

Curriculum Vitae

MICHELLE TAYLOR

Child Development & Family Studies
Department of Family and Consumer Sciences
California State University, Long Beach
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EDUCATION

- Ph.D., Education-Human Development and Psychology** 2013
University of California, Los Angeles
Faculty Advisor: Carollee Howes, Ph.D.
- M.A., Child Development** 2008
California State University, Los Angeles
Faculty Advisor: Marlene Zepeda, Ph.D.
- B.A., Child Development and Liberal Studies (double major)** 2006
California State University, Chico
Faculty Advisor: Cindy Ratekin, Ph.D.

PROFESSIONAL AND RESEARCH EXPERIENCE

- Assistant Professor** 2018-present
Child Development Family Studies Program
Department of Family and Consumer Sciences
California State University, Long Beach
- Assistant Research Professor** 2015-2018
T. Denny Sanford School of Social and Family Dynamics
Arizona State University, Tempe
- Post-Doctoral Research Fellow** 2013-2015
The Kindergarten Project
T. Denny Sanford School of Social and Family Dynamics
Arizona State University, Tempe
Senior Faculty: Richard Fabes & Robert Bradley
- Graduate Student Researcher** 2012-2013
UCLA Center for Improving Child Care Quality
Project Title: Steps to Excellence Program (STEP)
Supervisors: Carollee Howes, Ph.D. and Eleanor Zucker, Ph.D.

Graduate Student Researcher

2011-2013

*The Center for Advanced Study of Teaching and Learning (CASTL) at UVA*Project Title: National Center for Research in Early Childhood Education (NCRECE)

Professional Development Study

Supervisor: Jennifer LoCasale-Crouch, Ph.D.**Graduate Student Researcher**

2011-2013

*Center for Research on Evaluation, Standards and Student Testing (CRESST) at UCLA*Project Title: Inspiring Minds through a Professional Alliance of Community TeachersSupervisor: Noelle Griffin, Ph.D.**RESEARCH INTERESTS**

- Early care and education
- Teacher professional development
- Program evaluation
- Community-based research

PUBLICATIONS

Manuscripts Published in Refereed Journals

Taylor, M., Pratt, M., & Whelan, M. (2021). Exploring the untapped potential of library-university partnerships: A focus on early learning. *Public Library Quarterly*, 1-18.
<https://doi.org/10.1080/01616846.2021.2002095>

Cho, S. H., Taylor, S., **Taylor, M.**, Giffen, R., Rock, C., & Reiboldt, W. (2021). Adapting to the changing needs of Family and Consumer Sciences Students: Instructor perspectives during the pandemic. *Journal of Family & Consumer Sciences*, 113(3), 8-17.
<https://doi.org/10.14307/JFCS113.3.8>

Taylor, M., Pratt, M. E., Gaias, L. M., van Huisstede, L., & Gal-Szabo, D. E. (2020). Improving parenting to promote school readiness: An evaluation of the Books Can...[©] public library program. *Journal of Education and Training Studies*, 8(2), 47-57.
<https://doi.org/10.11114/jets.v8i2.4544>

McLean, L., Abry, T., **Taylor, M.**, & Gaias, L. M. (2020). The Influence of adverse classroom and school experiences on first year teachers' mental health and career optimism. *Teaching and Teacher Education*, 87, 102956.
<https://doi.org/10.1016/j.tate.2019.102956>

- Taylor, M.**, Pratt, M. E., & Fabes, R. A. (2019). Public libraries as a context for the study of development. *Journal of Higher Education Outreach and Engagement*, 23(2), 51-62.
- Taylor, M.**, McLean, L. E., Bryce, C., Abry, T., & Granger, K. (2019). The influence of multiple life stressors during teacher training on burnout and career optimism in the first year of teaching. *Teaching and Teacher Education*, 86, 102910.
<https://doi.org/10.1016/j.tate.2019.102910>
- McLean, L., **Taylor, M.**, & Jimenez, M. (2019) Career-choice motivations in teacher training as predictors of burnout in the first year of teaching. *Teaching and Teacher Education*, 85, 204-214. <https://doi.org/10.1016/j.tate.2019.06.020>
- McLean, L., Abry, T., **Taylor, M.**, & Connor, C.M. (2018). Associations among teachers' depressive symptoms and students' classroom instructional experiences across third grade. *Journal of School Psychology*, 69, 154-168.
<https://doi.org/10.1016/j.jsp.2018.05.002>
- Abry, T., Granger, K. L., Bryce, C. I., **Taylor, M.**, Swanson, J., & Bradley, R. H. (2018). First grade classroom-level adversity: Associations with teaching practices, academic skills, and executive functioning. *School Psychology Quarterly*, 33(4), 547-560.
<https://doi.org/10.1037/spq0000235>
- Gaias, L. M., Gal, D., Abry, T., **Taylor, M.**, & Granger, K. (2018). Diversity exposure in preschool: Longitudinal implications for cross-race friendships and racial bias. *Applied Developmental Psychology*, 59, 5-15. <https://doi.org/10.1016/j.appdev.2018.02.005>
- Gaias, L. M., Jimenez Herrera, M., Abry, T., Granger, K. L., & **Taylor, M.** (2018). Kindergarten teachers' instructional priorities misalignment and job satisfaction: A mixed methods analysis. *Teachers College Record*, 121(12).
- McLean, L., Abry, T., **Taylor, M.**, Jimenez, M., & Granger, K. (2017). Teachers' mental health and perceptions of school climate across the transition from training to teaching. *Teaching and Teacher Education*, 65, 230-240.
<https://doi.org/10.1016/j.tate.2017.03.018>

Manuscripts in Progress

- Taylor, M.**, Howes, C., & LoCasale-Crouch, J. (in revision). Teacher-child interactions and children's peer engagement in pre-kindergarten. *Early Childhood Research Quarterly*.
- Jimenez, M., **Taylor, M.**, LoCasale-Crouch, J., & Hamre, B. (in revision). What Makes Coaching Effective? Variation in Coaches' Practices and Association with Teacher Outcomes. *Journal of Teacher Education*.

McLean, L. & **Taylor, M.** (under review). Exploring first-year teachers' resilience, teaching efficacy and perceived teacher/student relationships in the context of school climate. *Teaching and Teacher Education*.

Gaias, L. M., **Taylor, M.**, Pratt, M. E., & Whelan, M. (under review). Promoting parent involvement at the Public Library: Evaluating a math and science storytime program for preschoolers. *Evaluation and Program Planning*.

Taylor, M., Pratt, M. E., Granger, K., Gaias, L., Gal, D., & van Huisstede, L. (in progress). Parent engagement in public library youth programming: Associations with implementation quality and program activities.

Taylor, M., Jimenez, M., LoCasale-Crouch, J., & Hamre, B. (in progress). Examining a key feature of teacher reflection in an online coaching intervention: Teachers' skill in analyzing their own practice.

Pratt, M. E., **Taylor, M.**, & Jimenez, M. (in progress). Teacher Characteristic Profiles Predict Children's School Readiness over the Head Start Year.

Invited Book Chapters

Taylor, M., Pratt, M. E., & Whelan, M. (2021). The Partnership for Family-Library Engagement: A Unique Library-University Partnership. In Lopez, M. E., Mehra, B., & Caspe, M. (Eds.) *A Librarian's Guide to Engaging Families in Learning* (pp. 45-55). Santa Barbara, CA: Libraries Unlimited.

Abry, T., **Taylor, M.**, Jimenez, M., Pratt, M., & LoCasale-Crouch, J. (2018). Continuity and discontinuity in Head Start children's early learning experiences: A comparison of preschool and kindergarten classrooms. In *Kindergarten Transition and Readiness: Promoting Cognitive, Social-Emotional, and Self-Regulatory Development* (pp. 85-109). Springer International Publishing. https://doi.org/10.1007/978-3-319-90200-5_4

Pratt, M. E., **Taylor, M.**, van Huisstede, L., & Gaias, L. (2015). A novel take on family involvement: Public libraries are early education for the whole family. In J. A. Sutterby (Ed.), *Advances in Early Education and Day Care* (Vol. 20). Greenwich, CT: JAI Press.

LoCasale-Crouch, J., Cabell, S., Jimenez, M., & **Taylor, M.** (2014). Consultation in early childhood programs. Erchul, W. P. & Sheridan, S. M. (Eds.) (2014). *Handbook of School Consultation, 2nd Edition*. New York: Routledge.

Technical Reports

Taylor, M., Madrigal, L., & Ward, T. (2021). *Helping each other cope: A process evaluation of the Beach Buddy Peer Mentoring Program*. College of Health and Human Services, California State University, Long Beach.

Jimenez, M., Pratt, M., **Taylor, M.** (2018). *Constellations of support: Teacher professional development in Head Start and child outcomes. Results brief*. T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ.

Jimenez, M., Pratt, M., **Taylor, M.** (2018). *Constellations of support: Teacher professional development in Head Start and child outcomes. Methods brief*. T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ.

Taylor, M., McLean, L. (2018). *The Readiness Basket: Strengthening Families and Supporting Caregivers*. The LINK Enterprise, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ.

Taylor, M. (2017). *Cultivating Knowing and Growing: An Extension of Measuring for Success*. The LINK Enterprise, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ.

Taylor, M., McLean, L. (2017). *The Readiness Basket: Strengthening Families and Supporting Caregivers*. The LINK Enterprise, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ.

Taylor, M., Pratt, M. E., van Huisstede, L., & Gaias, L. (2016). *Measuring for Success: An Evaluation Report*. The LINK Enterprise, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ.

Wang, J., Shweig, J., Griffin, N., **Baldanza, M.,** Rivera, N., Hsu, V. (2013). *Inspiring Minds Through a Professional Alliance of Community Teachers (IMPACT): Evaluation Results of the Cohort 1 Math and Science Apprentice Teachers*. National Center for Research on Evaluation, Standards, and Student Testing (CRESST), University of California, Los Angeles, CA.

Measurement Instruments

Jimenez, M., **Taylor, M.,** & LoCasale-Crouch, J. (2013). *Prompt Response Coding Scheme*. The Center for Advanced Study of Teaching and Learning, University of Virginia, Charlottesville, VA.

Popular Press

Taylor, M. (2014, December). Teaching the “soft skills” of empathy and inclusion. *Raising Arizona Kids Magazine, December*, p. 12.

Baldanza, M. & Duggan, M.A. (2014, February). Relationships are key to early learning. *Raising Arizona Kids Magazine, February*, p. 8.

Development Activities

Continuing Education Course Development

Through five interactive learning modules, Creating Connected Classrooms presents an exciting opportunity for teachers of early elementary students to develop useful tools for promoting connectedness and inclusivity so that all students can learn and thrive in the classroom. Creating Connected Classrooms (C3) online continuing education course was developed in partnership with EdPlus at Arizona State University.

<https://courses.cpe.asu.edu/browse/sssfd/courses/creating-connected-classrooms>

Educational Materials

SQUEEZ is a set of research-based songs, games, and activities for preschool-age children (~3–5 years old) and their parents to play during 3–5-minute intervals. SQUEEZ encourages positive parent-child interactions while supporting healthy brain development and children’s self-regulation skills: a set of foundational social and emotional skills important for paying attention, following directions, and participating in school learning. SQUEEZE is sold via the Sanford School’s Connect Center. <https://theconnectcenter.asu.edu/squeeze>

CONFERENCE PRESENTATIONS

Oral Presentations

Abry, T., **Taylor, M.**, Jimenez, M., Pratt, M., & LoCasale-Crouch, J. (2018, April). *Low-income children’s learning experiences across the school transition: Comparing Head Start and kindergarten classrooms*. Talk presented at the annual meeting of the American Education Research Association, New York, New York.

Jimenez, M., Pratt, M., & **Taylor, M.** (2018). *Center-level Predictors of Teacher-student Interactions in Head Start. Do Teacher Characteristics Matter?* Talk presented at the 2018 Annual Meeting of the American Education Research Association.

McLean, L., Abry, T., **Taylor, M.**, & Connor, C.M. (2018) *Associations among Teachers’ Depressive Symptoms and Students’ Classroom Instructional Experiences in Third Grade*. Talk presented at the annual meeting of the American Educational Research Association.

McLean, L., Abry, T.A., **Taylor, M.**, Jimenez, M. & Granger, K. (2018) *Teachers’ Mental Health and Perceptions of School Climate across the Transition from Training to Teaching*. Talk presented at the annual meeting of the American Educational Research Association.

Taylor, M., Pratt, M. E., Gaias, L., & Gal, D. (August, 2017). *The Journey to “Evidence-Based”: Practical Tips and Tools*. Talk presented at the First Things First Early Childhood Summit, Phoenix, AZ.

Taylor, M. & Pratt, M.E. (July, 2017). *Supporting Early Learning in Public Libraries*. Talk presented at the Twenty-Fourth International Conference on Learning, Oahu, HI.

Jimenez, M., Pratt, M. E., & **Taylor, M.** (March, 2017). *Teacher professional development in Head Start: Associations with teacher and child outcomes*. Paper talk presented as part of a symposium titled “Improving Quality in Early Childhood Education: What is the Role of Professional Development?” at the Federal Child Care and Early Education Policy Research Consortium Annual Meeting.

Pratt, M., **Taylor, M.**, van Huisstede, & DiDomenico, A. (August, 2015). *Supporting Families through Interactive Caregiver-Child Programming*. Talk presented at the First Things First Early Childhood Summit, Phoenix, AZ.

van Huisstede, L., Gal, D., **Taylor, M.**, & Pratt, M. (August, 2016). *The Journey to “Evidence-Based.”* Talk presented at the First Things First Early Childhood Summit, Phoenix, AZ.

Jimenez, M., Pratt, M. E., & **Taylor, M.** (July, 2016). *Teacher Professional Development in Head Start: Relations with Teacher Characteristics*. Talk presented at the Administration for Children and Families' (ACF) National Research Conference on Early Childhood, Washington, DC.

Jimenez, M., **Baldanza, M. T.**, LoCasale-Crouch, J., & Hamre, B. (April, 2014). *Coaching’s mechanisms: An exploration of the role of coaches’ reflective support*. Paper talk presented at the annual meeting for the American Education Research Association (AERA), Philadelphia, PA.

Baldanza, M. T., Howes, C. (April, 2013). *Teacher-child interactions and children’s social school readiness*. Paper talk presented at the biennial meeting for the Society for Research in Child Development (SRCD), Seattle, WA.

Poster Presentations

Taylor, M., & McLean, L. (June 2022). *Head Start Teachers’ Perceptions of Children: Examining the Role of Regulable and Personal Teacher Characteristics*. Poster submitted for consideration at the Administration for Children and Families’ National Research Conference on Early Childhood 2022.

Taylor, M., Alamos, P., LoCasale-Crouch, J., & Turnbull, K. L. P. (2021). *Examining Children’s Individualized Peer Engagement in Pre-Kindergarten Classrooms: Relations with*

Classroom-Level Teacher-Child Interaction Quality. Poster presented at the virtual biennial meeting for the Society for Research in Child Development (SRCD).

Taylor, M., Pratt, M. E., Eggum-Wilkens, N. D., & Gal-Szabo, D. E. (June, 2020). *The Effects of Enhanced Storytime Programming on Parent Engagement*. Poster scheduled to present at the Administration for Children and Families' National Research Conference on Early Childhood 2020 (Conference participation cancelled due to COVID-19).

Taylor, M., Pratt, M. E., & Eggum-Wilkens, N. D. (June, 2020). *Examining Features of Quality in a Public Library Enhanced Storytime Program*. Poster scheduled to present at the Administration for Children and Families' National Research Conference on Early Childhood 2020 (Conference participation cancelled due to COVID-19).

Taylor, M., Pratt, M. E., Gal-Szabo, D., & Gaias, L. M. (May, 2019). *Promoting Parenting through Public Library Enhanced Storytime Programming*. Poster presented at the 2019 Society for Prevention Research Annual Meeting, San Francisco, CA.

Pratt, M. E., **Taylor, M.,** & Gaias, L. M. (March, 2019). *Promoting Involvement in Early Learning Among Linguistically Diverse Families Through Storytime at the Public Library*. Poster presented at the biennial meeting for the Society for Research in Child Development (SRCD), Baltimore, MD.

Taylor, M., Pratt, M., Gaias, L., van Huisstede, & Gal, D. (June, 2018). *Improving parenting to promote school readiness: An evaluation of an interactive parent-child public library program*. Poster presented at the 2018 National Research Conference for Early Childhood, Washington, DC.

Pratt, M. E., **Taylor, M.,** & Jimenez, M. (June, 2018). A nuanced look at Head Start teachers: Examining relations among teacher characteristics and teaching practices with a person-centered approach. Poster presented at the 2018 National Research Conference for Early Childhood, Washington, DC.

Gaias, L. M., Pratt, M., Gal, D., **Taylor, M.,** & van Huisstede, L. (May, 2018). *Improving Parenting to Promote School Readiness: An Evaluation of the Fun with Math and Science Public Library Program*. Poster presented at the 2018 Society for Prevention Research Annual Meeting, Washington, DC.

Gal, D. E., Pratt, M., Gaias, L. M., **Taylor, M.,** & van Huisstede, L. (May, 2018). *The public library as a context for prevention*. Poster presented at the 2018 Society for Prevention Research Annual Meeting, Washington, DC.

Taylor, M., Jimenez, M., & Pratt, M. E. (November, 2017). *Head Start Investment in Mentoring: Mentorship Characteristics in Relation to Classroom Quality*. Poster

presented at the 39th Annual Fall Research Conference for the Association for Public Policy Analysis & Management (APPAM), Chicago, IL.

Abry, T., Granger, K. L., Bryce, C. I., **Taylor, M.**, Swanson, J., Fabes, R. A., & Bradley, R. H. (April, 2017). *Collective Student Adversity in the First-grade Classroom and Indirect Effects on Student Learning via Teacher Practices*. Poster presented at the biennial meeting for the Society for Research in Child Development (SRCD), Austin, TX.

Gaias, L.M., Gal, D., Granger, K. L., Abry, T., & **Taylor, M.** (April, 2017). *Cross-ethnic friendships as a mediator between ethnic richness in preschool classrooms and in-group bias in third grade*. Poster presented at the biennial meeting for the Society for Research in Child Development (SRCD), Austin, TX.

Taylor, M., Pratt, M. E., & Jimenez, M. (September, 2016). *How Do You Employ Latent Class Analysis within a Multi-Level Framework Using a Nationally Representative Sample?* Poster presented at the 3rd biennial Developmental Methods Conference, Whitefish, MT.

Abry, T., Swanson, J., Bryce, C. I., **Taylor, M.**, & Bradley, R. H. (March, 2015). *Classroom-level adversity, externalizing behavior, and achievement: Direct and indirect associations in first grade*. Poster presented at the biennial meeting for the Society for Research in Child Development (SRCD), Philadelphia, PA.

Baldanza, M., Howes, C., & LoCasale-Crouch, J. (July, 2014). *Teacher-child interactions and children's peer engagement in pre-kindergarten*. Poster presented at Head Start's 12th National Research Conference on Early Childhood, Washington, DC.

Marcella, J., **Baldanza, M.**, Howes, C. (July, 2014). *Significance of social school readiness in predicting fifth grade academic achievement*. Poster presented at Head Start's 12th National Research Conference on Early Childhood, Washington, DC.

Baldanza, M. T., Jimenez, M., LoCasale-Crouch, J., & Cabel, S. (April, 2013). *Teacher reflection: Associations with teacher-child interactions and child engagement*. Biennial Meeting for the Society for Research in Child Development (SRCD), Seattle, WA.

Baldanza, M. T., & Howes, C. (June, 2012). *Teacher perceptions of young children's peer interactions*. Poster presented at Head Start's 11th National Research Conference on Early Childhood, Washington, DC.

Baldanza, M. T., & Howes, C. (April, 2011). *Teacher beliefs and practices: Peer play*. Poster presented at the biennial meeting for the Society for Research in Child Development (SRCD), Montreal, Quebec, Canada.

GRANTS AND SPONSORED PROJECTS

Completed

Taylor, M. (PI), Pratt, M., Wilkins, N., & Fabes, R. *Enhancing Child Development Through A University-Library Partnership: Evaluation Of Books Can...©*. Funded by the Brady Education Foundation. \$289,283.00 in total costs. 08/01/2016-09/01/2020.

Taylor, M. (PI). *The Readiness Basket: Continuing Evaluation*. In partnership with Arizona Early Learning Institute. Funded by Valley of the Sun United Way. \$10,000. 09/01/2017-06/30/2018.

Jimenez, M. (PI), **Taylor, M. (Co-PI)**, and Pratt, M. (Co-PI). *Constellations of Support: Teacher Professional Development in Head Start and Child Outcomes*. Funded by the Administration for Children and Families: Office of Planning, Research, and Evaluation. \$110,841.00 in total costs. 09/30/15-03/01/18.

Taylor, M. (PI). *Cultivating Knowing and Growing: An Extension of Measuring For Success*. Library Services and Technology Act Grant. Funded by the Institute of Museum and Library Services. \$154,650 in total costs. 05/20/16-08/04/17.

Taylor, M. (PI). *The Readiness Basket: Strengthening Families and Supporting Caregivers*. In partnership with Arizona Early Learning Institute. Funded by Valley of the Sun United Way. \$10,000. 01/01/2017-06/30/2017.

Taylor, M. (PI), & Pratt, M. (Books Can...©, Project Evaluation). *Measuring for Success*. Library Services and Technology Act Grant. Funded by the Institute of Museum and Library Services. \$67,486.00 in total costs. 05/20/15-08/01/16.

Not Funded

Taylor, M. (PI). *What about ECE Teachers? Understanding Teachers' Personal and Professional Experiences in Relation to their Practice*. Submitted to the Ukleja Center for Ethical Leadership at California State University, Long Beach. \$5,000 in total costs. 2020-2021.

Taylor, M. (PI), McLean, L. *Exploring the Contributions of Head Start Teachers' Characteristics and Experiences to Their Perceptions of Children's Learning and Behavior, and Resulting Child Outcomes*. Submitted to the Administration for Children and Families: Office of Planning, Research, and Evaluation. \$101,496 in total costs. 9/30/2020-3/30/2022.

McLean, L. (PI), **Taylor, M.** *An International Comparison of Secondary STEM Teachers' Preparation, Induction, and Professional Development Experiences and Related Teaching Effectiveness*. Submitted to the American Educational Research Association. \$35,000 in total costs. 8/20/2020-8/15/22.

Bird, M. (PI), **Taylor, M.**, Lovato, K. *The Long Beach LAUNCH Project*. Submitted to Substance Abuse and Mental Health Services Administration. \$3,941,909.00 in total costs. 8/31/2019-8/29/2024.

Taylor, M. (PI). *Raising Kind Kids*. Submitted to the Greater Good Science Center, University of California at Berkley. \$50,000 in total costs. 04/01/2018-03/31/2020.

Taylor, M. (PI). *Developing an Arizona Early Childhood STEM Collaborative*. Submitted to the National Science Foundation. \$132,761.00 in total costs. 08/01/2017-07/31/2018.

Taylor, M. (PI). *The PLACE Project: Public Libraries taking Action in Community Engagement*. Submitted to the Women in Philanthropy ASU Foundation. \$21,900 in total costs. 06/01/2017-05/31/18.

Taylor, M. (PI) & Pratt, M. E. *Libraries working to Enhance the Abilities of all Parents (LEAP)*. Submitted to Caplan Foundation for Early Childhood. \$50,000 in total costs. 07/01/2017-06/30/2018.

Taylor, M. (PI) & Pratt, M. E. *Supporting School Readiness Through A University-Library Partnership*. Submitted to the Women in Philanthropy ASU Foundation. \$69,391.00 in total costs. 07/01/2016-06/30/2017.

Raymond, M. (PI), Duggan, M. (Co-PI), **Taylor, M. (CO-I)**, & Fabes, R. *Growing Library School Readiness Programs Through Library-University Partnerships*. Submitted to the Institute of Museum and Library Services (IMLS). \$100,793.00 in total costs. 10/01/2014-09/30/2017.

TEACHING EXPERIENCE

Instructor Fall 2018-Present
California State University, Long Beach
Courses: Guiding Young Children
Child Development Applications: Connecting Research, Policy, and Practice
A Practical Approach to Social Science Research

Instructor Fall 2014-Spring 2018
Arizona State University, Tempe
Course: Infant and Toddler Development

Instructor Fall 2012
Spring 2013
California State University, Dominguez Hills
Course: The School-Age Years

Teaching Assistant Spring 2008
Pasadena City College, Pasadena, CA

Course: Curriculum Planning

Lead Teacher-Early Childhood Education 2009
Los Angeles Mission College, Sylmar, CA
Child Development Lab School

Lead Teacher-Early Childhood Education 2008
University of California, Los Angeles
UCLA Infant Development Program (IDP)

Assistant Teacher-Early Childhood Education 2003-2006
University of California, Chico
Child Development Lab School

Mentorship

Graduate

Doctoral Committee
Amy Pennar, Transactional Processes of Parent-Child Interactions from Early to Middle Childhood, completed dissertation data meeting (06/16/16), completed defense (07/18/16)

Undergraduate

Honors Chair
Wyatt Fessenden, Creating Safe Library Spaces for Children with Special Needs, completed defense (03/31 /17)

Honors Chair
Wendy Ridley, Public Library Programming for Families with Young Children: Parent Perceptions of the Fun with Math & Science Program, completed defense (05/13/16)

Undergraduate Research Opportunity Program (UROP) Mentor 2019-2021

Diversity and Inclusion Sciences Undergraduate Research Fellowship Advisor 2017-2018

Bilingual Undergraduate Student Research Fellowship Advisor 2017-2018
2016-2017

PROFESSIONAL DEVELOPMENT

Specialized Workshops and Trainings

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| Meta-Analysis <i>Dr. David Wilson, Statistical Horizons</i> | 2022 |
| HyFlex Design: Implementing Student-Directed Hybrid Classes <i>Dr. Brian Beatty</i> | 2019 |
| Acceptance and Commitment Therapy (ACT) Training to Improve Instruction <i>Dr. Larry Dumka</i> | 2017 |
| Teaching Excellence: Developing Effective Practices for Inclusive Classrooms <i>Dr. Chavella T. Pittman</i> | 2017 |
| Developmental Science Teaching Institute <i>Society for Research in Child Development (SRCD)</i> | 2017 |
| Latent Class Analysis <i>Dr. Bethany Bray and Dr. Stephanie Lanza, The Methodology Center at Penn State</i> | 2016 |
| Cluster-Randomized Trials <i>IES Summer Training Institute</i> | 2015 |
| Multilevel Modeling <i>Dr. Craig Enders</i> | 2014 |
| Maximizing the Head Start Impact Study, Data Training <i>Inter-university Consortium for Political and Social Research (ICPSR)</i> | 2014 |
| Individualized Classroom Assessment Scoring System, Observational Training <i>Center for Advanced Study of Teaching and Learning (CASTL)</i> | 2013 |
| Classroom Assessment Scoring System, Observation Training <i>Sara Beach, Teachstone</i> | 2013 |

Selected Courses on Methodology and Statistics

Multi-Level Modeling
 Analysis of Designed Experiments
 Multiple regression
 Qualitative Data Reduction and Analysis
 Qualitative Methods and Design Issues in Educational Research

Experience with Large-Scale Data Sets

Head Start Family and Child Experiences Survey (FACES)

Current Professional Memberships

Society for Research in Child Development (SRCD)

SERVICE

University Service

California State University, Long Beach

General Education Governing Committee (Fall 2020-Current)

CHHS Mental Health Advisory Board Member (Spring 2020-Current)

Family and Consumer Sciences Public Relations Committee (Fall 2018-Current)

Arizona State University (Fall 2015-Spring 2018)

Non-Tenure Eligible Evaluation and Promotion Committee (NTEEP)

Non-Tenure-Track Personnel Committee (NTT)

Community and Professional Service

Member, Child Care Early Education Policy Research Consortium (CCEEPRC) 2015-current

Member, First Things First, East Maricopa Regional Partnership Council (FTF) 2015-2018

Invited Talk

The biennial meeting for the Society for Research in Child Development, Austin, TX.
Student and Early Career Council Coffee Hour: Conducting Community Based
Research, April 2017

Invited Talk

11th Annual Youth Development Master's Institute, Phoenix, AZ. Helping Teachers
Create Connected Classrooms, May 2, 2016

Invited Keynote

Arizona Department of Education Early Childhood Unit, in collaboration with the
Head Start Collaboration Office and Arizona Head Start Association, 2nd Annual
Kindergarten Transition for All Children Summit, February 17, 2016

Guest Reviewer

Early Childhood Research Quarterly

Child Development

Teaching and Teacher Education

Educational Psychology

Applied Developmental Science

Journal of Research in Childhood Education

Action in Teacher Education

Sustainability

Grant reviewer

Voluntary Pre-K (VPK) grant review for the Tennessee Department of Education

Preschool, Pay for Success Feasibility Pilot grant review for the Office of Early Learning Programs, US Department of Education

Healthy Marriage and Relationships Education grant review for the Administration for Children and Families, Office of Family Assistance, US Department of Health and Human Services

HONORS AND AWARDS

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| CSULB RSCA Competition | 2022-2023 |
| CSULB RSCA Competition | 2021-2022 |
| UCLA Dissertation Year Fellowship | 2013 |
| UCLA Graduate Research Mentorship | 2012 |
| UCLA Graduate Summer Research Mentorship | 2011 |
| UCLA Graduate Summer Research Mentorship | 2010 |

PROFICIENT IN THE USE OF THE FOLLOWING PROGRAMS

SPSS

MPLUS

Qualtrics

Dedoose

Microsoft Office (e.g., word, excel, power point)