

KAITLIN NORTHEY, Ph.D.

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CONTACT INFORMATION

Work Address:

University of Vermont (UVM)
85 S. Prospect St., Waterman 534-B
Burlington, Vermont 05405

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78 Eastwood Drive
South Burlington, Vermont 05403

Office Phone: 802-656-5473 (office)

[Link to UVM Faculty Profile](#)E-Mail: Kaitlin.Northey@UVM.edu**EDUCATION**

- 2018 Ph.D., Early Childhood; Rutgers University, New Brunswick, NJ
Dissertation: “Leading from the top: A study of state early childhood systems leaders”
Committee: Sharon Ryan (Chair), W. Steve Barnett, Carrie Lobman, Teri Talan (McCormick Center for Early Childhood Leadership, National Louis University, Illinois)
- 2010 M.A.T., Education; Smith College, Northampton, MA
Thesis: “Curriculum in early childhood education: The debate, the effects, and the future”
- 2006 B.A., Education & Child Study, Art; Smith College, Northampton, MA

RELEVANT PROFESSIONAL EXPERIENCE

| | | |
|---------------------|--|---|
| Fall 2018 - present | Assistant Professor | University of Vermont Burlington, Vermont |
| 5/17 – 5/18 | Part-Time Lecturer Taught courses within the Graduate School of Education (<i>Arts Across the Curriculum</i>) and an interdisciplinary course for Rutgers University (<i>Creativity and Imagination in Professional Settings</i>) | Rutgers University Graduate School of Education New Brunswick, NJ |
| 5/17 - 8/18 | Research Project Coordinator Oversaw a variety of research projects including <i>New Jersey Study of Quality Kindergarten to Grade 3</i> ; <i>FCD Study in NYC PreK</i> ; and <i>Understanding How Public Preschool Can Achieve and Maintain High Quality Early Education Opportunities</i> | National Institute for Early Education Research New Brunswick, NJ |

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|-------------|---|---|
| 1/16 - 5/17 | Research Associate Developed and delivered trainings to teachers and administrators across the state and worked on data analysis as part of <i>New Jersey First through Third Grade Implementation Guidelines</i> (funded by Race to the Top Early Learning Challenge Grant, New Jersey Department of Education) | National Institute for Early Education Research New Brunswick, NJ |
| 9/14 - 5/17 | Teaching Assistant Developed and taught undergraduate and graduate courses in early childhood, arts education, and curriculum and instruction | Rutgers University Graduate School of Education New Brunswick, NJ |
| 9/12 - 5/14 | Graduate Research Assistant Collected and analyzed data in New Jersey as part of the research team for <i>Life in Early Childhood Settings: From Preschool to Kindergarten</i> , a multisite, comparative case study designed to examine public preschool in New Jersey and Wisconsin (funded by the Spencer Foundation) | Rutgers University Graduate School of Education New Brunswick, NJ |
| 9/07 – 8/11 | Lead Preschool Teacher, Studio Teacher, and Curriculum Leader Laboratory childcare center for children birth through five years of age | Smith College Center for Early Childhood Education Northampton, MA |
| 9/06 - 6/07 | Arts Integration Teacher Public school for kindergarten through eighth grade students. | Elias Brookings Museum Magnet School Springfield, MA |

SCHOLARSHIP

PUBLICATIONS

Peer Reviewed Journal Articles

Published/In-Press

Northey, K. (2024). Raising critical consciousness and building community in an undergraduate child development course. *Journal for Research and Practice in College Teaching*, 8(2).

Northey, K. & Titterton, S. (2023). Implementing an “audacious vision” A collaborative approach across Vermont higher education programs. *Young Children*, 78(2), 28-35.

Northey, K. (2022). Double and triple binds: How status, gender, and race influence the work of state early childhood education leaders. *Journal of Education Human Resources*, 40(3), 282-304.
<https://doi.org/10.3138/jehr-2021-0018>. 40% acceptance rate, no impact factor, not indexed.

Graue, M. E., Ryan, S., Wilinski, B., Northey, K., & Nocera, A. (2018). What guides preK programs? *Teachers College Record*, 120(8), 1 – 36. <https://doi.org/10.1177/016146811812000807>. 5-year Impact Factor 1.553.

Graue, M. E., Ryan, S., Nocera, A., Northey, K., & Wilinski, B. (2017). Pulling preK into a K-12 orbit: The evolution of preK in the age of standards. *Early Years: An International Research Journal*, 37(1), 108-122. <https://doi.org/10.1080/09575146.2016.1220925>. 5-year Impact Factor 1.429.

Reprinted in: Graue, M.E., Ryan, S., Nocera, A., Northey, K., & Wilinski, B. (2018). Pulling preK into a K-12 orbit: The evolution of preK in the age of standards. In D. Volk, L. Brooker, P. Oberhuemer, & R. Parker-Rees (Eds.), *Contemporary and Critical Perspectives on ECE in the United States*. Routledge.

Book Chapters & Monographs

Northey, K., Meyer, L., & Wood, V. (2023). Leaders' collaborations are the key to more equitable EC systems. *Division for Early Childhood of the Council for Exceptional Children's Recommended Practices Monograph Series No. 9 – Leadership* (pp. 129 – 146).

Ryan, S. & Northey-Berg, K. (2014). Professional preparation for a pedagogy of play. In L. Brooker, S. Edwards, & M. Blaise (Eds.), *Handbook of Play and Learning in Early Childhood* (pp. 204-215). Thousand Oaks, CA: SAGE.

Technical Reports

Northey, K. (2022). Vermont's early childhood preparation pathways: Student perspectives and insights.

Connors-Tadros, L., Northey, K., Frede, E., Hodges, K., & Jost, T. (2021). Effective state offices of early learning: Structural features, enabling conditions and key functions in four states. NIEER Policy Report. <https://nieer.org/wp-content/uploads/2021/05/Research-Report-Effective-State-Offices-of-Early-Learning.pdf>

Meyer, L., Wood, V., & Northey, K. (2021). Promoting inclusion and exploring supports for children with specialized needs in early childhood education settings: Recommendations to prevent suspension and expulsion. <https://outside.vermont.gov/dept/DCF/Shared%20Documents/CDD/Reports/PIES-Project-Final-Report.pdf>

Riley-Ayers, S., Ryan, S., Figueras-Daniel, A., Costanza, V., & Northey, K. (2018). Building capacity to enact change for classroom quality improvement in New Jersey. CEELo Policy Brief. Retrieved from: http://ceelo.org/wp-content/uploads/2018/01/NJEarlyChildhoodAcademy_MR_Jan2018.pdf

Other Publications

Riley-Ayers, S. & Northey, K. (2017). New Jersey First through Third Grade Implementation Guidelines: Professional Learning Community Guide. Retrieved from: <http://nieer.org/wp-content/uploads/2017/11/NIEER-PLC-Guide.11.02.17.pdf>

Northey, K. (2017). Building a better classroom experience. Retrieved from: <http://nieer.org/2017/11/08/building-better-classroom-experience>

Northey, K. (2017). Closing the Early Ed Leadership Gap. Retrieved from: <http://nieer.org/online-newsletter/volume-16-issue-48>

Other Media:

Wood, V. & Northey, K. (2022). Promoting inclusion and exploring supports for children with specialized needs in early childhood education settings. University of Vermont's Center for Disability and Community Inclusion Connects Podcast. https://www.youtube.com/watch?v=3FPdvs4-Xqc&embeds_euri=https%3A%2F%2Fwww.uvm.edu%2F&embeds_origin=https%3A%2F%2Fwww.uvm.edu&feature=emb_imp_woyt

GRANTS and CONTRACTS**Funded (n=3)**

| Dates | Role | Project/Unit |
|-----------------|---------------------------|--|
| 1/2022-12/2022 | Principal Investigator | Vermont's Early Childhood Preparation Pathways: Student Perspectives and Insights. Let's Grow Kids. (Awarded, \$48,000) |
| 1/2021-5/2021 | Co-Principal Investigator | VT Specialized Childcare: Promoting Inclusion Exploring Supports. Vermont Agency of Human Services. (Completed, \$60,107) |
| 11/2018 -1/2020 | Principal Investigator | Exploring How Teachers and Administrators Use the VELs, Principal Investigator. University of Vermont's Office of the Vice President for Research, EXPRESS. (Completed, \$3,000) |

Unfunded (n=3)

| Dates | Role | Project/Unit |
|--------------|---------------------------|--|
| 2023 | Principal Investigator | Lessons from Act 45's Funding to Professionalize the EC Field: A Mixed-Methods Study to Increase Awareness of the ECE Workforce in Vermont and Nationally. Foundation for Child Development (Unfunded, \$225,000) |
| 2020 | Principal Investigator | Illuminating the Contingent and Situated Leadership Structures that Support PreK Teachers' Ongoing Learning Across the Mixed Delivery System. Foundation for Child Development. (Unfunded, \$210,601) |
| 2020 | Co-Principal Investigator | Project PEEP: Preparation of Early Educator Professionals. Funder: Early Educator Investment Collaborative. (Competitive pre-proposal letter of intent accepted and moved forward, withdrew due to Covid-19 complications, \$1,721,294). |

PRESENTATIONS & PROFESSIONAL ACTIVITIES

National Peer-Reviewed

2024 (n=2)

Northey, K. (2024, April 11-14). *The interdependence of EC preparation and ECEC systems in recruiting and retaining a qualified workforce*. [Paper accepted]. American Educational Research Association, Philadelphia, PA.

Northey, K., Wolfe, A., La Paro, K. M., & Krieger, N. J. (2024, April 11-14). *Teacher agency in early childhood education: A collaborative self-study across teacher preparation programs*. [Paper accepted]. American Educational Research Association, Philadelphia, PA.

2023 (n=4)

Carlson, S., Hunter, R., **Northey, K.**, & Goodwin, C. (2023, November 17). *From a moment to momentum: State policy and advocacy to advance the Unifying Framework and support the ECEC workforce- Advancing ECE as a profession in Vermont*. [Paper presentation]. National Association for the Education of Young Children, Nashville, TN.

Northey, K., Wolfe, A., Krieger, N., & La Paro, K. (2023, November 15). *Our teaching practices and the development of preservice teachers' agency*. [Roundtable presentation]. National Association for Early Childhood Teacher Education, Nashville, TN.

Wolfe, A., **Northey, K.**, LaParo, K., & Krieger, N. (September 2023). *Faculty self-study on preservice teacher agency as Reggio Emilia inspired practice*. [Paper presentation]. Ohio Voices for Learning Fall Inspired Teachers Insitute.

Northey, K., & Couzo, J. (2023, April 13 - 16). *Funding, advising, and friends: Supports students in postsecondary EC preparation programs need to be successful* [Roundtable presentation]. American Educational Research Association, Chicago, IL.

2022 (n=3)

Northey, K. (2022, November 16). *Improving the quality and coherence of one state's EC preparation programs* [Roundtable presentation]. National Association for Early Childhood Teacher Education, Washington, D.C.

Krieger, N., La Paro, K., **Northey, K.**, & Peterken, C. (2022, November 16). *Professional learning communities: Developing and implementing practical strategies for promoting advocacy and leadership in preservice teachers* [Symposium]. National Association for Early Childhood Teacher Education, Washington, D.C.

Northey, K. & Hodges, K. (2022, April 21). *Setting the course for sustainable PreK systems: Lessons from four states* [Paper presentation]. American Educational Research Association, San Diego, CA.

2021 (n=4)

Northey, K. (2021, November 17). *Practicum students identify tensions in an EC program-childcare center partnership* [Roundtable presentation]. National Association of Early Childhood Teacher Educators.

Wood, V.F., Meyer, L., & **Northey, K.** (2021, November 15 - 17). *Understanding the experiences of suspension and expulsion from early childhood education settings: Parents' perspectives* [Poster presentation]. Association of University Centers on Disabilities Virtual Conference Learning Together: Connecting Research and Lived Experience.

Northey, K., Hodges, K., DellaMea, M. & Cooper, B (2021, October 19). *Effective state offices of early learning: Moving beyond structure to organizational capacity, enabling conditions, and functions* [Conference session]. Preschool Development Grant, Birth to Five (PDG B-5) Virtual Convening.

Northey, K. (2021, April 12). *Exploring how alignment and accountability shape teachers' implementation of early learning standards* [Roundtable presentation]. American Educational Research Association, virtual.

2020 (n=2)

Ryan, S., Dicrecchio, N., Hornbeck, A., **Northey, K.**, & Riley-Ayers, S., Figueras-Daniel, A. (2020, April 17-21). *Improving instruction in kindergarten through third grade: A study of a professional development initiative* [Conference session] American Educational Research Association, San Francisco, CA. (Conference canceled)

Northey, K. (2020, April 17-21). *Avoiding the "touchy-feely" words: An examination of state ECE leaders code-switching behavior with elementary colleagues.* [Conference session] American Educational Research Association, San Francisco, CA. (Conference canceled)

2019 (n=3)

Northey, K. (2019). *Troubling the ethical side of quality early childhood teacher education* [Roundtable presentation]. National Association of Early Childhood Teacher Educators, Nashville, TN.

Riley-Ayers, S. & **Northey, K.** (2019). *Where's the challenge? Teaching through play in PreK.* [Conference session] Region 4 Education Service Center, Houston, TX.

Northey, K. (2019). *There is no linear in system building: The work of state ECE leaders* [Poster presentation]. American Education Research Association, Toronto, CA.

2018 (n=2)

Northey, K. (2018). *The paths most traveled: Searching for an ECE leadership pipeline* [Paper presentation]. American Educational Research Association, New York City, NY.

Ryan, S., Ayers, S., & **Northey, K.** (2018). *Pushing high quality early childhood education into the early elementary grades: A study of a systems building initiative* [Roundtable presentation]. American Educational Research Association, New York City, NY.

2017 (n=5)

Northey, K. (2017). *What does it mean to be an early education leader at the state level?* [Conference session]. National Association for the Education of Young Children, Atlanta, GA.

Riley-Ayers, S., Ryan, S., **Northey, K.**, & Costanza, V. (2017). *Academic rigor and DAP: Implementing high-quality teaching practices in K-3* [Featured conference session]. National Association for the Education of Young Children, Atlanta, GA.

Northey, K., Riley-Ayers, S., & Ryan, S. (2017). *Engaging in pedagogy or "doing it right": A quest to make 1-3 more DAP* [Roundtable presentation]. National Association of Early Childhood Teacher Educators, Atlanta, GA. **R**

Northey, K. (2017). *Who are state early education leaders and how did they get there?* [Paper presentation]. American Educational Research Association, San Antonio, TX.

Ryan, S., Graue, M. E., & **Northey, K.** (2017). *Where has choice gone? PreK in the shadow of accountability?* [Paper presentation]. American Educational Research Association, San Antonio, TX.

2016 (n=5)

Northey, K. (2016). *Taking a collective leap: How improv can help pre-service teachers find themselves* [Roundtable presentation]. National Association of Early Childhood Teacher Educators, Los Angeles, CA.

Northey, K. & Ryan, S. (2016). *Doing double duty: Making sense of Head Start, district, and state policies in a public prek classroom* [Poster session]. Administration for Children and Families' 2016 National Research Conference on Early Childhood, Washington, DC.

Northey, K. (2016). *"I wanted a voice at the table": Directors' reflections on participating in a QRIS pilot* [Poster presentation]. American Educational Research Association, Washington, DC.

Ryan, S. & **Northey, K.** (2016). *Differing discourses of preschool implementation* [Roundtable presentation]. American Educational Research Association, Washington, DC.

Northey, K. (2016). *Letting go to learn: Using improv to improve pre-service teachers' learning experiences* [Roundtable presentation]. The Association for the Study of Play, New Brunswick, New Jersey.

2015 (n=1)

Ryan, S., Graue, M. E., Wilinski, B., & **Northey, K.** (2015). *Troubling fidelity of implementation* [Paper presentation]. American Educational Research Association, Chicago, IL. **R**

2014 (n=2)

Northey, K. (2014). *Mind the gap: What research on targeted and universal preK doesn't tell us.* [Poster presentation]. National Association for the Education of Young Children, Dallas, TX. **R**

Ryan, S., Graue, E., **Northey, K.**, & Wilinski, B. (2014). *PreK policy in practice* [Poster presentation]. National Association for the Education of Young Children, Dallas, TX. **R**

2013 (n=1)

Ryan, S. & **Northey-Berg, K.** (2013). *Pedagogy of play: Is play becoming less prominent in early childhood teacher education?* [Roundtable presentation]. National Association of Early Childhood Teacher Educators, Washington, DC. **R**

Invited, Vermont

2022 (n=2)

Northey, K. (2022, July 19). *Vermont's Early Childhood Preparation Pathways Study Group: An Overview of Efforts from September 2020 – May 2022*. Vermont's Building Bright Futures' Professional Preparation and Development Committee.

Northey, K. (2022, March 10). *Vermont's early childhood preparation pathways: A study of student perspectives and insights*. Vermont's Building Bright Futures' Early Learning and Development Committee.

2021 (n=5)

Meyer, L., Wood, V., & **Northey, K.** (2021, December 9). *Revisiting the PIES Report*. Vermont's Building Bright Futures' Early Learning and Development Committee.

Meyer, L., Wood, V., & **Northey, K.** (2021, September 9). *Insights from the PIES study and Early MTSS-124 Project*. Vermont's Building Bright Futures' Early Learning and Development Committee.

Northey, K. (2021, August 4). *Practicing what we teach: Ensuring PD opportunities reflect a commitment to social and emotional learning* [Keynote presentation]. Northern Lights Professional Development Summit.

Meyer, L., Wood, V., & **Northey, K.** (2021, April 16). *Promoting inclusion and exploring supports for children with specialized needs in early childhood education settings: Recommendations to prevent suspension and expulsion*. Vermont Interagency Coordinating Council.

Frede, E. & **Northey, K.** (2021, April 7). *What people should know about quality early learning programs*. Vermont Business Roundtable and invited advocacy partners.

2020 (n=1)

Northey, K. (2020, March 13). *What we know about the key ingredients of learning (a.k.a. play can be the secret sauce!)*. Vermont Kindergarten Conference, Burlington, VT. (Conference canceled)

UNIVERSITY TEACHING EXPERIENCE

University of Vermont

Child Development (EDEC 063, 3 credits)

Fall 2019, Fall 2020, Fall 2021, Fall 2023

Creative Arts and Movement (EDEC 113, 3 credits)

Spring 2021, Spring 2022

Curriculum Development in Early Childhood Education (EDEC 140, 3 credits)

Spring 2019

Culturally Responsive Education (EDEC 122, 3 credits)

Spring 2019, Spring 2020

Independent Study (EDLP 392d, 3 credits)

Fall 2019

K-3 Inquiry (EDEC 181, 3 credits)

Fall 2018, Fall 2019, Fall 2020, Fall 2021, Fall 2022, Fall 2023
K-3 Student Teaching Internship (EDEC 187, 12 credits)
 Fall 2018, Fall 2019
Student Teaching Seminar (EDEC 188, 3 credits)
 Spring 2023
Undergraduate Research (EDEC 197, 1 to 3 credits)
 Spring 2021, Spring 2022, Fall 2023

Rutgers University

Art Across the Curriculum
 Spring 2017
Arts and the Young Child
 Spring 2014, 2015, 2016
Creativity and Imagination in Professional Settings
 Spring 2018
Integrated Curriculum for Young Children
 Summer 2016
Learning and Teaching in the Early Childhood Classroom
 Spring 2012, 2013; Fall 2012, 2014, 2015
Theories and Practices in Early Childhood Education
 Fall 2013, 2016

Guest Lectures

University of Vermont (2018-2019, 2019-2020, 2021-2022): EDEC 188

Invited guest lectures for courses at the following universities

Italics indicates graduate level; ***bold italics*** indicates doctoral level

DT = Distance technology (e.g., online platforms, videoconferencing, teleconferencing)

Southern Illinois University, Edwardsville (2019 DT)

SERVICE

Journal Reviewer

Journal of Early Childhood Teacher Education (2019 – present)

Journal of Education Human Resources (2021)

International Journal of Child Care and Education Policy (2022)

Young Children (2022 – present)

Journal Guest Reviewing

Bank Street Occasional Paper Series (2019)

Other Selected Professional and Community Service Activities

Presented in the following categories: (a) Current Memberships and Service Activities, and Past Activities by: (b) Organizations Nationally, (c) State of Vermont and Local Community, (d) University of Vermont, College of Education/Department of Education/Early Childhood Program.

Current Memberships and Service Activities

- CAEP Lead, University of Vermont's Early Childhood program (August 2022 – present)
- Member, NAEYC's Unifying Framework Implementation Peer Learning Cohort on Professional Licensure (August 2022 – present)
- Member, Developing Preservice Teachers' Leadership and Advocacy Skills, NAECTE Professional Learning Community (July 2022 – present)
- Member, VECAP Data and Evaluation Committee, Building Bright Futures (January 2022 – present)
- Member, Early Childhood Systems Analysis Advisory Committee, Building Bright Futures (June 2021 – July 2022)
- Member, CESS Committee for Equity Action and Diversity (CEAD) (April 2021 – present)
- Member, Vermont's Early Childhood Policy Work Group (January 2021 – present)
- Facilitator, Early Childhood Education Preparation Pathways Study Group for the Vermont Association for the Education of Young Children (August 2020 – present)
- Member, Core Team for Advancing Early Childhood as a Profession, Vermont Association for the Education of Young Children (August 2020 – present)
- Member, Early Childhood Higher Education Consortium (May 2020 – present)
- Member, Vermont Early Childhood Advocacy Alliance (January 2019 – present)
- Member, CESS Research Council (December 2018 – present)
- Member, Vermont Association for the Education of Young Children (September 2018 – present)
- Member, National Association of Early Childhood Teacher Educators (2012 – present)
- Member, American Educational Research Association (2011 – present)
- Member, National Association for the Education of Young Children (2010 – present)

Past Service Activities (Selected)

Service to Organizations Nationally

- Member, Dissertation Award Committee, Early Education and Child Development SIG, AERA (2021)
- Proposal Reviewer, Early Education and Child Development Special Interest Group for the annual conference of the American Educational Research Association (August 2020)
- Proposal Reviewer, Research on Women and Education Special Interest Group for the annual conference of the American Educational Research Association (August 2020)
- Consultant, National Institute for Early Education Research for their project, "Effective State Offices of Early Learning (ESOEL)," funded by the *Heising-Simons Foundation*. This qualitative study examined how the capacities, functions and staffing of State Offices of Early Learning in four states (Alabama, Michigan, New Jersey, and West Virginia) influenced the implementation of major program serving young children. (May – August 2020)

Service to the State of Vermont/Local Community

- *Member*, Vermont Early Childhood Advocacy Alliance's Equity Discussion Group (July 2020 – December 2021)
- *Fellow*, Turrell Fund's Early Learning Exchange (June 2021 – December 2021)
- *Member*, Let's Grow Kids' Child Care State Team (May 2021 – December 2021)
- *Invited Respondent*, Vermont Association for the Education of Young Children's annual conference plenary session "All Together Now: Progress and Promise in Advancing Early Childhood Education as a Profession" (October 20, 2021)
- *Member*, Community Programs as Laboratory Schools for Early Childhood - met with other experts to discuss the closure of early education centers due to Covid-19. (June 2020 – October 2021)

- *Expert Consultant*, Discussions among stakeholders to improve the funding and quality of Vermont's early education offerings. As part of this work, connected Vermont Business Roundtable with national experts on building early childhood systems and then designed two information sessions. (July 2020 – May 2021)
- *Member*, Vermont Kindergarten Conference planning committee (September 2018 – April 2021)
- *Invited panel member*, conference session, "Developing a New Curriculum to Prepare Effective Early Educators" (April 11, 2019) during the New England Head Start Association Conference, Reaching the Highest Peaks: Building Our Dynamic Head Start Workforce.
- *Early childhood workforce expert*, interviewed by Alison Novak (March 2019) for an article published in the April 2019 edition of KIDS VT. Article focused early educators' low wages and I provided national research context and spoke about how the UVM Early Childhood program prepares its early childhood students to be leaders and advocates, ready to navigate the realities of working in the field and push for change.

Service to University of Vermont (College, Department, and Program)

- Working to align Early Childhood program's key assessments and courses with the updated NAEYC (2020) Professional Preparation Standards and Competencies (May 2020 – May 2022)
- Assisted Lauren MacKillop in her design of EDEC 055/007 course (January 2021 – August 2022)
- Collaborated with Susan Torncello to redesign and better align content in the Early Childhood program's K-3 block of courses (November 2018 – August 2020).
- *Member*, Clinical Supervision Committee (September 2018 – May 2020)