

## CURRICULUM VITAE

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**Kathleen Marie Farrand**  
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### **PROFESSIONAL DEGRESS EARNED**

- Ph.D.                      The Ohio State University, Columbus, OH, 2015  
*Doctor of Philosophy, Language, Education, and Society*  
Dissertation: *Inclusion along a continuum of settings: Discovering the possibilities when using dramatic inquiry for literacy learning to promote the academic and social success of all students*  
Co-Chairs: Dr. Brian Edmiston and Dr. Tiffany Wild
- M.A.                      The Ohio State University, Columbus, OH, 2014  
*Master of Arts, Educational Administration*
- M.Ed.                     University of Florida, Gainesville, FL, 2006  
*Master of Education, Elementary Education*
- B.A.                      University of California, Santa Barbara, Santa Barbara, CA, 2001  
*Bachelor of Arts, Film Studies*

### **PROFESSIONAL EXPERIENCE**

- 2021- present            *Associate Professor*  
Arizona State University, Tempe, AZ  
Division of Teacher Preparation  
Area: Early Childhood Special Education
- 2015- 2021              *Assistant Professor*  
Arizona State University, Tempe, AZ  
Division of Teacher Preparation  
Area: Early Childhood Special Education
- 2014-2015               *Graduate Research Assistant*  
The Ohio State University, Columbus, OH  
Grant: *National Center for Blind Youth in Science-National Science Foundation*
- 2013-2015               *Graduate Assistant*  
The Ohio State University, Columbus, OH

2013-2014	<i>Principal Intern</i> Richard Avenue Elementary School, Grove City, OH
2011-2014	<i>University Supervisor</i> The Ohio State University, Columbus, OH Early Childhood M.Ed. Program
2011-2014	<i>Graduate Teaching Assistant</i> The Ohio State University, Columbus, OH EDU T&L 708.70- Teaching and Learning Mathematics in Grades PreK-3 <sup>rd</sup> , Part 1 EDU T&L 809.70- Inclusion: Teaching Children with Physical and Sensory Difficulties EDU T&L 5159- Planned Field Experience
2011	<i>Preschool Teacher</i> Dublin Learning Academy, Dublin, OH
2007-2010	<i>Third Grade Teacher</i> Highlands Elementary School, Kissimmee, FL
2006-2007	<i>First Grade Teacher</i> Highlands Elementary School, Kissimmee, FL

### **AREAS OF SPECIALIZATION**

Inclusion  
Dramatic Inquiry  
Early Childhood Education  
Play-based Learning in Education  
Interdisciplinary Learning  
Visual Impairments and Blindness  
Dogs in Education

### **PUBLICATIONS**

\*Indicates doctoral student at time of publication

### **JOURNAL ARTICLES IN PEER-REVIEWED JOURNALS**

**Farrand, K. M., Koehler, K., & Vasquez, A.\*** (2024). Authentic braille literacy development through interdisciplinary instruction and learning. *British Journal of Visual Impairment*.  
<https://doi.org/10.1177/02646196241230264>

**Farrand, K. M., Oakes, W. P., Deeg, M. T.\*, Jaworski, K., & Leon, V.\*\*** (2023). Engaging community partners to enrich preschoolers learning experiences with dramatic inquiry. *Journal for the Arts and Special Education*, 3(1), 14-22.  
<https://docs.lib.purdue.edu/jase/vol3/iss1/6>

- Farrand, K. M., & Deeg, M. T. \*** (2022). Pre-K families learning together: Examining dual language learning and literacy with drama. *UBIQUITY: The Journal of Literature, Literacy, and the Arts*, 9(1), 65-99. <http://ed-ubiquity.gsu.edu/wordpress/farrand-deeg-vol-9-no-1/>
- Farrand, K. M., Koehler, K., & Vasquez, A. \*** (2022). Literary braille instruction: A review of university personnel preparation programs. *Journal of Visual Impairment and Blindness*, 116(5), 617-628. <https://doi.org/10.1177/0145482X221130356>
- Farrand, K. M., & Deeg, M. T. \*** (2021). Implementing co-teaching with paraprofessionals to include all pre-K students in dual language. *British Journal of Special Education*, 48(3), 282-300. <http://doi.org/10.1111/1467-8578.12364>
- Wild, T. A., Shaheen, N., Fast, D. K., Averill, J., Koehler, K., & **Farrand, K.** (2020). Students' with blindness and visual impairments level of engagement in science and engineering practices. *Journal of Science Education for Students with Disabilities*, 24(1). [https://urldefense.com/v3/\\_https://scholarworks.rit.edu/jesed/vol23/iss1/16\\_!!IKRxdwAv5BmarQ!JvSB2w81CnLRDIIIDtc4CaeLPdu411YcCJIYYq3erGqXvCpYCFvEKKAW-lVyrFGIL1gUlsI\\$](https://urldefense.com/v3/_https://scholarworks.rit.edu/jesed/vol23/iss1/16_!!IKRxdwAv5BmarQ!JvSB2w81CnLRDIIIDtc4CaeLPdu411YcCJIYYq3erGqXvCpYCFvEKKAW-lVyrFGIL1gUlsI$)
- Deeg, M. T. \*, **Farrand, K. M.**, & Oakes, W. P. (2020). Creating spaces for interactive dialogue during preschool circle time using play-based pedagogies and dramatic inquiry. *Journal of Early Childhood Research*. <https://doi.org/10.1177/1476718X20956256>
- Farrand, K. M., & Deeg, M. T. \*** (2020). Dramatic inquiry: An inclusive approach to learning using collaboration and multiple modes. *TEACHING Exceptional Children*, 52(3), 128-137. <https://doi.org/10.1177/0040059919889335>
- Farrand, K. M.**, Troxel, M. N. \*, Kilinc, S., & Kelley, M. (2019). "We're building frameworks": Administrator and educator perspectives on implementing a dual language pre-k program to include all students. *Multiple Voices for Ethnically Diverse Exceptional Children*, 19(1), 58-78. <https://doi.org/10.5555/2158-396X.19.1.58>
- Anderson, A., **Farrand, K. M.**, Dobson, C., Oakes, W.P., Deeg, M.T. \*, & Valero, L. (2019). Dramatic arts integration practices for learning and growth across PK12 development. *The Journal of the Arts and Special Education*, 1(1), [64-104](#).
- Farrand, K. M.**, Oakes, W.P., & Deeg, M.T. \* (September, 2019). Bee-coming entomologists: Using dramatic inquiry to bring excitement into the inclusive science classroom. *Science and Children*, 57(2), 71-76. Document URL: <http://login.ezproxy1.lib.asu.edu/login?url=https://search-proquest-com.ezproxy1.lib.asu.edu/docview/2281720324?accountid=4485>

- Farrand, K. M.**, Deeg, M. T.\*, Rogers, O., Mullady, A. M., Williams, S. S., & LeSueur, B. T. (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*, 7(1). Available at: <https://doi.org/10.15453/2168-6408.1482>
- Farrand, K. M.**, Shaheen, N., Wild, T., Averil, J.\*, & Fast, D.\* (2018). Improving student self-efficacy: The role of inclusive and innovative out of school programming for students with blindness and visual impairments. *The Journal of Blindness Innovation and Research*, 8(2). DOI: <http://dx.doi.org/10.5241/8-151>
- Bernstein, K. A., Kilinc, S., Troxel Deeg, M.\*, Marley, S., **Farrand, K. M.**, & Kelley, M. (2018). Language ideologies of Arizona preschool teachers implementing dual language teaching for the first time: Pro-multilingual beliefs, practical concerns. *International Journal of Bilingual Education and Bilingualism*, 1-24. DOI: [10.1080/13670050.2018.1476456](https://doi.org/10.1080/13670050.2018.1476456)
- Kilinc, S., **Farrand, K.**, Chapman, K.\*, Kelley, M., Millinger, J., & Adams, K. (2017). Expanding opportunities to learn to support inclusion through drama-enhanced literacy practices. *British Journal of Special Education*, 44(4), 431-447. DOI: [10.1111/1467-8578.12186](https://doi.org/10.1111/1467-8578.12186)
- Farrand, K.**, Wild, T., & Hilson, M. (2016). Self-efficacy of students with visual impairments before and after participation in an inquiry-based camp. *Journal of Science Education for Students with Disabilities*, 19(1), [50-60](#).
- Wild, T., Hilson, M., & **Farrand, K.** (2014). Preparing for an inquiry-based summer camp experience for students with visual impairments: What do the campers think? *Journal of Blindness Innovation and Research*, 4(2). Retrieved from <http://nfb.org/images/nfb/publications/jbir/jbir14/jbir040201.html>
- Wild, T., Hilson, M., & **Farrand, K.** (2013). Conceptual understanding of geological concepts by students with visual impairments. *Journal of Geoscience Education*, 61, 222-230. DOI: <http://dx.doi.org/10.5241/4-58>

## **BOOK CHAPTERS**

- Farrand, K. M.** (2018). Redefining inclusion in educational settings across the least restrictive environment continuum. In T. Wild, M. Koomen, S. Kahn, & C. Atchinson, (Eds.) *Toward inclusion of all learners through science teacher education* (79-89). Boston, MA: Sense Publishers. ISBN: 978-90-04-36840-8

## **BOOK REVIEWS**

**Farrand, K. M.** (2020). Contemporary perspectives on research in motivation in early childhood education. *Teachers College Review*. <https://www.tcrecord.org> ID Number: 23255

## **CONFERNECE PROCEEDINGS**

**Farrand, K. M., & Vasquez, A. M.** (2023). Literary braille instruction in today's university programs: A replication study's contribution to the field. In A. Markelz, (Ed.), *TED 2023 Conference Proceedings; Seas the Day* (pp 42-47). Teacher Education Division of the Council for Exceptional Children, Long Beach, CA.

**Farrand, K. M., & Wells, T. C.\*** (2019). Strategies for success with online learning: Preparing pre-service special education teachers. In A. Markelz, (Ed.), *TED 2019 Conference Proceedings: Unmask Your Potential* (pp. 42-46). Teacher Education Division of the Council for Exceptional Children, New Orleans, LA.

**Farrand, K. M., & Troxel, M. N.\*** (2019). Lessons learned from implementing a dual language immersion preschool program in special education classrooms. In *CEC Convention Presenter's Spotlight: Serving Students with Exceptionalities from Culturally and Linguistically Diverse Backgrounds: A Collection of Resources for CEC Members* (pp. 11-17). The Council for Exceptional Children.

## **ARTICLES UNDER REVIEW**

### **IN PROGRESS**

**Farrand, K. M., & Rodriguez Martinez, S.\*** Examining teachers college student perceptions of their personal wellness during COVID-19. *Journal of College Student Mental Health*.

### **POLICY BRIEF**

Ortiz, K., Norwood, J., Perrault, P. G., **Farrand, K. M.**, Alvaredo, S., Kilinc, S., Kelley, M. F., Bernstein, K., & Troxel M.\* (2020). Dual language immersion for young learners: Lessons in literacy and language acquisition for educators. Helios Education Foundation. Retrieved at <https://www.helios.org/media/5yec5opj/dual-language-immersion-for-young-learners.pdf>

Ortiz, K., Perrault, P., Bernstein, K., **Farrand, K.**, & Kelley, M. With Norwood, J., Millinger, J., Adams, K., Kilinc, S., & Troxel M.\* (2017). Using dual language strategies in the early grades: An early examination of Helios Education Foundation's initiative to increase literacy. Helios Education Foundation. Retrieved at <https://www.helios.org/media/pbjpd114/using-dual-language-strategies-in-the-early-grades.pdf>

## **OTHER PUBLICATIONS**

- Ludlow, C., & Farrand, K. M. (2023). Mary Lou Fulton Teachers College at Arizona State University: Special Education with a Concentration in Visual Impairment. *Visual Impairment and Deafblind Education Quarterly*, 68(3), 63-70.  
<http://dvi.uberflip.com/i/1505296-vidbeq-2023-summer-68-3>
- Farrand, K. M. (2021). Involving families with learning at school and home: Strategies for educators. *Visual Impairment and Deafblind Education Quarterly*, 66(4), 70-80.  
<http://dvi.uberflip.com/i/1426082-vidbe-q-66-4-fall-2021/0>
- Farrand, K. M., & Jaworski, K. (2018). Paleontologists: 2 week dramatic inquiry unit for early childhood. Retrieval date January 2019 from  
<https://kathleenfarrand.wordpress.com/2019/01/23/download-dramatic-inquiry-units-here/>
- Farrand, K. M. (2017). Oceans dramatic inquiry unit: 2 week unit. Retrieval date January 2019 from  
<https://kathleenfarrand.wordpress.com/2019/01/23/download-dramatic-inquiry-units-here/>
- Farrand, K. M. (2017). Entomologists: 2 week dramatic inquiry unit. Retrieval date January 2019 from  
<https://kathleenfarrand.wordpress.com/2019/01/23/download-dramatic-inquiry-units-here/>
- Farrand, K. (2013). Students experience the joy of music: An interview. *Council for Exceptional Children's Division on Visual Impairments Quarterly*, 59(4), 32-36.
- Farrand, K. (2013). "Seeing the person first": A heartfelt interview. *Council for Exceptional Children's Division on Visual Impairments Quarterly*, 59(1), 18-22.
- Farrand, K. (2013). Hearing the cheers side by side: A teacher's perspective. *Council for Exceptional Children's Division on Visual Impairments Quarterly*, 59(1), 24-27.
- Farrand, K., & Wild, T. (2013). The use of self-efficacy instruments: A tool to help in classroom design. *Council for Exceptional Children's Division on Visual Impairments Quarterly*, 58(3), 22-29.

## **MODULES**

- Farrand, K. M., & Wells, T. (2022). *School related gender based violence prevention and school safety: Creating a child-centered, gender equitable, rights-based classroom*. Professional Development Module.
- Farrand, K. M., & Wells, T. (2022). *School related gender based violence prevention and school safety: Participatory data collection*. Professional Development Module.

**Farrand, K. M., & Wells, T. (2022).** *School related gender based violence prevention and school safety: Creating a physically safe, ally-friendly classroom.* Professional Development Module.

### **EDITORSHIP**

2023-present Co-Editor, *Journal for the Arts and Special Education (JASE)*, Council for Exceptional Children's Division of Visual and Performing Arts Education

2014-present Editor, [\*Visual Impairment and Deafblind Education Quarterly\*](#) journal, Council for Exceptional Children's Division on Visual Impairments and Deafblindness

### **Under Review**

2024 Co-Guest Editor, TEACHING Exceptional Children (TEC), Special Issue on Visual Impairments. (Accepted and manuscripts are currently under peer review process)

### **GRANT ACTIVITY**

#### **FUNDED GRANTS**

##### **Nationally (External) Competitive Grants**

*Integrated child and youth development (ICYD) Activity.* (2020-2023).

Education Development Center (EDC), sponsor

US Agency for International Development (USAID), primary sponsor

Proposed Sponsor Budget: \$500,738

Principle Investigator: Cyndi Giorgis

Co-PI: **Kathleen M. Farrand** and Lindsey Moses

*Preparing Early Childhood Special Educators for Arizona* (2018). U.S.

Department of Education, Office of Special Education Programs; New

Awards; Personnel Development to Improve Services and Results for

Children with Disabilities – Personnel Preparation in Special Education,

Early Intervention, and Related Services (84.325K); Competition Focus

Area D: Preparing Personnel in Minority Institutions of Higher Education to

Serve Children, Including Infants and Toddlers, with Disabilities

July 1, 2013 – June 30, 2018

\$250,000 per year; Total: \$1,250,000

Principal Investigator-Wendy P. Oakes.

Co-PIs: **Kathleen M. Farrand** and Jeanne Wilcox

*Collaboration Grant: Stepping into STEM with Dramatic Inquiry* (2017).

100K in 10, (\$3,000). Principal Investigator: **Kathleen M. Farrand**

*EYEPlay for Dual Language Learners: Focus on Orange County Public Pre-Schools FL* (2016-2020). Helios Education Foundation. (\$308, 011), Principal Investigator: Michael Kelley. Co-PIs: **Kathleen M. Farrand**, Katie Bernstein, & Scott Marley.

*Early Years Educators at Play: Dual Language Learning Project* (2015-2019). Helios Education Foundation. (\$721,000). Principal Investigator: Michael Kelley. Co-PIs: **Kathleen M. Farrand**, Katie Bernstein, & Scott Marley.

*National Center for Blind Youth in Science-National Science Foundation* (2013-2016). (\$268, 851), Principal Investigator: Dr. Tiffany Wild, Research Project Manager: **Kathleen M. Farrand**, The Ohio State University.

### **Internally Competitive Funded Grants**

*Examining the Role of Therapy Dogs in PK-12<sup>th</sup> Grade Education: Promoting Improved Outcomes for Students, Faculty & Staff.*

Office of Scholarship and Innovation, Mary Lou Fulton Teachers College, Arizona State University.

2023-2024 MLFTC Internal Grants Program; (\$9,805).

Principle Investigator: **Kathleen M. Farrand**

*Examining the Role of Therapy Dogs to Promote Improved Outcomes for Students, Faculty, & Staff. (2023, April).*

Office of Scholarship and Innovation, Mary Lou Fulton Teachers College  
Arizona State University.

MLFTC Research Support Mini-Grant; (\$450.00).

Principle Investigator: **Kathleen M. Farrand**.

*Re-envisioning College Student Wellness During COVID-19* (2021, May).

Office of Scholarship and Innovation, Mary Lou Fulton Teachers College  
Arizona State University.

MLFTC Research Support Mini-Grant; (\$200.00).

Principle Investigator: **Kathleen M. Farrand**.

Wellness Coach: Michele Gaines

*Re-envisioning College Student Wellness During COVID-19* (2020, September).

Office of Scholarship and Innovation, Mary Lou Fulton Teachers College  
Arizona State University.

MLFTC Research Support Mini-Grant; (\$200.00).

Principle Investigator: **Kathleen M. Farrand**.

Wellness Coach: Michele Gaines



*Strategies to promote wellness and academic success for college students in online courses.* (2019, September).

Office of Scholarship and Innovation, Mary Lou Fulton Teachers College  
Arizona State University.

MLFTC Research Support Mini-Grant; (\$500.00).

Principle Investigator: **Kathleen M. Farrand**

*Stepping into Interdisciplinary Learning with Dramatic Inquiry and 3-D Printing*

(Project DI3D) (2019, April). Office of Scholarship and Innovation, Mary Lou Fulton Teachers College, Arizona State University.

2019-2020 MLFTC Internal Grants Program; (\$10, 310).

Principle Investigator: **Kathleen M. Farrand**

*Online college courses: Resources to support student success.* (2018, September).

Office of Scholarship and Innovation, Mary Lou Fulton Teachers College  
Arizona State University.

MLFTC Research Support Mini-Grant; (\$100.00).

Principle Investigator: **Kathleen M. Farrand**

*Induction Experiences for Early Childhood Special Education Teachers:*

*Using Dramatic Inquiry to Increase Student Engagement and Positive Interactions* (Project DIPSI) (2018, March). Office of Scholarship and Innovation, Mary Lou Fulton Teachers College Arizona State University.  
MLFTC Research Support Mini-Grant; (\$800.00).

Primary Investigators: **Kathleen M. Farrand** & Wendy P. Oakes

*Induction Experiences for Early Childhood Special Education Teachers:*

*Using Dramatic Inquiry to Increase Student Engagement and Positive Interactions* (Project DIPSI) (2017). Office of Scholarship and Innovation, Mary Lou Fulton Teachers College Arizona State University, Internal Research/Scholarship Grant Competition. (\$13, 237).

Principal Investigator: Wendy P. Oakes

Co-PI: **Kathleen M. Farrand**

*EHE Office of Research Graduate Student Travel Award from The Ohio State University* (2015). College of Education and Human Ecology, (\$250).

*Graduate Student Conference Grant from The Ohio State University* (2015).

College of Education, Department of Teaching and Learning, (\$300).

*Travel Grant from The Ohio State University* (2012). College of Education, School of Teaching and Learning, (\$250).

## **UNFUNDED GRANTS**

*Growing Exceptional Arizona teachers to meet the Needs of Early-childhood Students in Special-Education (Project GREATNESS). (2024).*

Department of Education, Office of Special Education Programs; New Awards; Personnel Development to Improve Services and Results for Children with Disabilities – Personnel Preparation in Special Education, Early Intervention, and Related Services (84.325); Competition Focus Area A: Preparing Personnel in Minority Institutions of Higher Education to Serve Infants, Toddlers, and Preschool-Age Children with Disabilities  
July 1, 2024 – June 30, 2029

Proposed sponsor budget: \$1,250,000

Principle Investigator: **Kathleen M. Farrand**

Co-PIs: Katie Bernstein and Wendy Peia Oakes

*Transforming the education system for teachers and students in Liberia (TESTS). (2021).*

Education Development Center (EDC), sponsor

US Agency for International Development (USAID), primary sponsor

Proposed sponsor budget: \$1,250,000

Principle Investigator: Lindsey Moses

Co-PIs: Cyndi Giorgis, **Kathleen M. Farrand**, and Mi Yeon Lee

*Re-envisioning College Student Wellness During COVID-19. (2020, July)*

AERA Division K Teaching and Teacher Education, sponsor

Re-envisioning Teaching and Teacher Education in the Shadow of the COVID-19 Pandemic (RTTE)

Proposed Budget: \$6,335

Principle Investigator: **Kathleen M. Farrand**

*Drama Frames: Arts Integration to Strengthen Literacy (2017). US Department Of Education (DOEd). (\$290,566), PI: **Farrand, K.M.***

*Preparing Future Interdisciplinary Faculty with Expertise in Early Intervention Strategies (2017). US Department of Education (DOEd). (\$1,250,000), Co-PI: **Farrand, K.M.***

*Enhancing Collaborative Practices with Pre-Professional Occupational Therapists (2016). US Department of Education (DOEd). (\$1,187,044) PI: **Farrand, K.M.***

## **CONFERENCES**

### **INTERNATIONAL AND NATIONAL PEER-REVIEWED PRESENTATIONS**

\*Indicates doctoral student at time of presentation

\*\*Indicates classroom teacher at time of presentation

**Farrand, K. M.** (2025, March). *Therapy Dogs: How are they used to benefit students and faculty in PK-12<sup>th</sup> grade education?* Presentation at the Council for Exceptional Children 2025 Convention and Expo, Baltimore, MD, United States. (Under Review).

**Farrand, K. M.** (2025, March). *Therapy dogs: The impact on social emotional wellbeing for PK-12 students, faculty, & staff.* Presentation at the Council for Exceptional Children 2025 Convention and Expo, Baltimore, MD, United States. (Under Review).

**Farrand, K. M.** (2024, November). *Forge ahead! Stakeholders share the benefits of therapy dogs for teaching and learning in PK-12<sup>th</sup> grade.* Presentation at the Teacher Education Division 2024 National Conference, Pittsburgh, PA, United States. (Under Review).

**Farrand, K. M.** (2024, November). *Forge ahead! Therapy dogs to promote social emotional wellbeing for students, faculty, & staff.* Presentation at the Teacher Education Division 2024 National Conference, Pittsburgh, PA, United States. (Accepted).

**Farrand, K. M.** (2024, April). *Therapy dogs: District wide support for social emotional learning and wellness.* Presentation at the AERA 2024 Annual Meeting, Philadelphia, PA, United States.

**Farrand, K. M.** (2024, March). *Student success team: Supporting college student resilience and mental health.* Presentation at the Council for Exceptional Children 2024 Convention and Expo, San Antonio, TX, United States.

**Farrand, K. M.** (2024, March). *Therapy dogs in PK-12 education: Social emotional support for all.* Presentation at the Council for Exceptional Children 2024 Convention and Expo, San Antonio, TX, United States.

**Farrand, K. M., & Koehler, K.** (2023, December). *Dramatic inquiry: Designing interdisciplinary learning experiences with literacy for summer camp.* Presentation at the Getting in Touch with Literacy Conference, St. Petersburg, FL, United States.

Koehler, K., Finley, R., & **Farrand, K.** (2023, December). *Lots of dots: Summer braille enrichment camps.* Presentation at the Getting in Touch with Literacy Conference, St. Petersburg, FL, United States.

- Bernstein, K., Gao, Y., Marley, S., van Huisstede, L., Restrepo, M., Kelley, M., Millinger, J., Brantley, K., Kilinc, S., & **Farrand, K.** (2023, November). *Cultivating Literacy Leaders: Re-envisioning and Providing Equitable Access to Teacher-Centered Professional Development Embodied Cognition as the Secret Sauce: An Analysis of Teacher Theory-Building in 10 Years of Focus Groups about a Drama-Based Literacy PD Program*. Presentation at the Literacy Research Association Conference, Atlanta, GA, United States.
- Farrand, K. M.**, Koehler, K., & Vasquez, A.\* (2023, October/November). *Seas the Day! Examining Literary Braille Instruction in Today's University Programs*. Presentation at the Teacher Education Division 2023 National Conference, Long Beach, CA, United States.
- Farrand, K. M.** (2023, May). *Collaborative partnerships to promote SRGBV prevention instruction in Uganda*. Presentation at the AERA 2023 Annual Meeting, Virtual, United States.
- Farrand, K. M.** [Moderator]. (2023, March). *Supporting social emotional learning concepts through the arts*. Presentation at the Council for Exceptional Children 2023 Convention and Expo, Louisville, Kentucky, United States.
- Koehler, K., **Farrand, K. M.**, & Peirano, C.\*\* (2022, November). *Literacy opportunities: Enhancing Braille skills at the Ohio State School for the Blind Summer Camp*. Presentation at OCALICONLINE 2022, Virtual Conference.
- Farrand, K.M.** & Rodriguez Martinez, S.\* (2022, April). *Examining teachers college student perceptions of their personal wellness during COVID-19*. Presentation at the AERA Annual Meeting, Virtual, United States.
- Farrand, K. M.**, Koehler, K., & Vasquez, A.\* (2022, February). *Literary braille instruction in university programs: A 2020 replication study*. Presentation at the Council for Exceptional Children 2022 Virtual Convention and Expo, United States.
- Farrand, K. M.**, & Koehler, K. (2021, December). *Dramatic inquiry: Creating interdisciplinary learning experiences with literacy and science*. Presentation at Getting in Touch with Literacy Conference in St. Pete Beach, Florida, United States. Accepted-Conference Canceled.
- Farrand, K.M.** (2021, April). *Including families: Developing family school partnerships with dramatic inquiry and 3-D printing*. Presentation at the AERA Annual Meeting, Virtual, United States.
- Farrand, K. M.**, Koehler, K., & Vasquez, A.\* (2021, March). *Stepping into interdisciplinary learning with dramatic inquiry: Promoting improved student outcomes for braille literacy*. Presentation at the Council for Exceptional Children 2021 Convention and Expo, Virtual, United States.

- Koehler, K., & **Farrand, K. M.** (2021, March). *DI3D: Promoting improved outcomes in science understanding through dramatic inquiry and 3D printing*. Presentation at the Council for Exceptional Children 2021 Convention and Expo, Virtual, United States.
- Farrand, K. M.**, Deeg, M. T.\*, Bernstein, K., & Kelley, M. (2020, April). *Leveraging the role of paraprofessionals as co-teachers in the pre-k classroom through drama-based professional development*. Presentation at the AERA Annual Meeting in San Francisco, CA, United States. <http://tinyurl.com/uyusy3p> Accepted- Conference Canceled.
- Farrand, K. M.**, & Deeg, M. T.\* (2020, April). *Pre-K families learning together: Examining a family drama event to extend dual language*. Presentation at the AERA Annual Meeting in San Francisco, CA, United States. <http://tinyurl.com/w7vhvp7> Accepted- Conference Canceled.
- Farrand, K. M.** (2020, February). *Implementing drama strategies: Email coaching to support improved teaching and learning*. Presentation at the Council for Exceptional Children 2020 Convention and Expo, Portland, OR, United States.
- Farrand, K. M.** (2020, February). *Stepping into learning with dramatic inquiry: Supporting student imagination and collaborative learning in early childhood*. Presentation at the Council for Exceptional Children 2020 Convention and Expo, Portland, OR, United States.
- Deeg, M. T.\*, & **Farrand, K. M.** (2019, November). *“Let’s just do it”: Co-teaching with paraprofessionals to provide students with special needs access to dual language*. Presentation at the Teacher Education Division 2019 National Conference, New Orleans, LA, United States.
- Farrand, K. M.**, & Wells, T. C.\* (2019, November). *Strategies for success with online learning: Preparing pre-service special education teachers*. Presentation at the Teacher Education Division 2019 National Conference, New Orleans, LA, United States.
- Farrand, K. M.**, & Koehler, K. (2019, November). *Stepping into interdisciplinary learning with dramatic inquiry: Promoting improved student outcomes*. Presentation at the Teacher Education Division 2019 National Conference, New Orleans, LA, United States.
- Koehler, K., & **Farrand, K. M.** (2019, November). *DI3D- Dramatic inquiry 3D printing for improving inclusive practices*. Presentation at the Teacher Education Division 2019 National Conference, New Orleans, LA, United States.
- Farrand, K. M.**, Deeg, M. T.\*, & Kelley, M. (2019, April). *The evolution of Emilia: How coaching and drama strategies impacted a teacher’s changing practices*. Presentation at the AERA Annual Meeting in Toronto, Canada.

- Deeg, M. T.\*, & **Farrand, K. M.** (2019, January). *Creating a dialogic network in the preschool classroom: Changing circle time interactions through dramatic inquiry*. Presentation at the Council for Exceptional Children 2019 Convention and Expo, Indianapolis, IN, United States.
- Farrand, K. M.**, Oakes, W. P., Deeg, M. T.\* (2019, January). *Leveraging collaborative partners to support improved outcomes for students and families*. Presentation at the Council for Exceptional Children 2019 Convention and Expo, Indianapolis, IN, United States.
- Farrand, K. M.**, Oakes, W. P., Deeg, M. T.\* (2019, January). *Supporting teacher induction: Coaching and mentoring in dramatic inquiry*. Presentation at the Council for Exceptional Children 2019 Convention and Expo, Indianapolis, IN, United States.
- Farrand, K. M.**, & Deeg, M.\*. (2018, November). *Leveraging collaborative partnerships: Educators, families, and community partners working together to support improved outcomes for students*. Presentation at the Teacher Education Division 2018 National Conference, Las Vegas, NV, United States.
- Farrand, K. M.**, & Deeg, M.\*. (2018, November). *Promoting social interactions of preschoolers through the use of highly engaging practices*. Presentation at the Teacher Education Division 2018 National Conference, Las Vegas, NV, United States.
- Koehler, K., & **Farrand, K. M.** (2018, November). *Students with sensory disabilities through new teacher preparation programs*. Presentation at the Teacher Education Division 2018 National Conference, Las Vegas, NV, United States.
- Farrand, K. M.**, Troxel, M.\*, & Oakes, W. P. (2018, April). *Using dramatic inquiry to enhance teaching and learning for students with disabilities in early childhood*. Presentation at the AERA Annual Meeting in New York, NY, United States.
- Farrand, K. M.** (2018, April). *Redefining inclusion in educational settings across the least restrictive environment continuum*. Presentation at the AERA Annual Meeting in New York, NY, United States.
- Farrand, K.**, Oakes, W. P., Troxel, M.\*, Leon, V.\*\* (2018, February). *Including all students with dramatic inquiry to support improved engagement and behavior*. Presentation at the Council for Exceptional Children 2018 Convention and Expo, Tampa, FL, United States.
- Farrand, K.**, & Troxel, M.\* (2018, February). *Including all stakeholders: Lessons learned from implementing a dual language immersion preschool program with a drama professional development in special education classrooms*. Presentation at the Council for Exceptional Children 2018 Convention and Expo, Tampa, FL, United States.

- Leon, V.\*\*, Oakes, W. P., **Farrand, K.**, & Troxel, M.\* (2018, February). *Drama in the preschool classroom: Engaging young children in learning*. Presentation at the Council for Exceptional Children 2018 Convention and Expo, Tampa, FL, United States.
- Farrand, K.** (2017, November). *Storybooks as an alternative way of understanding college students/pre-service early childhood teacher's understanding of social and emotional development*. Presentation at the Teacher Education Division 2017 National Conference, Savannah, GA, United States.
- Farrand, K.** (2017, November). *Stepping into learning with dramatic inquiry: Explore embedded PD to support teacher retention and engaged and authentic learning for students*. Presentation at the Teacher Education Division 2017 National Conference, Savannah, GA, United States.
- Troxel, M.\*, **Farrand, K.**, & Oakes, W. P. (2017, November). *Entomologists and authors: Using dramatic inquiry to bring excitement into the classroom*. Presentation at the Teacher Education Division 2017 National Conference, Savannah, GA, United States.
- Oakes, W. P., **Farrand, K. M.**, Troxel, M. N.\* (2017, November). *Preschool circle time: Using drama practices to increase students' opportunities to respond*. Presentation at the Teacher Education Division 2017 National Conference, Savannah, GA, United States.
- Kilinc, S., Chapman, K.\*, **Farrand, K.**, & Kelley, M. (2017, April). *Inclusive education as accessing and expanding opportunities: A drama-enhanced early childhood professional development program*. Presentation at the AERA Annual Meeting in San Antonio, TX, United States.
- Bernstein, K., **Farrand, K.**, Kilinc, S., Chapman, K.\*, Kelley, M., & Troxel, M.\* (2017, April). *Language ideologies of Arizona preschool teachers (monolingual, bilingual, and Spanish-learning) in new dual language classrooms*. Presentation at the AERA Annual Meeting in San Antonio, TX, United States.
- Mullady, A. & **Farrand, K.** (2017, April). *Enhancing the collaborative practices with pre-professional occupational therapists and early childhood special education students*. Presentation at the Council for Exceptional Children 2017 Convention and Expo, Boston, MA, United States.
- Kilinc, S., & **Farrand, K.** (2017, April). *Constructing inclusive learning settings through drama-enhanced literacy practices*. Presentation at the Council for Exceptional Children 2017 Convention and Expo, Boston, MA, United States.
- Farrand, K.**, & Barrows, S.\*\* (2016, April). *Creating an inclusive classroom community with dramatic inquiry: Supporting all students in success academically and socially*. Presentation at the annual meeting of the Council for Exceptional Children, St. Louis, MO, United States.

**Farrand, K., & Saxton, C.\*\*** (2016, April). *Using dramatic inquiry for literacy learning with students with visual impairments: Creating a more dialogic classroom where everyone is included*. Presentation at the annual meeting of the Council for Exceptional Children, St. Louis, MO, United States.

Edmiston, B., & **Farrand, K.** (2015, December). *The meaning and methods of studying literacy events: Using dramatic inquiry to engage with literacy events-in-the-making and deepen interpretation of text*. Presentation at the Literacy Research Association 65<sup>th</sup> Annual Conference, Carlsbad, CA, United States.

Edmiston, B., & **Farrand, K.** (2015, April). *Staging equality with dramatic inquiry: Teachers changing how they mediate learning using classroom drama*. Presentation at the American Educational Research Association, Chicago, IL, United States.

Edmiston, B., & **Farrand, K.** (2015, April). *Using collaborative multimodal analysis in dramatic inquiry to make research agentic, dialogic, and inclusive*. Presentation at the American Educational Research Association, Chicago, Illinois, United States.

Edmiston, B., **Farrand, K.**, Barrows, S.\*\*, & Saxton, C.\*\* (2015, February). *Power, positioning, and social imagination: Exploring possibilities and challenges when teaching using dialogic and dramatic inquiry to promote inclusion in elementary through college classrooms*. Presentation at 36<sup>th</sup> Annual Ethnography in Education Research Forum, Philadelphia, PA, United States.

**Farrand, K.**, Wild, T., & Hilson, M. (2013, April). *Self-efficacy in middle school and high school students with visual impairments*. A presentation at the annual meeting of the Council for Exceptional Children, San Antonio, TX, United States.

Wild, T., Hilson, M., & **Farrand, K.** (2013, January). *Conceptual understanding of geological concepts of students with visual impairments*. Presentation at the annual international meeting of the Association for Science Teacher Educators, Charleston, SC, United States.

Wild, T., Hilson, M., & **Farrand, K.** (2013, January). *Self-efficacy in middle school and high school students with visual impairments*. Presentation at the annual international meeting of the Association of Science Teacher Educators, Charleston, SC, United States.

### **REGIONAL PEER-REVIEWED PRESENTATIONS**

Kistner, P., Wallace, E., & Farrand, K. (2024, March). *Who let the dogs in: Therapy dogs in school*. Presentation at the 2024 virtual Early Childhood Conference, Arizona State University, Mary Lou Fulton Teachers College, Tempe, AZ, United States.

Oakes, W., **Farrand, K. M.**, Nunez, V.\*\*, & Troxel, M.\* (2017, August). *Using dramatic inquiry to increase preschoolers' engagement and social interactions*. Presentation at the 2017 First Things First Early Childhood Summit, Phoenix, AZ, United States.



**Farrand, K.** (2015, January). *Inclusion along a continuum of settings: Discovering the possibilities when using dramatic inquiry for literacy learning*. Presentation at the 2015 EHE Student Research Forum, Columbus, OH, United States.

**Farrand, K. & Wild, T.** (2013, November). *Self-efficacy instruments: A tool to help in classroom design*. Presentation at the Ohio Chapter of the Association for Education and Rehabilitation of the Blind, Dublin, OH, United States.

**Farrand, K. & Wild, T.** (2012, November). *Self-efficacy in technology and science of middle and high school students with visual impairments*. Presentation at the Ohio Chapter of the Association for Education and Rehabilitation of the Blind, Worthington, OH, United States.

## **VIDEOS**

**Farrand, K. M.** (2023, August 16). *Dinosaurs 101* [video]. Youtube.  
<https://youtu.be/7RrWdH-guXc>

**Farrand, K. M.** (2023, August 16). *Museum information* [video]. Youtube.  
<https://youtu.be/krHXVkbNNO8>

**Farrand, K. M.** (2023, August 16). *Paleontology commission video* [video]. Youtube.  
[https://youtu.be/P\\_-QUti7PA4](https://youtu.be/P_-QUti7PA4)

## **OTHER PRESENTATIONS**

**Farrand, K. M.** (2020, February). *Stepping into Interdisciplinary Learning with Dramatic Inquiry and 3-D Printing*. Presentation at the 6<sup>th</sup> Annual Teachers College Doctoral Council (TCDC) Education Research Conference, Arizona State University, Tempe, AZ, United States.

**Farrand, K. M., & Jaworski, K.** (2019, February). *Stepping into Paleontology with dramatic inquiry and community partners*. Presentation at the 2019 Early Childhood Education Conference, Arizona State University, Tempe, AZ, United States.

**Farrand, K.** (2017, February). *“It’s about moments that work”: A closer look at using drama in inclusive settings*. Presentation at the Faculty Spotlight Series, Arizona State University, Tempe, AZ, United States.

## **HONORS**

2023            Alumni Achievement Award, City Year, Nominee

2023            Professor of Impact Award, Mary Lou Fulton Teachers College, Arizona State University

2021	AERA Arts & Learning SIG, Outstanding Achievement in Arts & Learning, Nominee
2019	Arizona State University, Mary Lou Fulton Teachers College, Faculty Achievement Award, Excellence in Integrating Scholarship & Teaching, Winner
2018-2019	Arizona State University, Graduate College, Outstanding Doctoral Mentor, Nominee
2017	Council for Exceptional Children Division on Visual Impairments and Deafblindness Dissertation of the Year Award, <a href="#">Winner</a>
2015	Council for Exceptional Children Outstanding Graduate Student Award, Winner
2015	Council for Exceptional Children Doctoral Students Scholar Program, Nominee
2015	Council for Exceptional Children Division on Visual Impairments and Deafblindness Virginia M. Sowell Student of the Year Award, Nominee
2014	Council for Exceptional Children Division on Visual Impairments Virginia M. Sowell Student of the Year Award, Nominee
2010	Highlands Elementary, Teacher of the Year, Winner
2010	Osceola County, Teacher of the Year, Nominee
2003	Oprah Civic Leadership Award, City Year Chicago, Winner

## **STUDENTS ADVISED AND MENTORED**

### **Ph.D. Dissertation Co-chair**

#### **Completed**

Deeg, M.T. (2021). *Becoming central: The participation and positioning of seventh-grade emergent bilinguals during drama-based pedagogy*. Learning, Literacies, and Technology Ph.D. Program, Arizona State University. Defended dissertation, April 6, 2021. Defended dissertation proposal, January 2019. Graduated Spring 2021.

## **Ph.D. Committee Member**

### **Graduated**

Yoon, S.s. (2023). *Engaging pre-service teachers' critical consciousness through drama-in-education*. Learning, Literacies, and Technology Ph.D. Program, Arizona State University. Defended proposal, October 12, 2022. Defended dissertation, October 18, 2023. Graduated Fall 2023.

## **Undergraduate Thesis Director**

### **Completed**

Kranstuber, G. (2022). *The importance of establishing connections in secondary education and teaching strategies to increase students' motivation*. Division of Teacher Preparation, Barrett, The Honors College, Arizona State University. Graduated Spring 2022.

Anderson, E. (2020). *The arts in education: Teacher perceptions and classroom integration*. Division of Teacher Preparation, Barrett, Honors College, Arizona State University. Graduated Spring 2020.

Klebosky, K. (2019). *An examination of flexible seating in the classroom*. Division of Teacher Preparation, Barrett, The Honors College, Arizona State University. Graduated Spring 2020.

Cave, M. (2019). *How media and technology influence childhood development*. Division of Teacher Preparation, W.P. Carey School of Business, Barrett, The Honors College, Arizona State University. Graduated Spring 2019.

## **Undergraduate Thesis Committee Member**

### **Completed**

Rogers, Sierra K. (2018). *Marching madness: A comparative study of instructional practices in the marching arts*. School of Music, Barrett, The Honors College, Arizona State University. Graduated Spring 2018.

## **COURSES TAUGHT**

### **Arizona State University, Tempe, AZ**

ECS 310	Foundations of Typical/Atypical Child Development
ECS 312	Social and Emotional Development of Young Children
TEL 492	Barrett Honors Directed Study
ECS 413	Literacy, Curriculum, Instruction, and Assessment
ECD 220	Introduction to Nutrition, Health and Safety

### **The Ohio State University, Columbus, OH**

EDU T&L 5102	PreK Literacy Methods & Technology (Co-teacher)
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## **UNITS DESIGNED**

### **Uganda National Institute for Teacher Education (UNITE) for the Bachelor of Education (Primary) degree program**

- BPEC 1106: Gender and School Related Gender Based Violence, Fall 2021
  - Structured unit co-designer, School Related Gender Based Violence (SRGBV) and Safe School Environments

## **COURSES DEVELOPED**

### **Arizona State University**

- (7) ECD 417: Arts Integration for Young Children, Summer 2020
- (6) SPE 441: Reading and Writing Braille, Fall 2017
- (5) SPE 442: Teaching Methodologies for Students with Visual Impairments, Fall 2017
- (4) SPE 443: Foundations of Instruction for Students with Visual Impairments, Fall 2017
- (3) SPE 444: Diagnostic and Assessment Procedures for the Visually Impaired, Fall 2017
- (2) SPE 445: Orientation and Mobility, Fall 2017
- (1) SPE 446: Modes of Communication, Fall 2017

## **PROGRAM DEVELOPMENT**

### **Degree Program BAE- Bachelor of Arts in Education Special Education (Visual Impairment). (Program Approved, Fall 2018).**

- This initiative was suggested and is supported by Dr. Michael Crow and the Provost office.
- Program will be the 5<sup>th</sup> undergraduate program for teachers of the visually impaired in the country.
- Made suggestions for major map to include the visual impairment required courses for a visually impaired concentration with the special education content.
- Designed 6 new courses for the visually impaired concentration. (All courses have been approved by college and university senate).

## **INVITED LECTURE**

- |             |  |
|-------------|--|
| SPE 222     | Orientation to the Exceptional Learner, 2 sections, Arizona State University (Spring 2018) <ul style="list-style-type: none"><li>• Focus on teaching students with visual impairments and blindness.</li></ul> |
| EDU T&L 674 | <i>Using Reggio Emilia to support family participation in early childhood education</i> , The Ohio State University (2012, February); Presentation with Schiff, J.   |

## **INVITED SPEAKER**

- 2023                      *Education in a World of Generative AI*. Panelist/Invited Speaker, MLFTC All College Meeting. Hosted by the Mary Lou Fulton Teachers College at Arizona State University (2023, November 3)
- 2023                      *Exploring Generative AI in Qualitative Research*. Panelist/Invited Speaker, Just an Hour. Hosted by the Mary Lou Fulton Teachers College at Arizona State University (2023, September 29)
- 2023                      *Partnership between MLFTC and USAID makes global impact*. Panelist/Invited speaker, hosted by the Office of Global Engagement at Arizona State University (2023, February 3).
- 2022                      *Preparing a strong tenure & promotion portfolio*. Panelist/Invited speaker, Early Career Session. Hosted by the Mary Lou Fulton Teachers College at Arizona State University (2022, October 21).
- 2022                      *Social Emotional Learning*. Panelist/Invited speaker, ASU Digital Global Partnership, Arizona State University (2022, July 7).
- 2021                      “*What I would tell my early career self*.” Panelist/Invited speaker, Early Career Session. Hosted by the Mary Lou Fulton Teachers College at Arizona State University (2021, September 17).
- 2021                      *Making personal statements professionally personal*. Panelist/Invited speaker, Faculty Development Workshop. Hosted by the Mary Lou Fulton Teachers College at Arizona State University (2021, April 28).
- 2021                      *Formative assessments for reflective practice*. Panelist/Invited speaker for Universal Design for Learning Webinar Series. Hosted by the Mary Lou Fulton Teachers College at Arizona State University (2021, February 17).
- 2018                      *Transitioning from graduate school to faculty life*. Panelist/Invited speaker for Alpha Upsilon Alpha at Mary Lou Fulton Teachers College, Arizona State University (2018, April).

## **PROFESSIONAL DEVELOPMENT**

**Farrand, K. M., & Loesl, S.** (2023, September 28). *Stepping into learning with the arts: Focus on dramatic inquiry and adaptive art*. Virtual presentation at the Council for Exceptional Children’s Professional Development Fair.

**Farrand, K. M., & Moses, L.** (2023, July 19). *Early grade reading: Vocabulary*. Virtual presentation for the Uganda National Institute for Teacher Education (UNITE), Departments in the Ministry and Sports Education, and other educational partners. Integrated child and youth development (ICYD) Activity work.

Coffman, C., Bartlett, A., DeBiase, J., & **Farrand, K.** (2022, November 9). *Teacher certification test preparation*. Virtual presentation for MLFTC graduate and undergraduate students.

**Farrand, K. M., & Wells, T. C.** (2021, December 13-15). *School related gender based violence (SRGBV) and safe school environments*. Virtual presentation for the Uganda National Institute for Teacher Education (UNITE), Departments in the Ministry and Sports Education, and other educational partners. Integrated child and youth development (ICYD) Activity work.

**Farrand, K.** (2020, January 30). *Inquiry Based Instruction*. Presentation at Arizona State University, Tempe, AZ, United States for the Expertise Expansion Program for term 5 EED and SPE program students.

**Farrand, K. & Boozer, A.** (2017, July 25). *NES/AEPA Preparation Workshop on Early Childhood and Special Education*. Presentation at Central High School, Phoenix, AZ to MLFTC, Arizona State University students and graduates.

**Farrand, K.** (2012, November). *Technology integration for early childhood, middle childhood, and foreign language education*. Presentation at The Ohio State University, Columbus, OH, United States.

## **SERVICE**

### **Institutional College**

2024	Member, Faculty Recognition and Awards Committee (Ad Hoc), Mary Lou Fulton Teachers College, Arizona State University (Spring 2024)
2023-present	Course Coordinator, SPE 441-Reading and Writing Braille, Mary Lou Fulton Teachers College, Arizona State University (Start Summer 2023)
2023-present	Course Coordinator, SPE 442-Teaching Methodologies for Students with Visual Impairments, Mary Lou Fulton Teachers College, Arizona State University (Start Summer 2023)
2023-present	Course Coordinator, SPE 443-Foundations of Instruction for Students with Visual Impairments, Mary Lou Fulton Teachers College, Arizona State University (Start Summer 2023)
2023-present	Course Coordinator, SPE 444-Diagnostic and Assessment: Procedures for the Visually Impaired, Mary Lou Fulton Teachers College, Arizona State University (Start Summer 2023)
2023-present	Course Coordinator, SPE 445-Orientation & Mobility for Teachers of the Visually Impaired, Mary Lou Fulton Teachers College, Arizona State University (Start Summer 2023)

2023-present	Course Coordinator, SPE 446-Modes of Communication, Mary Lou Fulton Teachers College, Arizona State University (Start Summer 2023)
2023	Chair, <i>Doctoral Advisory Council</i> , Mary Lou Fulton Teachers College, Arizona State University (Start Fall 2023)
2023	Representative (elected), <i>Doctoral Advisory Council</i> , Mary Lou Fulton Teachers College, Arizona State University (Start Fall 2023)
2023	Coordinated, <i>Paws &amp; Peers Therapy Dog Event</i> , Mary Lou Fulton Teachers College, Arizona State University (April 12, 2023)
2022-2023	Chair, NTE Clinical Asst/Assoc Professor in Early Childhood Education Search Committee, Mary Lou Fulton Teachers College, Arizona State University (Fall 2022-Spring 2023)
2022	Panelist/Invited Speaker, <i>Preparing a strong tenure &amp; promotion portfolio</i> , MLFTC Early Career Sessions 2022, Mary Lou Fulton Teachers College, Arizona State University (October 21, 2022)
2023	Conference support (Room host/Schedule c-creator), <i>Mary Lou Fulton Teachers College Early Childhood Conference</i> , virtual, Mary Lou Fulton Teachers College, Arizona State University (March 25, 2023)
2022	Member, LLT Research and Travel Award Subcommittee, Mary Lou Fulton Teachers College, Arizona State University (Fall)
2022	Internal Reviewer, Clinical promotion review, Mary Lou Fulton Teachers College, Arizona State University (Fall 2022)
2022	Co-Facilitator, <i>Professional Pathways Welcome: Early Childhood Special Education</i> , Mary Lou Fulton Teachers College, Arizona State University (Spring 2022)
2021-present	Member, LLT Program Committee, Mary Lou Fulton Teachers College, Arizona State University (Started Fall 2021)
2021-present	Chair, Learning Literacies and Technology (LLT) Admissions Committee, Mary Lou Fulton Teachers College, Arizona State University (Fall 2021- present)
2021	Facilitator, <i>Professional Pathways Welcome: Early Childhood Special Education</i> , Mary Lou Fulton Teachers College, Arizona State University (Spring & Fall 2021)
2021	Internal Reviewer, Clinical promotion review, Mary Lou Fulton Teachers College, Arizona State University (Fall 2021)
2021	Panelist/Invited Speaker, <i>Making Personal Statements Professionally Personal</i> , MLFTC Early Career Sessions 2021, Mary Lou Fulton Teachers College, Arizona State University
2020	Panelist/Invited Speaker, <i>"Select Wisely"- External Review Selection</i> , MLFTC Early Career Sessions 2020, Mary Lou Fulton Teachers College, Arizona State University
2020	Co-Planner, Cathy Sanchez-Cañez Memorial Lecture Series. Understanding Dyslexia Virtual Series: Nancy Mather, Ph.D., Arizona State University
2020	Facilitator, More2Explore: Adventures in Early Childhood Education, Mary Lou Fulton Teachers College, Arizona State University
2020	Facilitator, <i>Professional Pathways Welcome: Early Childhood Special Education</i> , Mary Lou Fulton Teachers College, Arizona State University

2020-2023 TAG Strategist, *Student Experience Topical Action Group (TAG)*, Mary Lou Fulton Teachers College, Arizona State University (Fall 2020-Spring 2023)

2020-2023 Member, *Student Experience Topical Action Group (TAG)*, Mary Lou Fulton Teachers College, Arizona State University (Fall 2020-Spring 2023)

2020 Reviewer, Faculty Recognition 2020, Mary Lou Fulton Teachers College, Arizona State University

2020 Reviewer, Mary Lou Fulton Teachers College Internal Grant, Mary Lou Fulton Teachers College, Arizona State University

2020 Reviewer, Doctoral Student Mini Grants, Mary Lou Fulton Teachers College, Arizona State University

2020 Member, [Teacher] Induction Committee, Mary Lou Fulton Teachers College, Arizona State University

2020 Panelist, *Education Careers Showcase: Early Childhood Education*, Mary Lou Fulton Teachers College, Arizona State University

2020 Speaker host, Early Childhood Conference, Mary Lou Fulton Teachers College, Arizona State University

2020-present Course Coordinator, ECS 312- Social and Emotional Development of the Young Child, Early Childhood Special Education Program, Mary Lou Fulton Teachers College

2019-2021 Member, Doctoral Programs Executive Committee, Mary Lou Fulton Teachers College, Arizona State University

2019 Member, Student Hearing Board, Mary Lou Fulton Teachers College, Arizona State University

2018-2019 Faculty Participant, New Term 5 Student Orientation, Mary Lou Fulton Teachers College, Arizona State University

2018 Reviewer, Mary Lou Fulton Teachers College Internal Grant, Mary Lou Fulton Teachers College, Arizona State University

2018 Course Coordinator, ECS 413, Early Childhood Special Education Program, Mary Lou Fulton Teachers College

2017-present Member, Learning Literacies and Technology (LLT) Admissions Committee, Mary Lou Fulton Teachers College, Arizona State University

2017-present Course Coordinator, ECS 310- Typical and Atypical Development for Young Children, Early Childhood Special Education Program, Mary Lou Fulton Teachers College

## University

2022-present Member (elected), *University Senate*, Arizona State University (Fall)

2021 Member, Student-Faculty Policy Committee, University Senate, Arizona State University (Fall)

2021 Member, University Senate, Arizona State University (Fall)

2021 Reviewer/Member, Graduate College Completion Fellowship Faculty Review Committee, Arizona State University

2019-2020 Faculty Advisor, Best Buddies @ ASU, Arizona State University

2019 Reviewer, Outstanding Faculty Mentor Awards, Arizona State University



2018 Committee Member, Honors Thesis, Barrett the Honors College, Mary Lou Fulton Teachers College

### **Professional**

2024 Reviewer, Council for Exceptional Children's Teacher Education Division Conference, Conference Reviewer

2024 Reviewer, *European Journal of Investigation in Health, Psychology and Education*, Research Manuscript

2024-2026 Past President, Council for Exceptional Children, Division of Visual and Performing Arts Education (DARTS)

2024 Reviewer, *Psychiatry International*, Research Manuscript

2024 Reviewer, *Journal of Infrastructure, Policy and Development*, Research Manuscript

2024 Reviewer, *Sustainability*, Research Manuscript

2024 Reviewer, *Early Childhood Education Journal*, Research Manuscript

2024 Reviewer, *Social Sciences*, Research Manuscript

2024 Reviewer, *Education Sciences*, Research Manuscript (2)

2024 Reviewer, *British Journal of Visual Impairment*, Research Manuscript

2024 Reviewer, *Review of Educational Research*, Manuscript review

2024-present Director (elected), Council for Exceptional Children, Division on Visual Impairments and Deafblindness (DVIDB)

2024-present Member, Divisional Relations Committee (DRC), Council for Exceptional Children

2023 Reviewer, *Ubiquity: The Journal of Literature, Literacy, and the Arts*, Manuscript

2023 Reviewer, *Young Exceptional Children*, Research Manuscript

2023 Reviewer, Council for Exceptional Children, Annual Conference & EXPO 2024, Conference Reviewer

2023 Reviewer, Council for Exceptional Children's Teacher Education Division Conference, Conference Reviewer

2023 Reviewer, *Behavioral Sciences*, Research Manuscripts (2)

2023 Reviewer, *Research in Drama Education: The Journal of Applied Theatre and Performance (RiDE)*, Research Manuscripts (Spring & Summer)

2023 Reviewer, *British Journal of Visual Impairments*, Research Manuscript

2023 Reviewer, *Social Sciences*, Research Manuscripts (2)

2023 Reviewer, Council for Exceptional Children's Division for Early Childhood Conference, Conference Reviewer

2023 Reviewer, *Journal of Science Education for Students with Disabilities*, Research manuscript

2023 Reviewer, *International Journal of Environmental Research and Public Health*, Research Manuscripts (2)

2023-present State Ambassador for Arizona, Council for Exceptional Children, Division of Visual and Performing Arts Education

2022- 2024 President (elected), Council for Exceptional Children, Division of Visual and Performing Arts Education (DARTS; ended term March 17, 2024)

2022-2023 Secretary (elected), Council for Exceptional Children, Division on Visual Impairments and Deafblindness (DVIDB)

2022	Reviewer, <i>International Journal of Environmental Research and Public Health</i> , Research manuscript
2022	Reviewer, <i>Journal of Visual Impairment &amp; Blindness</i> , Research manuscript
2022	Reviewer, <i>Remedial and Special Education</i> , Research manuscript
2022	Reviewer, <i>Journal of Science Education for Students with Disabilities</i> , Research manuscript
2022	Reviewer, <i>Ubiquity: The Journal of Literature, Literacy, and the Arts</i> , Research manuscript
2022	Reviewer, <i>British Journal of Visual Impairments</i> , Research manuscript
2022	Reviewer, American Educational Research Association Annual Conference, Division K, Conference proposals
2022	Reviewer, Council for Exceptional Children, Annual Conference and EXPO 2023, Division on Visual Impairments and Deafblindness, Conference proposals
2021	Reviewer, <i>British Journal of Visual Impairments</i> , Research manuscript
2021	Reviewer, <i>International Journal of Environmental Research and Public Health</i> , Special Issue: Exclusive Papers Collection of Editorial Board Members (and Invited Scholars) in Section Public Health Statistics and Risk Assessment, Research manuscript
2021	Reviewer, <i>Journal of Science Education for Students with Disabilities</i> , Research manuscript
2021	Reviewer, American Educational Research Association Annual Conference, Division K, Conference proposals
2021	Reviewer, Council for Exceptional Children's Teacher Education Division National Conference, Conference proposals
2021	Reviewer, <i>Young Exceptional Children</i> , manuscript
2021	Reviewer, <i>Education Sciences</i> , Research manuscripts
2021	Reviewer, <i>Behavioral Sciences</i> , Research manuscript
2021	Reviewer, <i>International Journal of Environmental Research and Public Health</i> , Research manuscript
2020-2021	Reviewer, Council for Exceptional Children's Division on Visual Impairments and Deafblindness, Awards Committee, Reviewer
2020-2022	President Elect, Council for Exceptional Children, Division of Visual and Performing Arts Education
2020	Consultant, <i>Arizona Department of Education</i> , Proposed Visually Impaired (VI) Endorsement Pathway
2020	Reviewer, <i>Young Exceptional Children</i> , manuscript
2020	Reviewer, <i>Social Sciences</i> , Research manuscript
2020	Reviewer, <i>Sustainability</i> , Research manuscript
2020-2021	Reviewer, Council for Exceptional Children, Annual Conference and EXPO, Division of Visual and Performing Arts Education, Conference proposals
2020	Reviewer, <i>International Journal of Environmental Research and Public Health</i> , Research manuscript
2020	Reviewer, <i>British Journal of Visual Impairments</i> , Research manuscript
2019-2021	Director (elected), Council for Exceptional Children, Division on Visual Impairments and Deafblindness

- 2019 Reviewer, *The Journal of Blindness Innovation and Research*, Research manuscript
- 2019 Reviewer, *Journal of Science Education for Students with Disabilities*, Research manuscript
- 2019 Reviewer, *SAGE Open*, Research Manuscript
- 2019 Reviewer, *Behavioral Sciences*, Research Manuscript
- 2018-2019 Reviewer, *Education Sciences*, Research Manuscripts
- 2017-2019 Reviewer, Council for Exceptional Children's Teacher Education Division National Conference, Conference proposals
- 2017-2019 Reviewer, American Educational Research Association Annual Conference, Division K, Conference proposals
- 2017-2019 Reviewer, *Remedial and Special Education*, Research manuscript
- 2017-2018 Reviewer, TECBD Special Issue of *Education and Treatment of Children*, Research manuscript
- 2015-present Committee Chair, Publications Committee, Council for Exceptional Children's Division on Visual Impairments and Deafblindness
- 2014-present Reviewer, Council for Exceptional Children, Annual Conference and EXPO, Division on Visual Impairments and Deafblindness, Conference proposals
- 2014-present Executive Board Member, Council for Exceptional Children, Division on Visual Impairments and Deafblindness
- 2014-2018 Representative Assembly Member, Council for Exceptional Children, Division on Visual Impairments and Deafblindness

### **Community**

- 2023-present Board Member, [Foundation for Blind Children](#). Phoenix, AZ. United States. (May 25, 2023- present)
- 2022-present Board Member, Paws & Peers Foundation. Non-profit organization supporting the therapy dog program in Mesa Public Schools, Mesa, AZ, United States.
- 2021 Speaker, Life After City Year. Virtual Networking Event for City Year Providence Corps Members. City Year Providence, Providence, RI, United States.

### **PROFESSIONAL SOCIETIES MEMBERSHIP**

- 2018-present Council for Exceptional Children Division of Visual and Performing Arts Education
- 2015-present American Education Research Association
- 2015-present Council for Exceptional Children Division on Early Childhood Education
- Council for Exceptional Children Division of Teacher Education
- 2013-present Council for Exceptional Children Division on Visual Impairments and Deafblindness
- 2013-present Council for Exceptional Children
- 2013-2014 The Association of Science Teacher Education

## **RELATED EMPLOYMENT**

2010	<i>Summer School Supervisor</i> Highlands Elementary School, Kissimmee, FL
2009-2010	<i>Program Manager</i> Highlands Elementary School, Kissimmee, FL Extended Learning Program
2008-2009	<i>Summer School Teacher</i> Highlands Elementary School, Kissimmee, FL
2008-2010	<i>Teacher</i> Highlands Elementary School, Kissimmee, FL Extended Learning Program
2008	<i>Saturday School Teacher</i> Highlands Elementary School, Kissimmee, FL
2003-2004	<i>Teacher's Assistant</i> Indiana University South Bend Child Development Center South Bend, IN
2002-2003	<i>Service Leader</i> City Year Chicago Chicago, Illinois
2001-2002	<i>Corps Member</i> City Year Rhode Island Providence, Rhode Island

## **SCHOLARSHIPS/FELLOWSHIPS**

2014	<i>EHE Merit-based Scholarship from The Ohio State University, Leona ROLFES &amp; Ernest Michael HELDT Memorial Scholarship Fund, (\$1,000).</i>
2014	<i>Fern Holcomb Health Financial Aid Fellowship from the Gamma Phi Beta Foundation, (\$1,000).</i>
2013	<i>EHE Merit-based Scholarship from The Ohio State University, Lorraine A. LANGE Graduate Fellowship Fund, (\$1,000).</i>
2003	<i>Oprah Civic Leadership Award Scholarship, Oprah Winfrey and City Year, (\$12,000).</i>

2003      *City Year Education Award from AmeriCorps,*  
City Year Chicago, (\$4,500).

2002      *City Year Education Award from AmeriCorps,*  
City Year Rhode Island, (\$4,500).