Björg Tómasdóttir LeSueur

Program Coordinator | Clinical Associate Professor
Division for Advancing Educational Policy, Practice, and Leadership
Mary Lou Fulton College for Teaching and Learning Innovation | Arizona State University
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EDUCATION

2025 Ph.D. Infant and Early Childhood Development with emphasis on mental health and neurodiversity, Fielding Graduate University, Santa Barbara, California

Dissertation: Elevating Voices, Centering Care: Relational Justice and the Future of Professional Development for Infant-Toddler Professionals.

Chair: Nina Newman | Committee: Georgina Robinson, Corinne G. Catalano, Marissa Schlieber

2005 M.A. Education (Cross-Categorical Special Education), University of Phoenix Phoenix, Arizona

2002 B.S. in Psychology (Child Development), Arizona State University, Tempe, Arizona

ACADEMIC LEADERSHIP ROLES AT ARIZONA STATE UNIVERSITY

8/16/2023 - Present CLINICAL ASSOCIATE PROFESSOR

Division for Advancing Educational Policy, Practice, and Leadership, MLFC, ASU

Teaching (60%): Teach a 3/3 load of online undergraduate courses in Early Childhood Studies and Educational Studies. Apply evidence-based online teaching practices and Universal Design for Learning (UDL) principles to create accessible, engaging, and inclusive learning experiences. Use student feedback, mid-session surveys, learning data, and co-instructor input to continuously improve course design and instruction. Serve as lead instructor for multi-section courses, providing instructional leadership, coordinating teaching teams, developing shared instructional resources, and supporting consistency and quality across sections. Mentor faculty associates and academic associates in effective online teaching practices through onboarding, regular communication, instructional resources, and formative feedback.

Service (20%): Provide sustained professional, university, and community service focused on strengthening early childhood systems, educator preparation, and professional learning. Serve as Co-Director of the Arizona Early Childhood Education Professional Development (AzECE PD) Collaborative; Chair of the Arizona CSPD Preparation and Training Subgroup; Co-Lead of the ASU Child Language and Early Literacy Translational Team; member of the AzAEYC Governing Board and Executive Committee; member of the ASU Faculty Senate and CT-PEC Co-Chair; and DEC EI/ECSE Standards Ambassador. Build connections among higher education, state agencies, professional organizations, and early childhood practitioners to advance workforce preparation and professional standards. Design and facilitate statewide professional learning through Project ECHO, reaching hundreds of early childhood professionals annually across Arizona.

2017 – Present PROGRAM COORDINATOR, EARLY CHILDHOOD STUDIES BAE & BAS

Division for Advancing Educational Policy, Practice, and Leadership, MLFC, ASU

Academic & Program Leadership (20%): Provide administrative, curricular, and strategic leadership for two online Early Childhood Studies degree programs. Oversee program operations, including faculty staffing and hiring, program assessment and evaluation, curriculum planning and alignment, and coordination across courses and instructors. Partner with EdPlus, academic advising, recruitment teams, and the Office of Data Strategy to

support enrollment, student success, program evaluation, and continuous improvement. Lead program-level curriculum development and revision to maintain alignment with evolving professional standards, including NAEYC and DEC EI/ECSE standards. Coordinate curriculum development for Early Childhood Studies programs and related offerings on the ASU Learning Enterprise platform. Served as Course Coordinator for the EDP 310 cluster courses (2022–2025). Led the development and launch of the Early Intervention Specialization (2024–2026), a nine-course professional learning series aligned with DEC EI/ECSE standards and designed to expand accessible, standards-based professional learning for the early childhood workforce. Provide ongoing leadership for specialization implementation, curriculum coherence, faculty coordination, and program evaluation.

2017 - 2023 CLINICAL ASSISTANT PROFESSOR

Division for Advancing Educational Policy, Practice, and Leadership, MLFC, ASU

AWARDS

Award	Organization	Date
Professor of Impact	ASU Mary Lou Fulton College for Teaching and Learning Innovation	Summer 2026
Sun Award	ASU Mary Lou Fulton College for Teaching and Learning Innovation	2025
Sun Award	ASU Mary Lou Fulton College for Teaching and Learning Innovation	2025
Professor of Impact	ASU Mary Lou Fulton College for Teaching and Learning Innovation	Fall 2024
Professor of Impact	ASU Mary Lou Fulton College for Teaching and Learning Innovation	Fall 2023
Professor of Impact	ASU Mary Lou Fulton College for Teaching and Learning Innovation	Spring 2023

Nominations & Recognition

Award	Organization	Date
Career Track Faculty Outstanding Excellence in Professional Service Award (nominated)	ASU Career Track Faculty Association	Spring 2026

LEADERSHIP IN TEACHING

** Served as lead instructor and supported an instructional team. ** Co-taught/developed with Amy Markos ***Co-developed with Katherine Kicey ****Co-developed with Tanya Pinkerton*

Program Development

DPPL, MLFC, ASU

Years	Program
2024 - 2026	Early Intervention Specialization (ASU Professional Educator Learning Hub/PELH)
2017 - 2020	Bachelor of Applied Science in Early Childhood Studies
2017 - 2019	Bachelor of Arts in Education, Educational Studies (Early Childhood Studies)

Course Development

MLFC, ASU

Course	Title	Year
ECD 330	Nurturing Social-Emotional Connections in Early Childhood	2026
ECS 520	Evaluation and Intervention Strategies for Infants, Toddlers, and Preschoolers with Disabilities****	2025
PELH	Application of Curriculum in Early Intervention ***	2025
PELH	Responsive Intervention in Early Intervention ***	2025
PELH	Professional Practice in Early Intervention ***	2025
PELH	Infant Mental Health	2024
PELH	Collaboration and Teaming in Early Intervention	2024
PELH	Assessment Processes in Early Intervention	2024
SPE 223	Intersection of Society, Disability, and Inclusion	2021
ECS 427	Highly Individualized Teaching and Learning	2020
ECD 476	Intentional Teaching	2020
ECD 327	Becoming a Teacher Leader	2019
ECD 310	Applied Early Child Development	2019
EDU598	Special Topics: Enhancing Learning Targets + Teaming **online (MADAC)	2019 - 2020
EDU598	Special Topics: Inquiry Based Learning + Teaming **online (MADAC)	2019 - 2020
EDU598	Special Topics: Home School Connections **online (MADAC)	2019 - 2020
EDU598	Special Topics: Special Education **online (MADAC)	2019 - 2020
EDU598	Special Topics: Learning Futures **online (MADAC)	2019 - 2020
EDU598	Special Topics: Technology and Classroom Instruction **online (MADAC)	2019 - 2020
EDU598	Special Topics: Designing Learning Targets for Instruction **hybrid (MADAC)	2019 - 2020

Course Redesign

MLFC, ASU

Course	Title	Year
ECD 325	Dual Language Learners	*Spring 2026*
ECS 427	Highly Individualized Teaching and Learning	*Redesigned* 2025; applied assignment project scaffolded with the ID team and lead instructor
ECS 420	Evaluation and Intervention Strategies for Infants, Toddlers, and Preschoolers with Disabilities	*Redesigned* 2024 (with Dr. Tanya Pinkerton); continued 2025
ECD 327	Applied Early Child Development	*Redesigned* Fall 2023 to incorporate updated professional standards, revised rubrics, and updated content; signature assignment redesigned in 2024 to scaffold academic writing

Course	Title	Year
ECD 220	Health, Safety, and Nutrition	*Redesigned* Fall 2023 to incorporate DES-required topics for workforce-approved courses; final project redesigned in 2024 with scaffolded templates
SPE 223	Intersection of Society, Disability, and Inclusion	*Developed new* Fall 2021; first taught Spring 2022; refined end of term Spring 2022, and spring of 2024
ECD 476	Intentional Teaching	*Developed new* Fall 2020 syllabus, redesigned Fall 2022 to incorporate social studies and creative arts; full online redesign Spring 2023

Teaching

MLFC, ASU

Semester	Course	Title
Fall 2026	PELH	Collaboration and Teaming in Early Intervention
Fall 2026	ECD 330	Nurturing Social-Emotional Connection
Fall 2026	ECD 476	Intentional Teaching *
Fall 2026	ECD 327	Becoming a Teacher Leader *
Summer 2026	PELH	Assessment Processes in Early Intervention
Summer 2026	ECS 312	Social Emotional Development of the Young Child *
Summer 2026	SPE 223	Intersection of Society, Disability, and Inclusion*
Spring 2026	ECD 476	Intentional Teaching *
Spring 2026	ECD 327	Becoming a Teacher Leader *
Fall 2025	PELH	Infant Mental Health
Fall 2025	PELH	Assessment Processes in Early Intervention
Fall 2025	PELH	Child Development and Early Learning (birth to three)
Fall 2025	ECD 476	Intentional Teaching *
Fall 2025	ECD 327	Becoming a Teacher Leader *
Fall 2025	ECS 430	Systems Policy and Advocacy in Early Childhood/Special Education *
Summer 2025	ECS 312	Social Emotional Development of the Young Child *
Summer 2025	SPE 223	Intersection of Society, Disability, and Inclusion*
Spring 2025	ECD 476	Intentional Teaching *
Spring 2025	ECD 327	Becoming a Teacher Leader *
Spring 2025	SPE 223	Intersection of Society, Disability, and Inclusion*
Fall 2024	ECD 476	Intentional Teaching *
Fall 2024	ECD 327	Becoming a Teacher Leader *

Semester	Course	Title
Fall 2024	SPE 223	Intersection of Society, Disability, and Inclusion*
Summer 2024	ECS 312	Social Emotional Development of the Young Child *
Summer 2024	SPE 223	Intersection of Society, Disability, and Inclusion*
Spring 2024	ECS 427	Highly Individualized Teaching and Learning*
Spring 2024	ECD 476	Intentional Teaching *
Spring 2024	ECD 327	Becoming a Teacher Leader *
Fall 2023	SPE 223	Intersection of Society, Disability, and Inclusion*
Fall 2023	ECD 476	Intentional Teaching *
Fall 2023	ECS 427	Highly Individualized Teaching and Learning*
Summer 2023	ECS 312	Social Emotional Development of the Young Child *
Summer 2023	SPE 223	Intersection of Society, Disability, and Inclusion*
Spring 2023	TEL 499	Individualized Instruction
Spring 2023	SPE 223	Intersection of Society, Disability, and Inclusion*
Spring 2023	ECD 476	Intentional Teaching *
Spring 2023	ECS 427	Highly Individualized Teaching and Learning*
Spring 2023	ECS 430	Systems Policy and Advocacy in Early Childhood/Special Education *
Fall 2022	SPE 223	Intersection of Society, Disability, and Inclusion*
Fall 2022	ECD 476	Intentional Teaching *
Fall 2022	ECS 427	Highly Individualized Teaching and Learning*
Summer 2022	ECS 430	Systems Policy and Advocacy in Early Childhood/Special Education *
Summer 2022	SPE 223	Intersection of Society, Disability, and Inclusion*
Spring 2022	ECD 476	Intentional Teaching *
Spring 2022	ECS 427	Highly Individualized Teaching and Learning*
Spring 2022	ECS 430	Systems Policy and Advocacy in Early Childhood/Special Education *
Spring 2022	SPE 223	Intersection of Society, Disability, and Inclusion*
Fall 2021	ECD 327	Becoming a Teacher Leader *
Fall 2021	ECD 476	Intentional Teaching *
Fall 2021	ECS 427	Highly Individualized Teaching and Learning*
Summer 2021	ECS 430	Systems Policy and Advocacy in Early Childhood/Special Education *
Summer 2021	ECS 312	Social Emotional Development of the Young Child *

Semester	Course	Title
Spring 2021	SPE 222	Orientation to Education of Exceptional Children*
Spring 2021	ECS 427	Highly Individualized Teaching and Learning*
Spring 2021	ECS 321	Communication, Language Development, and Emergent Literacy*
Spring 2021	ECD 476	Intentional Teaching *
Fall 2020	SPE 222	Orientation to Education of Exceptional Children*
Fall 2020	ECD 327	Becoming a Teacher Leader *
Fall 2020	ECD 310	Applied Early Child Development *
Fall 2020	EDU598	Special Topics: Enhancing Learning Targets + Teaming (MADAC Project) online **
Fall 2020	EDU598	Special Topics: Inquiry Based Learning + Teaming (MADAC Project) online **
Summer 2020	EDU598	Special Topics: Home School Connections (MADAC Project) online **
Summer 2020	EDU598	Special Topics: Special Education (MADAC Project) online **
Spring 2020	EDU598	Special Topics: Designing Learning Targets for Instruction (MADAC Project) hybrid **
Spring 2020	EDU598	Special Topics: Technology and Classroom Instruction (MADAC Project) online **
Spring 2020	EDU598	Special Topics: Learning Futures (MADAC Project) online **
Spring 2020	TEL 315	Child and Adolescent Development *
Spring 2020	SPE 222	Orientation to Education of Exceptional Children*
Spring 2020	ECS 321	Communication, Language Development, and Emergent Literacy*
Fall 2019	SPE 222	Orientation to Education of Exceptional Children*
Fall 2019	ECD 327	Becoming a Teacher Leader *
Fall 2019	ECD 310	Applied Early Child Development *
Summer 2019	TEL 315	Child and Adolescent Development *
Summer 2019	SPE 222	Orientation to Education of Exceptional Children*
Spring 2019	TEL 315	Child and Adolescent Development *
Spring 2019	SPE 222	Orientation to Education of Exceptional Children*
Fall 2018	TEL 315	Child and Adolescent Development *
Fall 2018	ECD 549	Foundation of Diversity, Human Development, and the Young Child
Summer 2018	TEL 315	Child and Adolescent Development *
Summer 2018	ECD 526	Integrated Literacy
Spring 2018	TEL 315	Child and Adolescent Development *
Spring 2018	ECD 565	Instructional Methods ECD

Semester	Course	Title
Fall 217	TEL 315	Child and Adolescent Development
Fall 2017	ECD 527	Math in Early Childhood Education

SERVICE

Institutional Service

University

2025 - Present Child Language and Early Literacy Translational Team, Co-Lead (with Dr. Neelima Wagley, College of Health Solutions) — A cross-college partnership that bridges research and practice to strengthen language and literacy outcomes for children and expand access to high-quality professional learning for early childhood educators across Arizona.

2025 - Present ASU Year One (Y1) Initiative, Steering Committee Member — University-wide effort advancing innovation and inclusive excellence at the intersection of early childhood, health, education, technology, and caregiver well-being.

2023 - 2025 University Senate, elected Senator

2023 - 2025 Faculty and Student Policy Committee, Committee Member

College

2024 - Present Inclusive Excellence Council, Committee Member

2023 - Present Early Childhood Studies Online Hiring Committee, Chair

2020 - Present Course coordinator, ECD 220, ECD 476, ECS 427, ECD 327, SPE 223, ECS 312 (o course),

2017 - Present DPPL, Monthly Program Coordinators meeting

2024 - 2025 MLFC CT-Promotion Canvas Course Development, Subcommittee, committee member

2023 - 2026 Career Track Promotion and Evaluation Committee (CT PEC), elected, co-chair

2023 Clinical Assistant Professor in Early Childhood Studies Search Committee, Chair

Professional Service

2025 - Present Division for Early Childhood (DEC), EI/ECSE Standards Ambassador

2025 - Present AzAEYC Executive Board & Governing Board, Secretary

2024 - Present Interagency Coordinating Council (ICC), Arizona Governor's Office – Higher Education Representative

- Transition Subcommittee, committee member, 2024 - Present
- ICC Child Find Subcommittee, Chair – developed statewide Child Find Toolkit, 2025

2024 - Present Infant Mental Health (IMH) Advocacy Committee, Member

2020 - Present Arizona Early Childhood Professional Development Collaborative, Co-Director / Advisory Committee,

2018 - Present Arizona Comprehensive System of Personnel Development (CSPD),

- Preparation and Inservice Training Committee, Chair, 2026 - Present
- Leadership Team 2026 - Present, committee member
- Pre-Service Subgroup, Chair, 2019 - 2026

2018 - Present Arizona Transfer Articulation Task Force, MLFTC Representative

2022 - 2025 PEAIC Program, Co-PI

Community Service

Arizona Early Childhood Education Professional Development (AzECE PD) Collaborative / iECHO Education Program, *Arizona State University, College of Health Solutions* | **2020–Present**

- **Co-Director / iECHO Education Program Lead, 2025–Present**
- **Collaborative Committee Member, 2020–2026**

Provide leadership for a cross-institutional initiative delivering statewide professional learning to Arizona's early childhood workforce through the Project iECHO model. Lead and contribute to program design, curriculum development, facilitation, evaluation, and partnership coordination across higher education, healthcare, state agencies, and community organizations.

Collaborative Impact, 2020–2026: 26 ECHO programs | 176 sessions | 1,589 unique participants | 202 organizations | 7,939 total attendances

Selected Project ECHO Programs

Literacy-Rich Early Childhood Environments ECHO | Spring 2026
Co-led with Katherine Kicey | 8 sessions | 133 participants | 456 attendances

Instructional Supports that Promote Positive Behavior ECHO | Fall 2025
Co-developed with Katherine Kicey | 6 sessions | 86 participants | 468 attendances

Relationships Over Behavior: A CLASS-Informed Approach (Birth–3) ECHO | Spring 2025
Co-developed with Katherine Kicey and early childhood community leaders | 8 sessions | 92 participants | 516 attendances

Crafting Enriching Environments (Birth–3) ECHO | Fall 2024
Co-developed with Katherine Kicey, S. Gray, and community partners | 7 sessions | 131 participants | 800 attendances

IHE Pre-Service Faculty ECHO | 2022–Present
Lead ongoing quarterly professional learning series for higher education faculty.
2024–2026: 20 sessions | Semester participation: 33–54 participants

Social-Emotional Learning ECHO: Supporting the Emotional Well-Being of Teachers and Children | Spring 2022
Co-designed and co-delivered with Dr. Evandra Catherine and Katherine Kicey | 7 sessions | 56 participants | 277 attendances

Early Language and Literacy ECHO | Fall 2021
Co-designed and co-delivered | 10 sessions | 82 participants | 778 attendances

Other Community Service

Fall 2023 & Spring 2024	Visiting Lecturer, University of Iceland – early childhood and special educators
Fall 2020, 2021, 2023	Guest Lecturer, ASU College of Health Solutions, MS Speech and Hearing program
Fall 2018 - Summer 2021	Child Development Associate (CDA) Professional Development Specialist – Observing and mentoring candidates in early care and education settings (birth–5); assessing environment quality, materials, and teacher-child interactions

SCHOLARLY ACTIVITY

Although scholarship is not a required component of my career-track faculty role, I have included examples of my scholarly work.

Peer-Reviewed Journals

Farrand, K. M., Troxel, M. N., Rogers, O., Mullady, A. M., Williams, S. S., & **LeSueur, B.** (2019). Enhancing collaborative practices with pre-professional occupational therapists and early childhood special education students: A tool for fostering collaboration. The Open Journal of Occupational Therapy.

Book Chapters

LeSueur, B., Pinkerton, T., & Weinberg, A. (2024). Chapter 5: Enhancing clinical experiences through action research: Teacher educators bridging the gap between coursework and field experiences. [Book chapter].

Conference Presentations and Workshops

National Conferences

LeSueur, B. (2026, June). From strategy to systems: Building educator capacity to sustain inclusive early childhood practice. Division for Early Childhood (DEC) Virtual Institute. (Invited Presenter)

LeSueur, B. (2026, January). Inclusive early childhood education. Division for Early Childhood (DEC) International Community of Practice Panel. (Invited Panelist)

LeSueur, B. (2022, November). Arizona CSPD: Building a unified early childhood workforce. Early Childhood Personnel Center (ECPC) National Conference. (Presenter)

Regional Conferences and Meetings

LeSueur, B., & Kicey, K. (2025, December). Responsive care informed by the Infant/Toddler Environment Rating Scale (ITERS). Milestones Matter: Best Practices in Infant and Toddler Development Summit, Desert Willow Conference Center, Arizona. (Invited Presenter)

LeSueur, B. (2023, Fall). Visiting lecturer – Early childhood inclusive practices and early intervention. University of Iceland. (Invited Presenter)

LeSueur, B., & Kicey, K. (2023). Emotions, environments, and behavior. Candelen Early Childhood Conference. Phoenix, Arizona. (Presenter)

LeSueur, B. (2023, Spring). Infant mental health and early intervention: Building inclusive, responsive learning environments. Candelen Early Childhood Professional Development Conference, Arizona. (Presenter)

LeSueur, B. (2022, May). Coaching Companion, Faculty Edition. Early EDU Alliance Institute. Seattle, Washington. (Presenter)

LeSueur, B. (2021, February). Curriculum modifications that promote inclusion of young children with disabilities. MLFTC Early Childhood Conference, Arizona State University. (Presenter)

LeSueur, B. (2019, May). Building and strengthening accessible pathways into and through higher education. Early EDU Alliance Institute. Seattle, Washington. (Poster Presentation)

LeSueur, B., Busby, M., & Campbell, J. (2018, May). Building connections for student success. Early EDU Alliance Institute. Seattle, Washington. (Presenter)

Professional Workshop Presentations

Kristjansson, S., & **LeSueur, B**. (2021, 2022, 2023, & 2024). TEACCH Structured Teaching Model, 3-day training. Arizona Education Cadre, Phoenix, AZ.

Catherine, E., **LeSueur, B**., Kicey, K., Studnicka, L., & Bucher, E. (2022). Supporting the well-being of teachers and children in early childhood environments. ASU College of Health Solutions Early Childhood Professional Development Collaborative ECHO. Online.

Language and Literacy ECHO Hub Team, including **LeSueur, B**. (2021). Early Language and Literacy ECHO training, March 24–May 26, 2021. Online.

Kristjansson, S., **LeSueur, B**., & Lovelady, A. (2020). TEACCH Structured Teaching Model, 3-day training. Arizona Education Cadre, Phoenix, AZ.

Kristjansson, S., **LeSueur, B**., & Lovelady, A. (2019). TEACCH Structured Teaching Model, 3-day training. Arizona Education Cadre, Phoenix, AZ.

LeSueur, B. (2019). Structured teaching strategies for paraprofessionals. Arizona Education Cadre, Tempe, AZ.

Kristjansson, S., **LeSueur, B**., & Lovelady, A. (2018). TEACCH Structured Teaching Model, 3-day training. Arizona Education Cadre, Phoenix, AZ.

Kristjansson, S., **LeSueur, B**., & Lovelady, A. (2017). TEACCH Structured Teaching Model, 3-day training. Arizona Education Cadre, Phoenix, AZ.

Kristjansson, S., & **LeSueur, B**. (2016). TEACCH Structured Teaching Model, 3-day training. Arizona Education Cadre, Phoenix, AZ.

Kristjansson, S., & **LeSueur, B**. (2016). Instructional strategies for children with autism. Mary Lou Fulton Teachers College Early Childhood Training.

RESEARCH AND GRANT ACTIVITY

Grant Submissions – Funded

Thompson, N. (PI), & **LeSueur, B**. (Co-PI/PD). (2021 - Present). *Preparing Early Childhood Educators for Arizona's Indian Communities (PEAIC).* U.S. Department of Education. $1,439,017. Awarded August 1, 2021.

LeSueur, B., Wagley, N., Kicey, K., Gray, S., Luo, R., Tacey, K., & Reeves, S. (Co-PI). (Submitted 2026, funded). *Cross-Sector Learning Futures for Children (0–21): Addressing Mental Health Barriers to Development and Learning Through Integrated Systems for Educators, Providers, and Families (CLFC).* ASU Learning Futures Collaboratives Accelerator Award. $15,000 requested, $14,400 awarded July 3rd, 2026.

Grant Submissions – Unfunded

LeSueur, B. (Co-PI). (Submitted December 2025, Unfunded). *Expanding Access to Specialized Training for Those Supporting Children Birth–3 With Disabilities and Their Families (EAST-3).* PNC Foundation (PNC Grow Up Great). $114,080 requested.

LeSueur, B. (Co-PI). (Submitted May 2025, Unfunded). *Expanding Access to Specialized Training for Those Who Support and Serve Children from Birth to Age 3 with Disabilities and Their Families.* The Caplan Foundation for Early Childhood. $89,378 requested. (Letter of Inquiry)

PROFESSIONAL EXPERIENCE PRIOR TO 2017

July 2014 – July 2017 Assistant Director, Mary Lou Fulton Teachers College Preschool, Arizona State University, Tempe, AZ

- Managed day-to-day operations of the MLFTC Preschool Program
- Mentored lead teachers, staff, student teachers, and interns
- Coordinated interdisciplinary student placements across ASU colleges (Occupational Therapy, Speech-Language Pathology, Sustainability, Herberger College)
- Clinical supervision of undergraduate Early Childhood Special Education students

May 2013 – July 2014 Faculty Research Associate, College of Health Solutions, Arizona State University, Tempe, AZ

- Project Manager, POWWER Research Study
- Recruited subjects, trained assessors, administered assessments
- Supervised lab staff and student workers
- Managed data collection

August 2012 – May 2013 Faculty Research Associate, Mary Lou Fulton Teachers College, Arizona State University, Tempe, AZ

- Coached Early Childhood Special Education teachers on implementing a research-based literacy curriculum (TELL)
- Trained and mentored Early Childhood Special Education teachers

July 2006 – August 2012 Preschool Early Childhood Special Education Teacher, Kyrene School District, Phoenix, AZ

- Preschool Coordinator, 2011 - 2012
- Kyrene Autism Training Team, 2007 - 2012
- Early Childhood Homebound Teacher, 2010 - 2011

August 2003 – May 2006 Preschool Early Childhood Special Education Teacher, Scottsdale Unified School District, Scottsdale, AZ

May 2002 – August 2003 Pre-K Early Childhood Teacher, Open Horizons, Arizona State University, Tempe, AZ