

## CURRICULUM VITAE

### **Sarah Garrity, Ed.D**

*Associate Professor*

College of Education

Department of Child and Family Development

San Diego State University

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<http://go.sdsu.edu/education/tagpec/>

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### **EDUCATION**

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<b>University of California, San Diego/California CSU San Marcos</b> Ed.D.	2011 Educational Leadership
<b>San Diego State University</b> M.S.	1998 Child and Family Development
<b>University of Pittsburgh</b> Bachelor of Arts	1989 English Literature and Economics

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### **TEACHING POSITIONS**

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2017-present	Associate Professor, Department of Child and Family Development, San Diego State University
2011-2017	Assistant Professor, Department of Child and Family Development, San Diego State University
2009-2011	Lecturer, Department of Child and Family Development, San Diego State University
2006-2007	Lecturer, Southwestern College, Chula Vista, CA

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### **RELEVANT EXPERIENCE**

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2008-2011	Neighborhood House Association Head Start Area Director, Director of Educational Service
2004-2008	Children of the Rainbow, Early Reading First Literacy Coach

1991-2004

Neighborhood House Association Head Start  
Home visitor, Teacher, Center Director, Area Director

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**TEACHING EFFECTIVENESS**


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Influential Graduate Faculty Award, College of Education	May, 2015
Influential Graduate Faculty Award, College of Education	May, 2014
Influential Graduate Faculty Award, College of Education	May, 2013
Influential Graduate Faculty Award, College of Education	May, 2012

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**PUBLICATIONS**


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**Refereed Journal Articles**

- Garrity, S.**, Aquino-Sterling, C. R., Potter, N. (in press). Head Start educators' beliefs about bilingualism, dual language development, and bilingual education. *Bilingual Research Journal*.
- Garrity, S.**, Shapiro, A., Longstreth, S., & Garrison, J. (2019). The negotiation of Head Start teachers' beliefs in a transborder community. *Early Childhood Research Quarterly*, 47, 134-144
- Garrity, S.**, Longstreth, S., Linder, L., & Potter, N. (2019). Early childhood education centre director perceptions of challenging behavior: Promising practices and implications for professional development. *Children and Society*.
- Garrity, S.**, Longstreth, S., & Linder, L. (2017). An examination of the quality of behavior guidance policies in NAEYC- accredited early care and education programs. *Topics in Early Childhood Education*, 37 (2), 94-106.
- Garrity, S.**, Aquino-Sterling, C. R., Van Liew, C., & Day, A\*. (2016). Beliefs about bilingualism, bilingual education, and dual language development of early childhood preservice teachers raised in a Prop 227 environment. *International Journal of Bilingual Education and Bilingualism*, 1-18.
- Garrity, S.**, Longstreth, S., & Alwashmi, M\*. (2016). A qualitative examination of the implementation of continuity of care: An organizational learning perspective. *Early Childhood Research Quarterly*, 36, 64-78.
- Longstreth, S., **Garrity, S.** & Ritblatt, S.N., Olson, K\*, Virgilio, A\*., & Dinh, H\*., & Padamada, S\*. (2016). Teacher perspectives on the practice of continuity of care, *Journal of Research in Childhood Education*, 30(4), 554-568.

- Garrity, S., & Longstreth, S.** (2016 Nov/Dec). How can high quality guidance policies be used to prevent and address challenging behaviors in the classroom? *Childcare Information Exchange*, 42-48.
- Garrity, S., Aquino-Sterling, C.R., & Day, A\*.** (2015). Translanguaging in an infant classroom: Using multiple languages to make meaning, *International Multilingual Research Journal*, 9(3), 177-196.
- Garrity, S., Longstreth, S., Potter, N., & Staub, A\*.** (2015). Using the Teaching and Guidance Policy Essentials Checklist to build and support effective early childhood systems, *Early Childhood Education Journal*, 1-8.
- Garrity, S. & Wishard Guerra, A.** (2015). A cultural communities approach to understanding Head Start teachers' beliefs about language use with dual language learners: Implications for practice, *Contemporary Issues in Early Childhood*, 16 (3), 1-16.
- Aquino-Sterling, C., **Garrity, S., & Day, A\*.** (2015). "We are heritage speakers and we are all diverse": Language mediating teachers' identities in a multilingual infant classroom, *International Journal of Language and Linguistics*, 2 (1), 1-14.
- Ritblatt, S.N., **Garrity, S., Longstreth, S., Hokoda, A., & Potter, N.** (2013). Early care and education matters: A conceptual model for early childhood teacher preparation integrating the key constructs of knowledge, reflection, and practice, *Journal of Early Childhood Teacher Education*, 34 (1), 46-62.
- Ritblatt, S. N., **Brassert, S., Johnson, R., & Gomez, F.** (2001). Are two better than one? The impact of years in Head Start on child outcomes, family environment, and reading at home, *Early Childhood Research Quarterly*, 16 (4), 525-537.

\* Denotes student author

## Books

- Longstreth, S., & **Garrity, S.** (2018). *Effective Discipline Policies: How to Create a System that Supports Young Children's Social-Emotional Competence*. Lewisville, NC: Gryphon House.
- Garrity, S., Aquino-Sterling, C.R., & Day, A.** (2017). Translanguaging in an Infant Classroom: Using Multiple Languages to Make Meaning (pp. 7-19). In Gort, M. (Ed.), *The Complex and Dynamic Language Practices of Emergent Bilinguals*. Abingdon: Taylor & Francis/Routledge.
- Wishard Guerra, A., & **Garrity, S.** (2013). A Cultural Communities and Cultural Practices Approach to Understanding Infant and Toddler Care. (pp. 42-55). In Magione, P.L. (Ed.), *Infant/toddler caregiving: A guide to culturally sensitive care* (2<sup>nd</sup> ed.). Sacramento, CA:

California Department of Education.

**Garrity, S.** (2013). Curriculum and Lesson Plans. In S. Gilford (Ed.), *Learning from Head Start: The Head Start Teacher Guide*. (pp. 207-222). Lanham, MD: R & L Education.

**Garrity, S.** (2013). Increasing the English Language Skills of Dual Language Learners. In S. Gilford (Ed.), *Learning from Head Start: The Head Start Teacher Guide*. (pp. 235-246). Lanham, MD: R & L Education.

Bradley, J. & **Garrity, S.** (2013). How to Set Up and Arrange a Head Start Classroom. In S. Gilford (Ed.), *Learning from Head Start: The Head Start Teacher Guide*. (pp. 263-273). Lanham, MD: R & L Education.

## SELECTED CONFERENCE PRESENTATIONS

May, 2018                      *Effective Discipline Policies: How to Create a System that Supports Young Children's Social-Emotional Competence*. Conference session presented at the McCormick Leadership Connections National Conference, Chicago, IL. Co-presenter: Dr. Sascha Longstreth

April, 2018                      *A Cultural Communities Approach to Understanding Head Start Educators' Beliefs about Discipline, Teaching and Children in a Transborder Community*, Paper presented as part of the session Promoting Outcomes in Young Latino Children through a Positive Development Framework at the American Education Research Association Conference, New York, New York

November, 2017                      *Supporting Dual Language Learners: Bringing Together Research, Practice, and Community*. Conference session presented at the Zero to Three Conference, San Diego, CA. Co-presenters: Amelia R. Bachleda, Sarah Lytle, Mario Koran.

*A Qualitative Examination of the Implementation of Continuity of Care: An Organizational Learning Perspective*. Poster presented at the Zero to Three Conference, San Diego, CA. Co-presenter: Dr. Sascha Longstreth.

April, 2017                      *Head Start Teacher Beliefs about Discipline, Teaching, and Children*. Poster presentment at the Society for Research in Child Development Conference, Austin, TX. Co-presenter: Dr. Alyson Shapiro, Dr. Sascha Longstreth, and Jillian Baily.

July, 2016                      *Head Start Administrator Beliefs about Challenging Behaviors and a Review of Guidance Policies*. Poster presented at the Administration for

Children and Family National Research Conference on Early Childhood, Washington, D.C. Co-presenter: Dr. Sascha Longstreth.

- April, 2016 *Guidance Policies in Early Childhood Care and Education Programs: Building an Infrastructure for Social and Academic Success*, California Association for the Education of Young Children Annual Conference, Pasedena, CA. Co-presenter: Sascha Longstreth.
- December, 2015 *Guidance policies in Head Start: Strategies for working with families*. National Head Start Parent and Family Engagement Conference, San Diego, CA. Co-presenter: Sascha Longstreth
- June, 2015 *Guidance Policies in Early Childhood Care and Education Programs: Building an Infrastructure for Social and Academic Success*. Paper presented at the National Association for Early Childhood Teacher Educators, New Orleans, LA. Co-presenter: Sascha Longstreth.
- November, 2014 *Building a Better Foundation for Young Children: What We have Learned from Infant and Toddler Teachers about Continuity of Care*, Poster presented at the National Association for the Education of Young Children's Annual Conference, Dallas, Texas. Co-presenters: Dr. Sascha Longstreth and Dr. Shulamit Ritblatt.
- October, 2013 *Continuity of Care in a New Key: Explorations of a First-year Dual-Language Approach to Infant/Toddler Caregiving*, Reconceptualizing Early Childhood Education (RECE): Reclaiming the Indigenous Child, Family and Community: Pedagogies of Place, Nairobi, Kenya. Co-presenters: Cristian Aquino-Sterling, Lorraine Ramos, and Ashley Day.
- June, 2012 *A Cultural Communities Approach to Teacher Early Literacy Practices*. Poster presented at the National Head Start Research Conference, Washington, DC.
- The Bi-directional Effects of a Service Learning Collaboration between Head Start and San Diego State University on Teacher Practices*. Poster presented at the National Head Start Research Conference, Washington, DC.
- May, 2016 *A Qualitative Examination of the Implementation of Continuity of Care: An Organizational Learning Perspective*. Paper presented at the Meeting on Key Developments in TK and Birth to 3 at CSU Chancellor's Office.
- May, 2014 *A Cultural Communities Approach to Teacher Early Literacy Practices*, Paper presented at the Southern California CSU Educational Leadership Research Symposium, Los Angeles, CA.

April, 2014      *Behavior as Communication: Developing Hypotheses about the Purpose of Challenging Behavior*, California Council on Family Relations Partnership Conference, San Diego, CA. Co-presenter: Sascha Longstreth.

### **Funded Research Grants**

Undergraduate Research Grant

### **Price Philanthropies**

NEA Foundation – Learning and Leadership Grant, PreK-TK-K Target Team: Aligning Early Literacy Curriculum and Instruction in Preschool, Transitional Kindergarten, and Kindergarten, September 2017. Award amount: \$5,000.

San Diego State University Grants Program, Head Start Teacher Beliefs about Evidence Based Discipline Policies, December 2014. Award amount: \$8464

Faculty Mini-grant for Undergraduate Research, Parent, Teacher, and Administrator Perspectives on a Continuity of Care Model Serving Children 0-5 years of age, October 2014. Award amount: \$1,000.

San Diego Stated University Grants Program- Using a Cultural Communities Lens to Unpack Head Start Teacher Practices, December 2011. Award amount: \$9,987.

### **Funded Fellowships**

Grants and Research Enterprise Writing (GREW) Fellowship, San Diego State University Division of Graduate Affairs. Award Amount: \$3,000.

Simms Mann Faculty Fellowship, November 2015. Award amount: \$5,000

The Center for Teaching Critical Thinking and Creativity Fellowship Award, Faculty Advisor to recipient Lorraine Ramos, August, 2013. Award amount: \$1,000.

President's Leadership Award, SDSU Children's Center Library Project, April, 2012. Award amount: \$5,000.

David and Lucille Packard California State University Dissertation Fellowship, October 2010. Award amount: \$5,000.

### **Funded Development Grants**

IP Development Grant: Creating International Experiences that involve Serving Learning in International Programs, January, 2014. Award amount: \$1,935.

My Writing Lab Mini-grant, San Diego State University, September, 2011. Award amount: \$500.

### **Participation in Professional Associations**

National Association for the Education of Young Children

California Association for the Education of Young Children

San Diego Association for the Education of Young Children

National Association of Early Childhood Teacher Educators

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### **SERVICE**

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#### **Service for the Department**

Chair, CFD Undergraduate Committee	March, 2016-present
CFD Department Faculty Search Committee	August 2012-present
CFD NAEYC Accreditation Committee	August 2011-present

#### **Service for the College**

Associate Dean Search Committee	January 2016-March 2016
SDSU College of Education Honors and Awards Committee	September 2014-present
SDSU College of Education Elections Committee	January 2013-September 2015

#### **Service for the University**

SDSU General Education Curriculum Committee	November, 2012-present
SDSU Children's Center Library Project	January, 2012-present

#### **Service for the Profession**

Office of Head Start grant reviewer/consultant	July, 2012-present
SDAEYC Week of the Young Child Committee	February, 2014-May 2014
SDAEYC University Liaison	January, 2013-September 2015
San Diego Association for the Education of Young Children	September, 2011-present
Peer reviewer for Early Childhood Research Quarterly	December, 2011-present

#### **Peer reviewer for International Journal of**

#### **Service for the Community**

##### **First 5 Strategic Planning**

Core Planning Team, EC[O]STEM: Creating an Early Childhood STEM Ecosystem in Southeast San Diego, Elementary Institute of Science	August 2016-present
Board of Directors, ECS Head Start	July 2016-June 2017
Diamond Education Excellence Partnership 0-5 Workgroup	July, 2015-present
P-3 Salon (later named P-3 Leadership)	July, 2014-Nov. 2016

