**VITAE**

KRISTINE N. EARL

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### Education

**Doctorate in Educational Leadership September 2012 – August 2013**

Wingate University, Wingate, North Carolina

**Educational Specialist in Educational Leadership August 2010 – September 2012**

Wingate University, Wingate, North Carolina

**School Leadership Certification June 2008 – August 2009**

Wingate University, Wingate, North Carolina

**Master’s of Education in Special Education August 2003 – August 2005**

University of North Carolina at Charlotte, Charlotte, North Carolina

Master’s Certification in Learning Disabilities

**Birth-Kindergarten Certification July 1997 – May 1999**

University of North Carolina at Charlotte, Charlotte, North Carolina

**Learning Disabilities Certification June 1994 – August 1994**

University of North Carolina at Charlotte, Charlotte, North Carolina

**Bachelor of Arts in Education August 1988 – December 1992**

University of North Carolina at Charlotte, Charlotte, North Carolina

Mild to Moderate Intellectual Disabilities Certification

### Current Position

**Implementation Specialist October 2024 – Current**

[State Implementation and Scaling-Up of Evidence-Based Practices (SISEP) Center](https://fpg.unc.edu/projects/state-implementation-and-scaling-evidence-based-practices-sisep-center)

[NY District Math Network - Strengthening District Systems to Support HQIM & CBPL (NYS Big 4)](https://fpg.unc.edu/projects/new-york-district-math-network-strengthening-district-systems-support-hqim-cbpl-nys-big-4)

[PA Improvement Team Capacity Building](https://fpg.unc.edu/projects/pa-improvement-team-capacity-building)

[National Implementation Research Network (NIRN)](https://nirn.fpg.unc.edu/national-implementation-research-network)

Frank Porter Graham Child Development Institute at UNC Chapel Hill, Chapel Hill, NC

* Work in partnership with state educational agencies and districts to plan and implement systems change
* Support the development of implementation support practitioners through micro-credentialing and communities of practice
* Collaborate with educational and public agencies to evaluate data systems to examine current practices and implement data-based decision making
* Develop content and facilitate professional learning activities and collaborative learning groups
* Develop and maintain tools and resources to support the field and promote best practices in education

### Professional History

**Technical Assistance Specialist January 2023 – September 2024**

[NC Data Governance (NC DaGov) Project](https://fpg.unc.edu/projects/nc-data-governance-nc-dagov-project)

[PA EITA Implementation Capacity Development](https://fpg.unc.edu/projects/pa-eita-implementation-capacity-development), NIRN

[State Implementation and Scaling-Up of Evidence-Based Practices (SISEP) Center](https://fpg.unc.edu/projects/state-implementation-and-scaling-evidence-based-practices-sisep-center), NIRN

Frank Porter Graham Child Development Institute at UNC Chapel Hill, Chapel Hill, NC

* Facilitated professional learning and feedback sessions to support state program administrators and staff in analysing current policies and structures
* Collaborated with state agency to develop data governance procedures to support integrated and responsive information sharing
* Provided training, coaching, and consultation to support capacity development of state program staff in implementing evidence-based practices
* Supported the management and development of project resources available to support the field of implementation science

**Early Childhood Consultant/Technical Assistance Specialist October 2017 – January 2023**

[North Carolina Early Learning Network](https://fpg.unc.edu/projects/north-carolina-early-learning-network)

[NC Early Intervention Technical Assistance and Professional Development Support (NC EI-TAPS) Project](https://fpg.unc.edu/projects/nc-early-intervention-technical-assistance-and-professional-development-support-nc-ei-taps)

[PA EITA Implementation Capacity Development](https://fpg.unc.edu/projects/pa-eita-implementation-capacity-development), NIRN

Frank Porter Graham Child Development Institute at UNC Chapel Hill, Chapel Hill, NC

* Developed and facilitated professional learning to support early childhood programs and services
* Provided technical assistance to support district administrators and preschool program staff for assigned region of the state
* Worked with NCDPI Office of Early Learning and state Exceptional Children’s 619 Preschool Coordinator to support early childhood initiatives
* Provided professional coaching support to state office staff with planning and evaluating implementation activities
* Supported state early intervention program in implementing implementation science practices

**Director of Early Childhood Development May 2013 – September 2017**

[Iredell-Statesville Schools](https://www.issnc.org/), Statesville, NC

* Served as district administrator for preschool programs and building administrator for the district’s preschool center
* Supervised implementation of preschool program, served as LEA Representative and assessment team member
* Managed local and state budget for preschool programs
* Provided classroom coaching and professional development for teachers and administrators
* Monitored child outcomes and maintained program information to complete data analysis for community, district and state reporting

**Exceptional Children’s Assistant Director August 2008 – May 2013**

[Iredell-Statesville Schools](https://www.issnc.org/), Statesville, NC

* Assisted director and administrators providing a program for Exceptional Children’s services
* Provided professional development for teachers and administrators
* Served as district administrator for preschool programs
* Monitored compliance and programming, completing data analysis and reports for district and state reporting

**Exceptional Children’s Preschool Coordinator April 2007 – August 2008**

[Iredell-Statesville Schools](https://www.issnc.org/), Statesville, NC

* Oversaw programming for Exceptional Children’s and More at Four preschool classes
* Coordinated transitions and referrals for students transitioning from early intervention
* Worked with community partners to develop inclusive preschool programs in the district
* Worked with Exceptional Children’s administrators for data reporting and developing grants

**Day Treatment Teacher August 2005 – April 2007**

Springs Academy, [Iredell-Statesville Schools](https://www.issnc.org/), Barium Springs, North Carolina

* Provided educational and support services for students in grades fourth through eighth
* Served as Curriculum Lead Teacher and New Teacher Mentor
* Served as IEP Chair, lead contact with Exceptional Children’s office and in monitoring school compliance

**Program Specialist/Coordinator August 2003 – June 2005**

[Iredell-Statesville Schools](https://www.issnc.org/), Statesville, North Carolina

* Worked with administrators and teachers to implement special education services
* Provided support for curriculum alignment with special education instruction
* Administered educational evaluations used in determining special education services

**Preschool Itinerant/Homebound Teacher August 1999 – June 2003**

[Iredell-Statesville Schools](https://www.issnc.org/), Statesville, North Carolina

* Provided educational services for preschool students in community and home settings
* Provided educational services for school-aged students served on homebound
* Assisted with referrals, evaluations, and placements for initially referred preschool students

**Preschool and Self-Contained Teacher October 1995 – June 1999**

Troutman Elementary School, [Iredell-Statesville Schools](https://www.issnc.org/), Troutman, NC

* Taught preschool students in an Exceptional Children’s preschool program
* Taught school-aged students in a self-contained class, grades second through fifth
* Completed special education paperwork for students enrolling and attending programs
* Worked with receiving schools for transition in programs and services

**Special Education Teacher December 1992 – October 1995**

Brawley Middle School, [Iredell-Statesville Schools](https://www.issnc.org/), Mooresville, NC

* Provided special education inclusively and through pull-out classes, grades sixth through eighth
* Taught students in self-contained class, grades fifth through seventh
* Completed special education paperwork and educational evaluations for students

### Additional Certification

**Teaching Pyramid Infant-Toddler Observation Scales,** National Training Institute, April 2022

**Expert Coach Certification**,Association for Talent Development, May 2019

**Teaching Pyramid Observation Tool (TPOT) Reliability,** National Training Institute, April 2019

**Safety First Trainer,** March 2018

**SEFEL (Preschool Pyramid Model) Coach,** NC SEFEL Training Series**,** 2016

**Crisis Prevention Institute (CPI),** Instructor Training, 2010, 2016

**Exceptional Children Program Administration,** NCDPI Exceptional Children, 2010

**National Board Certification,** Special Education, 2007

**Reading K-12 Certification,** NC HOUSSE, 2006

**EC General Curriculum, English, Math, Science, Social Studies,** NC HOUSSE, 2006

### Publications

Earl, K. & Wagstaff, D. (2025, June 30). Communication: An essential component within implementation. SISEP Implementation for Educators Blog. <https://sisep.fpg.unc.edu/blog/communication-an-essential-component-within-implementation/>

Earl, K., & Hornak, R. (2025, May). Technical Assistance in Action Brief: Universal TA. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. <https://implementation.fpg.unc.edu/resource/sisep-technical-assistance-universal-ta/>

Gimpl, J. & Earl, K. (2025, February 25). Data informs effective implementation. SISEP Implementation for Educators Blog. <https://sisep.fpg.unc.edu/blog/data-informs-effective-implementation/>

Earl, K. (2024, September 23). Navigating the AI Hub: Your guide to exploring learner pathways. SISEP Implementation for Educators Blog. <https://sisep.fpg.unc.edu/blog/navigating-the-ai-hub-your-> [guide-to-exploring-learner-pathways](https://sisep.fpg.unc.edu/blog/navigating-the-ai-hub-your-)/

Jack, A. & Earl, K. (2024, February 16). What’s in your toolkit? 4 essential mapping tools to drive implementation quality and accelerate change. SISEP Implementation for Educators Blog. [https://sisep.fpg.unc.edu/blog/whats-in-your-toolkit-4-essential-mapping-tools-to-drive- implementation-quality-and-accelerate-change/](https://sisep.fpg.unc.edu/blog/whats-in-your-toolkit-4-essential-mapping-tools-to-drive-%09implementation-quality-and-accelerate-change/)

Earl, K. (2023, November 10). Why intentional planning is needed for scaling. SISEP Implementation for Educators Blog. <https://sisep.fpg.unc.edu/blog/why-intentional-planning-is-needed-for-scaling/>

James, V., Williams, S., Earl, K., Lewis, K., Garrett, C., & McKnight, K. (2019). Guiding practices in early childhood discipline. Raleigh, NC: NC Department of Public Instruction. <https://fpg.unc.edu/sites/fpg.unc.edu/files/resource-files/GP_Discipline_01.16.19.pdf>

Earl, K. (2013). Inclusion-based afterschool program evaluation (Doctoral capstone). Wingate University, Wingate, NC. ProQuest Dissertations Publishing, 2013, 3591767.

**Contributions in Publications**

Earl, K. (2022). Book review. Creating an emotion-rich classroom: Helping young children build their social emotional skills, by L. N.Giroux. (2022, October 11). Minneapolis, NY: Free Spirit Publishing Inc.

Ferro, J., Fox, L., Binder, D., & von der Embse, M. (2022). Pyramid model equity coaching guide. K. Earl, L. Giroux, R. Lima, & E. Pick. (Revision). National Center for Pyramid Model Innovations, University of South Florida. <https://challengingbehavior.org/docs/Equity-Coaching-Guide.pdf>

Earl, K. (2015). Reviewer. North Carolina early learning and development progressions: Birth to five. (2015). NC Early Learning Network, University of North Carolina at Chapel Hill. <https://earlylearningprogressions.fpg.unc.edu/>

Earl, K. (2013). Reviewer. North Carolina foundations of early learning and development. North Carolina Foundations Task Force. (2013). Raleigh, NC: Author. <https://www.dpi.nc.gov/documents/fbs/resources/development/foundations/download>

### Conference Presentations

Hornak, R. & Earl, K. (2025, June 10). Addressing the 3 C’s: Coordination, collaboration & communication. [Conference Session]. Center for Effective Educator Development, Accountability, and Reform: 2025 Cross-State Convening (Virtual).

Earl, K., Ryan Jackson, K., & Hornak, R. (2024, August 6). Fostering collaboration through an IHE community of practice. [Poster Session]. 2024 Office of Special Education Programs. Arlington, Virginia.

Perkins, Y. & Earl, K. (2024, July 24). Strategies to improve implementation: Building your implementation toolbox [Conference Session]. Tucson Unified School District: All Administrators Welcome Back Event. Tucson, Arizona.

Earl, K. (2024, May 15). State implementation and scaling-up of evidence-based practices (SISEP) center. [Conference Session]. Center for Effective Educator Development, Accountability, and Reform: 2024 Cross-State Convening. Baltimore, Maryland.

Williams, S., Williams, C., Earl, K., Hartley, L, Grubbs, P., & LeGrant, S. (2022, April 21). Using data and improvement cycles to develop responsive statewide implementation coaching supports. [Conference Session]. NTI2022: Addressing Challenging Behavior. Tampa, Florida.

Earl, K., Giroux, L., Lima, R., & Pick, E. (2022, April 20). Using the Pyramid Model Equity Coaching Guide. [Conference Session]. NTI2022: Addressing Challenging Behavior. Tampa, Florida.

Earl, K. & Lewis, K. (2021, May 5). Supporting children with the most challenging behavior. [Conference Session]. National Smart Start Conference (Virtual).

James, V., Earl, K., & Lewis, K. (2021, May 8). North Carolina’s guiding practices on early childhood discipline. [Conference Session]. International Early Childhood Inclusion Institute. Chapel Hill, NC.

Earl, K., & Hartley, L. (2018, March 13). Formative assessment practices in early childhood. [Conference Session]. Connecting Communities of Education Stakeholders. Greensboro, NC.

Earl, K. (2017, November 16). Effective teaching practices in early childhood using formative assessment. [Conference Session]. 67th Annual Conference on Exceptional Children, NC Department of Public Instruction. Greensboro, NC.