

Leslie M. Booren

Curry School of Education
University of Virginia
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EDUCATION

Institute of Organizational Management (IOM) <i>U.S. Chamber of Commerce</i> IOM certification of 95+ hours of non-profit management courses	January 2014 – July 2016
Master of Arts <i>Washington State University – Human Development</i> Thesis Topic: Students' and teachers' perceptions of school safety and the importance of safety strategies	2007
Bachelors of Arts <i>University of Minnesota – Honors Program</i> Major: Psychology Minor: Youth Studies	2005
Continuing Education & Professional Studies <i>University of Virginia – Curry School of Education</i>	Spring 2008 – current

EMPLOYMENT EXPERIENCE

Managing Director <i>University of Virginia – EdPolicyWorks Research Center</i> <ul style="list-style-type: none">Managed all outreach efforts for a small research center with 25 full-time employees, including establishing and communicating our message, and developing an effective electronic online strategy.Organized and managed all professional and social events for the center, including weekly meetings with catering, and monthly speaker series with travel, meeting agenda and working meals.Wrote press releases, news updates and center profiles, and maintained the center website. Ran all center social media including an active twitter account.Created a new branded suite of resources (e.g., letterheads, PPT, QR codes, etc.).Collaborated with researchers to edit working paper series of upcoming research finding by streamlining brand, content and posting online.Ran all administrative efforts for the center, including processing reimbursements/payments, maintaining budgets, developing a data management plan, coordinating with facilities management, etc.	September 2013 – current
Lead Administrator/Program Coordinator <i>University of Virginia – Virginia Education Sciences Training (VEST) Program</i> <ul style="list-style-type: none">Coordinated all administrative efforts for two multi-million dollar Institute of Educational Sciences (IES) training grant with over 25 pre-doctoral fellows across four departments, including processing reimbursements/payments, and maintaining adherence to guidelines through weekly pre-approval system.Maintained effective communication practices for fellows and 40+ academic faculty, including sending weekly/monthly update emails, writing news updates and article, and refreshing our website content.Organized and assisted with annual performance reports to IES, student recruitment, annual student reviews, and student courses and workshops.Hired and supervised a number of student assistants for VEST and SURP programs.Led the Summer Undergraduate Research Program (SURP) that hosted eight interns each summer, including organizing events, academic experiences, cross-campus partnerships, and all planning logistics.	September 2013 – current
Outreach Manager <i>University of Virginia – Center for the Advanced Study of Teaching and Learning (CASTL)</i> <ul style="list-style-type: none">Managed all outreach efforts for a large research center with 75 full-time employees, including establishing and communicating our message, maintaining partnerships in the community, and developing an effective electronic online strategy.Designed professional development workshops, and created a template for in-person and online professional development for the education community.Organized and managed all professional and social events for the center, including academic institutes and monthly social parties.	Spring 2011 – August 2013

- Wrote press releases and news updates, and maintained the center website.
- Collaborated with researchers to write two-page briefs summarizing noteworthy research articles, streamlined development of content, and posted online.

Researcher

Spring 2011 – August 2013

University of Virginia – Center for the Advanced Study of Teaching and Learning (CASTL)

- Assisted in developing and revising practitioner-friendly resources for Head Start through the National Center on Quality Teaching and Learning (NCQTL).
- Developed and tested content, procedures and strategy for Teachers Learning & Collaborating (TLCs) professional development process available to Head Start preschool teachers across the United States.
- Conducted regular webinars and in-person trainings with teachers regarding the TLC process.
- Managed a team of researchers and practitioners working on the development and testing of TLC professional development process in over 8 Head Start programs.
- Developed a set of media and hardcopy resources focused on the use of video in classrooms and for professional development supports.

Project Manager

Fall 2010 – current

AIMarc Solutions, LLC

- Managed and assisted in the start-up for a small consulting business, including branding, logo creation, product creation and website development.
- Maintained business management with brand updates on logo and products (e.g., business cards, letterhead, etc.), refreshing website content, and creating new online disseminating strategies.

Professional Trainer/Consultant

Spring 2008 – May 2014

TeachStone, Inc.

- Trainer and mastercoder for the Classroom Assessment Scoring System (CLASS) prekindergarten observational measure of classroom quality.
- Trainer for the CLASS-Secondary observational measure of classroom quality.
- Applied Conducted 3-4 professional two-day intensive trainings a year around the country.

Professional Trainer/Consultant

Fall 2011 – current

The Individualized Classroom Assessment Scoring System (inCLASS) Project

- Led intensive two-day inCLASS Trainings and the Train-the-Trainer program nationally and internationally for at least 75 people.
- Developed and maintained contracts and financial systems for regular external inCLASS Observational Trainings and Train-the-Trainer Program opportunities.
- Led all Train-the-Trainer Programs, trained other new Train-the-Trainers, and continued to review the training system for dissemination and consumption.
- Managed staff and tasks relating to the development of the inCLASS training opportunities.

Project Coordinator/Research Assistant

Spring 2007 – Fall 2012

University of Virginia – Center for the Advanced Study of Teaching and Learning (CASTL)

- Assisted in developing and revising the Individualized Classroom Assessment Scoring System (inCLASS) prekindergarten observation measure of school readiness.
- Led and assisted in developing and writing 8 manuscripts, and 17 presentations at professional conferences. Organized, chaired and presented during a paper symposium.
- Led intensive two-day trainings on this new observational measure for over 100 people.
- Designed a Train-the-Trainer model and created content for the inCLASS going to scale with other organizations.
- Organized and coordinated data collection during 2-5 timepoints over 3 years in 3 urban cities tracking over 800 children, including leading trainings and drift for 40+ employees, recruiting schools, and managing data entry.
- Assisted in designing, writing content, filming, and testing of the development of an online professional development/training and reporting system to be used by preschool teachers (iLearning Program).
- Assisted in designing, writing content, and testing of the development of an online inCLASS observational entry and subsequent reporting system to be used in early childhood.
- Collaborated with other research projects using the inCLASS, including a longitudinal professional development intervention utilizing a national sample (NCRECE).
- Assisted in conceptualizing, developing, and administering numerous federal supplemental grants for the inCLASS.
- Mentored undergraduate, graduate, post-doctoral students, and managed all HR needs.
- Organized and coordinated all goals, activities and projects related to the inCLASS lab.

Research and Scholarship

RESEARCH EXPERIENCE

Principal Investigator

Spring 2006 – Spring 2007

Washington State University

- Researched, developed, and implemented the *School Safety Project* for MA thesis work.
- Applied and received Institution Review Board (IRB) approval and various grants.
- Recruited high schools in WA. Coordinated data collection and entry, and conducted analyses for project write-up and presentation at participating schools.

Principal Investigator

Fall 2003 – Spring 2005

University of Minnesota

- Researched, developed, and implemented the *Teammate Project* for honors thesis work.
- Applied and received Institution Review Board (IRB) approval and various small grants.
- Recruited sports teams at 3 high schools in MN. Coordinated data collection and entry while managing undergraduate research assistants, and conducted analyses for project write-up.

Lead Research Assistant

Summer 2005 – Spring 2006

Washington State University

- Conducted family interviews and managed research databases as part of the In-School/Out-School Project (ISOP) in the Department of Human Development.

Research Assistant

Spring 2006

Washington State University

- Assisted with sociometric data collection in the Human Development preschool laboratory.
- Completed observations of peer interactions using Palm Pilot technology.

Research Assistant

Spring 2005

University of Minnesota

- Arranged data collection at elementary schools for the *Friends and Health Project*.
- Completed extensive training on the Social Competence Interview protocol.
- Coordinated and coded data collection from interviews using blood pressure machines.

PUBLICATIONS

- Curby, T. W., Downer, J. T., & **Booren**, L. M. (2014). Behavioral exchanges between teachers and children over the course of a typical preschool day: Testing bidirectional associations. *Early Childhood Research Quarterly*, 29(2), 193-204.
- Booren**, L. M., Downer, J. T., & Vitiello, V. E. (2012). Observations of children's interactions with teachers, peers, and tasks across preschool classroom activity settings. *Early Education & Development*. 23(4), 517-538. doi: 10.1080/10409289.2010.548767
- Vitiello, V. E., **Booren**, L. M., & Downer, J. T. (2012). Variation in children's interactions throughout a day in preschool: Do activity settings make a difference?. *Early Childhood Research Quarterly*, 27 (2), 210-220. doi: 10.1016/j.ecresq.2011.08.005
- Bohlmann, N. L., Downer, J. T., Maier, M. F., **Booren**, L. M., Williford, A. P., & Howes, C. (2014). Observations of children's engagement with teachers, peers, and tasks: Applicability of the Individualized Classroom Assessment Scoring System in diverse preschool settings. *Manuscript submitted for review*.
- Maier, M. F., Downer, J. T., Vitiello, V. R. & **Booren**, L. M. (2014). Typologies of preschoolers' engagement with teachers, peers, and tasks and their associations with school readiness. *Manuscript submitted for review*.
- Booren**, L. M., Handy, D. J., & Power, T. G. (2011). Examining perceptions of school safety strategies, school climate, and violence. *Youth Violence and Juvenile Justice*, 9(2), 171-187. doi: 10.1177/1541204010374297
- Downer, J. T., **Booren**, L. M., Lima, O. K., Luckner, A. E., & Pianta, R. C. (2010). The Individualized Classroom Assessment Scoring System (inCLASS): Preliminary reliability and validity of a system for observing preschoolers' competence in classroom interaction. *Early Childhood Research Quarterly*, 25, 1-16. doi:10.1016/j.ecresq.2009.08.004
- Booren**, L. M., & Handy, D. J. (2009). Students' perceptions of the importance of school safety strategies: An introduction to the IPSS Survey. *Journal of School Violence*, 8(3), 233-250. doi: 10.1080/15388220902910672
- Booren**, L. M. & Hood, B. K. (2007). Learning Disabilities in Graduate School: Closeted or Out in the Open? *Association for Psychological Science's Observer*, 20(3), 37-38.

PROFESSIONAL PRESENTATIONS

- Downer, J. D., Williford, A. P., **Booren, L. M.**, Bohlmann, N. L., & Maier, M. (2014, April). Observing preschool children's engagement with teachers, peers, and tasks in a large, diverse sample. In K. Barghaus (chair), *Advancements in Assessing the Early Educational Experiences of Diverse Children and Families Living in Poverty*. Paper symposium presented at the American Educational Research Association, Philadelphia, PA.
- Cabell, S., Bohlmann, N., **Booren, L. M.**, DeCoster, J., & Williford, A. (2013, April). *Variation in children's engagement in conversational exchanges with teachers and peers across preschool classroom*. Poster presentation for the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Curby, T. W., Downer, J. T., & **Booren, L. M.** (2013, April). Behavioral exchanges between teachers' supports and children's engagement over the course of a typical preschool day. In A. Williford (chair), *The Interplay Between Young Children and Teachers: Teacher-Child Relationships, Teacher Practice, and Children's Engagement*. Paper symposium presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Downer, J. T., Bohlmann, N., Maier, M., **Booren, L. M.**, Williford, A., & Pianta, R. C. (2013, April). Using the inCLASS to observe children's engagement with teachers, peers and tasks: Measurement invariance and predictive validity. In J. A. Griffin (chair), *Developing the Next Generation of Preschool Outcome Measures: The Interagency School Readiness Measurement Consortium*. Paper symposium presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Bohlmann, N. L., Downer, J. T., **Booren, L. M.**, Maier, M. F., & Williford, A. P. (2012, June). *Using the inCLASS to Measure Preschool Children's Engagement with Teachers, Peers and Tasks: Examining Measurement Invariance Across Gender, Ethnicity, and Poverty Status in Three Samples*. Poster presented at the biennial Head Start's National Research Conference, Washington, D.C.
- Curby, T.W., Downer, J.T., & **Booren, L.** (2012, June). *The influence of classrooms on children and children on classrooms: Testing bidirectional associations during a typical day of preschool*. Poster presented at the National Head Start Research Conference, Washington, DC.
- Booren, L. M.**, & Kraft-Sayre, M. (2012, June). Implementing effective and engaging instructional interactions in preschool classrooms through facilitated learning activities and Teacher Learning Communities (TLC). Two-hour session for the National Association for the Education of Young Education's National Institute for Early Childhood Professional Development, Indianapolis, Indiana.
- Booren, L. M.**, Truett, A., Henry, A. E. (2011, April). *Associations between classroom- and child-level interactions in early childhood settings: Observations with the CLASS and inCLASS*. Poster presentation for the biennial meeting of the Society for Research in Child Development, Montreal, QC, Canada.
- Truett, A. & **Booren, L. M.** (2011, February). Children's interactions within tasks: Associations by classroom-level interactions. Poster presentation for the annual Curry Research Conference, Charlottesville, VA.
- Booren, L. M.**, Vitiello, V. E., & Downer, J. T. (2010, June). Observing differences in preschooler's interactions with teachers, peers, and tasks across classroom activity settings. In L. M. Booren (chair), *Understanding children's behaviors in a classroom context: A focus on activity settings*. Paper symposium conducted at the biennial Head Start's National Research Conference, Washington, D.C.
- Downer, J. T., Williford, A. P., **Booren, L. M.**, & Pianta, R. C. (2010, June). Using observations of children's classroom interactions to predict school readiness: Validity of the Individualized Classroom Assessment Scoring System (inCLASS). In J. A. Griffin (chair), *Developing new measures to assess the school readiness of young children: The Interagency Consortium for School Readiness Outcome Measures (ICSROM)*. Poster symposium conducted at the biennial Head Start's National Research Conference, Washington, D.C.
- Abry, T. S., **Booren, L. M.**, Meyer, J. P., & Downer, J. T. (2010, April). *Analyzing observational ratings of classroom interactions: An application of Generalizability Theory to inCLASS scores*. Poster presented at the annual meeting of the National Council of Measurement in Education, Denver, CO.
- Booren, L. M.**, Handy, D. J., & Power, T. G. (2010, April). *Examining adolescents' and teachers' perceptions of school safety: Discrepancies in safety strategies, climate, and violence*. Poster presented at the biannual meeting of the Society for Research on Adolescence, Philadelphia, PA.
- Abry, T., Lima, O. K., **Booren, L. M.**, Luckner, A. E., & Downer, J. T. (2009, April). *Teacher ratings and observations: Comparing two measures of children's classroom interactions*. Poster presentation for the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Booren, L. M.**, Handy, D. J., & Power, T. G. (2009, April). Understanding school safety strategies and school climate: An examination of student perceptions. Poster presentation for the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Downer, J. T., **Booren, L. M.**, Luckner, A. E., & Pianta, R. C. (2009, April). Psychometric Results from a field test of the Individualized Classroom Assessment Scoring System (inCLASS). In J. A. Griffin (chair), *The Interagency Consortium for School Readiness Outcome Measures (ICSROM): Preliminary results*. Poster symposium conducted at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Myers, S. S., Downer, J. T., **Booren, L. M.**, & Pianta, R. C. (2009, April). Examining the relations of child temperament and teacher-child interactions to preschoolers' language / literacy outcomes. In C. Valiente (chair), *The role of temperament in children's school success*. Paper symposium conducted at the biennial meetings of the Society for Research in Child Development, Denver, CO.

- Sweeney, B. D., Luckner, A. E., Abry, T., **Booren**, L. M. & Downer, J. T. (2009, April). *Classroom Composition and Teacher Characteristics: Associations with Children's Teacher, Peer, and Task Interactions*. Poster presentation at the biennial conference of the Society for Research in Child Development, Denver, CO.
- Booren**, L. M., Downer, J. T., Luckner, A. E., Lima, O. K., Pianta, R. C. (2008, June). Exploring the CLASS-C: Associations among children's age, observed classroom behaviors, and teacher ratings. In J. A. Griffin (chair), *Measurement in early childhood consortium*. Poster symposium conducted at the biennial Head Start's National Research Conference, Washington, D.C.
- Downer, J. T., Luckner, A. E., **Booren**, L. M., Lima, O. K., & Yoder, B. (2008, June). *Multi-level modeling of observational ratings using the Classroom Assessment Scoring System – Child Version (CLASS-C)*. Poster presentation for the biennial Head Start's National Research Conference, Washington, D.C.
- Lima, O. K., Downer, J. T., **Booren**, L. M., Abry, T., Sweeney, B. & Pianta, R. C. (2008, June). *Factor analysis of the CLASS-C: Children's observed interactions at school*. Poster presentation for the annual Institute of Educational Sciences National Research Conference, Washington D.C.
- Booren**, L. M., & Handy, D. J. (2008, May). *Adolescents' perceptions of successful school safety strategies*. Poster presentation for the annual meetings of the Association of Psychological Sciences, Chicago, IL.
- Booren**, L. M., Abry, T., Luckner, A. E., Yoder, B., Lima, O. K., Downer, J. T., & Pianta, R. C. (2008, May). *Examining a preschool observational assessment: Associations with teacher ratings and predictive validity of the CLASS-C*. Poster presentation for the annual meetings of the Association of Psychological Sciences, Chicago, IL.
- Booren**, L. M., Lisenbee, J. A., & Mize, J. (March, 2007). *Children's sleep behaviors, cortisol, and aggression*. Poster presentation for the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Booren**, L. M., Werner, N. E., Werth, M., & Crick, N. R. (March, 2006). "An investigation of aggression and rejection among adolescent athletes." Poster presentation for the biennial meetings of the Society of Research on Adolescence. San Francisco, CA.
- Werner, N. E. & **Booren**, L. M. (October, 2005). 'Under the Radar': An update on relational aggression. Co-presented research roundtable at the National Association of Extension 4-H Agents (NAE4-HA) annual meetings. Seattle, WA.

INVITED PRESENTATIONS

- Booren**, L. M. (2013, July). *Practice-Based Coaching and the Teachers Learning and Collaborating*. Invited training for Region 10 early childhood specialist sponsored by Head Start's National Center for Quality Teaching and Learning (NCQTL).
- McLeod, R. & **Booren**, L. M. (2013, May). *Practice-Based Coaching and the Teachers Learning and Collaborating*. Invited webinars sponsored by Head Start's National Center for Quality Teaching and Learning (NCQTL) for all regional early childhood specialists.
- Booren**, L. M. (2013, January). *Supporting the use of video: Thinking about recording in classrooms*. Invited webinars sponsored by Head Start's National Center for Quality Teaching and Learning (NCQTL) for all regional early childhood specialists.
- Booren**, L. M. (2012, November). *Making the most of classroom interactions: Building an instructionally supportive classroom through intentional teaching*. Invited workshop sponsored by the Alexandria, VA Westminster Weekday Preschool, Charlottesville, VA.
- Booren**, L. M. & Hatfield, B. (2012, June). *Building an emotionally supportive prekindergarten and kindergarten classroom through engaging teacher-child interactions*. Invited workshop sponsored by the Curry School of Education Foundation for early childhood teachers and educational leaders, Charlottesville, VA.
- Booren**, L. M. (2012, April). *Understanding the Teacher's Learning and Collaborating (TLC) Process: Lessons Learned*. Invited presentation by the National Center on Quality Teaching and Learning (NCQTL) for Head Start regional Early Childhood Education Specialists at the practice-based coaching meetings, Orlando, FL.
- Sweeney, B., **Booren**, L. M., Viteri, B., Chatrabhuti, J., & Voorhees, M. (2012, January). *Engaging classroom interactions that support children's development: Understanding children's risk, resilience, and readiness*. Invited workshop sponsored by the Shenandoah Valley Head Start for 150 early childhood teachers and educational leaders from Shenandoah Valley School-Based Preschool Network, Weyers Cave, VA.
- Booren**, L. M. & Leach, A. (2011, November). *Building an emotionally supportive prekindergarten and kindergarten classroom through engaging teacher-child interactions*. Invited workshop sponsored by the Virginia School-University Partnership for 40 early childhood teachers and educational leaders, Charlottesville, VA.
- Booren**, L. M. (2011, October). *Making the most of effective instructional interactions: Quality of feedback*. Invited in-service workshop sponsored by Monticello Area Community Action Agency Head Start Programs for 30 early childhood teachers, Charlottesville, VA.

AWARDS / HONORS / GRANTS

University of Virginia (as staff)

- Recipient of the 2015 Curry Outstanding Staff award, a peer-nominated, lifetime achievement honor.

University of Virginia (as faculty)

- Assisted in the conceptualization and writing of a three-year grant from the U.S. Department of Education's Institute for Education Sciences, entitled "Learning to Objectively Observe Kids (LOOK) Project," \$1.27 million.
- Assisted in the conceptualization, development, and administration of the American Recovery and Reinvestment Act of 2010 administration grant through the National Institutes of Health, entitled "Observation of Young Children's Competence in Classroom", \$148,204.
- Assisted in the conceptualization, development, and administration of the American Recovery and Reinvestment Act of 2010 grant through the National Institutes of Health, entitled "Observation of Young Children's Competence in Classroom", \$16,755.
- Assisted in the conceptualization, development, and administration of the American Recovery and Reinvestment Act of 2009 grant through the National Institutes of Health, entitled "Observation of Young Children's Competence in Classroom", \$16,755.

Washington State University

- GRAFF Award/Grant for thesis research project (Spring 2006-Spring 2007), \$2200.
- Alberta Hill Excellence Award (Spring 2006), \$200.
- Graduate School travel grant to attend the SRA conference in San Francisco, CA (Spring 2006), \$200.

University of Minnesota

- College of Liberal Arts Honors Thesis Research Grant, Undergraduate Research Opportunity Program (UROP), Mortensen Academic Scholarship, Mortensen Research Award in Psychology, and the Psi Chi Research Fellowship Grant.
- National Scholarship and Dean's List recipient.

TRAINING / WORKSHOPS

- Participated in a graduate-level semester-long seminar for course credit about "**Designing, implementing, and evaluating intervention programs for youth**," lead by Dr. Patrick Tolan during spring 2010.
- Participated in a graduate-level semester-long seminar for course credit about **Structural Equation Modeling** lead by Dr. Xitao Fan during spring 2009.
- Participated in semester-long seminar for course credit about **Digital Media Development** during spring 2008.
- Attended day seminars through the Curry School of Education at the University of Virginia on conducting a **Power Analysis**, using **Hierarchical Linear Modeling**, and effective grant writing.
- Attended a two-day **professional development workshop on qualitative methods**, lead by Michael Quinn Patton, at the annual conference of the American Evaluation Association in Portland, OR during October, 2006.
- Attended the Graduate Student **Grant Writing Workshop** sponsored by the Office of Grant and Research Development at Washington State University during October, 2006.

Service

PEER REVIEWER

- American Institute of Biological Science (AIBS)* Fall 2010 – current
- Consumer reviewer of the fiscal year 2010, 2011, and 2012 Department of Defense peer reviewed medical research program.
 - Scored 20-24 grant proposals and participated in review panels on 26-55 grant proposals.

PROFESSIONAL SOCIETIES / VOLUNTEERISM

- American Psychological Association (APA)* 2001 – 2007
- Association for Psychological Science (APS)* 2004 – 2009
- Co-Chair and active member of Lesbian, Gay, Bi-Sexual, and Transgender Individuals (LGBT) committee from the Research on Socially and Economically Under-represented Populations (RiSE-UP) Program (Fall 2006-Spring 2007)
 - Campus Representative for Washington State University (Fall 2006-Spring 2007)
- Society of Research on Adolescence (SRA)* 2005 – 2007
- Society for Research in Child Development (SRCD)* 2005 – current

APPLIED EXPERIENCE

Curry Staff Administrative Council (CSAC) Member

Curry School of Education – University of Virginia

Summer 2016 – current

- Active member of the staff council that included monthly meetings.
- Organized regular staff events, communicated with staff, and led new initiatives to support administrative staff.

Executive Committee Member

Lupus Foundation of American-DC/Maryland/Virginia

Spring 2012 – current

- Active member of the Patient Services and Education committee that included monthly meetings. Helped initiate a young professional support group, other support group leaders with educated backgrounds, and new support groups with Spanish focus.
- Assisted with expanding services and educations summits to 3-4 a year. Helped initiated a new program to train volunteers before representing the organization.
- Participated in and helped develop the Grants committee that attempts to bring funds to the organization.

Community Representative

Summer 2009 – Spring 2010

Wesley Community Child Care Center (WCCCC) Advisory Board: Charlottesville, VA

- Participated in a ten-person advisory/executive board for a faith-affiliated WCCCC preschool serving low-income children.
- Assisted in developing fundraising plans, parent handbooks, and center procedures for the school.

Teacher's Assistant

Fall 2006 – Spring 2007

Washington State University

- Assisted and instructed undergraduate students in the classroom settings.
- Developed and managed individual class websites for approximately three mid- to large-sized courses a semester.

Group Facilitator and Youth Worker

Summer 2004

Kids Company Youth Center: London, England

- As group facilitator at St. Peter's Catholic elementary school, I developed and organized lesson plans for third graders in daily lunch hour therapeutic groups focused around identity and themselves in the world.
- Structured group activities in conjunction with classroom teachers' agendas, and evaluated each student's progress by completing recommendations for further individual therapy for each child.
- As a youth worker at Bridges community center, I provided emotional and practical support for the "at risk" adolescents, as well as coordinated various group activities.

REFERENCES AVAILABLE UPON REQUEST
