

RACHEL LEARN MAYERCEK

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EDUCATION

Master of Arts New Mexico State University Curriculum and Instruction: Special Education
Arizona Licensure: Learning Disabilities, Early Childhood Education and Early Childhood Special Education.
Endorsements: Structured English Immersion

Bachelor of Arts Pitzer College Studio Art: Painting and Minor in Ceramics

PROFESSIONAL EXPERIENCE

Faculty Research Associate Arizona State University
June 2019 to Present Tempe, AZ

- **Director Infant Child Research Laboratory, Mary Lou Fulton Teachers College**

Oversees the daily operation of a social science early childhood research laboratory.

Ensures all requirements of sponsored grants (Data Management of the Quality First Academy, External Evaluators for Educare Arizona, and TELL -Distance) are met.

- **Project Manager/Early Literacy Coach: Teaching Early Literacy and Language (TELL) Long Distance grant**
(May 2019- Present)

Recruits, develops relationships and coordinates with school districts across Arizona with their participation in the Teaching Early Literacy and Language (TELL) Preschool Curriculum Grant.

Coordinates and manages the daily implementation of the grant including curriculum implementation, coaching, monthly professional development/ training components, data collection, data management and research of the TELL curriculum in preschool programs for children with disabilities.

Supervises Early Literacy Coaches, Data Management professionals and Student Workers.

Conducts Professional Development, facilitates Professional Learning Communities and coaches individual early childhood educators.

- **Project Manager/Early Literacy Coach:** Teaching Early Literacy and Language (**TELL**) Low Income grant
(May 2017- June 2019)

Coordinated and managed the daily implementation of the curriculum, coaching and training components and research of the TELL curriculum in preschool programs for low-income children.

Supervised Early Literacy Coaches working in school districts, charter schools and Head Start programs.

Coached in multiple early childhood classrooms and mentored the Coaches.

- **Program Coordinator and Data Manager:** Early Childhood Quality Teaching Initiative Grant
(Aug 2015-May 2017)

Supported research implementation through partnership with Southwest Human Development.

Collected, maintained and analyzed data from multiple sites across the National Educare Learning Network.

Developed and identified teaching practices for evaluation. Conducted professional development to train coaches to statistical reliability on Classroom Evaluation tool.

- **Assistant Program Manager and Data Manager:** In Partnership with University of North Carolina Frank Porter Graham Early Childhood Consortium National External Evaluation of Educare Program.
(August 2014- May 2017)

Collected child and family assessment data on Educare Arizona. Conducted Classroom assessments including the ITERS/ECER-3/CLASS evaluations at regular time points.

Conducted training with assessments with graduate level Speech Language Pathology Student Clinicians from Arizona State University.

- **Program Coordinator and Data Manager:** Stranahan Early Learning and Literacy Grant
(Aug 2015-January 2017)

Supported research implementation through partnership with Southwest Human Development. Collected, maintained, and analyzed data from multiple sites across Phoenix.

- **Assistant:** Promod Grant
(August 2016-May 2017) *Assisted in coding and data management.*

- **Project Manager:** Teaching Early Literacy and Language (TELL) grant (January 2010- May 2015)

Coordinated and managed the daily implementation of the curriculum, coaching and training components and research of the TELL curriculum

Supervised three Early Literacy Coaches working in fourteen school districts

Coached in one early childhood special education classroom directly and mentored coaches.

- **Preschool Coach:** Provided Coaching, support and professional development for the Mary Lou Fulton Teachers College Preschool (April 2014-December 2014)
- **Consultant:** Quality First Academy (August- December 2014)

Faculty Research Assistant

June 2007 to June 2010

Arizona State University

Tempe, AZ

- **Project Manager:** Dialogic Reading, Inferencing, Vocabulary Enhancement and Scaffolded Conversation (DRIVES) grant (July 2010-July 2011)

Coordinated research projects focusing on promoting language and literacy development for preschool children who were English Language Learners.

Coach for Head Start teachers of preschool children who were English Language Learners.

- **Preschool Literacy Coach: Teaching Early Literacy and Language (TELL) Spanish** (June 2008-July 2010)

Member of the development team in designing a Spanish version of the TELL curriculum for preschool children who are English Language Learners

Coach for Head Start teachers of children who were English Language Learners

Trainer for Early Childhood Special Education teachers

- **Preschool Literacy Coach: Teaching Early Literacy and Language (TELL)** (June 2007-June 2008)

Member of the development team in designing and writing a new curriculum for preschool children with disabilities.

Coach for Early Childhood Special Education teachers

Trainer for Early Childhood Special Education teachers

Early Reading First Literacy Coach

December 2005- June 2007

Tempe Elementary School District
Early Reading First Partnership with Arizona State University
Tempe, AZ

Coach for Head Start and Title I classrooms teachers of children who were English Language Learners on research based emergent language and literacy techniques.

Presented professional development on emergent literacy and language techniques to support Early Reading First Goals

Adjunct Faculty

Fall Semesters 2010- 2013

South Mountain Community College
Phoenix, AZ

Taught Guidance and Discipline Class (Classroom Management) to Community College Students who are primarily childcare workers or are working towards a Child Development Certificate

Center Director

June 2004-December 2005

Phoenix Day Child Development Center
Phoenix, AZ

Responsible for all day-to-day operations of early childhood center in South Phoenix including educational, staff and family components.

Worked with families who were English Learners and from low income backgrounds.

Completed National Association of Childcare (NAC) accreditation in Oct. 2005.

Education Specialist

June 2003- May 2004

Chicanos Por La Causa Migrant Head Start
Phoenix, AZ

Implemented Head Start Education Performance Standards in 5 Migrant Head Start Centers throughout the state of Arizona.

Supported, coached and provided professional development to teachers on teaching Preschool English Language Learners.

Parent and Child Education Teacher

August 2001- May 2003

Tucson Unified School District
Tucson, AZ

Taught preschool children who were English Language Learners from low-income areas and conducted parent education classes.

Participated in NAEYC accreditation process.

Project ABLE Teacher
August 1999-May 2001

Tucson Unified School District
Tucson, AZ

- *Taught preschool children with disabilities- Collaborated and taught with the PACE teachers to create an inclusion classroom.*

Inclusion Teacher
August 1998-May 1999

Amphitheater Public Schools
Tucson, AZ

- *Team taught 57 fourth and fifth grade students who were English Language Learners with disabilities*

Developmental Delayed Preschool Teacher
August 1996-May 1998

Las Cruces Public Schools
Las Cruces, NM

- *Taught preschool children with disabilities- Collaborated with Head Start Program*

Transitional Kindergarten Teacher

- *Team taught pilot program for Kindergarten children with disabilities*

PRESENTED LECTURES AND WORKSHOPS

- Early Childhood Quality Teaching Initiative (May 2017) Provide professional development for Coaches from across the country on new assessment tool and identifying teaching practices in the classroom during live observations
- Early Childhood Quality Teaching Initiative (January 2017) Provide professional development for Coaches from across the country on new assessment tool and identifying teaching practices in the classroom during live observations
- Teaching Early Literacy and language: The TELL curriculum Overview. (2011, 2012, 2013, 2014,2015, 2016,2017,2018,2019, 2020, 2021, 2022, & 2023). Professional Development for research cohort of early childhood special educators, AZ.
- TELL Curriculum Based Measures (2011,2012, 2013, 2014,2015, 2016,2017,2018,2019, 2020, 2021, 2022, & 2023.) Professional Development for Research cohort of early childhood special educators, AZ.
- TELL Classroom Environment: Encouraging Active Engagement. (2011,2012, 2013, 2014, 2015, 2016, 2017, 2018,2019, 2020, 2021, 2022, & 2023.) Professional Development for research cohort of early childhood special educators, AZ.
- Understanding the relationship between oral language and emergent literacy skills: Translating Research into practice. (2011,2012, 2013, 2014,2015, 2016,2017,2018,2019, 2020, 2021, 2022, & 2023.) Professional Development for research cohort of early childhood special educators, AZ.
- Using Dialogic Reading to facilitate early literacy and language skills in preschool children: Dialogic reading, print referencing, and the SEER method (2011,2012, 2013, 2014,2015, 2016,2017,2018,2019, 2020, 2021, 2022, & 2023.) Professional Development for research cohort of early childhood special educators, AZ.
- TELL: Oral language strategies and Phonological Awareness in the Preschool Classroom. (2011, 2012, 2013, 2014,2015 & 2016,2017,2018,2019, 2020, 2021, 2022, & 2023). Professional Development for research cohort of early childhood special educators, AZ.
- TELL Teaching Alphabet Knowledge, print awareness and writing to preschool children (2011,2012, 2013, 2014,2015, 2016,2017,2018,2019, 2020, 2021, 2022, & 2023) Professional Development for research cohort of early childhood special educators, AZ.
- Using story time to facilitate early literacy and language skills in preschool children: Dialogic reading, print referencing, and the SEER method (2011,2012, 2013, 2014,2015, 2016,2017,2018,2019, 2020, 2021, 2022, & 2023) Professional Development for research cohort of early childhood special educators, AZ.
- Educare External Evaluation Grant: Professional Development on current evaluation tools (PPVT, CELF-P, PLS-5 (English & Spanish Bracken) to Graduate Level Speech Language Pathology Clinicians (Spring & Fall, 2016 & Spring 2017)
- Educare External Evaluation Grant: Presentation of Current Data to teaching staff, professional Staff and families (Spring & Fall, 2016 & Spring 2017)
- Quality First Coaching Academy: Coaching Implementation & Evolution (August, September, October, November and December 2014, Multiple Sites).
Professional Development Quality First Coaches on the Stage of Coaching. First Things First Quality First Coaches across the State of Arizona

PRESENTED LECTURE AND WORKSHOPS CONTINUED

Teaching Early Literacy and language: The TELL curriculum Overview. (2014 & 2015).

Professional Development for Mary Lou Fulton Teachers College Preschool Teachers, Tempe, AZ.

TELL Curriculum Based Measures (2015). Professional Development for Mary Lou Fulton Teachers College Preschool Teachers, Tempe, AZ.

TELL Classroom Environment: Encouraging Active Engagement. (2015).

Professional Development for Mary Lou Fulton Teachers College Preschool Teachers, Tempe, AZ.

Understanding the relationship between oral language and emergent literacy skills:

Translating Research into practice. (2014 & 2015). Professional Development for Mary Lou Fulton Teachers College Preschool Teachers Tempe, AZ.

Using Dialogic Reading to facilitate early literacy and language skills in preschool children:

Dialogic reading, print referencing, and the SEER method (2014 & 2015). Professional Development for Mary Lou Fulton Teachers College Preschool Teachers Tempe, AZ.

TELL: Oral language strategies and Phonological Awareness in the Preschool Classroom. (2015).

Professional Development for Mary Lou Fulton Teachers College Preschool Teachers, Tempe, AZ.

Using supportive oral language strategies to facilitate children's language development.

(2009, 2010). Professional Development for research cohort of Head Start teaching staff, Phoenix, AZ.

Using enabling oral language strategies to facilitate children's language development. (2009, 2010).

Professional Development for research cohort of Head Start teaching staff, Phoenix, AZ.

Methods to teach vocabulary in preschool classroom contexts. (2009, 2010).

Professional Development for research cohort of Head Start teaching staff, Phoenix, AZ.

Methods to facilitate alphabet knowledge, print awareness, and phonological awareness in

Classroom contexts. (2009, 2010). Professional Development for research cohort of Head Start teaching staff, Phoenix, AZ.

Using teacher-led games and activities to teach target objectives. (2007, 2008). Professional

Development for research cohort of early childhood special educators, Tempe, AZ.

TELL+ in action: Embedding supportive and enabling strategies into classroom contexts.

(2007, 2008). Professional Development for research cohort of early childhood special educators, Tempe, AZ.

Alphabet knowledge, print awareness, and phonological awareness: How to teach emergent literacy

skills in context. (2007). Professional Development for research cohort of early childhood special educators, Tempe, AZ.

More than naked babies: dramatic play in the preschool classroom (2007). Tempe Early Reading First Partnership. Valley of the Sun Association for the Education of Young Children.

Tempe Early Reading First Partnership: an overview (2007). Arizona Department of Education Early Childhood Education Early Learning Institute.

PRESENTED LECTURE AND WORKSHOPS CONTINUED

Examining block building using the inquiry method (2007).

Professional Development for cohort of early childhood educators participating in Tempe Early Reading First Partnership, Tempe, AZ.

Direct Instruction: The Madeline Hunter Model (2007).

Professional Development for cohort of early childhood educators participating in Tempe Early Reading First Partnership, Tempe, AZ.

Dramatic Play: Increasing expressive language (2006).

Professional Development for cohort of early childhood educators participating in Tempe Early Reading First Partnership, Tempe, AZ.

Shared book reading: The dialogic approach (2006).

Professional Development for cohort of early childhood educators participating in Tempe Early Reading First Partnership, Tempe, AZ.

Creating a literacy rich classroom environment (2006).

Professional Development for cohort of early childhood educators participating in Tempe Early Reading First Partnership, Tempe, AZ.

PROFESSIONAL CERTIFICATIONS

Environmental Rating Scale Certified ECERS and ITERS observer. Certified:2015

Certified Classroom Assessment Scoring System (CLASS) Observer. Initially certified 2007.

Current recertification, January 2024.

PROFESSIONAL AWARDS AND GRANTS

Arizona State University Commission on the Status of Women 2013. Nominated by Dean of the Mary Lou Fulton Teachers College to mentor other women within the university as part of a nation program that is only formally implemented in four other universities.

Association for Supportive Childcare Accreditation Grant- 2004-2005. Phoenix Day \$10,000

Awarded to assist in the accreditation process including mentorship and purchase of equipment.

Perkins Teacher Loan Cancellation 1996-2000.

Cancellation of student loans for service with children with special needs.

Las Cruces Public School Teacher Tuition Assistance Program 1996.

New Mexico Early Childhood Grant, New Mexico State University 1995.

Competitive grant for the state of New Mexico for additional 20 hours of coursework in early child education under Dr. Stephen Stiles.