

## SHARON WOLF

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University of Pennsylvania  
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### ACADEMIC POSITIONS

- Jul 2016 – **Assistant Professor**  
Graduate School of Education, University of Pennsylvania, Philadelphia, PA  
*Secondary Appointment*  
Department of Psychology, University of Pennsylvania, Philadelphia, PA  
*Research Associate*  
Population Studies Center, University of Pennsylvania, Philadelphia, PA
- Aug 2015 – Jul 2016 **Postdoctoral Research Scientist**  
Global TIES for Children, New York University, New York, NY
- Mar 2014 – Aug 2015 **National Poverty Fellow**  
Institute for Research on Poverty, University of Madison-Wisconsin  
United States Department of Health and Human Services, Washington, D.C.

### EDUCATION

- 2014, Ph.D., Applied Psychology  
Concentration in Quantitative Analysis  
New York University
- 2006, B.A., University of Pennsylvania, Psychology (with honors)  
Minors: Women's Studies, Near Eastern Languages and Civilizations  
Magna cum Laude; Phi Beta Kappa

### FELLOWSHIPS AND HONORS

- 2019-2020 National Academy of Education (NAEd) / Spencer Postdoctoral Fellow  
2019 Society for Research in Educational Effectiveness (SREE) Early Career Award  
2018-2020 Jacobs Foundation Early Career Research Fellow  
2017 AERA-SRCD Early Career Fellow in Early Childhood Education and Development  
2013-2014 American Psychological Foundation Elizabeth Munsterberg Koppitz Graduate Fellowship in Child Psychology  
2013-2014 New York University Predoctoral Interdisciplinary Research Training affiliate award  
2013 Applied Psychology Summer Independent Research Award, New York University  
2013 Global Research Initiative Summer Dissertation Fellow, New York University  
2013 Early Career Preventionists Network, Society for Prevention Research, Travel Award  
2011-2013 Institute of Education Sciences (IES) Predoctoral Interdisciplinary Research Training Fellowship Award, New York University  
2012 Society for Prevention Research, Student Poster Contest Honorable Mention  
2008-2011 Steinhardt School of Culture, Education, and Human Development Fellowship, NYU

## GRANTS AND CONTRACTS

**Ongoing**

- 2019-2022 Child Learning and Education Facility (CLEF), Co-Principal Investigator, *Promoting learning and reducing child labor in Cote d'Ivoire through family- and school-based interventions*, \$1,479,602 (1,460,868 CHF). (co-PIs: Kaja Jasinska, Amy Ogan).
- 2019-2020 Penn Global Engagement Fund, *Assessing executive functioning in Ghanaian schoolchildren*, \$39,953. (co-PI: Jelena Obradovic).
- 2019-2020 National Academy of Education (NAEd) / Spencer Postdoctoral Fellowship, *Developing culturally relevant measures of early childhood educational quality in sub-Saharan Africa*, Principal Investigator, \$70,000.
- 2019 Chocolonely Foundation, Co-Principal Investigator, *Addressing Cote d'Ivoire's learning crisis through family- and school-based interventions*, \$60,000 (Co-PIs: Amy Ogan, Kaja Jasinska).
- 2018-2019 Jacobs Foundation, Co-Principal Investigator, *Harnessing differences to optimize learning: Evaluating how and for whom Eduq+ improves educational outcomes*, \$338,500 (338,000 CHF) (Co-PI: Dr. Guilherme Lichand).
- 2018-2020 Jacobs Foundation, Principal Investigator, *Developing and evaluating early childhood educational interventions in rural Ghana and Cote d'Ivoire*, \$152,000 (150,000 CHF).
- 2017-2019 British Academy, Principal Investigator, *Assessing sustained impacts of the Quality Preschool for Ghana teacher training intervention on children's early primary grade outcomes*, \$442,000 (334,768 GBP).

**Completed**

- 2017-2018 Institute for Research on Poverty (IRP)'s Extramural Small Grants program for research on Policies and Programs to Reduce Child Poverty and Its Effects, Principal Investigator, *Effects of state safety net and labor policies on family economic stability in the aftermath of the Great Recession*, \$24,991 (Co-PI: Dr. Taryn Morrissey).
- World Bank Early Learning Partnership, Co-Principal Investigator, *Understanding sustained impacts of the Quality Preschool for Ghana (QP4G) teacher- and parent-training programs*, \$146,755 (Co-PI: Dr. J. Lawrence Aber; Co-I: Dr. Jere Behrman).
- 2016-2018 DFID Policy Research Fund, Principal Investigator, *Evaluating the Fast-track Transformational Teacher Training and Model Practice Classrooms in Ghana: Improving kindergarten quality through teacher pre-service training*, \$303,000.
- 2015-2018 UBS Optimus Foundation, Co-principal Investigator, *Developing, testing and scaling-up supply- and demand-side interventions to improve kindergarten education in Ghana*, \$590,000 (Co-PI: Dr. J. Lawrence Aber; Co-I: Dr. Jere Behrman).
- World Bank Strategic Impact Evaluation Fund, Co-principal Investigator, *Developing, testing and scaling-up supply- and demand-side interventions to improve kindergarten education in Ghana*, \$600,000 (co-PI: Dr. J. Lawrence Aber; Co-I: Dr. Jere Behrman).
- 2016-2017 World Bank, Consultant/Co-PI, *Evaluating measurement invariance of the International Development and Early Learning Assessment (IDELA) across five countries* (co-PIs: Peter Halpin, Hirokazu Yoshikawa).

- 2016 World Bank Strategic Impact Evaluation Fund, Co-principal Investigator, *Developing, testing and scaling-up supply- and demand-side interventions to improve Kindergarten education in Ghana*, Seed grant, \$25,000 (co-PI: Dr. J. Lawrence Aber; Co-I: Dr. Jere Behrman).
- 2012 Steinhardt Dean's Grant for Graduate Student Research, New York University, Co-Principal Investigator, *Examining student motivation and achievement in Ghana*, \$1,000.

## PUBLICATIONS

† Denotes student co-author

### Peer-reviewed

41. **Wolf, S.** Year three follow-up impacts of the 'Quality Preschool for Ghana' interventions on child development. (accepted). *Developmental Psychology*.
40. †Pesando, L.M., **Wolf, S.**, Behrman, J.R., & Tsinigo, E. (accepted). Are private kindergartens really better? Examining school choice, parental resources, and children's school readiness in Ghana. *Comparative Education Review*.
39. **Wolf, S.** & †Peele, M. (2019). Examining persistence and fadeout of impacts on teachers: Longitudinal findings from an experimental evaluation. *Teaching and Teacher Education*, 86, 102873.  
<https://doi.org/10.1016/j.tate.2019.07.003>
38. †Kachmar, A., Connolly, C.A., **Wolf, S.**, & Curly, M. (accepted). Socioeconomic status in pediatric research: A scoping review. *The Journal of Pediatrics*. <https://doi.org/10.1016/j.jpeds.2019.06.005>
37. **Wolf, S.**, Aber, J.L., Behrman, J.R., & †Peele, M. (in press). Longitudinal causal impacts of preschool teacher training on Ghanaian children's school-readiness: Evidence for persistence and fadeout. *Developmental Science*. <https://doi.org/10.1111/desc.12878>
36. Jasinska, K., **Wolf, S.**, Jukes, M.C.H., & Dubeck, M.M. (accepted). Literacy acquisition in multi-lingual educational contexts: Evidence from coastal Kenya. *Developmental Science*.  
<https://doi.org/10.1111/desc.12828>
35. **Wolf, S.**, & †Suntheimer, N.M. (2019). A dimensional risk approach to assessing early adversity in a national sample. *Journal of Applied Developmental Psychology*, 62, 270-281.  
<https://doi.org/10.1016/j.appdev.2019.03.004>
34. **Wolf, S.** & McCoy, D.C. (2019). The role of executive function and social-emotional skills in the development of literacy and numeracy during preschool: A cross-lagged longitudinal study. *Developmental Science*, 22(4), e12800. <https://doi.org/10.1111/desc.12800>
33. †Schwartz, K., Cappella, E., Aber, J.L., Scott, M.A., **Wolf, S.**, & Behrman, J. R. (2019). Early childhood teachers' lives in context: Implications for professional development in under-resourced areas. *American Journal of Community Psychology*, 63(3-4), 270-285. <https://doi.org/10.1002/ajcp.12325>
32. †Lee, S., & **Wolf, S.** (2019). Measuring and predicting burnout among early childhood educators in Ghana. *Teaching and Teacher Education*, 78, 49-61. <https://doi.org/10.1016/j.tate.2018.10.021>

31. **Wolf, S.,** Aber, J.L., Behrman, J.R., & Tsinigo, E. (2019). Experimental impacts of the Quality Preschool for Ghana interventions on teacher professional well-being, classroom quality, and children's school readiness. *Journal of Research on Educational Effectiveness*, 12(1), 10-37.  
<https://doi.org/10.1080/19345747.2018.1517199>
30. Halpin, P.H., **Wolf, S.,** Yoshikawa, H.Y., †Rojas, N., †Kabay, S., Pisani, L., & Dowd, A.J. (2019). Measuring early learning and development across cultures: Invariance of the IDELA across five countries. *Developmental Psychology*, 55(1), 23-37. <http://dx.doi.org/10.1037/dev0000626>
29. **Wolf, S.,** & McCoy, D. C. (2019). Household socioeconomic status and parental investments: Direct and indirect relations with school readiness in Ghana. *Child Development*, 90(1), 160-278.  
<https://doi.org/10.1111/cdev.12899>
28. Torrente, C., Aber, J.L., Starkey, L., Johnston, B., Shivshanker, A., Weisenhorn, N., Annan, J., Seidman, E., **Wolf, S.,** Tubbs, C., & Halpin, P. (in press). Improving the quality of primary education in the Democratic Republic of the Congo: A randomized wait-list controlled trial of Learning in a Healing Classroom. *Journal of Research on Educational Effectiveness*.  
<https://doi.org/10.1080/19345747.2018.1561963>
27. **Wolf, S.,** Raza, M., †Kim, S., Aber, J.L., Behrman, J., & Seidman, E. (2018). Measuring process quality in pre-primary classrooms in Ghana using the Teacher Instructional Practices and Processes System (TIPPS). *Early Childhood Research Quarterly*, 45, 18-30. <https://doi.org/10.1016/j.ecresq.2018.05.003>
26. **Wolf, S.** (2018). Impacts of pre-service training and coaching on kindergarten quality and student learning outcomes in Ghana. *Studies in Educational Evaluation*, 59, 112-123.  
<https://doi.org/10.1016/j.stueduc.2018.05.001>
25. McCoy, D.C., & **Wolf, S.** (2018). Changes in classroom quality predict Ghanaian preschoolers' gains in academic and social-emotional skills. *Developmental Psychology*, 54(8), 1582-1599.  
<https://doi.org/10.1037/dev0000546>
24. **Wolf, S.,** Turner, L.L., Jukes, M.C., & Dubeck, M.M. (2018). Changing literacy instruction in Kenyan classrooms: Assessing pathways of influence to improved early literacy outcomes in the HALI intervention. *International Journal of Educational Development*, 62, 27-34.  
<https://doi.org/10.1016/j.ijedudev.2018.02.004>
23. †Kabay, S., **Wolf, S.,** & Yoshikawa, H. (2017). "So that his mind will open": Parental perceptions of preschool in urbanizing Ghana. *International Journal of Educational Development*, 57, 44-53.  
<https://doi.org/10.1016/j.ijedudev.2017.08.013>
22. **Wolf, S.,** Magnuson, K., & Kimbro, R. T. (2017). Family poverty and neighborhood poverty: Links with children's school readiness before and after the Great Recession. *Child and Youth Services Review*, 79, 368-384. <https://doi.org/10.1016/j.childyouth.2017.06.040>  
  
\*Featured in the Institute for Research on Poverty's Fast Focus Policy Brief (#31-2018):  
<https://www.irp.wisc.edu/publications/fastfocus/pdfs/FF31-2018.pdf>
21. **Wolf, S.,** & Morrissey, T. (2017). Examining the Intersections of Economic Instability, Food Insecurity, and Child Health in the Wake of the Great Recession. *Social Service Review*, 91(3), 534-570.  
<https://doi.org/10.1086/694111>
20. **Wolf, S.,** Halpin, P., Yoshikawa, H., Pisani, L., Dowd, A., & Borisova, I. (2017). Measuring school readiness globally: Assessing the construct validity and measurement invariance of the International

Development and Early Learning Assessment (IDELA) in Ethiopia. *Early Childhood Research Quarterly*, 40(4), 21-36. <https://doi.org/10.1016/j.ecresq.2017.05.001>

19. Morris, P. A., Aber, J. L., **Wolf, S.**, & Berg, J. (2017). Impacts of Family Rewards on adolescents' mental health and problem behavior: Understanding the full range of effects of a conditional cash transfer program. *Prevention Science*, 18(3), 326–336. <https://doi.org/10.1007/s11121-017-0748-6>
18. Aber, J.L., Torrente, C., Starkey, L., Johnston, B., Seidman, E., Halpin, P.F., Shivshanker, A., Weisenhorn, N., Annan, J., & **Wolf, S.** (2017). Impacts after one year of “Healing Classroom” on children's reading and math skills in DRC: Results from a cluster randomized trial. *Journal of Research on Educational Effectiveness*, 10(3), 507-529. <https://doi.org/10.1080/19345747.2016.1236160>
17. Jukes, M. C. H., Turner, E. L., Dubeck, M. M., Halliday, K. E., Inyega, H. N., **Wolf, S.**, Zuilkowski, S. S., Brooker, S. J. (2017). Improving literacy instruction in Kenya through teacher professional development and text messages support: A cluster randomized trial. *Journal of Research on Educational Effectiveness*, 10(3), 449-481. <https://doi.org/10.1080/19345747.2016.1221487>
16. Aber, J. L., Tubbs, C., Torrente, C., Halpin, P. F., Johnston, B., Starkey, L., Shivshanker, A., Annan, J., Seidman, E., & **Wolf, S.** (2017). Promoting children’s learning in conflict-affected countries: Evidence for multilevel change processes in a school-based universal social-emotional learning program in the Democratic Republic of the Congo. *Development & Psychopathology*, 29(1), 53-67. <https://doi.org/10.1017/S0954579416001139>
15. Nakigudde, J., Bauta, B., **Wolf, S.**, & Huang, K. (2016). Screening child social-emotional and mental health functioning in low-income country contexts. *Jacobs Journal of Psychiatry and Behavioral Sciences*, 2(2), 016.
14. Aber, J. L., Morris, P. A., **Wolf, S.**, & Berg, J. (2016). The impact of holistic conditional cash transfers on parental financial investment, student time use and educational processes and outcomes. *Journal of Research on Educational Effectiveness*, 9(3), 334-363. <https://doi.org/10.1080/19345747.2015.1107925>
13. **Wolf, S.**, McCoy, D. C., & Godfrey, E. B. (2016). Barriers to school attendance and gender inequality: Empirical evidence from a sample of Ghanaian schoolchildren. *Research in Comparative and International Education*, 11(2), 178-193. <https://doi.org/10.1177/1745499916632424>
12. Godfrey, E. B. & **Wolf, S.** (2016). Developing critical consciousness or justifying the system? A qualitative analysis of attributions for poverty and wealth among low-income racial/ethnic minority and immigrant women. *Cultural Diversity & Ethnic Minority Psychology*, 22(1), 93-103. <https://doi.org/10.1037/cdp0000048>
11. **Wolf, S.**, Torrente, C., Frisoli, P., Weisenhorn, N., Shivshaker, A., Annan, J., & Aber, J. L. (2015). Preliminary impacts of a professional development intervention on teacher wellbeing in the Democratic Republic of the Congo. *Teaching and Teacher Education*, 51, 24-36. <https://doi.org/10.1016/j.tate.2015.08.002>
10. Lowenstein, A., **Wolf, S.**, Raver, C.C., Gershoff, E. T., Sexton, H. & Aber, J.L. (2015). The stability of elementary school contexts from kindergarten to third grade. *Journal of School Psychology*, 53(4), 323-335. <http://dx.doi.org/10.1016/j.jsp.2015.05.002>
9. **Wolf, S.**, Aber, J. L. & Morris, P. M. (2015). Patterns of time use among low-income minority adolescents and associations with academic outcomes and problem behaviors. *Journal of Youth and Adolescence*, 44(6), 1208-1225. <https://doi.org/10.1007/s10964-015-0294-0>

8. **Wolf, S.**, Aber, J. L., Torrente, C., McCoy, M. & Rasheed, D. (2015). Cumulative risk and teacher well-being in the Democratic Republic of the Congo. *Comparative Education Review*, 59(4), 717-742. <https://doi.org/10.1086/682902>
7. Gennetian, L. A., **Wolf, S.**, Morris, P. A. & Hill, H.H. (2015). Intra-year household income instability and adolescent school behavior. *Demography*, 52(2), 455-483. <https://doi.org/10.1007/s13524-015-0370-9>
6. **Wolf, S.**, Gennetian, L. A., Morris, P. M. & Hill, H. H. (2014). Patterns of income instability among low- and middle-income households with children. *Family Relations*, 63(3), 397-410. <https://doi.org/10.1111/fare.12067>
5. McCoy, D.C., **Wolf, S.** & Godfrey, E.B. (2014). Student motivation, parental attitudes toward education, and academic achievement in a Ghanaian school sample. *School Psychology International*, 35(3), 294-308. <https://doi.org/10.1177/0143034313508055>
4. Hill, H., Gennetian, L., Morris, P., **Wolf, S.**, & Tubbs, C. (2013). On the consequences of income instability for child well-being. *Child Development Perspectives*, 7(2), 85-90. <https://doi.org/10.1111/cdep.12018>
3. **Wolf, S.**, Aber, J. L., & Morris, P. A. (2013). Drawing on psychological theory to understand and improve antipoverty policies: The case of conditional cash transfers. *Psychology, Public Policy, & Law*, 19(1), 3-14. <http://dx.doi.org/10.1037/a0029498>
2. Godfrey, E.B., Osher, D., Williams, L., **Wolf, S.**, Berg, J., Torrente, C., Spier, E. & Aber, J. L. (2012). Cross-national measurement of school learning environments: Creating indicators for evaluating UNICEF's Child Friendly Schools Initiative. *Child and Youth Services Review*, 34(3), 546-557. <http://dx.doi.org/10.1016/j.chilyouth.2011.10.015>
1. Rozin, P. & **Wolf, S.** (2008). Attachment to land: The case of the land of Israel for American and Israeli Jews and the role of contagion. *Judgment and Decision Making*, 3(4), 325-334.

### **Under review**

†Suntheimer, N. & **Wolf, S.** (revision under review). Cumulative risk, teacher-child closeness, and higher-order learning skills in kindergarten children. *Journal of School Psychology*.

**Wolf, S.** & †Peele, M. (revision under review). Changing trajectories of learning and development: Experimental evidence from the Quality Preschool for Ghana interventions. *Journal of the British Academy*.

†Ibekwe, N., & **Wolf, S.** (revise and resubmit). Applying a cumulative risk and protective framework to assess early learning in Ghana. *Journal of Applied Developmental Psychology*.

**Wolf, S.** (revise and resubmit). "Me I don't really discuss anything with them": Parent and Teacher Perceptions of Early Childhood Education and Parent-teacher Relationships in Ghana. *International Journal of Educational Research*.

†Peele, M.O., & **Wolf, S.** Predictors of anxiety and depressive symptoms among teachers in Ghana: Evidence from a randomized control trial.

**Wolf, S.**, & †Suntheimer, N.M. Predictors of parental disciplinary practices and associations with child outcomes among Ghanaian preschoolers.



†Peele, M.O., & **Wolf, S.** Depressive and anxiety symptoms in early-childhood education teachers: Relations to professional well-being and absenteeism.

### **Books and book chapters**

3. Wagner, D.A., **Wolf, S.**, & Boruch, R. F. (Eds.) (2018). *Learning at the Bottom of the Pyramid: Science, measurement and policy in low-income countries in an era of global change*. Paris, France: UNESCO-IIEP. <http://unesdoc.unesco.org/images/0026/002655/265581E.pdf>
2. **Wolf, S.** (2018). Commentary: What is “learning” in the case of marginalized populations in low-income countries? In Wagner, D.A., Wolf, S., & Boruch, R.F. (Eds.), *Learning at the Bottom of the Pyramid: Science, measurement and policy in low-income countries in an era of global change*. Paris: UNESCO-IIEP.
1. **Wolf, S.**, Berg, J., Morris, P. A., & Aber, J. L. (2017). The role of conditional cash transfer programs in promoting early childhood development in the United States. In E. Votruba-Drzal & E. Dearing, eds., *Handbook of Early Childhood Development Programs, Practices, and Policies: Theory-based and Empirically-supported Strategies for Promoting Young Children’s Growth in the United States* (pp. 447-468). Hoboken, NJ: John Wiley & Sons, Inc.

### **Reports and other publications**

6. Winston, P., Pihl, A., Groves, L., Campbell, C., Coombs, E., & **Wolf, S.** (January 2017). *Exploring the Relationship between Paid Family Leave and the Well-being of Low-Income Families: Lessons from California*. Office of the Assistant Secretary for Planning and Evaluation, US Department of Health and Human Services. Washington, D.C. Available at: <http://bit.ly/2Mp3Bso>
5. Burgess, K., Campbell, C., Chien, N., Morrissey, T., & **Wolf, S.** (January 2017). Income and Employment Fluctuations among Low-income Working Families and Their Implications for Child Care Subsidy Policy. *ASPE Issue Brief*. Office of the Assistant Secretary for Planning and Evaluation, US Department of Health and Human Services. Washington, D.C. Available at: <http://bit.ly/2wgVWS5>
4. Morris, P.A., Hill, H.D., Gennetian, L.A., Rodrigues, C., & **Wolf, S.** (July 2015). Income Volatility in U.S. Households with Children: Another Growing Disparity Between The Rich And The Poor? *Institute for Research on Poverty Discussion Paper*. Madison, WI.
3. **Wolf, S.**, Halpin, P., Yoshikawa, H., Pisani, L., Dowd, A., & Borisova, I. (2016). Assessing the Construct Validity of Save the Children’s International Development and Early Learning Assessment (IDELA). *Save the Children*. Washington, DC. Available at: <http://bit.ly/2N7yVsb>
2. **Wolf, S.**, Aber, J.L., & Morris, P.A. (Fall/Winter 2014–15). How school quality affects the success of a conditional cash transfer program. *Focus*, 31(2). Institute for Research on Poverty. Madison, WI. Available at: <http://www.irp.wisc.edu/publications/focus/pdfs/foc312d.pdf>
1. Morris, P.M., Aber, J.L., **Wolf, S.**, & Berg, J.B. (2012). *Effects of a conditional cash transfer program on low-income teenagers: Changing time use and substance use*. New York: MDRC. \*This report was featured in UNICEF’s *Child Poverty Insights* series (March 2013); [http://www.unicef.org/socialpolicy/files/CPI\\_April\\_2013.pdf](http://www.unicef.org/socialpolicy/files/CPI_April_2013.pdf)

## CONFERENCE PRESENTATIONS (PREVIOUS 5 YEARS)

### 2019

- Wolf, S.,** Aber, J.L., Behrman, J.R., & Tsinigo, E. The role of primary school contexts in supporting sustained long-term impacts of the Quality Preschool for Ghana intervention. Paper presented at the Comparative International Education Society. San Francisco, CA.
- Wolf, S.** The perils and promises of listening to parents: Encountering unexpected barriers to improving preschool in Ghana. Paper presented at the Comparative International Education Society. San Francisco, CA.
- †Schwartz, K., & **Wolf, S.** Early childhood teachers' lives in context: Implications for intervention effectiveness within early childhood education. Paper presented at the Comparative International Education Society. San Francisco, CA.
- †Fatima, F., & **Wolf, S.** Cumulative Risk and Newly Qualified Teachers' Professional Well-being: Evidence from Rural Ghana. Paper presented at the Comparative International Education Society. San Francisco, CA.
- †Peele, M., & **Wolf, S.** Social determinants and consequences of mental health among early childhood education teachers in Ghana. Paper presented at the Society for Research in Child Development. Baltimore, MD.
- Wolf, S.,** Aber, J.L., & Behrman, J.R. The role of primary school contexts in supporting sustained long-term impacts of the Quality Preschool for Ghana intervention. Paper presented at the Society for Research in Child Development. Baltimore, MD.

### 2018

- †Pesando, L.M., **Wolf, S.,** Tsinigo, E., Aber, J.L., & Behrman, J.R. Public Vs Private? Examining Differences in Parental Resources and Kindergarten Children's School Readiness in Ghana. Paper presented at the Population Association of America.
- Wolf, S.,** Aber, J.L., & Behrman, J.R. Improving Pre-Primary Education and Learning Outcomes in Ghana. Paper presented at the Comparative International Education Society. Mexico City, Mexico
- Wolf, S.,** Aber, J.L., & Behrman, J.R. Evidence-Based Strategies to Improve Pre-Primary Education and Learning Outcomes in Ghana. Paper presented at Society for Research in Educational Effectiveness.
- Wolf, S.** Evaluating the Fast-Track Transformational Teacher Training in Ghana: Improving Kindergarten Quality through Enhanced Pre-Service Teacher Training. Paper presented at the Society for Research in Educational Effectiveness.
- †Schwartz, K., Cappella, E., Scott, M., **Wolf, S.,** Aber, J.L., & Behrman, J.R. The Supports and Barriers Teachers in Resource-Poor Communities Face in Effectively Implementing Interventions: Ghana as a Case Study. Paper presented at the Society for Research in Educational Effectiveness.

### 2017

- Wolf, S.,** Morrissey, T., & †Cha, Y. Understanding the Effects of State Safety Net and Labor Policies on Family Economic Stability and Health. Paper presented at the Association for Public Policy and Management (APPAM).
- Bond, D., **Wolf, S.,** & Hinton, S. Scalable and Sustainable Pre-service Kindergarten Teacher Training in Ghana. UK Forum for International Education and Training (UKFIET) International Conference on Education and Development.
- Wolf, S.,** Raza, M., Aber, J.L., Behrman, J., Kim, S., & Seidman, E. Measuring classroom quality in kindergarten classrooms in Ghana: The Teacher Instructional Practices and Processes System (TIPPS). Paper presented at the Society for Research in Child Development.
- †Rojas, N., **Wolf, S.,** & Yoshikawa, H. Home learning environments and their relations to children's development and learning in Afghanistan. Paper presented at the Comparative International Education Society.
- Wolf, S.,** Halpin, P., Yoshikawa, H., †Rojas, N., †Kabay, S., Dowd, A., & Pisani, L. Establishing



measurement invariance of the International Development and Early Learning Assessment (IDELA) across five countries. Paper presented at the Society for Research in Educational Effectiveness.

**Wolf, S.,** Aber, J.L., & Behrman, J. Impacts of teacher and parent trainings on classroom quality, teacher professional well-being, and children's school readiness in Ghanaian preschools. Paper presented at the Society for Research in Educational Effectiveness.

## **2016**

Winston, P., Pihl, A., Campbell, C., Coombs, E., Yancey, C., **Wolf, S.**, & Groves, L. Exploring the Relationship between Paid Family Leave and the Wellbeing of Low-Income Families in California: Preliminary Findings of a Mixed-Method Study. Paper presented at Department of Labor conference on Paid Family and Medical Leave Findings Symposium.

**Wolf, S.** Cumulative risk, teacher well-being and instructional quality: Evidence from the DRC and Ghana. Paper presented at the Society for Research in Educational Effectiveness. Washington, D.C.

**Wolf, S.,** †Weurml, A., Halpin, P., Yoshikawa, H., Borisova, I., Dowd, A. & Pisani, L. Measuring Social-Emotional Skills with Save the Children's IDELA Tool: Evidence from Ethiopia and Bhutan. Paper presented at the Comparative International Education Society. Vancouver, BC.

## **2015**

**Wolf, S.**, & Morrissey, T. Examining the intersections of economic instability, child care, and parenting during and after the Great Recession. Paper presented at the Association for Public Policy and Management. Chicago, IL.

Campbell, C. & **Wolf, S.** Cash Assistance during the First Year of Life and Child Development: Evidence from a Quasi-Experiment. Paper presented at the Eastern Sociological Society.

## INVITED PRESENTATIONS

Center for Global Development, Conference on *Early Childhood Development Through a Gender Lens: Designing Policies that Work for the Whole Family*. Washington, D.C. December 2019.

Stanford University, Center for Education Policy Analysis. Palo Alto, CA. April 2019.

Harvard University, Conference on *Implementation Research and Practice for Early Childhood Development*. Boston, MA. April 2019.

Drexel University School of Education, Global Education Colloquium. Philadelphia, PA. October 2018.

Stanford Graduate School of Education, *Annual Conference on Race, Inequality, and Language in Education (RILE)*. Palo Alto, CA. October 2018.

Research Triangle International. Washington, D.C. October 2018.

The Centre for the Evaluation of Development Policies (EDePo), Institute for Fiscal Studies, London, UK. June 2018.

Innovations for Poverty Action. New York, NY, January 2018.

Innovations for Poverty and Action and Ghana Education Service. Accra, Ghana, October 2017.

World Bank Strategic Impact Evaluation Seminar, Washington, D.C., September 2017

Ghana Ministry of Education Evidence for Education Summit. Accra, Ghana, March 2017.

Global TIES for Children Research Seminar. New York University, New York, USA, October 2016.

Save the Children, Washington, D.C., September 2017

School of Public Affairs, American University, Washington, D.C., October 2015

The World Bank. Washington, D.C., December 2013.

## TEACHING

*Graduate School of Education, University of Pennsylvania*

EDUC 731: Risk, Resilience and Prevention Science

EDUC 739: Poverty and Child Development

EDUC 860: Interdisciplinary Studies in Human Development Proseminar

*New York University*

2015 Instructor for “Individual Level Moderation in Cluster-Randomized Control Trials”, Additional Insights for the 21<sup>st</sup> Century Summer Training Institute (graduate and post-graduate level), NYU Abu Dhabi, Abu Dhabi, UAE

2013 Instructor for Introduction to Psychology and its Applications (undergraduate level)

2011 Teaching Assistant for Introduction to Applied Psychology (undergraduate)

2009 Teaching Assistant for Community Psychology (undergraduate)

## PROFESSIONAL ACTIVITIES

2019-2020 **Section Chair**, 2020 SREE Spring Conference

2018 – present **Editorial Board Member**, Journal of Applied Developmental Psychology.

Ongoing **Ad hoc reviewer**, BMJ Open, Child Development, Child Development Perspectives, Developmental Psychology, Developmental Psychobiology, Developmental Science, Early Childhood Research Quarterly, Early Years; Journal of Research in Educational Effectiveness, Educational Research Review, Review of Educational Research, Journal of Education in Emergencies, Journal of Early Adolescence, Social Problems, Social Service Review, Urban Education.

## PROFESSIONAL AFFILIATIONS

American Educational Research Association

Comparative International Education Society

Society for Research on Child Development

Society for Research on Educational Effectiveness