

Tracey West

Frank Porter Graham Child Development Institute
University of North Carolina

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Recent Education

Ph.D. Early Childhood, Families and Literacy
University of North Carolina

Chapel Hill, 2008

MS Early Intervention and Family Support
University of North Carolina

Chapel Hill, 1995

Professional Experience

Principal Investigator, *Supporting Change and Reform in Preservice Teaching in North Carolina* (October 2011 through the present), Frank Porter Graham Child Development Center, UNC, Chapel Hill

- Oversee and manage the project, including budget, development of IRBs, timelines, communicating with the project officer, collecting evaluation data, writing annual reports, and collaboration with other projects.
- Provide professional development for faculty in a variety of formats (e.g., face-to-face, webinars, online meetings)
- Development of measures and evaluation tools
- Work with community college faculty to revise and enhance their programs to include evidence-based practices and to provide their students with the knowledge and skills to support the inclusion of children with disabilities and children who are culturally and linguistically diverse and their families
- Write scholarly reports and articles

Chair, National Early Childhood Inclusion Institute (January 2013 through the present), Frank Porter Graham Child Development Center, UNC, Chapel Hill

- Orchestrate all aspects of the Institute, including identifying key content areas for sessions, recruitment and coordination of speakers, website design and onsite coordination
- Institute evaluation, compilation of information, and report writing.
- Oversee the development of a procedures manual and budget summaries and projections
- Project management including logistical aspects of the conference

Coordinator and Trainer, Inclusive Classroom Profile Reliability Training Program (October 2013 through the present), FPG PD Center, UNC, Chapel Hill.

- Lead a 5-day training including an overview of the measure and training on administration and scoring and four days of observations and debriefings for participants.
- Orchestrate logistics of the training including development of observation sites, communication with participants and preparing the materials.

Investigator, *Early Literacy Module Project in Singapore* funded by the KK Women's and Children's Hospital,

- Assist in the development of a literacy module for consultants and early childhood professionals in Singapore.

Investigator, DEC Recommended Practices Module Project (2016)

- Contribute to online Modules developed to support the use of the DEC Recommended Practices

Principal Investigator, STAR NET Region IV: Reliability Training on the Inclusive Classroom Profile (April – May, 2015). Illinois Department of Education.

- Coordinate and lead a 5-day reliability training on the Inclusive Classroom Profile

Principal Investigator, Reliability Training on the Inclusive Classroom Profile, (May – June, 2015) Santa Clara County Office of Education.

- Coordinate a reliability training on the Inclusive Classroom Profile for Santa Clara's Department of Education

Investigator for the Inclusive Classroom Profile Demonstration Study (September 2011 through the present), Frank Porter Graham Child Development Center, UNC, Chapel Hill

- Coordinate and manage day-to-day activities of the pilot study
- Data management and collaboration on analysis and interpretation of data
- Participate in writing of reports and articles

Project Coordinator for the National Professional Development Center on Inclusion (July 2008 – 2014), Frank Porter Graham Child Development Center, UNC, Chapel Hill

- Work with state level teams to facilitate the development of state-wide cross-sector systems of professional development on inclusion
- Product development and scholarly writing
- Develop and participate in presentations and posters
- Facilitate and develop a multi-state community of practice
- Contribute to, maintain, and develop avenues for dissemination of products
- Participate in project evaluation
- Manage and coordinate project activities

Recognition & Response: Early Indicators of Learning Disabilities

Frank Porter Graham Child Development Center, UNC, Chapel Hill (summer 2005 through July, 2008)

Responsibilities included:

- Conduct reviews of relevant literature and compile findings and participate in research and writing
- Participate in development and validation of assessment tool

Instructor, University of North Carolina, Chapel Hill, (January-May, 2006)

Facilitating Inclusion in Early Childhood Settings

- Planned, developed, and co-taught an interdisciplinary course on inclusion for graduate students in Early Intervention & Family Support M.Ed. Program and in Speech & Language Pathology

Teaching Assistant, University of North Carolina, Chapel Hill (January-May, 2005)

Facilitating Inclusion in Early Childhood Settings

- Co-taught an interdisciplinary course for graduate students in Early Intervention & Family Support M.Ed. Program and in Speech & Language Pathology

Evaluation team member for Project IMPACT, Frank Porter Graham Child Development Center, UNC, Chapel Hill (spring 2004 through the present)

Responsibilities included:

- Coordinate and supervise data collection staff
- Training staff in test administration and conducting reliability assessments

Coordinator for National Survey for the Nuestros Niños/Our Children Project, Frank Porter Graham Child Development Center, UNC, Chapel Hill (spring 2003 through 2004)

Responsibilities included:

- Participate in survey development and conducting survey and interviews with national administrators
- Compile data and coordinate with data analysis team

Project Coordinator for Cost, Quality, and Outcomes of Preschool Inclusion for Children with Disabilities, Frank Porter Graham Child Development Center, UNC, Chapel Hill (September 2001 through spring 2004)

Responsibilities included:

- Coordination of research activities
- Supervision and training of staff
- In-field research, including administration of individual child measures (e.g., Battelle, CASPER), environmental measures (e.g., ECERS-R, ITERS), quality of inclusion measures (i.e., QIEM) and social/friendship measures (e.g., Peer Ratings, Friendship Questionnaire).
- Recruitment of school systems, program directors, and teachers

Clinical Instructor at the School of Education, UNC, Chapel Hill (January 2001 to May 2001)

Responsibilities included:

- Supervising student teachers in their preschool placement
- Co-teaching the weekly corresponding seminar, Preschool Kindergarten internship Seminar (CDFS 83)
- Monitoring and assessing student progress

Coordinator of the Social Inclusion Facilitation Program, School of Education, UNC, Chapel Hill (January 1998 to January 2001)

Responsibilities included:

- Coordinating and planning seminars and internships
- Supervision of student teams during practicum internship
- Writing annual reports and assisting in article preparation

Group Leader for Environmental Rating Scales Training, UNC, Chapel Hill

Responsibilities included:

- Facilitating group implementation of rating scale
- Facilitating debriefing of group and group discussion and consensus

Service System Coordinator for the Early Childhood Research Institute: Service Utilization, Frank Porter Graham Child Development Center, UNC, Chapel Hill (March 1996 to March 1998)

Responsibilities included:

- Project area administration and supervision: ensuring tasks completed within project timelines, determining personnel needs, hiring personnel
- Data collection, integration, and analysis
- Scholarly writing: participating in the writing of institute-published research papers and reports, and manuscript sections

Third Party Rater, Inclusion Partners, UNC Chapel Hill (September 1995 to March 1996)

Responsibilities included:

- Conducting environmental ratings in infant/toddler and preschool classrooms and in daycare homes
- Writing evaluation reports and providing feedback for child care staff

Preschool Teacher at Family Preschool, Chapel Hill NC (1992-1994)

Responsibilities included:

- Teaching class utilizing an approach emphasizing child discovery, choices, and child problem solving facilitated through teacher guidance and interactions
- Planning and implementing parent conferences and home visits
- Providing support and guidance to parent assistants

Outreach teacher for children with special needs (birth to five years) and for adults at Hope Haven Center, Athens, Georgia (1981-1985)

Responsibilities included:

- Developing and implementing individualized programs for use in homes and daycare settings
- Collaborating with parents, teachers, and therapists and community agencies
- Administering assessments, developing and implementing individualized objectives, and documenting child progress

Select Publications

West, T. (2016). *First Steps Toward inclusion*. An invited paper by faculty at Sim University, Singapore.

- Able, H., Lim, C.I., West, T. (under revision). *Ethical Dilemmas in Early Childhood Intervention: The Journey to Family Centered Services*.
- West, T.A. & Winton, P. (2015). Summary Report for 2015 National Early Childhood Inclusion Institute. Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Soukakou, E.S., Winton, P.J., West, T.A., Sideris, J.H., & Rucker, L.M. (2014). Measuring the Quality of Inclusive Practices: Findings from the Inclusive Classroom Profile Pilot, *Journal of Early Intervention*, 36, 3: 223-240.
- Soukakou, E., **West, T.**, Winton, P. (2013). Web-based Inclusive Classroom Profile Overview Training Modules:
Module 1: Introduction to the Inclusive Classroom Profile (ICP)
Module 2: Administration of the Inclusive Classroom Profile (ICP)
- National Professional Development Center on Inclusion. (August, 2011). *Competencies for early childhood educators in the context of inclusion: Issues and guidance for states*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author.
- West, T.** (2011). RTI Approaches to Early Intervening Supports. *Perspectives on Language and Literacy*. Fall, 2011.
- The Planning Matrix for Early Childhood Professional Development. National Professional Development Center on Inclusion, (2011). Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- The Big Picture Planning Guide: Building Cross-Sector Professional Development Systems In Early Childhood, 3rd Ed. National Professional Development Center on Inclusion, (2011). Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Winton, P. J. & **West, T.** (2010). Early childhood competencies: Sitting on the shelf or guiding professional development? In R. Pianta & C. Howes (Eds.) *Foundations for Teaching Excellence: Connecting Early Childhood Quality Rating, Professional Development, and Competency Systems in States*, Baltimore, MD: Brookes Publishing Company.
- Coleman, M. R., **West, T.**, & Gillis, M. (2009). Early Learning Observation & Rating Scale (ELORS). New York: National Center for Learning Disabilities.
- Gillis, M., **West, T.**, & Coleman, M. R. (2009). Early Learning Observation & Rating Scale: Teachers Guide. New York: National Center for Learning Disabilities.
- Buyse, V., Goldman, B., **West, T.**, & Hollingsworth, H. (2008). Friendships in early childhood: Implications for early education and intervention. In W. H. Brown, S. L. Odom, & S. R. McConnell (Eds.) *Social Competence of Young Children: Risk, Disability, and Evidence-Based*

Practices, 2nd Edition (pp. 77-97). Baltimore, MD: Brookes Publishing Company.

Buysse, V., Hollingsworth, H., & **West, T.** (2008). The Landscape: A Statewide Survey for Providers of Professional Development In Early Childhood. Chapel Hill: The University of North Carolina, FPG Child Development Institute, NPDCI.

Buysse, V., Castro, D., **West, T.**, & Skinner, M. (2005). Addressing the needs of Latino children: A national survey of state administrators of early childhood programs. *Early Childhood Research Quarterly*, 20, 146-163.

Crais, E., Boone, H., Harrison, M. Freud, Downing, K., & **West, T.** (2004). Interdisciplinary Personnel Preparation: Graduates' Use of Targeted Practices. *Infants and Young Children* (17:1).

Boone, H.A., Harrison, M. F., & **West, T. A.** (2002). Interdisciplinary education of social inclusion facilitators in early childhood settings. *Teacher Education and Special Education*, 25(4), 407-412.

Harrison, M. F., Boone, H. A., & **West, T. A.** (2001). Facilitating inclusion in early childhood settings: Interdisciplinary preservice preparation. *Infant-Toddler Intervention: The Transdisciplinary Journal*, 11(2), 129-142.

Harbin, G. & **West, T.** (1998). Early Intervention Service Delivery Models and Their Impact on Children and Families. Early Childhood Research Institute: Service Utilization.

Select Presentations

West, T. (upcoming June 23, 2016). *An Introduction to the Inclusive Classroom Profile*, an invited presentation at the ECE 2016 Early Childhood Education Conference conducted by SIM University, Singapore.

West, T., Fenson, C., McCullom, J., Couture, J., Stevens, P. (2016, May). Panel Discussion: State Approaches to Assessing the Quality of Inclusion using the Inclusive Classroom Profile (ICP), an invited presentation at the National Early Childhood Inclusion Institute.

Fenson, C. & **West T.** (2016, May). The Inclusive Classroom Profile: A Closer Look at the Items and What They Measure, an invited presentation at the National Early Childhood Inclusion Institute.

Lim, C., Dinnebeil, L., Blasco, P., **West, T.**, Catlett, C., and McInerney, W., (2015). Community College Faculty's Knowledge and Comfort Related to Early Childhood Special Education, a presentation at 2015 DEC Conference, October 7-9, 2015, Atlanta, GA.

West, T., Fenson, C., McCullom, J., Galucci, R., Rogers, K., Krishna, R. (2015, May). Panel Discussion: State Approaches to Assessing the Quality of Inclusion using the Inclusive Classroom Profile (ICP), an invited presentation at the National Early Childhood Inclusion Institute.

Fenson, C. & **West T.** (2015, May). The Inclusive Classroom Profile: A Closer Look at the Items and What They Measure, an invited presentation at the National Early Childhood Inclusion Institute.

Lim, C.I. & **West, T.** (2015, March). Supporting the Individual Learning Needs of All Children: An Evidence-based Practice Approach to TA. Invited presentation at the North Carolina Child Care Resources and Referral. Annual Conference, Winston-Salem, NC

West, T. & Fenson, C. (2014). An introduction to the Inclusive Classroom Profile. An invited presentation for the Virginia Department of Education's annual conference, June 23, 2014.

Soukakou, E. **West, T.**, Fenson, C. (2014). An invited presentation at the 2014 Early Childhood Inclusion Institute, Chapel Hill, NC, May 20-22..

West, T. (2013) Guest lecturer in UNC graduate class, May 2013. Assessing the Quality of Inclusion.

Winton, P. & **West, T.** (2013). Assessing the Quality of Inclusion: The Inclusive Classroom Profile. An invited presentation at the 2013 Early Childhood Inclusion Institute, Chapel Hill, NC, May 13 – 16.

Winton, P. & **West, T.** (2013). Quality Inclusion: What does it look like and how can we measure it? A presentation at the 2013 National Smart Start Conference, April 30 – May 2nd.

Soukakou, E., Winton, P., & **West, T.** (2013). Inclusive Classroom Profile (ICP): Findings from the First U.S. Demonstration Study in North Carolina. AERA Annual Meeting, San Francisco, April, 2013

West, T., Epstein, D. & Lim, C. (2013). Supporting Change and Reform in Preservice Teaching in North Carolina (SCRIPT-NC). , FPG Child Development Institute

Soukakou, E. and **West, T.** (2012). 12 Indicators of Quality for Inclusion: The Inclusive Classroom Profile (ICP). An invited presentation at the Preschool Coordinators Institute, Greensboro, NC November 14-16 2012

Soukakou, E., Rucker, L., **West, T.**, and Winton, P. (2012). Inclusive Classroom Profile: Measuring the Quality of Inclusion in an Era of Accountability. An invited presentation at the 2012 National Early Childhood Inclusion Institute in Chapel Hill, NC, May 14-16

deFosset, S., Wilberger, S., and **West, T.** (2012). A Great Early Childhood Workforce: We All Want One but How Do We Make It Happen? An invited presentation at the 2012 National Early Childhood Inclusion Institute in Chapel Hill, NC, May 14-16

West, T. (2011). NPDCI and Inclusion. A presentation at the North Carolina Regional Summit, Raleigh, NC., September, 2011.

Green, J., **West, T.**, Stewart, S., Lim, C. (2010). Social Media: Seeding Collaboration to Promote Inclusion. An invited presentation at the 10th Annual Inclusion Institute, May, 2010.

Winton, P., Catlett, C., DeFosset, S., & **West, T.** (2010). Resources and Tools to Support Development of a Statewide, Cross-Sector Professional Development System that Promotes Inclusion. An invited presentation at the 10th Annual Inclusion Institute, May, 2010.

Winton, P., **West, T.**, & Udell, T. (2009). Early Childhood Competencies: Sitting on the Shelf or Driving the System. An invited presentation at the 9th Annual Inclusion Institute, July, 2009.

Winton, P., Catlett, C., DeFosset, S., & **West, T.** (2009). Playing Well with Others: Supporting Cross-Sector Approaches to Professional Development. June 2009; A presentation at the NAEYC PDI Conference, Charlotte, NC.

Goldman, B. D. & **West, T.** (2008). Promising Practices to Help Young Children Find Friends. A Presentation at the Eighth National Early Childhood Inclusion Institute, July, 2008.

Buyse, V., **West, T.**, Horowitz, S., Mulligan, S., Doolan, P., Deyo, G. (2007). An invited presentation for the Office of Special Education Programs RTI Goes to Pre-K: An early intervening system called Recognition and Response. (OSEP).

Buyse, V., **West, T.** & Gillis, M. (2007). RTI Goes to Pre-K: An early intervening system called Recognition and Response. A pre-conference workshop at the Council for Exceptional Children (CEC) Annual Convention, April, 2007.

Boone, H. A., Lim, C. I., & **West, T. A.** (2005). Ethical Practical Dilemmas: Issues and Resolution Strategies for Daily Practice. Presentation at the Division of Early Childhood (DEC) National Conference on Young Children with Special Needs and Their Families, Portland, OR. October, 2005.

Buyse, V., & **West, T.**, (2003) Inclusive Early Childhood Programs: Cost, Quality, and Child Outcomes. Presentation for OSEP National Early Childhood Conference, Washington, D.C., November 2003.

Boone, H. A., Harrison, M. F., **West, T. A.**, & Calhoun, A. (1998) Interdisciplinary social inclusion facilitator education: Lessons learned and feedback from the trenches. Presentation for DEC National Convention, Chicago, Ill., December 1998.

Awards

- University of North Carolina 2014 Office of the Provost *Engaged Scholarship Award* awarded to *Supporting Change and Reform in Preservice Teaching in North Carolina* (SCRIPT-NC)

Reviewer

- Professional Development Strand, Division of Early Childhood (DEC) Annual International Conference (2016)
- North Carolina Head Start grants (2014)

Advisory Board

- Early Childhood Master's and Doctoral Degree Programs, UNC School of Education (2015-present)
- Sandhills Community College Early Childhood Program (2014-present)

Guest Lecturer

- Masters Early Childhood Internship course, UNC School of Education (May 2016, 2015, 2014, 2013)

FPG

- Member of the International Initiatives Committee (2015 – present)
- Member of the Quality of Life Committee (2014 – present)
- State Employees Combined Campaign Committee (2010 – 2013)

Professional Associations

- National Association for the Education of Young Children (NAEYC) (2013-present)
- Council for Exceptional Children, Division of Early Childhood (CEC/DEC) (2013 – present)

Additional Skills and Training

- Windows, MS Office, Excel
- Qualtrics
- Website updates and maintenance
- Web and tech: Familiar with blogs, and social network tools
- Statistical software: SPSS
- Qualitative methods
- Trained in and experienced with a variety of program and child assessments including: Inclusive Classroom Profile, ECERS-R, ITERS, QIEM, Battelle, CASPER, Peer Ratings, ABILITIES
- Guest reviewer, Early Childhood Research Quarterly (2008, 2005)

Additional Education

Post Graduate work: Vocational Rehabilitation Counseling
University of Georgia

Athens, GA, 1983

BA Art,
Florida Presbyterian College

St. Petersburg, Florida, 1975