

Education Division

Faculty Profile

Name:

Dr. Natalie Conrad Barnyak
nconrad@pitt.edu
814-269-7273
149F Biddle

Position:

Associate Professor, Early Childhood Education
Department of Teaching and Learning

Research Interests:

Literacy, early childhood, and parent/family involvement

Professional Affiliations:

American Educational Research Association
Association of Literacy Educators and Researchers
Association for Supervision and Curriculum Development
International Reading Association
Literacy Research Association
Pennsylvania Association of Colleges and Teacher Educators

International Editorial Board Member: *Educating the Young Child* Book Series,
Springer Publications

Reviewer: *Early Childhood Education Journal*

Certifications: Elementary Education K-8 (PA), Curriculum and Instruction Supervisor
Certificate (PA)

Education:

- D.Ed.** *Curriculum and Instruction*, 2004, Indiana University of Pennsylvania, Indiana, PA
- M.Ed.** *Early Childhood*, 1998, Indiana University of Pennsylvania, Indiana, PA
- B.S.** *Elementary Education*, 1994, University of Pittsburgh at Johnstown, Johnstown, PA

Selected Publications:

- Barnyak, N. C. (2011). Qualitative study in a rural community: Investigating the attitudes, beliefs, and interactions of young children and their parents regarding storybook read alouds. *Early Childhood Education Journal*, 39(2), 149-159.
- Barnyak, N. C., & Paquette, K. R. (2010). An investigation of elementary preservice teachers' reading instructional beliefs. *Reading Improvement*, 47(1), 7– 17.
- Barnyak, N. C., & McNelly, T. A. (2009). An urban school district's parent involvement: A study of teachers' and administrators' beliefs and practices. *School Community Journal*, 19(1), 33-58.
- Conrad, N. K. (2008). Fostering emergent literacy through parent/child reading relationships. In M. R. Jalongo (Ed.), *Enduring bonds: The significance of interpersonal relationships in young children's lives* (pp. 107-128). New York, NY: Springer.
- Conrad, N. K., Gong, Y., Sipp, L., & Wright, L. (2004). Using Text Talk as a gateway to culturally responsive teaching. *Early Childhood Education Journal* 31(3), 187-192.
- Jalongo, M. R. with Dragich, D., Conrad, N. K., & Zhang, A. (Spring 2002). Using wordless picture books to support emergent literacy. *Early Childhood Education Journal* 29(3), 167-178.
- Jalongo, M. R., & Bauer, K. with Conrad, N. K., & Cardy, T. (1998). National public school prekindergarten: Issues and future directions. *Dimensions of Early Childhood*, 3(3-4), 3-11.

Experience:

2011 - present	Associate Professor, Division of Education, University of Pittsburgh at Johnstown, Johnstown, PA
2004 - 2011	Assistant Professor, Division of Education, University of Pittsburgh at Johnstown, Johnstown, PA
1998 - 2004	First Grade Teacher, Second Grade Teacher, Penn Cambria Primary School, Lilly, PA
1997 - 1998	First Grade Teacher, St. Bernard School, Indiana, PA
1996 - 1997	Substitute Teacher (K-12), Blair, Cambria, and Somerset Counties (PA) Public Schools
1995 - 1996	Graduate Research Assistant, Indiana University of Pennsylvania, Indiana, PA
1994 - 1995	Montessori Preschool/Kindergarten Teacher, Richland Academy, Elton, PA

Courses:

ECED 1101	Foundations of Early Childhood Education
ECED 1151	Early Language & Literature
ELED 1211	Early Childhood Education I
ELED1213	Early Childhood Education II
ELED 1141	Instruction in Reading, Writing, & Literature I
ELED 1142	Instruction in Reading, Writing, & Literature II
ELED 1143	Instruction in Reading, Writing, & Literature III
ELED 1110	Education of Young Children
SCED 1170	Reading in the Content Areas
FDSED 0001	History & Philosophy of Education: An American Emphasis