

## **M. Lynne Hall**

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Bloomington, Indiana  
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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)**

*Research Associate*

Bloomington, Indiana  
May 2023- Present

- Plans, organizes, and conducts research upon the approval of the principle investigator
- Adapts procedures or methods relative to changes in research projects
- Together with principle 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

### **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 principle investigator
- Adapted procedures or methods relative to changes in research projects
- Together with principle 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
- Collaborated with colleagues and project stakeholders regularly to meet identified objectives
- Led, managed, and assisted with projects at center director's discretion
- Acted 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

### **PRIMARY SKILLS**

- Written and Verbal Communication
- Interpersonal Relationships (e.g., collaborating; managing; taking-direction; accepting and utilizing feedback)
- Highly Organized
- Detail-Oriented
- Efficient
- Working Independently
- Taking Initiative
- Being Resourceful
- Proficient in Microsoft Word, Excel, Microsoft Teams, Zoom, Google Docs, Go React, Adobe Acrobat Pro, Power Point, and Skype

### **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**

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, 2013, 2014
Trained in Leonard Bernstein Artful Learning	2013, 2014

## **PREVIOUS WORK EXPERINCE**

<b>Monroe County Community School Corporation</b>	Bloomington, Indiana
<i>Kindergarten Student Teacher</i>	August 2011—December 2011

- Student teaching experience at Fairview Elementary School in Monroe CountyCommunity School Corporation

<b>High Achievers Preschool</b>	Bloomington, Indiana
<i>Preschool Teacher</i>	October 2010 – June 2010

- Taught four and five-year-olds
- Trained and supervised staff
- Developed and implemented daily curriculum

**Noah's Ark Preschool**  
*Preschool Teacher*

Bloomington, Indiana  
August 2003 -May 2009

- Taught three, four and five-year-olds
- Trained and supervised staff
- Developed and implemented daily curriculum

**Little Stars Childcare**  
*Owner/Director/Teacher*

Bloomington, Indiana  
March 1992 –May 2003

- Provided in home care and education for children birth-5 years, as well as, before and after school care
- Trained and supervised staff
- Developed and implemented daily curriculum

### **AWARDS AND HONORS**

Bellwether Award Finalist Arts Infusion Project Participant	2014
MCCSC Title I Preschool Teacher Excellence Award	2014
Creator of first Artful Learning Unit for preschoolers-unit deemed exemplary	2013

### **PRESENTATIONS**

#### **Upcoming Accepted Proposals**

NAEYC 2023 Professional Learning Conference: *“Honoring the Whole Child Through Culturally Responsive Family Engagement”*: Examine how to build equitable collaborations with families in early childhood settings by considering the role of race, culture, class, and power in shaping those relationships: June 4-7, Portland, Oregon.

Indiana Early Intervention Conference 2023: *“Honoring the Whole Child Through Culturally Responsive Family Engagement”*: Digging deep into understanding the role of culture in shaping identity and consider ways to build powerful partnerships with families by examining the role of race, culture, class, and power in shaping relationships: June 8-9, 2023, Bloomington, IN.

Thirtieth International Conference on Learning: *“Building a Strong Equitable Learning Foundation (PK-3)”*: July 12-14, 2023, Sao Paulo, Brazil and online.

#### **Previous National Conferences**

INTERACT NOW CLASS® Summit 2023: *“Confronting Bias to Implement CLASS Practices Equitably”*: May 2-4, 2023. Virtual.

World Forum on Early Care and Education: *“Building a Strong Equitable Learning Foundation (PK-3)”*: May 2-5, 2023, Panama City, Panama and online

NHSA (National Head Start Association) 2022 Parent and Family Engagement Conference: “Honoring the Whole Child through Culturally Responsive Family Engagement”: Examining how to build equitable collaborations with families in childcare settings by examining the role of race, culture, class, and power in shaping those relationships. December 12-15, 2022, Dallas, TX.

INTERACT NOW CLASS® Summit 2022: “CLASS Interactions Improve with Practice-Based Coaching (PBC)”: Results of CLASS PBC with local early education programs, including pre and post data and highlights of the successes, challenges, and strategies to address challenges experienced. March 17, 2022.

### **Previous Local Conferences**

Maryland Cultural Proficiency Conference (MCPC) 2022: “*Building an Equitable Learning Foundation*”: Build awareness of equitable learning foundational principles and practices (Inclusion; Universal Design for Learning [UDL], Multi-Tiered System of Support [MTSS] for academic and social-emotional learning; Emergent Bilingual Support; Culturally Responsive Pedagogy; Asset-Based Family Engagement). October 24-26, 2022.

First Steps Virtual Conference 2021: “*Literacy in the First 3 years*”: Build understanding about why early literacy is so important, key birth-3 early literacy skills, evidence-based practices to develop key skills, and strategies for supporting families to engage in early literacy practices. June 11-12, 2021

ICASE virtual spring conference for Special Education Administrators: “Preschool Inclusion Project; Literacy Project: Pre-K to 3<sup>rd</sup> Grade”: Increase awareness of evidence-based practices contributing to successful preschool inclusion and early literacy skills acquisition, co-presenters: Michael Conn-Powers, Sally Reed-Crawford, Susan Dixon, Indiana Institute on Disability and Community, Bloomington, IN. February 8-12, 2021

IIDC ECC virtual Promoting Positive Outcomes Conference: “Pyramid Model Tier 1” and “Pyramid Model Tier II”: Increase awareness of the Pyramid Model’s Tier 1 and Tier 2 practices”. Bloomington, IN. November 9-10, 2020

IIDC ECC virtual Summer Institute: “Multi-tiered levels of Instructional Support in Inclusive Classrooms”: Address the instructional challenges in inclusive preschool classrooms and offer practical evidence-based strategies that promote learning for diverse learners, co-presenters: Michael Conn-Powers, Sally Reed-Crawford, Susan Dixon, Indiana Institute on Disability and Community, Bloomington, IN. July 20-23, 2020.

INAEYC East Central Region Ready to Learn Starts at Birth conference “Inclusive Preschool Best Practices”: Examining the four critical components of effective preschool inclusion. Gas City, IN. September 21, 2019.

IAEYC “Let’s DO Dialogic Reading!”: Using the dialogic reading scope and

sequence and evaluating best books for this interactive shared picture book reading practice. Indiana Convention Center, Indianapolis, IN. March 15, 2019.

IIDC ECC Summer Institute: “Effective Early Childhood Inclusive Services”:  
Addresses the challenges to providing inclusive services and offers practical applications of evidence-based strategies delivered within a multi-tiered system of supports, co-presenters: Michael Conn- Powers, Sally Reed-Crawford, Susan Dixon, and Kirsten Bonifacio, Indiana Institute on Disability and Community, Bloomington, IN. July 16-20, 2018

IYI “The Impact of Early Childhood Education (ECE)”: Define high quality ECE and how it benefits communities in the short and long term. Indiana Convention Center, Indianapolis, IN. November 30, 2016.

SCIAEYC “Artful Learning: Arts based skills and strategies”: Strategies for teaching school-readiness skills through the arts. IVY TECH Community College, Bloomington, IN. September 13, 2014.

### **Previous Workshops**

Virtual “Preschool Exit Skills Summary Development”, Bloomington, IN. February 3, 2022

Virtual “KG Transition Action Planning”, Bloomington, IN. December 16, 2021

Virtual “Kindergarten Transition Virtual “Kindergarten Transition Interview and Observation Tool Tutorial”, Bloomington, IN. August 19, 2021

Virtual “Practice-Based Coaching Overview”, Bloomington, IN. June 28, 2021

“Making the most of Small Group Instruction in Inclusive Classrooms”, Gary, IN. June 15, 2021

“Implementing Universal Design for Learning”, lead presenter: Sally Reed Crawford, Gary, IN. June 14, 2021

Virtual “Wabash KG Readiness Interview and Observation Tool Refinement”, Bloomington, IN. January 12, 2021

Virtual “Classroom Assessment Scoring System (CLASS) and Practice-Based Coaching (PBC) Practitioner Orientation”, Bloomington, IN. October 14, 2020

Virtual “Essential KG Readiness Skills Identification”, Bloomington, IN. October 6, 2020

“Classroom Assessment Scoring System (CLASS) Action Planning”, Bloomington, IN.

September 5, 2020

“Classroom Assessment Scoring System (CLASS) and Practice-Based Coaching (PBC) Practitioner Orientation”, Bloomington, IN. August 15, 2019

“Classroom Assessment Scoring System (CLASS) and Practice-Based Coaching (PBC) Director Orientation”, Bloomington, IN. July 23, 2019

“Preparing to Serve All Children”: Fostering an inclusive learning environment, lead presenter:  
Sally-Reed Crawford, Marion, IN. April 5, 2019

“Intensive Systematic Instruction”: Intensive individualized instructional supports, lead presenter:  
Sally-Reed Crawford, Marion, IN. December 7, 2018

“The Pyramid Model (days 1 and 2)”: Fostering preschoolers’ social-emotional competence, co-presenter: Sue Dixon, Monroe County Head Start, Bloomington, IN. September 14, 2018 and November 6, 2018

“Teaching Discrete Skills”: Targeted instructional supports, lead presenter: Sue Dixon, Marion Community Schools, Marion, IN. October 15, 2018

Setting the Stage for Inclusive Preschool Services”: Key elements of high quality inclusive early childhood education experiences, co-presenters: Michael Conn-Powers and Sally Reed- Crawford, Mary M Bethune Early Childhood Development Center, Gary, IN. October 12, 2018.

“Setting the Stage for Inclusive Preschool Services”: Key elements of high quality inclusive early childhood education experiences, Marion Community Schools, Marion, IN. August 31, 2018.

“Classroom Management to Support Positive Behavior”: Essential components of high-quality supportive environments and nurturing and responsive relationships, co-presenter: Sue Dixon,  
Monroe County Head Start, Bloomington, IN. July 30, 2018

“Creating Conversations that Count”: Strategies for developing higher level thinking skills for preschoolers to increase school readiness, co-presenter: Sue Dixon, Greater Clark County Schools, Jeffersonville, IN. April. 27, 2016

“Instructional Support”: Strategies for developing the instructional support domain of the CLASS to improve students’ school readiness, co-presenter: Michael Conn-Powers, Greater Clark County Schools, Jeffersonville, IN. February 11, 2016.

AmeriCorps “Family Engagement and Literacy”: Train the trainer to empower families to



engage in activities that develop key early literacy skills. Indianapolis, Indiana. August 11, 2015.

“Arts Infused Curriculum”: Strategies for teaching school-readiness skills through the arts. Indiana University, School of Education, Bloomington, IN, spring 2013

## **PUBLICATIONS**

Carney, C.L., Weltsek, G.J., **Hall, M.L.**, Brinn, G. (2016). Arts infusion and literacy achievement within underserved communities: A matter of equity. *Arts Education Policy Review*; 117 (4), pp. 230-243, doi:10.1080/10632913.2016.1213123

## **EVALUATION REPORTS**

Conn-Powers, Michael, Howland, Allison, Beers, Marcie, **Hall, Lynne**, (2020). Indiana’s Preschool Development Grant Performance Evaluation: 2020

Conn-Powers, Michael, Reed-Crawford, Sally, Dixon, Sue, **Hall, Lynne**, Bonifacio, Kirsten (2017). Indiana’s efforts to provide inclusive special education services for preschoolers with disabilities: 2017

Conn-Powers, Michael, **Hall, Lynne**, Reed-Crawford, Sally, Dixon, Sue, Ballard, Janet, Herron, Katherine, Bonifacio, Kirsten (2017). Evaluation of Indiana’s Early Education Matching Grant Program: 2016-17.

Conn-Powers, Michael, Herron, Katherine, **Hall, Lynne**, Reed-Crawford, Sally, Dixon, Sue, Ballard, Janet, Bonifacio, Kirsten (2016). Evaluation of Indiana’s Early Education Matching Grant Program: 2015-16.

## **PRODUCTS**

Practice-Based Coaching 3-week Webinar Series, May 2021 Wabash KG

Readiness Skills Interview and Observation Tool, February 2021

IDOE Short Share Webinar: “Participation”: How to ensure all children fully participate in classroom routines and activities. Recorded January 17, 2020.

## **COMMITTEES**

Indiana Early Learning Advisory Board (ELAC)	2015-2017
IIDC Equity Diversity and Inclusion Committee (EDIC)	2021- 2022

## **CURRENT PROFESSIONAL MEMBERSHIPS**

Pi Lambda Theta member  
NAEYC member  
CEC member

since 2016  
since 2017  
since 2017