Arizona Department of Education Early Childhood Unit



Inclusion Classroom Profile-Capacity Building Project

Interagency Service Agreement (ISA)

With the

Arizona Developmental Disabilities Planning Council



ONE Community Working Together

Arizona Department of Education Early Childhood Unit



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1 EXECUTIVE SUMMARY

In the FY16 Annual Report of the Arizona Superintendent of Public Instruction¹, it was reported the Arizona Department of Education supports 15 county-level education agencies, more than 200 public school districts, over 400 charter holders, and 13 Joint Technological Education Districts. More than 1.1 million students attend publicly funded K-12 schools in Arizona. Approximately 950,000 of those students attend one of more than 1,700 traditional public schools, with the remainder attending one of more than 500 charter schools in the state. Arizona is home to approximately 90,000 certified teachers, with 50,000 working in traditional K-12 schools and 10,000 in charter schools.

The vision of the Arizona Department of Education's Early Childhood Education (ADE-ECE) Unit is to improve the well-being of children, families, and communities. Our mission is to achieve this vision through the provision of leadership and support to schools, organizations, educators, families and communities in implementing programs that assist all children from birth through age 8 to become successful lifelong learners. This mission is supported by a strategic plan that is informed by regular community needs assessments, statewide data collected by and for ADE-ECE, and anecdotal observations by staff in the field.

The proposed *Inclusion Classroom Profile Capacity-Building Project* is focused on building local capacity to use the Inclusion Classroom Profile (ICP) tool with fidelity to improve the settings in which children with disabilities may be receiving their special education services. It is the responsibility of the state's education agency (ADE-ECE) to support programs to ensure children with disabilities receive a free and appropriate public education. This training will support ADE-ECE to ensure that technical assistance and professional development efforts are aligned to the specific needs of inclusive classroom programs. Program specialists that are trained to implement the ICP will be able to offer a deeper level of support to programs and may create professional development to support reliable, consistent use of the tool.

Currently, there are no state level initiatives that utilize a self-assessment tool to assess the use of high-quality inclusive practices with fidelity. Common statewide program evaluation tools such as ECERS and CLASS evaluate the quality of environments and teacher child interactions, but do not assess inclusiveness. The use of the ICP could help remediate this problem.

ADE-ECE is uniquely positioned to know and understand the complexities school districts and charter schools face when considering how to adequately and consistently provide high-quality preschool inclusion opportunities to children with disabilities. As the administrative home of the *Individuals with Disabilities Education Act* (IDEA), Part B, Section 619, ADE-ECE receives all data related to reporting to the Office of Special Education Programs (OSEP) and has developed strategies for improving student outcomes based on this data. One data point relevant to this proposal is the number of children receiving their special education services in their least restrictive environment (LRE). We believe this project will help us help programs improve their outcomes in this area, too.

¹ About ADE. 2018. Retrieved from: http://www.azed.gov/adeinfo/

The total cost for this project will be \$100,000. Your investment of \$50,000 will pay for the cost of travel of a national expert to provide the trainings in Arizona, as well as to enable school districts to attend the training. The other funds will be in the form of matching funds from First Things First.

PROJECT METHODOLOGY

1.1 BACKGROUND

According to internal data, low levels of inclusion are currently taking place for young children with disabilities. Just 28% of children are receiving their special education services in inclusive settings. Additionally, programs which include children with disabilities regularly overrate the rate of inclusiveness they provide. Clearly, there is a need to establish a common way for early learning providers in Arizona to measure the quality of inclusive settings. The Inclusive Classroom ProfileTM (ICP) is a valid and reliable tool used to assess the quality of inclusive practices in early childhood classrooms (ages 2 ½ to 5 years) across 12 dimensions of inclusiveness. Implementation of the ICP requires a 3-hour visit using direct observation of an early childhood setting that includes children with disabilities. The use of the ICP) provides useable data across programs (for research) and within programs (to drive selection of aligned professional development). It has been proven to increase adoption of strategies designed to increase the quality of inclusion for children with disabilities.

1.2 Areas of Focus

The Arizona Department of Education's Early Childhood Education(ADE-ECE) Unit proposes using a two-tiered approach to developing statewide and localized capacity for using the ICP. Tier 1 will focus on the development of statewide knowledge and skilled use of the ICP through training of ADE-ECE staff. Key staff will be identified and selected based on education, previous experience, and willingness to provide technical assistance on behalf of the agency beyond the time period of this grant opportunity. Tier 2 will focus on the development of localized expertise through professional development and training provided to staff at four sites, selected through an application process. Tier 2 participating sites will be provided additional professional development, coaching, and technical assistance from ADE-ECE as they work on implementing the use of the ICP with fidelity.

1.3 ACTIVITIES

To prepare for the use of the tool, ADE-ECE will identify five key staff members to participate in a 5-day reliability training provided by the publishers of the ICP. Additionally, 20 educators from four sites (selected through an application process) will also attend the 5-day training. After receiving training, LEA participants will conduct an initial self-assessment using the ICP at their respective sites. The results will be scored and submitted to ADE-ECE. The program's needs and/or priorities will be identified through coaching by ADE-ECE and will be used to support site administrators with developing Professional Learning Plans. ADE-ECE staff will provide coaching and aligned technical assistance, and two professional development modules. At the end of one year, programs will re-evaluate their sites to determine if growth has been made. ADE-ECE will communicate the results of the initiative through ongoing communication statewide via the ADE-ECE newsletter.

1.4 EVALUATION

- Program's perceptions of inclusiveness will be substantiated by ICP data collected and submitted to ADE.
- Data that reflects quality of inclusion will be collected and evaluated pre and post intervention through program self-evaluation.

Project Management Timeline:

Task:	Details:	Date to be initiated:	Completion Date:
Create state implementation team	This team will be responsible for overseeing the implementation of the initiative called the ICP Training. It will include directing the activities, monitoring the results and addressing barriers along the way. Include the names, the experience, the roles of the individuals.	September 1, 2018	September 30, 2018
Develop a written overview of the ICP initiative	The information from this document will be included in any handouts, applications, web site updates, etc. It can be used for communicating, sharing, updating internal and external colleagues and constituents. It will include information about what the program is designed to do, how it supports current initiatives (e.g. inclusion). What outcomes can be expected from implementing the program, who will be available to assist with and support its development, resources available for review, know how the program was implemented elsewhere, and what it will take to sustain and implement the program over time.	September 1, 2018	September 30, 2018
Schedule training room (for 1 day)	A one-day training will take place that will include administrators of the project, and project participants (approximately 30-40) and ECE unit staff or others.	September 1, 2018	September 30, 2018
Develop an application	An application will be developed that will capture the needs, fit, resources, capacity (readiness skills) of those proposing to participate.	September 1, 2018	September 30, 2018
Email application to potential participants	Geographic locations have been identified in the project. Send the application to selected sites that have preliminary data to support offer of participation. Preliminary data includes (is there inclusion going on currently; were there any issues of non-compliance or are they currently on an action plan of improvement?)	September 1, 2018	September 30, 2018
Purchase materials needed for training	The training materials that are required are the texts and protocols for the ICP. Purchase prices were identified and materials will be purchased for each of the participants at each site.	September 1, 2018	October 31, 2018
Review application data	The implementation team will review and rate the submitted applications: thoroughness, timeliness, meeting criteria for numbers of participants expected.	October 2018	October 31, 2018

Select and notify implementers	Once the teams have been selected, notify the applicants. Restate next steps; welcome the group	October 2018	October 31, 2018
from application			
Professional Development	Provide Inclusive Classroom Profile Introduction professional development encompassing the purpose of the tool, structure, administration, and 12 practices.	November 1, 2018	November 30, 2018
Create a notice to gain permission to implement the program at the classroom level	We many need to share the activities of the initiative with the families whose children participate in the program in which the ICP is being taught to practitioners since there will be unfamiliar people there.	November 2018	November 30, 2018
Meet with site teams to review upcoming action steps	A webinar or web based meeting or in-person meeting with participants either together or separately will help to answer questions, ensure materials are available, review the timeline, expected implementation (Coaching/Technical Assistance)	November 2018	December 15, 2018
Meet with Practice Site Administrator to review scheduled activities	The project calls for a site at which the trainees will use newly learned skills to practice scoring using the ICP. The purpose is to develop a level of reliability using the tool and a preschool classroom is needed to provide participants with the opportunity to develop reliability. We will review this with the program administrator that has agreed to support these practice activities to identify the classrooms, share that info with the teachers who will be impacted.	November 2018	December 15, 2018
Day 1 training	Data to be collected: attendees	December 1, 2018	December 31, 2018
Day 2 training	Data to be collected: # observations, feedback, # met fidelity	December 1, 2018	December 31, 2018
Day 3 training	Data to be collected: # observations, feedback, # met fidelity	December 1, 2018	December 31, 2018
Day 4 training	Data to be collected: # observations, feedback, # met fidelity	December 1, 2018	December 31, 2018
Day 5 training	Data to be collected: # observations, feedback, # met fidelity	December 1, 2018	December 31, 2018
Debrief	After all five days of the training the Implementation Team will review the outcomes and any pertinent details that resulted from the training. If any issues have been identified, (people dropping out, not attending, etc.) the team will address this and make a determination about resolution.	January 1, 2019	January 31, 2019
Follow up training	Each site administrator will develop and communicate the observation and training plan to	January 1,2019	February 28, 2019

	the install and ADE 1011 and a City ADE		
	their staff and ADE within one month of the ADE		
	training and submit documentation about		
	attendance at the training.		
Initial ICP	Each site administrator, including ADE, will provide	February 1-	March 31,
assessment (Pre)	opportunities for each of their four participants to	2019	2019
and Follow up	engage in observations to practice implementing		
coaching/practice	the ICP and meeting reliability criteria to the tool .		
	Reliable results data will be considered the initial		
	self-assessment and each of the four observations		
	will be submitted to ADE from each site. Sites will		
	report on the extent to which "classroom practices		
	intentionally adapt the classroom's environment,		
	activities and instructional support in ways that		
	encourage access and active participation in the		
	group, through adjustments that might differ from		
	child to child."		
Certification	Each administrator will certify that the attendees	April 1, 2019	April 15,
	are able to use the ICP with fidelity and are reliable		2019
	to the administrator.		
Meet with site	A webinar or web based meeting or in-person	June 1, 2019	July 31,
teams to review	meeting with participants either together or		2019
upcoming action	separately will help to answer questions, ensure		
steps	materials are available, review the timeline,		
	expected implementation (Coaching/Technical		
	Assistance)		
Professional	The implementation team will review the data	July 1, 2019	August 30,
Development	submitted. Based on submitted data the		2019
	implementation team will develop and deliver		
	aligned professional development.		
End of the year	Each program will complete a final assessment on	August 1,	September
ICP assessment	each of the teachers' classrooms that include a	2019	30, 2019
(Post)	minimum of 4 separate classroom observations and		
	teacher interviews. Sites will report on the extent to		
	which "classroom practices intentionally adapt the		
	classroom's environment, activities and		
	instructional support in ways that encourage access		
	and active participation in the group, through		
	adjustments that might differ from child to child."		
	The data and the report is to be submitted to ADE.		
The ICP	Funders and education administrators will be	September	October 30,
Implementation	provided with a quarterly report that describes the	1, 2018	2019
Team will report	impact of this initiative on those that participated,		
on the outcomes	families of children who were involved, ADE Unit		
of the project	staff, and may want to include any successes in		
	newsletters, web site, etc.		

Administrator/	Yuma	Pima	Maricopa	Coconino	ADE
Trainer	County	County	County	County	
1					
Staff/ Implementer	Trainees (4)	Trainees (4)	Trainees (4)	Trainees (4)	Trainees (4)
1					
2					
3					
4					



July 16, 2018

Ms. Marcella Crane Arizona Developmental Disabilities Planning Council 3839 North 3rd Street, Suite 306 Phoenix. Arizona 85012

Dear Ms. Crane and Council Members:

The Arizona Head Start Association (AZHSA) fully supports the Arizona Department of Education's Early Childhood Unit's goal to increase opportunities for high quality inclusionary experiences for young children through capacity-building of early childhood education practitioners in Arizona. Specifically, we support their endeavor to provide training on the use of the Inclusion Classroom Profile and to create a cadre of trainers who could support the continued use of the tool in Arizona classrooms.

The Arizona Department of Education's Early Childhood Unit is a partner of AZHSA and we have worked with their staff on goals in the Head Start State Collaboration Office strategic plan including:

- Involvement in the development of state policies, plan, processes and decision making affecting Head Start.
- Increasing access for families in need to full day high quality early care and education services.
- Increasing the number of children in vulnerable populations served by Head Start, including those experiencing homelessness, refugees and foster care.
- Through inclusion, close the learning gap between typically developing children and children with special needs.

We are very excited to be a part of this opportunity with ADE's Early Childhood Unit.

Sincerely,

Moises Gallegos AZHSA Director

Moiser Jallyn



July 16, 2018

Ms. Marcella Crane Arizona Developmental Disabilities Planning Council 3839 North 3rd Street, Suite 306 Phoenix, Arizona 85012

Re: Application for grant to increase the quality of inclusion for preschool children with disabilities.

Dear Ms. Crane and Council Members:

Read on Arizona (ROA) fully supports the Arizona Department of Education's Early Childhood Unit's goal to increase opportunities for high quality inclusionary experiences for young children through capacity-building of early childhood education practitioners in Arizona. Specifically, we support their endeavor to provide training on the use of the Inclusion Classroom Profile and to create a cadre of trainers who could support the continued use of the tool in Arizona classrooms.

Read on Arizona is a state-wide, public/private partnership of agencies, philanthropic organizations, and community stakeholders committed to creating an effective continuum of supports to improve language and literacy outcomes for Arizona's children from birth through age eight.

The Arizona Department of Education's Early Childhood Unit is a founding partner of Read on Arizona and sits on the Read On Arizona Advisory Board. ADE ECE staff is working with Read On Arizona on a number of strategic priorities intended to improve early literacy for our most vulnerable sub-groups. Professional development and capacity building of early childhood practitioners is critically important in our long-term goal of creating the early literacy continuum that offers supports and services to children ages birth through eight. Our shared goal to create a literacy system that is able to deliver the right program, at the right time, for every child rests on partners like ADE building the capacity of practitioners around inclusionary practices and will inform and strengthen the Continuum of Effective Literacy Practices and other resources state partners use to guide our work

As a partner in the development of Arizona's Early Childhood system, Read On Arizona looks forward to supporting this exciting opportunity and overall goals and direction set forth by the Arizona Department of Education's Early Childhood Unit to increase opportunities for high quality inclusionary experiences for young children. We hope the Arizona Department of Education's Early Childhood Unit will be successful in their effort to secure funding through your grant opportunity.

Please do not hesitate to contact me if I can be of further assistance.

Sincerely,

Juni L. Clark

Terri Clark

Arizona Literacy Director

Arizona Department of Education

Early Childhood Unit

ADDPC ISA

Key Staff Personnel

Staff/Personnel	Organization	Current Title	Project Expertise	Resume
Name				Attached
Nicol Russell	Arizona Department of Education	Deputy Associate Superintendent	Training and technical assistance to local education agencies on their responsibilities to students with disabilities and their families according to the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA).	Yes
Suzanne Perry	Arizona Department of Education	Director of Early Childhood Special Education	Oversee distribution of and use of 3.7M federal IDEA Preschool Entitlement Grant funds; Monitor and guide statewide performance and compliance of PEA early childhood programs; Supervise and coach staff; Update stakeholders on statewide performance; Develop programs related to statewide needs; Monitor procurement contracts; Resolve complaints and questions from the field regarding statutes/regulations/rules	Yes
Lori Masseur	Arizona Department of Education	Director of Early Childhood Education	18+ years of teaching experience in early childhood education. Current core member of the Task Force on Early Childhood Inclusion and member of the ADDPC. Using knowledge base, education, and experience ensures best practice regarding early childhood programing and compliance with IDEA SPED law.	Yes

Lauren Zbyszinski	Arizona Department of Education	Director of Professional Learning and Sustainability	Social-Emotional and Executive Function skill development in preschool and kindergarten children as it relates to kindergarten readiness; comparative analysis of policy related documents, including The Arizona Early Learning Standards, Common Core (Arizona's College and Career Ready) Standards, curriculums, assessments, ongoing progress monitoring tools, and instructional strategies.	Yes
Juliana Panqueva	Arizona Department of Education	Fiscal Program Specialist	Reviews Early Childhood Budget historical data and/or matches funding requests or projected costs of selected line items with past records to determine trends in spending and forecast annual funding needs. Supervises the use of the Federal and State funds received by the Early Childhood Unit	Yes
Millicent Archer	Arizona Department of Education	Early Childhood Program Specialist	Certified in Special Education with primary focus on Early Childhood, Infants, Head Start and Public-School, Preschoolers.	Yes
Erika Argueta	Arizona Department of Education	Early Childhood Program Specialist	Accreditation Team Member, Special Education Leadership Team, Create and Implement IEP's for children ages 2.9 – 5 years old.	Yes
Deborah Pischke	Peoria Unified School District	Early Childhood Director	Doctor of Education, Curriculum and Instruction, Early Childhood Emphasis, 2005 Dissertation: "The Social and Emotional Impact of Early Entrance on Elementary School Students"	Yes

Mary Beth Turner	Yuma School District #1	Preschool Coordinator	Implemented ADE recognized district-wide inclusion preschool program. Manage grant funds in compliance with multiple regulatory requirements. Work with community partners to support program needs. Manage all aspects of the ESS early intervention process. Mentor staff on developmentally appropriate practice for educating the whole child.	Yes
Penni Case	Page Unified School District	Preschool Director/Evaluator/ECSE Teacher	Creating policies, managing staff, overseeing daily operations, lead administrator of the preschool, fostering positive interactions with parents and community members, develop curriculum, ensuring the school meets any standards set by law, creating and implementing professional development for staff and surrounding preschools, teaching classes as needed, determining spending responsibilities and making administrative decisions	Yes

Budget Request Form

Contractor Name:	Arizona Department of Education				
Contractor Address:	1535 W. Jefferson St. Bin #15 Street Address		Phoenix City	AZ State	85007 Zip
Project Name:		ICP			

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries				¥
Fringe Benefits				*
Supplies / Operating Expenses	4,900			4,900
Travel	22,100			22,100
Rent or Cost of Space				
Contracted Services / Professional Services	18,000		50,000	68,000
Administrative / Indirect Costs	5,000			5,000
Total Costs	50,000	B	50,000	100,000

It is understood that Non-Federal Funds identified in this budget will be used to match only ADDPC Federal Funds, and will not be used to match any other Federal Funds during the period of the ADDPC funded Project.

Additional description and background information shall be included as a budget narrative, including for match. The contractor agrees to submit additional background information to the ADDPC upon request.

Nicol Russell	
Name of Certifying Offici	al
Deputy Associate Su Title of Certifying Officia	perintendent
602.542.8706	nicol.russell@azed.gov
Phone	Email

Award Amount:	\$50,000
Effective Date:	06.01.2018
CATEGORY	AMOUNT
1. Personnel	\$0.00
2. Fringe Benefits	\$0.00
3. Travel	\$22,100
4. Equipment	0.00
5. Supplies	\$4,900
6. Professional and outside services:	\$16,000.00
7. Training Stipends	\$2,000
8. Other	\$0.00
9. Total Direct Costs (lines 1-8)	\$50,000.00
10. Indirect Costs	\$5,000.00
11. Total Grant Funds Requested (lines 9-10)	\$50,000.00

Budget Narrative

- Travel: The State of Arizona has a travel policy that is consistent with other mandated travel policies across all State agencies. This policy has a mandatory application of costs for employee-related travel and includes meal per diems, reimbursement of mileage, lodging, and other travel-related expenses. The projected travel expenses for 2018-2019 will cost \$22,100 for 1 night, two day in-state trip for 16 educators, 1 four-night, five-day in-state trip for 4 educators and 4 two-days and 2 one-day in-state travel for 5 ADE Staff. The factors used to calculate the in-state travel costs are:
 - 1. Travel to attend the ICP overview for 4 people residing in Page, AZ
 - Mileage: 524 miles roundtrip @44.5 cents per mile = \$233.18
 - Lodging: \$174 per night x 4 rooms = \$696
 - Per Diem: \$49 x 4 participants = \$196

Total: \$1,125.18

Travel to attend ICP reliability training for 1 people residing in page, AZ

- Mileage: 524 miles roundtrip @44.5 cents per mile = \$233.18
- Lodging: \$174 per night x 4 nights = \$696

• Per Diem: \$49 x 5 days= \$245

Total: \$1,174.18

- 2. Travel to attend the ICP overview for 4 people residing in Flagstaff, AZ
 - Mileage: 266 miles roundtrip @44.5 cents per mile= \$118.37
 - lodging: \$174 per night x 4 rooms = \$696
 - Per Diem: \$49 x 4 participants days = \$196
 - Total: \$1,010.37

Travel to attend ICP reliability training for 1 people residing in Flagstaff, AZ

- Mileage: 266 miles roundtrip @44.5 cents per mile= \$118.37
- lodging: \$174 per night x 4 nights = \$696
- Per Diem: \$49 x 5 days = \$245

Total: \$1,059.37

- 3. Travel to attend the ICP overview for 4 people residing in Yuma, AZ
 - Mileage: 432 miles roundtrip @44.5 cents per mile= \$192.24
 - lodging: \$174 per night x 4 rooms= \$696
 - Per Diem: \$49 x 4 participants = \$196
 - Total: \$1,084.24

Travel to attend ICP reliability training for 1 people residing in Yuma, AZ

- Mileage: 432 miles roundtrip @44.5 cents per mile= \$192.24
- lodging: \$174 per night x 4 nights = \$696
- Per Diem: \$49 x 5 days = \$245

Total: \$1,133.24

- 4. Travel to attend the ICP overview for 4 people residing in Tucson, AZ
 - Mileage: 300 miles roundtrip @44.5 cents per mile = \$133.5
 - Lodging: \$174 per night x 4 rooms= \$696
 - Per Diem: \$49 x 4 participants = \$245 x 4= \$980

Total: \$1025.5

Travel to attend ICP reliability training for 1 people residing in Tucson, AZ

- a. Mileage: 300 miles roundtrip @44.5 cents per mile = \$133.5
- b. Lodging: \$174 per night x 4 nights = \$696
- c. Per Diem: $$49 \times 5 \text{ days} = 245

Total: \$1,074.50

- 5. 4 two-day in-state travels for 5 ADE Staff to provide coaching and technical assistance visits to identified sites around the state.
 - a. Mileage:300 miles roundtrip @44.5 cents per mile = $$133 \times 5$$ vehicles = $$667 \times 4$ trips= \$2,668
 - b. Lodging: \$174 per night x 8 nights = \$1,392 x 5 = \$6,960
 - c. Per Diem: \$49 x 8 days= \$392 x 5= \$1,960

Total: \$11,588

- 6. 2 one-day in-state travel for 5 ADE Staff to provide professional development to identified sites around the state
 - a. Mileage: 300 miles roundtrip @44.5 cents per mile = $$133 \times 5$$ vehicles = $$667 \times 2$ trips=\$1,335
 - b. Per Diem: \$49x 5= \$245 x 2 trips = \$490 Total: \$1,825

The total cost of the in-state travel is in the amount of \$22,100

- **Professional and Outside Services:** The cost of ICP reliability training for 25 people for 5 days is \$16,000
- **Supplies:** Materials required by the ICP trainers are: 1 ICP tool @ \$35 per participant and 1 ICP Manual @ \$ 35 per participant = \$1,750. The estimated cost of materials needed to provide on-site coaching and professional development is \$3,150

The overall supply line item total is: \$4,900

- **Stipends:** Stipends for classroom teachers allowing teams to practice the ICP \$500 x 4 classrooms = \$2,000
- *Indirect costs:* Indirect Cost is used, to fund shared employees with the state, such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing. The Arizona Department of Education has an indirect cost rate of 10% which is \$5,000 of the budget.
- Total Funds Requested: The total funds requested amount is \$50,000

群 FIRST THINGS FIRST

4000 North Central Avenue, Suite 800, Phoenix, Arizona 85012 602.771.5100 | 877.803.7234 | firstthingsfirst.org

Chair

Nadine Mathis Basha

Vice Chair

Gerald Szostak

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Gayle Burns
Amelia Flores
Rev. Dr. Darren Hawkins
Dr. Sherry Markel
Heidi Quinlan
Ruth Solomon
Helena Whitney

Ex-Officio Members

Hon. Diane Douglas Superintendent, ADE

Michael Trailor Director, DES

Dr. Cara Christ Director, DHS

Chief Executive Officer

Marilee Dal Pra

June 28, 2018

Erica Mc Fadden
Arizona Developmental Disabilities Planning Council
3839 North Third Street, # 306
Phoenix, Arizona 85012

Dear Ms. McFadden:

The Arizona Department of Education Early Childhood Unit (ADE ECE) is a critical partner in our state's collective efforts to give all Arizona children the opportunity to arrive at kindergarten healthy and ready to succeed. This partnership includes efforts to improve services for Arizona's youngest children with identified developmental disabilities and their families.

First Things First (FTF) is the state agency dedicated exclusively to improving the health and learning of children birth to 5 years old. FTF invests in proven programs and innovative strategies that address the development, education and health needs of children birth to age 5. In FY17 alone, FTF spent more than \$118 million in programs to strengthen families, improve the quality of and access to early learning, promote preventive health, expand the skills of professionals working with young children, and increase public awareness of the importance of early childhood development. Our strong partnership with ADE ECE has been a crucial factor in several of those successes.

We are proud to support the initiatives set forth by Arizona's Task Force on Early Childhood Inclusion and their efforts to raise awareness at a statewide level about the value of inclusion by working collaboratively to share research and inform practice. We are pleased to provide in-kind support in the amount of \$50,000 (SMART Support and inclusion coaching in the Yuma region) for the ADE ECE Unit to support the training and implementation of the Inclusive Classroom Profile (ICP) tool. If you have any questions about FTF, our work or our partnership with ADE ECE, I can be reached at 602-771-5026.

Sincerely,

Marilee Dal Pra

Chief Executive Officer

ander L. Dal Par

Appendix

- 1. Nicol Russell Resume
- 2. Suzanne Perry Resume
- 3. Lori Masseur Resume
- 4. Lauren Zbyszinski Resume
- 5. Juliana Panqueva Resume
- 6. Millicent Archer Resume
- 7. Erika Argueta Resume
- 8. Deborah Pischke Resume
- 9. Mary Beth Turner Resume
- 10.Penni Case Resume

NICOL-AZIZI LEILANI RUSSELL

17249 N. 7th St., Phoenix, AZ 85022 602.814.2240 | Piilanigirl@aol.com

Exceptional leader with a demonstrated track record for being results-based, processoriented, and focused on making a difference for children and their families.

Core Competencies:

Negotiation skills Interpersonal skills

Communication, verbal and written Strategic perspective

Decision-making Cultural responsiveness

Project management Conflict resolution

Flexibility Courage

Team-building and leading Fostering partnerships

Grant-writing Deep knowledge and expertise

Understanding of government operations (local, state, federal)

ADMINISTRATIVE AND LEADERSHIP EXPERIENCE

Arizona Department of Education, Phoenix, AZ

Deputy Associate Superintendent for Early Childhood

2015-Present

- Lead a staff of highly-qualified program specialists in providing policies, procedures, technical assistance, and professional development to early learning providers in various contexts (home-based; Head Start; private childcare; faith-based; and school district classrooms).
- Develop policies utilized by local education agencies, as well as other early learning providers, based on federal and state mandates, as well as research and best practice.
- Lead the administration (programmatic and fiscal) of two significant grants for the State
 of Arizona: the Individuals with Disabilities Education Act (IDEA), Part B, Section 619
 grant, and the Preschool Development Grant. Responsibilities include making sub-grants
 available, conducting compliance and quality monitoring, compiling, analyzing and
 interpreting data for annual performance reporting to federal program officers.

- Oversee two smaller grants from First Things First: Kindergarten Transitions and Early Childhood Start-Up and Expansion.
- Foster collaborative partnerships with other state agencies, non-profit and for-profit organizations, businesses, and philanthropic groups.

Arizona Department of Education, Phoenix, AZ

Head Start State Collaboration Director

2015-Present

- Lead a staff of 4 in the administration of the Head Start State Collaboration Office.
- Develop a five-year plan, informed by the results of a statewide needs assessment, to strengthen the partnerships between Early Head Start and Head Start programs with the larger system for early childhood.
- Partner with the director of the Arizona Head Start Association to ensure members of the association understand their roles in achieving the goals of the work plan.
- Represent Early Head Start and Head Start interests on state-level committees or work groups, then bring the information from these working groups to the members of the Arizona Head Start Association.
- Coordinate and facilitate stakeholder groups on issues related to the statewide needs
 assessment, as well as regional priorities. Currently, these regional priorities include
 working with institutes of higher education on the development of an online Bachelor's
 degree to support Head Start teachers in the pursuit of teacher certificates.

Arizona Department of Education, Phoenix, AZ

Director of Early Childhood Special Education

2013-2015

- Provided training and technical assistance to local education agencies on their responsibilities to students with disabilities and their families according to the *Individuals* with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA).
- Provided training and technical assistance on the Child Find process, least restrictive
 environment mandate as detailed in the IDEA legislation, procedural safeguards for
 parents, and building comprehensive assessment systems that include the use of
 screening, diagnostic, on-going progress monitoring, formative assessment, and
 summative assessment tools.
- Compiled state-level, aggregate, on-going progress monitoring data for preschool students with disabilities to include in the State's federal reporting for all students with disabilities. The data was also used to inform the writing of the Arizona Department of Education's annual report to the governor's office.

Established a data group for special education directors to evaluate, analyze, and make
decisions based on data collected at the program and state level, including preschool ongoing progress monitoring data. The results of the data group's findings and conclusions
were disseminated to the early childhood field to inform larger decision-making.

Arizona Department of Education, Phoenix, AZ

Education Program Specialist and PD Coordinator

2012-1013

- Provided technical assistance to early learning providers in the First Things First Pre-K
 Scholarship strategy. Technical assistance included mentoring classroom teachers and program administrators through the Quality First assessment process.
- Provided technical assistance to early learning providers in the First Things First Pre-K
 Scholarship strategy. Technical assistance included mentoring classroom teachers and program administrators through the Quality First assessment process.
- Provided professional development on the Early Childhood Environment Rating Scales (ECERS) and the Classroom Assessment Scoring System (CLASS) to prepare teachers and administrators for the Quality First assessment process.
- Coordinated professional development for early learning providers on behalf of the Arizona Department of Education's Early Childhood Unit. In the 2013 School Year, we conducted over 360 professional development sessions and reached over 6,000 early childhood educators.

Bright Horizons

Center Director 2010-2012

- Managed a Department of Health Services-licensed, employer-sponsored child care center for the Mayo Clinic of Arizona. The center was licensed for 156 children, ages six weeks to five years.
- Supervised a staff of 28 teachers who had a range of education, experience, and expertise from the novice to the seasoned. In addition to supervision, I provided feedback to staff, utilizing a reflective supervision model to conduct on-the-spot coaching, informal assessments, and formal, annual performance reviews.
- Developed a system for conducting on-going progress monitoring that was so successful it became standardized for use in all Bright Horizons centers in Arizona.
- Developed a parent advisory board to increase family engagement.

TEACHING EXPERIENCE

Bright Horizons, Phoenix, AZ

Lead Teacher, Pre-K

2008-2010

Developed lesson plans based on school's selected curriculum, conducted on-going progress monitoring with the school's selected tool, Teaching Strategies GOLD, and provided leadership to the pre-K teaching staff.

Bradley Hills Elementary School

Kindergarten Teacher

2003-2008

Developed lesson plans based on school's selected curriculum.

Resource Teacher

2001-2003

Collaborated with general education teacher to provide specially designed instruction to students, based on IEP goals.

PROFESSIONAL DEVELOPMENT

Harvard Graduate School of Education, Cambridge, MA

Saul Zaentz Early Education Initiative

2017

Participated in the inaugural academy of the initiative, *Pathways* to Strong Early Learning Environments, to learn about the science of early education, current research, and 21st century professional learning in early education.

Annie E. Casey Foundation, Phoenix, AZ

Results-Based Leadership

2015 - 2016

Participated for 120 hours on the Read On Arizona state team to learn the results-based leadership approach—based on five core competencies, two foundational frameworks, and two foundational skills, to support cross-state agency systems-building initiatives.

LRP, Denver, CO

National Institute on Legal Issues of

Educating Individuals with Disabilities

2015

Participated in a multi-day institute on current case law to inform the development of policies and procedures at the state agency level to serve as the underpinning for guidance to school districts to effectively support young learners with special education needs.

Lectio, Phoenix, AZ

Program Evaluation Institute

2015

Participated in a multi-day institute on program design, evaluation, and implementation science to support improved language and literacy professional development for early childhood educators. Institute was conducted by Dr. Nonie Leseaux and Kelly Kulsrud from Harvard University, the co-founders of the Lectio Program Evaluation Tool.

Frank Porter Graham Child Development Institute, Chapel Hill, NC

Early Childhood Inclusion Institute

2014

Participated in a multi-day institute on high-quality inclusionary practices for young learners with special education needs to support improved inclusion practices in Arizona school districts.

LRP, Washington D.C.

National Institute on Legal Issues of

Educating Individuals with Disabilities

2014

Participated in a multi-day institute on current case law to inform the development of policies and procedures at the state agency level to serve as the underpinning for guidance to school districts to effectively support young learners with special education needs.

National Implementation Research Network, Charlotte, NC

Implementation Science

2013

Participated in a multi-day, research-based professional development program to gain in-depth training on the science of implementing new initiatives, based on Dean Fixsen and Karen Blasé's framework.

North Carolina Department of Education, Charlotte, NC

Teaching Reading Effectively

2012

Participated in a multi-day training on current research and evidence based practices that are necessary for supporting the development of the technical skills of reading along with academic vocabulary and deep comprehension.

Waters Foundation, Casa Grande, AZ

Habits of a Systems Thinker

2012

Participated in a 4-part series, conducted over a two-month period, focused on "Developing Capacity for Thinking, Learning, and Leading. The series focused on using systems thinking tools to analyze complex issues and identify high-leverage interventions.

PRESENTATIONS

Approaches to Learning

Created six-hour, research based professional development module for early childhood practitioners of 3-5 year olds, added module to menu of professional development modules offered by the Arizona Department of Education, 2012

Approaches to Learning for Infants and Toddlers

Created four-hour, research based professional development module for early childhood practitioners of birth to 3 year olds, added to menu of professional development modules offered by the Arizona Department of Education, 2012

Concept Development

Created two-hour, research based professional development module for early childhood practitioners of 3-5 year olds, added to menu of professional development modules offered by the Arizona Department of Education, 2012

Language Modeling

Created two-hour, research based professional development module for early childhood practitioners of 3-5 year olds, added to menu of professional development modules offered by the Arizona Department of Education, 2012

What is Co-Teaching?

Created two-hour, research based professional development module for early childhood practitioners of 3-5 year olds, added to

2015-Present

menu of professional development modules offered by the Arizona Department of Education, 2013

EDUCATION

Northern Arizona University, Flagstaff, AZ

Master of Education, Educational Leadership 2017

Northern Arizona University, Flagstaff, AZ

Bachelor of Applied Science, Early Childhood Education 2015

University of Maryland, College Park, MD

Master of Education, Special Education 2004

University of Hawai'i, Honolulu, HI

Bachelor of Arts, English 2001

PROFESSIONAL AFFILIATIONS

Ex-Officio Designee

Board of Directors of Catholic Charities Community Services	Present	
National Association of Early Childhood Specialists in State Departments of Education,		
Treasurer	2015-Present	
National Association of Elementary School Principals	2015-Present	
National Association for the Education of Young Children	2012-Present	
Read On Arizona, Phoenix, AZ		
Advisory Board Member	2015-Present	
First Things First, Phoenix, AZ		

Suzanne M. Perry

1115 W. Willetta St., Phoenix, AZ 85007 (W) 602-542-1113 (C) 602-820-5850

Work: <u>Suzanne.Perry@azed.gov</u> Personal: <u>Ohsuzieq2008@gmail.com</u>

Degrees/Certifications

M.Ed. Diverse Learners, University of Phoenix, Phoenix, AZ, 2001

B.A. Spanish, Arizona State University, Tempe, AZ 1994

Supervisor Certificate Northern Arizona University, 2010

Teacher Certificate K-12 Special Education, Arizona, 1995-present Clear Level II Educational Specialist, CA 2009-2014

National Board Cert. National Board for Professional Teaching Standards, Exceptional Needs

Early Childhood, 2001-2011

Teaching/ Educator Employment

2/2016 to present

Director of Early Childhood Special Education, State 619 Coordinator, Arizona Department of Education

Oversee distribution of and use of 3.7M federal IDEA Preschool Entitlement Grant funds; Monitor and guide statewide performance and compliance of PEA early childhood programs; Supervise and coach staff; Update stakeholders on statewide performance; Develop programs related to statewide needs; Monitor procurement contracts; Resolve complaints and questions from the field regarding statutes/regulations/rules

- o Supervision-evaluating, connecting staff to aligned PD, supporting development of leadership skills and content knowledge
- o Compliance monitoring training for ECE staff: 2016, 2017
- o Coordinator of Early Childhood Special Education Annual Summit: 2016, 2017, 2018
- o Contract Development between Native Head Start and Service Providers
- o Unorganized Territory Guidance Memos and Webinar
- Preschool Development Grant Communities of Practice: <u>LRE and Preschool: Data and Practice</u>
- Data analysis for all Early Childhood Indicators for State Performance Plan Annual Performance Report

11/2012-2/2016

Program Specialist, Arizona Department of Education, Exceptional Student Services, Autism and Low Incidence Disabilities

Training LEA's and teachers about Autism and evidence based practices, creating and delivering professional development, coordinating IDEA Autism competitive grants, supporting regional capacity building in Autism; designed and developed ADE Autism web page and all associated resources. Coaching programs statewide to implement evidence based practices; Provide Technical Assistance on the IDEA and state regulations.

6/2011-11/2012

Program Support and Monitoring Specialist, Arizona Department of Education, Exceptional Student Services

State regulatory monitoring of special education programs and practices; Guidance provided around transition, evaluation, IEP, PWN, Child Find compliance. Development and presentation of technical assistance modules in evaluation and IEP processes, developed system for tracking consultant of the day (COD), designed excel based systems for PEA determinations and risk analysis, delivered first web based training on Measurable Goals.

2005-2011

Adjunct Professor, Arizona State University (upon request)

Special Education Course for Post Baccalaureate Special Education Teachers Curriculum/Course Development-SPE416 Inclusive Practices ITEACH.

2001-2011

Special Education Teacher Madison School District Heights Elementary

Self-Contained classroom for students with Emotional and Behavioral Disabilities in K-4, 2001-2004

Self-Contained classroom for students with Autism and Visual Impairments. 2004-2011. Mentored new teachers and pre-service teachers for 10 years.

1995-2000

Special Education Teacher, Madison School District Rose Lane

Self-Contained classroom for students with Emotional and Behavioral Disabilities in grades K-4

1994-95

Special Education Teacher, LATCH School Inc. Phoenix, AZ

Private school for children with significant disabilities. Primary aged multiple disabilities class, K-4

1992-94

Pre-school Teacher, LATCH Pre-school, Phoenix, AZ

Developed Pre-school Curriculum that lead to NAEYC accreditation

1980-83

Program Staff, Devereux Scottsdale, AZ

Program staff at residential treatment center for children with Emotional Behavioral Disorders

1976-77

Program Staff, Devereux Center, Washington, CT.

Housekeeping and "manners teacher"

Additional	Leadership	Activities

2018-Interagency Coordinating Council member (ICC). Part C of IDEA requires a standing committee to provide guidance to agency representatives (AzEIP).

2018-AzTASH Board Member. This organization is a state chapter of National TASH, supporting inclusion of all people with disabilities throughout life.

2016-present Early Childhood Inclusion Task Force: Using the Leading by Convening Model gathered statewide participants to identify challenges to inclusive opportunities for children with disabilities. Developed a Theory of Change and are currently in the process of operationalizing targeted strategies.

2013-present Professional development to ADE Departmental units on Implementation Science: Developed and implemented trainings for groups of 20-100 staff and other agency partners to understand and utilize Implementation Science as a framework for implementing and sustaining identified practices.

2014-15 Unified Braille Code Changes Project: gathered representatives from agency and educational organizations and practitioners to develop a statewide plan to implement changes to the standards around use of braille.

2014-2016 Arizona Department of Education State Systemic Implementation Plan (SSIP) Project Lead: supported team based development of the action items for state adopted Literacy goals for children with Learning Disabilities. Document plans submitted to and accepted by OSEP.

2004-2010 Madison Heights Elementary School Data Coordinator

Contracted to design, develop and deliver a school wide data system to provide teachers with an on-going progress monitoring tool for each assessed content area, updated annually. Student, class, grade level and school wide data summaries were provided and continuously accessible by required members of staff.

2005 Madison District Teacher Evaluation Development Team Member

Collaborated with site team to design the Teacher Evaluation Rubric based on the Milken and Danielson model.

Presentations

Preschool Development Grant Communities of Practice Meeting (2018): <u>LRE and Preschool:</u>
Data and Practice

Inclusive Practices: Low Incidence Disabilities (2017) ADE's Director's Institute

ADE's Topics in Autism: From Incidence to Independence (2016) ADE's Director's Institute

- ADE's School Choice: Parents Have Options https://cms.azed.gov/ContentCache/551469d01130c010dc8718c5/index.htm
- Perry, S., Curtis, A. (2016) *Building Capacity: A System-wide Collaboration to Improve Autism Services*, National Association of State Directors of Special Education Conference, Milwaukee, WI
- Perry, S., Curtis, A. (2016) Building Arizona Educator Capacity to Serve Students with Autism: Effective Approaches to Achieve Improved Outcomes, Arizona Department of Education Annual Director's Institute, Glendale, AZ
- Perry, S. (2015) *The Impact of Implementation Science on State Education Agency Capacity Building* NAU Evidence Based Practices Conference Phoenix, AZ https://nau.edu/sbs/ihd/research/2015-ebp-conference/
- Perry, S., Laine, S. (2015) State Education Agency Applications of Implementation Science Practices to Increase Special Educator Capacity, Biennial Global Implementation Conference, Dublin, Ireland
- Perry, S., Ritz, A. (2014) Classroom Walkthrough Observation Instrument for Teachers of Students with Autism Spectrum Disorders, 2014 Arizona Department of Education Annual Special Education Director's Institute, Glendale, AZ
- Perry, S., Keeney, M. (2014) *Evidence Based Practices in Autism: Video Modeling*, Arizona Speech and Hearing Association (ArSHA), Tucson, AZ
- Perry, S. (2014) *Autism and Results Driven Accountability*, Arizona Council for Administrators of Special Education, Casa Grande, AZ (AZ CASE)
- Perry, S. (2013) *Autism: From Incidence to Independence*, Arizona Department of Education Director's Institute, Glendale, AZ
- Perry, S., McCormick, D., (2012) *Autism: Visual Supports to Increase Understanding* Arizona Department of Education presentation to Bullhead City School District Special Education staff
- Perry, S., Torres, T., (2011) *Eligibility Determinations in Special Education: Regulatory Requirements*, Arizona Department of Education Capacity Building Presentations Alhambra Elementary School District
- Donovan, D., Perry, S., (2009) *Connecting the Pieces of Data for School Improvement*, ASA/NCA Fall Principals Conference, Flagstaff, AZ
- Perry, S. (2008, 2009) *The Madison Friends Program: Play Based Inclusion Program for Developing Social Skills for Students*, Presented to Parents and Faculty of Madison Heights Elementary, Phoenix, AZ.

Perry, S. (2008) *Using Backward Design to Create Standards Based Instructional Programs for Students with ASD*, 2008 Cohort of the Arizona State Department of Education ASD Training Series, Phoenix, AZ.

Perry, S. (2008) Social Thinking: Using Concrete Examples and Direct Instruction of Social Skills Behaviors Parent Information Night, Madison Special Education Parent Group, Phoenix, AZ

Perry, S. (2008) *Instructional Grouping Strategies in Self-contained Classrooms*. Presented to Special Education Staff, Madison School District, Phoenix, AZ

Perry, S. (2007) Assisting Students with ASD Using Presenting Characteristics, Madison School District Paraprofessional Staff, Phoenix, AZ

Perry, S., Fuse, L. (2006) *Understanding and Changing Behavior in the Classroom Using Functional Behavioral Assessment* Madison Heights Faculty, Phoenix, AZ.

Professional Affiliations

- National Board for Professional Teaching Standards Member, 2001-2011
- National Autism Leadership Coalition, 2013-present
- Madison District Classroom Teachers Association Member, 1998-2001
- Arizona Education Association Member, 1998-2001
- Council for Exceptional Children Member, 1998-2000, 2016 to present
- AZTASH, 2018

Honors/ Awards

- Shaklee Teacher Award; Shaklee Institute for Improving Special Education, Wichita, KS., 2000
- Madison Teacher of the Year; Madison School District, Phoenix, AZ., 2001
- Madison Share the Excellence Award; Madison School District, Phoenix, AZ., 2001, 2011

5250 S Hardy Dr. Tempe, AZ 85283

Irfranklin78@msn.com

Professional Profile

Since 1998 have been an advocate for and actively involved in the field of education

- Manage 25+ early childhood educators
- Responsible for the health, well-being, and educational development of up to 300 children.
- Knowledgeable and proficient in AZ Early Learning Standards, High quality Program Guidelines, IDEA, and Early Childhood Special Education
- Knowledgeable of Air Force Operating Instructions as they apply to early childhood and school age children.

- Early childhood educator with 20 years of teaching and administrative experience.
- Director for an early childhood and school age facility in Glendale, AZ.
- Served as the Assistant Director for the DMAFB School Age Program
- Won awards in both the military civil service and civilian sector

Professional Accomplishments

Sunrise Preschool

- Nominated for the Horizon award in 2008,2009, and 2010 for grass roots marketing
- Nominated in 2008 and 2009 for Director of the Year
- Nominated and won financial and file management award in 2009

Davis Monthan Air Force Base Child Development Center

- Was nominated for and won Junior civilian of the Quarter in 2003,2004, and 2005.
- Was chosen to be the main closing supervisor for the facility in the Director's absence
- Was personally chosen by squadron flight chief to step in as the acting Assistant Director for the School Age Program located at the DMAFB Youth Center

University of Phoenix

 Was trained in and enrolled for three specialty programs when most employees were only permitted to train and enroll for one specialty program. I oversaw Business and Technology, Healthcare, and Education.

Odyssey Services Corporation

- Within one month of working with Odyssey I was asked to take over as the new leader for the Page, AZ area and asked to recruit, hire, and train prospective and new employees.
- Successful Voc Rehab counselor exceling in supported education, job services, and vocational rehabilitation services for the Page, Fredonia, and Tuba City DDD population.

Arizona Department of Education

- Collaboration with districts, AZEIP, Head Start, and ECE programs to ensure best practice regarding education of ALL children and compliance with IDEA and SPED law.
- Works on helping early childhood educators identify the connections between the Arizona Early Learning Standards and the Arizona College and Career Ready Standards.
- Serves as the ADE military liaison representing ADE on the statewide MyVCN for coalescing around issues impacting military and veteran families.
- Serves as the ADE representative on the Arizona Developmental Disabilities Planning Council.
- Core member of the AZ Task Force on Early Childhood Inclusion.

Work	History
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ECE Education Director	AZ Dept. of Education	04/2014- Present
Client Provider	Odyssey Services Corp	08/2013- 04/2014
Enrollment Advisor	The University of Phoenix, Phoenix, AZ	10/2011-11/2012
Director	Sunrise Preschool, Glendale, AZ	07/2006-06/2011
Education Technician	DMAFB CDC, Tucson, AZ	10/2001-07/2006
YP Assistant	DMAFB Youth Center, Tucson, AZ	05/1998-10/2001
Education		
BAE	University of Arizona, Tucson, AZ	05/2001
MAE	Grand Canyon, Phoenix, AZ	05/2014

34 N Pueblo St. Gilbert, AZ 85233 (623)910-6228 lzbyszin@asu.edu lauren.zbyszinski@azed.gov

Education

PhD in Early Childhood Education Curriculum and Instruction Arizona State University, Tempe, Arizona 2010- May 2015

Research Projects: Social-Emotional and Executive Function skill development in preschool and kindergarten children as it relates to kindergarten readiness; comparative analysis of policy related documents, including The Arizona Early Learning Standards, Common Core (Arizona's College and Career Ready) Standards, curriculums, assessments, ongoing progress monitoring tools, and instructional strategies.

Master of Jurisprudence in Children's Law and Education Policy

School of Law

Loyola University, Chicago, IL 2016- June 2018

Masters in Early Childhood Education with Certification Arizona State University, Tempe, Arizona 2009- May 2010

Research Projects: Language and Literacy Development, including study in Phonological Awareness and Phonemic Awareness.

Bachelor of Science Degree in Marketing Arizona State University, Tempe, Arizona 2002- May 2007

Leadership Engagement

National Association Early Childhood Specialists in State Departments of Education (NAECS-SDE)

President: June 2018- Present **Vice President:** 2017-June 2018

NAECS-SDE is the national organization for state education agency staff members with major responsibilities in the field of early childhood education, from infancy through the primary grades. The Association promotes high-quality services to young children and their families through improvement of instruction, curriculum, and administration of programs. Members of the Association have an opportunity to share ideas and to work together toward the solution of common problems.

Center on Enhancing Early Learning Outcomes (CEELO) Early Childhood Legacy **Project,** 2018- Present

This project will develop a shared vision of state early childhood policy from the voice and experience of those charged with developing, informing and/or implementing state early education policy -- state early childhood administrators in state departments of education or state child-serving agencies; and those that have influenced the development of state early education policy, long time national leaders and researchers, or *veterans* of our field. The project is intended to drive decisions that will ensure a legacy of opportunity for children, B–3, for the coming decade (2020–2030).

Center on Enhancing Early Learning Outcomes (CEELO) Leadership Academy Fellow, 2015-2016.

The CEELO Leadership Academy is designed to strengthen leadership and management competencies of individuals with responsibilities for early childhood education programs in

state departments of education (SEAs), early learning agencies and other state early childhood education agencies. The Academy will introduce concepts of leadership development tailored to state early education administrators designed to:

- Build SEA leadership and management capacity to advance state agency visions for early childhood education.
- Improve effectiveness of publicly-funded programs for children from birth through age five
- Advance SEA policies and initiatives that improve Kindergarten through third grade teaching and learning opportunities
- Partner with state leaders and organizations to build a more unified, equitable, and efficient state birth through third grade early childhood system

Publications

Dissertation

2015- Zbyszinski, L. (May, 2015). Social-Emotional and Approaches to Learning Skill Development In the lens of School Readiness.

Journal Articles

2012- Zbyszinski (Preston), L. Learning to Teach in the Early Years Peer Review. *International Journal of Equity and Innovation in Early Childhood Education* 10 (1), 12-14.

State Reports/ Publications/Grant Applications

2015- Arizona's School Readiness Framework 2014- Federal Preschool Development Grant

2013- Arizona Early Learning Standards 3rd Edition

Certification

Arizona Teaching Certification in Early Childhood Education (birth through grade 3) with an SEI (Structured English Immersion) Endorsement.

Graduate Committee Work

2018- Committee Chair for 4 ME.D students **2017- Committee Member** for EdD Student **2017- Committee Chair** for 3 ME.D students

2018- Committee Chair for 5 ME.D, 18 Master School Counseling, 3 Master Ed Leadership Students

Detailed Work Experience

Director of Professional Learning, and Sustainability Arizona Department of Education. May 2012- Present

Plan and manage multiple projects (internal cross-unit, as well as external collaborations), establishing goals, timelines, and disseminating information to other members of the ADE Early Childhood Education Unit.

Collaborate with state agency to create and implement state plan for ESSA, K-12 Standards, and AzMERIT.

Work closely with state agencies to implement state policies with Local Education Agencies, and to create, approve, and deliver professional development in all early childhood content areas.

Lead Arizona's work in K-3 collaborations and state efforts, including the 10 state consortium led by North Carolina to develop a Kindergarten Developmental Inventory tool.

Lauren Zbyszinski, Ph.D.

Collaborate with external research vendor (SRI) to analyze and apply data to work being conducted in Arizona.

Review existing literature and data to revise and refine the messaging of the Early Childhood Education Unit, and monitor the effectiveness.

Provide technical assistance to participants with the purpose of supporting the implementation of strategies and approaches that are developmentally appropriate, researched based and most likely to achieve improved student outcomes, specifically in connection to implementing the Federal Preschool Development Grant, and K-3 Formative Assessment.

Represent the Department of Education in attending various meetings, committees, and state collaborations.

Organize and facilitate collaborative meetings within the Department of Education, community, and other stakeholders across the state.

Develop and work with existing implementation plans with participants to achieve improved levels of quality and improved outcomes for young children and programs throughout the state of Arizona

Attend meetings, conferences, workshops in the community to continually seek ways to bridge theory and practice for project participants as well as build local systems of quality early childhood education.

Collect, develop, and provide informational and educational materials to project participants. Submit reports and information to communicate progress to supervisor.

Conduct applicable training and professional development sponsored by ADE.

Adjunct Faculty

Ottawa University. January 2014- Present

Articulate communication skills in delivering assignment requirements, rubric descriptions, and course content to students.

Collaborate with various members of faculty in the designated college.

Plan, prepare and deliver instructional activities that facilitate active learning experiences.

Develop schemes of work and lesson plans.

Establish and communicate clear objectives for all learning activities.

Provide a variety of learning materials and resources for use in educational activities.

Identify and select different instructional resources and methods to meet students' varying needs.

Observe and evaluate student's performance and development.

Routinely grade various assignments for multiple students in a variety of graduate and undergraduate level classes.

Faculty Associate

Arizona State University. August 2010- May 2015

Articulate communication skills in delivering assignment requirements, rubric descriptions, and course content to students.

Collaborate with various members of faculty in the designated college.

Plan, prepare and deliver instructional activities that facilitate active learning experiences.

Develop schemes of work and lesson plans.

Establish and communicate clear objectives for all learning activities.

Provide a variety of learning materials and resources for use in educational activities.

Identify and select different instructional resources and methods to meet students' varying needs

Observe and evaluate student's performance and development.

Early Childhood Educator (First Grade)

Buckeye Elementary School District, Buckeye, AZ. August 2009- May 2012.

Plan, prepare and deliver instructional activities that facilitate active learning experiences. Develop schemes of work and lesson plans.

Establish and communicate clear objectives for all learning activities.

Provide a variety of learning materials and resources for use in educational activities.

Identify and select different instructional resources and methods to meet students' varying needs.

Instruct and monitor students in the use of learning materials and equipment.

Use relevant technology to support instruction.

Observe and evaluate student's performance and development.

Assign and grade class work, homework, tests and assignments, and provide appropriate feedback on work.

Encourage and monitor the progress of individual students.

Maintain accurate and complete records of students' progress and development.

Update all necessary records accurately and completely as required by laws, district policies and school regulations.

Prepare required reports on students and activities.

Manage student behavior in the classroom by establishing and enforcing rules and procedures.

Maintain discipline in accordance with the rules and disciplinary systems of the school.

Apply appropriate disciplinary measures where necessary.

Perform certain pastoral duties including but not limited to student support, counseling students with academic problems and providing student encouragement.

Participate in extracurricular activities such as social activities, sporting activities, clubs and student organizations. Participate in department and school meetings, parent meetings.

Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs.

Field Experience

(Higher Education)

Spring 2018: Ottawa University

ECE 30506: Teaching and Learning Social Studies and Arts Methods

ECE: 30700: Early Literacy and Reading Methods

EDF 8503: Master's Research Project

Fall 2017: Ottawa University

ECE: 30700: Early Literacy and Reading Methods

EDF 8503: Master's Research Project

Summer 2017: Grand Canyon University

ECE: 30700: Early Literacy and Reading Methods

ECS 501: Foundational Studies in Early Childhood Education

Summer 2017: Ottawa University

ECE 30506: Teaching and Learning Social Studies and Arts Methods

EDF 8503: Master's Research Project

Spring 2017: Ottawa University

EDC 8543: Teaching and Learning Language Arts

ECE 30506: Teaching and Learning Social Studies and Arts Methods

Fall 2016: Ottawa University

ECE: 30700: Early Literacy and Reading Methods

Summer 2016: Ottawa University

ECE 30400: Early Childhood Social and Emotional Development ECE 30506: Teaching and Learning Social Studies and Arts Methods

Spring 2016: Ottawa University

ECE: 30700: Early Literacy and Reading Methods EDC 8543: Teaching and Learning the Language Arts

Summer 2015: Ottawa University

ECC 7010: Child Growth and Development

ECC 7040: Early Childhood Math and Science Development

ECC 7006: Language and Literacy Development in Early Childhood

EDF 7063: Early Childhood Assessment, Screening, Monitoring and Evaluation

Spring 2015: Ottawa University

ECC 7003: Positive Classroom Environments

ECC 7020: Child Guidance and Classroom Management

EDF 7013: Special Education Strategies for Early Childhood

Fall 2014: Ottawa University

ECC 7060: Qualitative Practices: Behaviors in the Young Child EDF 7003: Early Childhood Positive Classroom Environments ECC 7030: Child and Family Cultures and Community Relations

Summer 2014: Ottawa University

ECC 7020: Child Guidance and Classroom Management

EDF 7063: Early Childhood Assessment, Screening, Monitoring and Evaluation

Spring 2014: Ottawa University

ECC 7006: Language and Literacy Development in Early Childhood

EDF 7013: Special Education Strategies for Early Childhood

ECC 7000: Foundations of Early Childhood

Fall 2013: Arizona State University

ECD 520: Language and Literacy Development in Early Childhood Education

ECS 312: Social and Emotional Development of the Young Child

Spring 2013: Arizona State University

ECD 570: Pre-K Internship

ECD 580: K-3 Internship

ECD 571: Pre-K Student Teaching

ECD 578: K-3 Student Teaching

Fall 2012: Arizona State University

ECD 570: Pre-K Internship

ECD 580: K-3 Internship

ECD 571: Pre-K Student Teaching

ECD 578: K-3 Student Teaching

Spring 2012: Arizona State University

ECD 315: Classroom Organization and Guidance of Young Children

Fall 2011: Arizona State University

ECD 315: Classroom Organization and Guidance of Young Children

Spring 2011: Arizona State University

ECD 211 Developing the Child: Theory and Practice Pre-k- Grade 3

ECD 520 Child Guidance

Fall 2010: Arizona State University

ECD 211 Developing the Child: Theory and Practice Pre-k- Grade 3

ECD 578 Student Teaching Early Childhood Education

References

Billie Enz

bjenz@asu.edu

(480)727-5266

Dr. Enz has been an academic mentor and colleague since my M.Ed. program at Arizona State University. Most recently she has served as a committee member on my doctoral committee, as well as a colleague and collaborator in multiple state conferences within my role at the Arizona Department of Education.

Ariana Lopez

Ariana Lopez@tempe.gov

(602) 400-2498

Ariana and I have worked together in many professional capacities. Most recently as colleagues at the Arizona Department of Education, and now in collaboration as partnering agencies for the state of Arizona.

Juliana Pangueva

Juliana.Panqueva@azed.gov

(954) 294-0367

Juliana serves as a personal recommendation.

Kristy Rosen

kristyrosen@me.com

(480) 272-5119

Kristy serves as a personal recommendation.

Juliana Panqueva

To obtain a Finance Manager's position in which I can increase my skills and knowledge of nonprofit administration.

4542 E Rock Wren Rd.

Phoenix, AZ 85044
(954) 294.0367
jpanguevac@hotmail.com

EXPERIENCE

Arizona Department of Education, Phoenix — *Fiscal and Compliance Program Specialist*

JANUARY 2013 - PRESENT

Ensures Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards are applied to federal funding.

Assures the Education Department General Administrative Regulations (EDGAR) are followed by subgrantees.

Prepares internal and external financial reports in accordance with federal and state requirements, to accurately reflect the activities and operations of the different federal and state funding sources.

Serves as the functional point of contact for day-to-day budget/financial/procurement/accounting issues.

Works with Deputy Associate Superintendent (DAS) and budget/ accounting/procurement office counterparts to obtain, monitor, and track Early Childhood Unit's funds.

Works closely with DAS/ Directors in utilization of resources, resolving problems, and determining Early Childhood funding/resource requirements.

Compiles findings and makes recommendations for development and implementation of procedures for financial management and budgeting functions in support of the Early Childhood Unit activities.

Reviews Early Childhood Budget historical data and/or matches funding requests or projected costs of selected line items with past records to determine trends in spending and forecast annual funding needs.

Supervises the use of the Federal and State funds received by the Early Childhood Unit.

Arizona Department of Education, Phoenix — *Administrative Assistant*

AUGUST 2011 - JANUARY 2013

Organizes, plans, and schedules on-site and off-site meetings and travel.

Receives visitors and answers telephone calls. Identifies party visiting/calling and nature of business inquiry and provides basic Early Childhood information.

Maintains Professional Development Database.

Updates Early Childhood Website and Strategic Planning Dashboard.

SKILLS

Budget analysis, preparation control and monitoring.

Preparation of logical and comprehensive financial reports.

Organization and management.

Federal and State Administrative Regulations.

Management of State Contracts and Grants.

Customer Service.

LANGUAGES

Spanish

COMPUTER SKILLS

MS Office Procure AZ AFIS Grants Management System HTML Process release and on contract requisitions with vendors.

Purchase goods and services needed by the Early Childhood Unit.

Oregon Child Development Coalition, Hillsboro— Intake worker

SEPTEMBER 2009 - MAY 2011

Assesses program eligibility, screens and refers families seeking Head Start services and conducts outreach activities as needed.

Works with low income and farm-worker populations in a bilingual setting.

Completes all necessary enrollment documentation for the Head Start Program.

EDUCATION

Portland State University, Portland — *Post-Baccalaureate in Management and Leadership*

AUGUST 2009

Management and Leadership course work, including but not limited to: Human Resource Management, Team Processes, Organization Design, Change and Leadership.

San Martin University, Colombia — BA - Finance and International Affairs

SEPTEMBER 2003

Finance and Business course work, including but not limited to: Finance Accounting and Reporting, Financial Management and Investments.

PROJECTS

Preschool Development Grant

IDEA Preschool Grant

Head Start Collaboration Grant

Grants Management

Millicent Archer

1733 E. Wildhorse Place Chandler AZ 85286 937-245-0607 Millicent1417@aol.com

"...Exceptional energetic and

enthusiastic teacher...provides an

environment rich in exploration and

hands on learning. Proficient in the

unique workings of classroom

management as it relates to children,

families and educational

professionals."

Joan White former administrator

"...Unique ability to provide continuity between multiple programs, families, school systems while maintaining a continued devotion to the children she serves.

Melinda Severtson, Occupational Therapist, Fidelity Home Health Network

Profile:

Dedicated, resourceful, organized early childhood professional with an accomplished career promoting high quality early childhood development and education in the capacities of Program Specialist, Early Childhood Head Start Special Educator, Infant Specialist, Itinerant Specialist, Behavioral and Handicapped Specialist.

Education, Honors, and Certifications

Masters of Science in Early Childhood Education, Specialization Working with Adult Learners in the Early Childhood Field Walden University, Minnesota Graduated with Honors

Bachelor of Science in Special Education Ohio University, Athens Ohio

Professional Licenses

AZ Professional Education Mild Moderate, Special Education, Moderate, Severe Early Childhood Special Education Birth-Age 8/Gr 3

OH 5 Year Professional Education K-12, Early Education of the Handicapped, Developmentally Handicap, Moderate, Severe, Profound Retardation (MSPR)/Multi-Handicapped, Behavior Disorder, Specific Learning Disabled, 2014-2019 AZ Professional Education

Key Qualifications

Certified in Special Education with primary focus on Early Childhood, Infants, Head Start and Public- School Preschoolers.

Demonstrates strong knowledge of education and classroom evidence based practices for preschoolers and infants and their development.

Expert in the provision of needed; technical support for teachers, children in early childhood and inclusive classrooms. Strong Knowledge, implementation of Early Childhood Content Standards and Infant Toddler Guidelines, ability to analyze and collect data from multiple resources. Working knowledge of ECERS and CLASS

Provided expertise in selection of developmentally, culturally, linguistic curriculum. Serve as a Lead on Arizona's Early Childhood Task Force for Inclusion

Served as leader in readiness for pre-kindergarten and early care standards utilized for kindergarten readiness.

Served as Itinerant Educator, provided mentoring, training, technical support for Teachers, in early childhood settings; Head Start, KinderCare, Childcare.

Working Knowledge of Head Start Act of 2007 and the Individual for Disabilities Education Act

Experienced Early Childhood Mentor and Special Educator

Facilitated and Developed Training of Professional Development in all facets of Early Childhood 0-3rd grade and Special Education. Support of LEAs in ECQUIP, Preschool Development Grant, Kindergarten Transition, Literacy Development

...." Children are like wet cement,
whatever falls on them makes an
impression"

Dr Hiam Ginot

.... "Tell me and I forget. Show me and I remember. Involve me and I understand."

Chinese Proverb

.... "My continued efforts to be an integral part of a team of professionals who provides high quality

programming to the children, families,

teachers and the communities we serve

is, the driving force behind my work

in the field of early childhood special

education"

Millicent Archer

Behavioral Specialist working with Adults with Dual Diagnosis

Computer Skills

Software (IBM and MAC environments): Microsoft Word, Excel, Power Point, Pages, Outlook, WebEx and Internet Explorer

- Ability to disseminate training materials, current early childhood trends, and development and research from the Internet
- Curriculum Knowledge; operations and implementations of preschool curriculums, assessments, and training of their use.

Employment

Professional Development in Education

- Program Specialist Early Childhood Unit, Nov. 2012 to Present Arizona Department of Education, Phoenix Arizona
- Early Childhood Intervention Specialist, Aug. 1997 to June 2011, Greene County Educational Service Center, Yellow Springs Ohio
- Itinerant Preschool Teacher, August 2009-June 2010 Greene County Educational Service Center, Yellow Springs, Ohio
- Intervention Specialist, January 1990- May 1995, Provision of programming to children with multiple disabilities. Montgomery County Developmental Disabilities Dayton, Ohio
- Behavior Specialist, June 1987- December 1989, Toward Independence Group Home for Adults with Dual Diagnosis. Xenia, Ohio
- Handicapped Specialist, Head Start August 1986 to June 1987
- Infant Specialist, Aug. 1985 to Aug. 1986, Clinton County Board of Developmental Disabilities, Wilmington, Ohio

Related Workshops

- Cultural Diversity in the Preschool Classroom
- Quality Shared Partnership with Families
- Literacy, Mathematics, Science, Social Studies, in the Early Childhood Classroom
- Standards, Outcomes, Infant Toddler Guidelines
- □ LETRS; Early Childhood and K-3
- Reading Foundations
- □ STAR Autism
- □ PECs
- Closed Reading
- ACES in conference trainings
- Collaborative and Co-Teaching
- Formative Assessment

Professional References

Dr. Lauren Zbyszinsky 623-910-6228

Professional Development Program Specialist ADE

- Melinda Severtson, 937-231-4653
 - Occupational Therapist, Fidelity Home Health
- Tina Sykes, 480-241-7715

Program Manager Professional Development and Training Southwest Human Development

Professional Affiliations

National Association for the Education of Young Children Council for Exceptional Children DEC OCALA; Universal Design for Learning

EDUCATION

M. Ed Special Education, Severe/Profound, May 2011

Certification in: Positive Behavior Support -Northern Arizona University, Flagstaff, AZ

B.S. Elementary Education/Special Education, December 2006 -Northern Arizona University, Flagstaff, AZ

A.A.S. Early Childhood Education, May 2003 - Arizona Western College

RELATED EXPERIENCE

Accreditation Team Member, Special Education Leadership Team, Create and Implement IEP's for children ages 2.9 – 5 years old. Community Relations & Collaborations with ten (10) School Districts in Western Arizona across three (3) counties, Arizona Early Intervention Program, Department of Developmental Disabilities, Easter Seals Blake Foundation, CPLC Head Start, United Way- Read On Yuma, Raising Special Kids, MIKID, Parents As Teachers, Arizona School for Deaf and Blind. Guest Speaker/Presenter for CPLC Head Start Parent Meetings on Various Special Education Topics, Migrant Leadership Conference- Speaker, Yuma Community Child Find Event Leader. Develop MOU's and MOA's with community partners and school districts, Provide training for 150 Early Head Start and Head Start classroom staff, develop and execute preservice training sessions, Program self assessment and program monitoring. Create monthly reports to present to Policy Council members. Train staff in screening and ongoing monitoring, review and approve referrals to school districts for comprehensive developmental assessments. Meet with parents to review existing data and facilitate referrals to school districts and community agencies. Prepare and broadcast Request for Proposals for Occupational Therapist, Speech & Language Therapist and Mental Health Consultants.

CERTIFICATES & ENDORESEMENTS

TESOL

CDA

Arizona Department of Education:

Standard Cross Categorical Special Ed. K-12 Standard Elementary Education, 1-8 Standard Early Childhood Special Ed, 0-5 English as a Second Language Structured English Immersion

PROFESSIONAL AND COMMUNITY AFFILIATONS

Council For Exceptional Children, Member and Conference Attendee
National Association for Bilingual Education, Member and Conference Attendee
Easter Seals Blake Foundation, PAT Advisory Board Member
Yuma Community Foundation, Grants Review Committee
Yuma Youth Leadership, Inc., Chairwoman

Graduate, Class of 2001 Adult Co-Chair, 2001-2003 Adult Chair, 2005 Youth Chair, 2006-2010

Girl Scouts – Arizona Cactus-Pine Council, Adult Trainer
Program For Infants and Toddlers-West Ed., Certified Trainer
United Way of Yuma County, Account Executive

TRAINING PRESENTATIONS

- Suspect Developmental Disabilities
- Autism and ADHD
- Social Emotional Teaching Strategies
- PLS5 Screening Training
- Building Language and Literacy Skills/Parent and Teacher Communication
- Referrals and Screenings
- Organizing Your Childs Documents
- How to Modify the Program and Provide for Related Services
- Kindergarten Transitions
- Forms and Referrals
- Data Collection
- Accommodations & Modifications
- Make a Referral to AzEIP
- Supporting Parents During the IEP process
- The difference between an IFSP and an IEP
- Health and Safety Series (DES approved modules)

EMPLOYMENT

October 2015 – Present Early Childhood Special Education Program Specialist, Arizona Department of Education –Early Childhood Education Unit

March 2015- October 2017 **Child Care and Early Education Trainer,** Child Care Resource & Referral

October 2012- October 2015 **Disabilities & Mental Health Services Specialist,**

WACOG Head Start

Spring 2012 Adjunct Professor, Northern Arizona University

December 2006- October 2012 Lead Preschool Special Education Teacher

Somerton School District #11 Special Needs Preschool

April 2004- May 2006 **Special Education Instructional Assistant,** Yuma School District #1 October 2000-January 2005 **Member Services Executive,**

Girl Scouts – Arizona Cactus-Pine Council

January-April 1999 **Lead Preschool Teacher,** Juniper Tree, Inc.

August 1999- October 2000 **Teacher Aide,** Chicanos Por La Causa Migrant & Seasonal Head Start June 1994- July 1999 **Social Service Worker,**

King City Migrant Child Development Center, Child Development, Inc.

REFERENCES

Available Upon Request

Deborah J. Pischke, Ed.D.

5515 W. Cinnabar Avenue Glendale, Arizona 85302 Work: (623) 773-6676 dpischke@pusd11.net

EDUCATION

Doctor of Education, Curriculum and Instruction, Early Childhood Emphasis, 2005 Dissertation: "The Social and Emotional Impact of Early Entrance on Elementary School Students"

Arizona State University, Tempe, Arizona

Master of Education, Educational Leadership, 1998 Northern Arizona University, Flagstaff, Arizona

Bachelor of Science in Elementary Education, 1973 Northern Illinois University, DeKalb, Illinois

CERTIFICATIONS

State of Arizona certified K-8

Principalship Certification

ENDORSEMENTS

Early Childhood Endorsement

SEI Endorsement

PRE K - 12TH TEACHING/LEADERSHIP EXPERIENCE

1995-current

Peoria Unified School District Early Childhood Director, Glendale, Arizona

1995-1997

Kindergarten Teacher

Ira A. Murphy Elementary, Peoria Unified School District, Glendale, Arizona

- Served as part time kindergarten and part time preschool director during this time
- Founder at-risk preschool program

1986-1994

Preschool Teacher/Director

Sunset Elementary, Washington Elementary School District, Phoenix, Arizona

- Founded preschool program at Sunset
- First preschool program in Washington School District to be accredited by NAEYC

1986-1994

Lead Preschool Teacher

Shadow Rock Preschool, Shadow Rock Church, Phoenix, Arizona

COLLEGE/UNIVERSITY TEACHING EXPERIENCE

2013-2015

Adjunct Faculty

Arizona State University, Tempe Arizona

Courses Taught:

ECD 503 - Introduction to Research and Evaluation in Education

ECD 565 - Appropriate Instructional Methodologies for Young Children

ECD 593 - Applied Project

2007 to 2012

Adjunct Faculty

Rio Salado College, Maricopa Community College District, Arizona

Courses Taught:

CFS 176 - Child Development

EED 270 - Early Learning Development

EED 220 - Child, Family, Culture and Community

EED 212 - Guidance, Management and Environment

2006 to 2011

Adjunct Faculty

Ottawa University, Phoenix, Arizona

Courses Taught:

ECC 7010 - Child Growth and Development

ECC 7000 - Foundations of Early Childhood

ECC 7040 - Early Childhood Development and Math/Science Methods

EDC 7299 - Curriculum Design and Content Standards

ECE 30030 - Early Childhood Methods for Language Arts

ECE 30080 - Early Childhood Classroom Management

ECE 30020 - Early Childhood Methods for Reading

ECE 30000 - Foundations of Early Childhood

ECE 30060 - Early Childhood Methods for Science

2001 - 2005

Adjunct Faculty

Glendale Community College, Maricopa Community College District, Arizona

Courses Taught:

EED 270 - Early Learning Development

EDU 292 - The Art of Storytelling

ECH 274 - Early Childhood Books and Verse

ITD 201 - Infant/Toddler Attachment

ECH 212 - Creative Activities for the Young Child

CFS 285 - Family/School Interaction

Courses Developed:

EED 270 - Early Learning Development

2005-2007

Adjunct Faculty

Arizona State University, Tempe, Arizona Courses Taught: RDG 525 - Early Literacy

SPECIAL QUALIFICATIONS

- 2018 Arizona Department of Education Infant/Toddler Guidelines Revision Work Group
- 2017 Arizona Department of Education Early Learning Standards Revision and Realignment Work Group
- 2015-2016 Quality First Advisory Sub-Committee
- 2013 Participant, Arizona Town Hall on Early Education
- 2013 Kindergarten Development Inventory Work Group
- 2013 ADE Early Learning Standards Revision Work Group
- 2008-Current First Things First Northwest Regional Partnership Council; Chair 2010-current
- 2000-2012 Adjunct Faculty/Curriculum Writer New Directions Institute for Infant Brain Development
- 2006 State of Arizona Standard Setting Conference for Arizona Educator Proficiency Assessment
- 2003 State of Arizona Policy Work Group School Readiness Board

PRESENTED

- Reading and the Brain: What's the Connection PDG Summer Institute, Tucson, Arizona, June, 2017
- Expanding the Continuum of Early Childhood Special Education Services, Arizona
 Department of Education Supporting the Young Learner with Special Needs
 Education Summit, April, 2016
- School Readiness Begins at Birth, League of Women Voters, January, 2016
- Blended Funding in Early Childhood Programs, First Things First Summit, Phoenix Arizona, August 2012
- Early Brain Development, 0-5, Learning Brain Expo, Orlando Florida, July, 2008
- Gender and the Brain, Peoria Unified School District, 2007
- Celebrate the Young Child Conference, Brain Science Overview II, 2007

- Learning Brain Expo, San Diego, California, Early Brain Development, 2006
- Building the Reading Brain, Peoria Unified School District 2006
- Arts and the Brain, Arizona Arts Council 2006
- State of Arizona Early Learning Conference, Early Brain Development, 2005
- Literacy Centers, Peoria School District Kindergarten Workshops 2004; 2005
- Arizona State University Early Childhood Institute, Math for Early Childhood, 2004
- Monthly Professional Development, Peoria Unified School District 1995-present.

AWARDS

- 2010-present First Things First Quality First Scholarships
- 1995 2010 Early Childhood Block Grant
- Virginia G. Piper Charitable Trust, February, 2002 Ira A. Murphy Family Center, \$10,000 - To fund and implement a neighborhood center at Ira Murphy Elementary School for parents to get information, borrow toys and books, use computers and to interact with each other and their children
- Pride of Peoria Recipient, April, 2000
- Arizona Nutrition Network Local Incentive Award, October, 2000, \$25,000 and October, 2001 \$33,000 - To implement nutrition programs in preschool classrooms and for parent education on healthy eating
- Golden Bell Award, 1999 Presented by the Arizona School Board Association for Peoria
 Unified School District's Community Preschool Partnership Program
- Arizona Community Foundation Grant, December, 1999 Zero to Five, First Teacher Project - \$12,000 per year for three years - To learn the latest research on early brain development and to provide the information to parents, caregivers and teachers
- Arizona Department of Economic Security Grant, October, 1999 Program Development/Program Enhancement - \$61,436 - To provide gross motor equipment and computers to full day kindergarten programs at Title I schools
- Texaco Foundation Grant, July, 1999 Early Notes: The Sounds of Children Learning -\$100,000 over three years - To provide music education to early childhood classrooms.
 One of 5 grants awarded nation-wide.
- Peoria Education Enrichment Foundation Grant, December, 1998 Home Learning Kits -\$1,500 - To provide kits to parents to extend school learning to the home

MARY BETH TURNER

625 S. 7th Avenue, Yuma, AZ 85364 | C: 928-210-7317 | mturner@yuma.org

Professional Summary

Self-motivated, detail oriented, and enthusiastic educator with excellent organization, communication, and relationship building skills.

Experience

Preschool Coordinator Yuma School District One

Implemented a braided model of service delivery. Implemented ADE recognized district-wide inclusion preschool program. Manage grant funds in compliance with multiple regulatory requirements. Work with community partners to support program needs. Manage all aspects of the ESS early intervention process. Mentor staff on developmentally appropriate practice for educating the whole child.

Exceptional Student Services Coordinator Yuma School District One

Trained in interpreting educational case law. Developed and maintained effective communication with a variety of personnel. Collaborated with teams to make decisions and produce informative professional development for teachers. Established solid and effective working relationships with district administration, certified and classified staff. Trained in Nonviolent Crisis Intervention. Trained in iObservation. Supervised three student teachers.

Special Education Teacher

Created and enforced child-based hands-on curriculum to promote student interest, receptive learning and cultural diversity. Designed and used positive behavior strategies to enhance student behavior. Developed individual educational plans designed to meet the needs of the whole child. Established and communicated clear objectives for all lessons, units and projects to both students and parents. Conducted small group and individual classroom activities with students based on differentiated learning needs. Supervised and trained 2-4 teaching assistants.

Education

Masters of Education: Special Education Northern Arizona University

Masters of Education: Educational Leadership Northern Arizona University

Bachelor of Science: Special Education East Stroudsburg University

Accomplishments

Participating member of the Yuma County Early Childhood Collaborative, ongoing

First Things First Regional Partnership Council Member and Current Chair, ongoing

ADE ECE Review Committee for Arizona Early Learning Standards, 2017-2018

ADE Inclusion Task Force Member, 2018

Presentations

STEM Conference, Yuma, Brain Development, Language Acquisition and Literary Success, 2016

ADE ECE Special Education Conference, Brain Development, Language Acquisition and Literary Success, 2017

ED Talk, ADE ECE Summer Conference, Yuma School District One Inclusion Story, 2018

PENNI CASE

PO BOX 3275, Page AZ 86040 | H: 928-645-4901 | C: 928-660-2842 | pcase@pageud.org

Summary

I am a dedicated Special Education Teacher focused on building each student's strength, social skills and academic growth. I have a diverse experience in planning and implementing various programs that promote growth in children. I have been successful at building strong professional relationships with students, staff, parents and community members; managing large and complex projects while maintaining high team morale and energy. I am a skilled mentor and mediator who excels at bringing out the best in team members.

Highlights

- Certified Early Childhood Special Education Teacher
- MA Education from N.A.U.
- In-depth knowledge of early childhood development
- Excellent classroom management
- Effectively work with parents
- Experience working w/ special needs students
- Motivating students
- Innovative lessons planning

- Performance assessments
- Self-starter
- Deadline-oriented
- Employee training and development
- Excellent communication skills
- Behavior modification
- Behavioral/cognitive skills development
- Early Childhood evaluator
- Results oriented

Experience

Preschool Director Page Unified School District

8/2012-Current Page, AZ

Duties included but not limited to creating policies, managing staff, overseeing daily operations, lead administrator of the preschool, fostering positive interactions with parents and community members, develop curriculum, ensuring the school meets any standards set by law, creating and implementing professional development for staff and surrounding preschools, teaching classes as needed, determining spending responsibilities and making administrative decisions.

Preschool Evaluator Page Unified School District

8/2007-Current Page, AZ

Duties including but not limited to screening and evaluating children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program recommendations. Participate as a member of the multi-disciplinary team and the individualized education program (IEP) committee contributing evaluation findings and collaborating on the child's educational plan. Provide collaborative consultation and documentation of results including assisting general education staff with suggestions and implementation of RTI, pre-referral intervention strategies, and providing recommendations and modifications to assist basic education staff in working with special education students in the classroom setting. Consult with parents, teachers, and other appropriate staff regarding the child's program and any adaptations/materials needed to facilitate improved performance in the classroom or at home.

Early Childhood Special Education Teacher Page Unified School District

8/2005-Current Page, AZ

Duties included but not limited to planning and providing appropriate learning experiences for students with disabilities in a variety of educational settings, creating a flexible program and learning environment that provides specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports. Provide direct services through a variety of methods (e.g. classroom presentations, co-teaching in general education settings, in-services to staff/parents, etc.) as needed. Maintain appropriate data on students to document current levels of performance and other pertinent information. Re-evaluate, as

appropriate, to determine extent of progress and effectiveness of therapy. Establish and monitor the necessary caseloads, procedures, and resources to manage school educational services to students/staff and work cooperatively to accomplish the goals of the IEP.

Education

2010

Flagstaff Arizona

Masters of Arts: Education Northern Arizona University

Bachelor of Science: Psychology

2000 **Ashland Oregon** Southern Oregon University