

M. Lynne Hall
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EDUCATION

M.S. Ed., College of Education, Indiana University, Bloomington, Indiana May 2016

B.A., College of Arts and Sciences, University of Louisville, Louisville, Kentucky December 1989

INSTRUCTIONAL LICENSES

Early Childhood Education and Services since 2011

Elementary/ Primary Generalist since 2011

Elementary/Intermediate Generalist since 2011

PROFESSIONAL WORK EXPERIENCE

Indiana University, Institute on Disability and Community (IIDC), Early Childhood Center (ECC) Bloomington, Indiana

Research Associate May 2023- Present

- Plans, organizes, and conducts research upon the approval of the principal investigator
- Adapts procedures or methods relative to changes in research projects
- Together with principal investigator, summarizes completed protocols and studies, organizes data, and writes articles and reports for publication and presentation
- Assists with grant procurement including identifying, writing, and editing.
- Composes and manages project budgets
- Conducts literature reviews
- Provides in-person and virtual technical assistance and training, including Practice-Based Coaching, in partnership with state agencies and LEA district leadership.
- Develops interactive website, early literacy blog, and social media content
- Creates and delivers in-person and virtual professional development (e.g., presentations, webinars, workshops, institutes, courses, materials, coaching, etc.)
- Supports districts with systems change work using Implementation Science to adopt effective equitable inclusive preschool services and implement evidence-based equitable early literacy foundational principles and instructional
- Collaborates with colleagues and project stakeholders regularly to meet identified objectives
- Leads, manages, and assists with projects at center director's discretion

PediPlay, Indianapolis, Indiana

Developmental Therapist June 2023-Present

- Collaborates with families to identify short term goals for their child based on their identified Individual Family Service Plan (IFSP) outcomes
- Co-constructs therapy intervention plans with families
- Coaches families using the Family Guided Routines-Based Intervention (FGRBI) model to coach families to engage in therapy techniques with their children during their daily routines and activities.
- Identifies and offer applicable resources with families
- Shares pertinent child development information with families
- Records therapy session notes and share with family members □ Communicates regularly with IFSP team members as needed to support meeting child outcomes as identified by families
- Completes child progress and exit reports □ Participates in IFSP and transition case meetings

Mid-Atlantic Equity Consortium (MAEC), Bethesda, Maryland

Senior Early Childhood Equity Specialist, May 2022- May 2023

- Adapted procedures or methods relative to changes in projects
- Composed and managed project budgets
- Together with evaluation team, summarized completed protocols and studies, organized data, and wrote articles and reports for publication and presentation
- Assisted with and led grant procurement including identifying, writing, and editing
- Conducted literature reviews
- Provided in-person and virtual technical assistance and training, including coaching, in partnership with state agencies and early childhood organizations.
- Developed interactive website content
- □ Created and delivered in-person and virtual professional development (e.g., conference presentations, webinars, workshops, course materials, communities of practice, coaching, etc.)
- Supported entities with systems change work using MAEC's Continuous Improvement for Equity (CQ4E) model
- Collaborated with colleagues and project stakeholders regularly to meet identified objectives
- Led, managed, and assisted with projects at department director's discretion

Indiana University, Institute on Disability and Community (IIDC), Early Childhood Center (ECC) Bloomington, Indiana

Research Associate May 2015- March 2022

- Planned, organized, and conducted research upon the approval of the principal investigator
- Adapted procedures or methods relative to changes in research projects
- Together with principal investigator, summarized completed protocols and studies, organized data, and wrote articles and reports for publication and presentation

- Assisted with grant procurement including identifying, writing, and editing.
- Served as center representative on IIDC's Equity Diversity Inclusion Committee (EDIC)
- Composed and managed project budgets
- Conducted literature reviews
- Provided in-person and virtual technical assistance and training, including Practice-Based Coaching, in partnership with state agencies and LEA district leadership
- Developed interactive website content
- Created and delivered in-person and virtual professional development (e.g., presentations, webinars, workshops, institutes, courses, materials, coaching, etc.)
- Supported districts with systems change work using Implementation Science to adopt effective equitable inclusive preschool services and implement evidence-based equitable early literacy foundational principles and instructional design
- Collaborated with colleagues and project stakeholders regularly to meet identified objectives
- Led, managed, and assisted with projects at center director's discretion
- Functioned as lead editor of center's publications

Monroe County Community School Corporation, Bloomington, Indiana

Title I Preschool Teacher January 2012 —April 2015

- Lead Title I preschool teacher at Fairview Elementary School in Monroe County Community School Corporation
- Served as a model teacher for innovative curriculum practices

CONTENT EXPERTISE

- Equitable and Culturally Responsive Early Childhood Education Principles and Practices
- Early Literacy Skills and Instructional Practices
- Positive Behavior Support Practices and Challenging Behavior Interventions (The Pyramid Model)
- Inclusive Preschool Practices as identified on the Inclusive Classroom Profile (ICP)
- High Quality Adult Child Interactions as identified on The Classroom Assessment Scoring System (CLASS)
- Practice-Based Coaching (PBC) Model
- Implementation Science
- Multi-tiered System of Support (MTSS)
- Universal Design for Learning (UDL)

RESEARCH INTERESTS

- Equitable, diverse, and inclusive early education opportunities including pedagogy, curriculum, instruction, assessment, and program evaluation
- The Pyramid Model (evidence-based strategies for promoting positive behavior and preventing and addressing challenging behavior)
- Practice Based Coaching (an evidence-based coaching model)

- Early literacy evidence-based practices
- Trauma Informed Care
- Implementation Science (evidence-based framework for implementing change with fidelity)
- Evidence-based instructional strategies to improve school readiness
- Artful learning strategies to improve school readiness
- High quality inclusive preschool services

CERTIFICATIONS AND TRAININGS

- Currently participating in Family Guided Routines Based Intervention (FGRBI) training (2023-2024)
- Currently participating in the National Implementation Science Network's (NIRN) Micro-credentialing program (2023-2024)
- Reliability Trained Teaching Pyramid Observation Tool (TPOT) observer, 3-year certification (2019-2021)
- Certified Pre-K Classroom Assessment Scoring System (CLASS) Observer, annual certification (2015-2023)
- Trained in Well-Managed Schools-Boys Town Model (2012-2014)
- Trained in Leonard Bernstein Artful Learning (2013-2014)