

ELINA CARPENTER

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EDUCATION

PhD Student in School of Education, emphasis Human Development in Context
University of California Irvine

M.A. in Educational Psychology, emphasis in Early Childhood Education
California State University at Northridge, 2019

B.A. in Fine Art
University of California at Santa Cruz, 2011

My master's thesis study "Why Won't They Just Behave?!" (2019) explored the efficacy of helping early childhood educators understand the concept of self-regulation in young children through the use of a small-group workshop. The objectives of this study were to examine if (1) educators perceive the role of self-regulation in child behavior, and (2) the potential impact a workshop may have on this perception. The workshop provided educators with an opportunity to learn about child misbehavior, engage in self-reflection about child behavior, and receive resources on strategies for addressing child behavioral issues. Post-workshop responses indicated that workshop may have encouraged a shift in teacher approaches to misbehavior – teachers were more likely to attribute challenging behavior to unmet needs or lack of understanding than poor concentration or compliance.

HONORS

February 2018	<u>Recipient of the 2018 Rose C. Engel Early Childhood Award</u> , which recognizes students within the field of early childhood education who contribute to and excel within their program.
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LEADERSHIP ROLES

<p>May 2018</p>	<p><u>School consultation under CSUN's Partnerships for Excellence program</u> Through a process of collaboration with the school, class observations, and staff surveys, a workshop was created and conducted for staff at The Boulevard School in Woodland Hills, CA. Based on the director's interest and staff survey responses, the workshop was based around planning open-ended activities and inter-staff collaboration.</p>
<p>May 2018</p>	<p><u>Simms/Mann Think Tank 2018</u> (<i>Invitation-only event presenting recent research in child development and early education.</i>) Tasked by the department with extensively documenting the topics presented at the conference to provide to ECE program students and staff. Organized and formatted notes into a document with pictures of slides and hyperlinks.</p>
<p>January 2018</p>	<p><u>Appointed President of the CSUN Early Childhood Education Master's Association (ECE MA)</u> (<i>The ECE MA's aim is to support early childhood professionals and facilitate leadership in the field.</i>) Identified and distributed information about opportunities and resources to promote professional development. Created a thorough document for future ECE MA officers outlining the responsibilities and necessary procedures for the association.</p>
<p>June 2017</p>	<p><u>Appointed Co-President of the CSUN Early Childhood Education Master's Association (ECE MA)</u> Began taking over presidential responsibilities for the association alongside the former president.</p>
<p>February 2017</p>	<p><u>Simms/Mann Fellow Workshop in Santa Monica, CA</u> Was asked to take extensive notes for Dr. Carrie Rothstein-Fisch during a meeting of Simms/Mann research fellows concerning recent research progress.</p>
<p>February 2017</p>	<p><u>Simms/Mann Think Tank 2017</u> (<i>Invitation-only event presenting recent research in child development and early education.</i>) Was asked to extensively document the topics presented at the conference to provide to ECE program students and staff. Created a companion shared folder with photos of slides.</p>
<p>January 2017</p>	<p><u>Appointed Secretary of the CSUN Early Childhood Education Master's Association (ECE MA)</u> Documented meetings and events relevant to the association and program.</p>

TEACHING ROLES

ADULTS

Fall 2018	<p><u>TEACHING ASSISTANT: CSUN undergraduate seminar, "Development and Learning in Early Childhood Education"</u></p> <ul style="list-style-type: none">○ Collaborated with professor on curriculum and class scheduling.○ Assigned 16 undergraduate students, who I provided with class documents and assignment guidance.○ Provided writing and reading assistance to students, particularly in relation to APA style/citations, writing clarity, critical thinking, and organization.
Fall 2017	<p><u>TEACHING ASSISTANT: CSUN graduate seminar, "Issues and Theories in Early Childhood Education"</u></p> <ul style="list-style-type: none">○ Supported 13 first-semester graduate students with writing and reading assistance.○ Monitored each student's process and targeted individuals for special help, particularly in relation to APA style/citations, writing clarity, critical thinking, and organization.○ Updated and amended course documents such as the calendar, syllabus, intake forms, and course objectives. Created a detailed document for future TAs with common student errors, formatting, and recommendations for working with students.
Winter 2011	<p><u>CO-FACILITATOR: UC Santa Cruz undergraduate course, "Global Issues"</u></p> <ul style="list-style-type: none">○ Co-taught 2-credit college course section of 20 students by coordinating assignments, facilitating discussion, and providing feedback on short assignments.

CHILDREN

Fall 2017	<p><u>STUDENT TEACHER: The Growing Place (Reggio)</u></p> <ul style="list-style-type: none">○ Learned from a class of fourteen 3-4-year-old children in a Reggio-inspired preschool environment under a mentor teacher.○ Created, carried out, and documented a science experiment about liquid viscosity with a group of 3-4 children over 2 weeks. Emphasized use of the scientific method and explored how children recorded their findings.
Fall 2014	<p><u>TEACHER: Temple Isaiah Preschool (Play-based)</u></p>

<p>- Spring 2015</p>	<ul style="list-style-type: none"> ○ Coordinated with 2 other teachers and an assistant teacher in a class of twenty-four 3-4-year-old children. ○ Created and facilitated integrated lesson plans in multiple subjects within units, with emphasis in science and art. ○ Responsible as lead teacher when lead was unavailable. ○ Used the Comprehensive Desired Results Developmental Profile (DRDP) for mid-year assessment of 12 children to document student learning and led corresponding parent-teacher meetings.
<p>Summer 2014</p>	<p><u>SUMMER TEACHER: Temple Isaiah Preschool (Play-based)</u></p> <ul style="list-style-type: none"> ○ Coordinated with 3 other teachers in a group of sixteen 2-3-year-old children during a summer camp program. ○ Cared for children during daily routines, unstructured play, structured play, and summer camp activities.
<p>Spring 2014</p>	<p><u>STUDENT TEACHER: Temple Isaiah Preschool (Play-based)</u></p> <ul style="list-style-type: none"> ○ Conducted 90 hours of fieldwork under a mentor teacher. Assisted a class of eighteen 4-5-year-old children by engaging children during daily routines and activities. ○ Created and facilitated a multi-domain lesson plan on language and literacy per fieldwork class requirements.

SKILLS

- CITI Human Subjects training (2018): Ethics and nuances of research involving human subjects within the humanities and social sciences
 - Mac and Windows operating systems: Troubleshooting and resolving most issues
 - Microsoft Word: Advanced understanding of formatting and program functions
 - Microsoft PowerPoint: Adept at creating presentations and formatting
 - Adobe Photoshop and Illustrator: Adept at image creation and manipulation
 - Adobe InDesign: Able to lay out text and images for publications
 - Adobe Acrobat: Able to create and manipulate PDFs
 - Web design: Able to design and operate a website, familiar with HTML
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RESEARCH INTERESTS

- Self-regulation between the ages of 3-8, particularly in relation to preschool suspension/expulsion and kindergarten transition
 - The effects of parent and educator understanding of self-regulation and neurodiversity in constructing positive approaches to misbehavior
 - The role of self-regulation in academic and social success in atypical learners
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CONFERENCES & WORKSHOPS

August 2018	<p><u>Ages and Stages Questionnaire, 3rd ed. (ASQ-3) and Ages and Stages: Social-Emotional, 2nd ed. (ASQ:SE-2) Assessment Training (Los Angeles, CA)</u></p> <p><i>“Ages & Stages Questionnaires[®], Third Edition (ASQ[®]-3) is a developmental screening tool designed for use by early educators and health care professionals. It relies on parents as experts, is easy-to-use, family-friendly and creates the snapshot needed to catch delays and celebrate milestones.”</i></p> <p><i>(http://agesandstages.com)</i></p>
May 2018	<p><u>Simms/Mann Thinktank Conference (Beverly Hills, CA)</u></p> <p><u>Topic: Risk & Resilience</u></p> <p><i>“The Simms/Mann Think Tank is an annual convening of leading neuroscientists from around the world who present to—and engage with—a select group of 500 stakeholders who can directly impact policy and practice in early child development. Researchers showcase cutting-edge science related to children ages 0-3 for leaders from fields including education, medicine, business and philanthropy, who can immediately incorporate the research in their work with children, families and communities.”</i></p> <p><i>(http://www.simmsmanninstitute.org)</i></p>
March 2018	<p><u>Faculty Initiative Project (Pasadena, CA)</u></p> <p><u>Focus: Partnerships with Families</u></p> <p><i>“The purpose of the CDE/ECE Faculty Initiative Project is to align and</i></p>

	<p><i>integrate essential content and competencies of key CDE/EESD materials and initiatives with core early childhood education curriculum of the California Community College (CCC) and the California State University (CSU) systems. Faculty will have information and resources to integrate content of the CDE initiatives and publications into unit-bearing coursework required for the attainment of college certificates, permits granted by the Commission for Teacher Credentialing (CTC), and campus graduation requirements.” (https://facultyinitiative.wested.org/)</i></p>
April 2017	<p><u>Faculty Initiative Project (Pasadena, CA)</u> <u>Focus: Preschool Curriculum Frameworks</u></p> <p><i>“The purpose of the CDE/ECE Faculty Initiative Project is to align and integrate essential content and competencies of key CDE/EESD materials and initiatives with core early childhood education curriculum of the California Community College (CCC) and the California State University (CSU) systems. Faculty will have information and resources to integrate content of the CDE initiatives and publications into unit-bearing coursework required for the attainment of college certificates, permits granted by the Commission for Teacher Credentialing (CTC), and campus graduation requirements.” (https://facultyinitiative.wested.org/)</i></p>
February 2017	<p><u>Early Childhood Science, Technology, Engineering, and Math (ECSTEM) Conference (Pasadena, CA)</u></p> <p><i>“Our goal is to tackle the challenges facing early childhood educators regarding STEM curriculum and instruction; to address the implication for early childhood pedagogy; and ultimately, to initiate a national movement focusing on STEM education for children ages birth to eight. ... we are gathering early childhood practitioners, researchers, business leaders, policymakers, and trusted educators to collectively develop a plan to train early childhood educators to provide the highest quality STEM opportunities for our children, spreading awareness of the importance of STEM skills to families and involving them in the process. We want to enlist those with like minds who understand these challenges and are motivated to act on behalf of our children.” (http://www.ecstem.org)</i></p>
February 2017	<p><u>Simms/Mann Thinktank Conference (Santa Monica, CA)</u> <u>Topic: Self-regulation</u></p> <p><i>The Simms/Mann Think Tank is an annual convening of leading neuroscientists from around the world who present to—and engage with—a select group of 500 stakeholders who can directly impact policy and practice in early child development. Researchers showcase cutting-edge science related to children ages 0-3 for leaders from fields including education, medicine, business and philanthropy, who can immediately incorporate the research in their work with children, families and communities. (http://www.simmsmanninstitute.org)</i></p>
February 2017	<p><u>Presentation by Temple Grandin (CSUN in Northridge, CA)</u></p> <p><i>“Dr. Grandin became a prominent author and speaker on both autism and animal behavior. Today she is a professor of Animal Science at Colorado</i></p>

	<i>State University. She also has a successful career consulting on both livestock handling equipment design and animal welfare.”</i> <i>(https://www.templegrandin.com)</i>
November 2016	<u>NAEYC Conference (Los Angeles, CA)</u> <i>“The NAEYC Annual Conference is the largest early childhood education conference in the world. Each year, tens of thousands of teachers, program administrators, students, and researchers choose from hundreds of presentations and exhibits to explore the latest trends and research in the early childhood field.”</i> (https://www.naeyc.org)

MEMBERSHIPS / AFFILIATIONS

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- National Association for the Education of Young Children (NAEYC) member
 - American Psychological Association (APA) member
 - American Educational Research Association (AERA) member
 - Society for the Research on Child Development (SRCD) member
 - Zero to Three member
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