Denver, Colorado.
- Marty, A. H.**, Lonigan, C., Farrington, A., & Lerner, M. (July 2015). Assessing the early literacy skills of Spanish-speaking preschool children: Understanding the effects of dialectic variation on children's responses. *Symposium at the Annual Meeting of the Society for the Scientific Study of Reading*. The Big Island, Hawaii.
- Lonigan, C., McDowell, K., Farver, J., & **Marty, A. H.** (April 2013). Development of a Comprehensive Measure of Early Literacy Skills for Preschoolers who are Spanish-Speaking Language-Minority Children. *Presentation at the Annual meeting of the Society for Research in Child Development*. Seattle, WA.
- Marty, A. H.**, Palenzuela, S., Lonigan, C., Farver, J., & McDowell, K. (July 2011). Preschool Children who are English Language Learners: Family, Language, and Regional Factors Associated with Early Literacy Skills. *Presentation at the Annual Meeting of the Society for the Scientific Study of Reading*, St. Pete Beach, FL.
- Marty, A. H.** & Lonigan, C. (July 2010). Behavioral Competence and Early Literacy Skills: The Role of Contextual Factors. *Poster presented at the Annual Institute of Educational Sciences Conference*. Washington, D.C.
- Goldstein, H., Ziolkowski, R., O'Connell, A., **Marty, A. H.**, Harpring, J., & Schneider, N. (July 2010). Project ILIAD: Independent Lexical Instruction and Development. *Poster presented at the Annual Institute of Educational Sciences Conference*. Washington, D.C.
- Marty, A. H.** (March 2010). Child-Parent Attachment and Non-Parental Care in Ethnically Diverse Families. *Poster Presented at the International Conference on Infant Studies*. Baltimore, Maryland.
- Goldstein, H., Ziolkowski, R., **Marty, A. H.**, Harpring, J., Bojczyk, K., & Schneider, N. (November 2009). Longitudinal Literacy Intervention for Children at Risk for Reading Disabilities. *Seminar presented at the Annual American Association Speech-Language-Hearing Association Conference*. New Orleans, Louisiana.

Marty, A. H., Schneider, N., Apel, K., Harpring, J., Ziolkowski, R., & Goldstein, H. (November 2009). Project ILIAD: Phonics Intervention and Assessment for Children At-Risk. *Poster presented at the Annual American Association Speech-Language-Hearing Association Conference*. New Orleans, Louisiana.

Ziolkowski, R., Bojczyk, K., Harpring, J., & **Marty, A. H.** (November 2008). Teaching Tier 2 Words to Students at Risk for Reading Disabilities. *Workshop presented at the Annual American Association Speech-Language-Hearing Association Conference*. Chicago, Illinois.

Goldstein, H., Bojczyk, K., Ziolkowski, R., Harpring, J., & **Marty, A. H.** (July 2008). Project ILIAD: Independent Lexical Instruction and Development. *Poster presented at the Annual Institute of Educational Sciences Conference*. Washington, D.C.

Marty, A. H. (February 2006). The role of the non-parental caregiver in supporting parent-child attachment. *Paper presented at the College of Human Sciences Research and Creativity Day*, Florida State University.

PROFESSIONAL SERVICE:

- Proposal/Panel Reviewer, Comparative and International Education Society Conference (2024, 2021, 2019)
- Manuscript Reviewer, South African Journal of Childhood Education (2023, 2022)
- Manuscript Reviewer, Journal of Education in Emergencies (2023)
- Content Validation expert for Doctoral Students in Nigeria and the Philippines (2024, 2023, 2022)
- Guest speaker, Introduction to International Development and Education course (EDF2082), September 2022
- Keynote Speaker, Hispanic Honor Society, Florida State University (April 2021)
- Small Grant Reviewer, Society for Research in Child Development (2021)

LANGUAGES:

Languages:

- Spanish – native and fluent in speaking, reading, and writing
- English – fluent in speaking, reading, and writing