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**ADDRESS (Office)**

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**SUMMARY OF  
EXPERIENCE AND  
EXPERTISE**

Chih-Ing Lim is Advanced Technical Assistance Specialist at the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill (UNC-CH), Adjunct Assistant Professor at the School of Education, UNC-CH, and Adjunct Senior Lecturer at the Singapore University of Social Sciences. She has extensive experience providing leadership on web-based professional development resource development, and technical assistance on early childhood inclusion in the United States and Singapore. Her work has been motivated by her experience as a secondary school teacher working with youths with learning difficulties, and as a preschool officer working with early childhood teachers in Singapore. Her research and professional interests are focused on teacher education and professional development, particularly around the inclusion of children with disabilities. She has served as PI and Co-PI on several professional development grants (i.e., SCRIPT-NC) and contracts in the United States and Singapore, and is key staff in national projects (i.e., CONNECT: The Center to Mobilize Early Childhood Knowledge; National Center for Early Childhood Development, Teaching and Learning).

**EDUCATION**

**Ph.D.**, Education (Early Childhood Families and Literacy), University of North Carolina at Chapel Hill, USA, 2007. Dissertation: *Cultural and linguistic diversity in early childhood teacher preparation: the impact of contextual characteristics on coursework, and practica*

**M.A.**, Education (Early Childhood Families and Literacy), University of North Carolina at Chapel Hill, USA, 2003.

**Postgraduate Diploma in Education** (Secondary – Music / Math), Nanyang Technological University-National Institute of Singapore, Singapore, 1995.

**B.A.** (with Honors), Music, University of York, England, 1994.

## PROFESSIONAL APPOINTMENTS

2016-Present	<b>Advanced Technical Assistance Specialist</b> , Frank Porter Graham Child Development Institute (FPG)
2018-Present	<b>Adjunct Senior Lecturer</b> , S.R. Nathan School of Human Development, Singapore University of Social Sciences
2018-Present	<b>Adjunct Assistant Professor</b> , School of Education, UNC-Chapel Hill
2016	<b>Visiting Scholar</b> , University of Macau, China
2011-2016	<b>Investigator</b> , FPG
2008-2011	<b>Social Research Associate</b> , FPG
2007	<b>FirstSchool Postdoctoral Fellow</b> , FPG
2003-2006	<b>Graduate Research Assistant</b> , <i>National Prekindergarten Center</i> , FPG
2002	<b>Graduate Research Assistant</b> , <i>Hospital-Based Early Intervention</i> , School of Education, UNC-CH
2003-2005	<b>Graduate Research Assistant</b> , <i>Ethics and Early intervention</i> , School of Education, UNC-CH
2000-2002	<b>Graduate Teaching Assistant</b> , <i>Families and Teams</i> , School of Education, UNC-CH <b>Preschool Programme Officer</b> , Preschool and Special Education Branch, Ministry of Education, Singapore
1995-1999	<b>Math and Music Teacher</b> , Bedok North Secondary School, Singapore

## CURRENTLY FUNDED PROJECTS

2015-Present	<b>DEC RP Online Module Development for Faculty/Higher Ed.</b> The purpose of the project is to design, develop and implement web-based modules to support faculty and PD providers in embedding the 2014 DEC Recommended Practices into their professional development opportunities. Funder: Office of Special Education Program, U.S. Department of Education ( <i>Project Co-Lead</i> ).
2015-Present	<b>National Center on Early Childhood Development, Teaching and Learning.</b> The purpose of this project is to improve outcomes for children and to support professional development systems for childcare providers. The Center will create online resources, provide training, and offer technical assistance to early childhood programs, specialists, and lead agencies. Funder: Administration of Children and Families ( <i>Inclusion Team Co-Lead</i> ).
2016-Present	<b>Preparation of Inclusion Facilitators.</b> The School of Education at the University of North Carolina at Chapel Hill in collaboration with the Frank Porter Graham Child Development Institute will offer a collaborative, interdisciplinary program for masters' level students in Early Childhood Intervention and Family Support with a focus on inclusion specialist preparation. Funder: Office of Special Education Program, U.S. Department of Education ( <i>Investigator</i> ).
2015-Present	<b>CONNECT Courses.</b> The purpose of this project is to maintain and keep CONNECT courses updated, disseminate and evaluate the courses. Funder: Courses are offered through FPG Professional Development Center ( <i>Project Director</i> ).

## COMPLETED PROJECTS

- 2011-2017 **Supporting Change and Reform in Preservice Teaching in North Carolina (SCRIPT-NC).** The purpose of the project is to work with community college faculty in North Carolina to better prepare preservice early childhood educators to meet the diverse needs of children in their community. The project provides onsite and web-based support and professional development to community college faculty to redesign their syllabi and program of studies. Funder: Office of Special Education Program, U.S. Department of Education (*Co-Principal Investigator*).
- 2016-2017 **Early Literacy Module Project in Singapore.** The purpose of this project is to develop and implement a multimedia professional development module on precursor early literacy skills for Learning Support Educators to use with children. Funder: KKH Children's and Women's Hospital, Singapore (*Principal Investigator*)
- 2013-2016 **Evaluation of SCRIPP.** The purpose of the project is to evaluate early childhood teacher preparation program at Northampton Community College, which is undergoing program redesigning to include more emphasis on working with children with disabilities and who are linguistically and culturally diverse. Funder: Northampton Community College (*Principal Investigator*).
- 2015 **Meeting the needs of all children train-the-trainers PD in Singapore.** The purpose of the contract is to provide a professional development sequence including a 3-day face-to-face workshop and post-workshop online support to trainers, Learning Support Educators (LSEs), coaches, and therapists on using CONNECT Modules in the Singapore context. Funder: SEED Institute, Singapore (*Principal Investigator*)
- 2008-2014 **CONNECT: The Center to Mobilize Early Childhood Knowledge.** The purpose of the project is to design, develop and implement seven multimedia web-based modules. Funder: Office of Special Education Program, U.S. Department of Education (*Project Coordinator*)
- 2014-2015 **National Pre-K and Early Learning Evaluation Center.** The National Pre-K and Early Learning Evaluation Center was established by FPG to help states design, implement, and evaluate pre-k and early learning programs. (*Investigator*)
- 2011 **Doing What Works Dialogic Reading Implementation Project.** The purpose of the Dialogic Reading Implementation Project was to create, implement, and field test a web-based module on the topic of dialogic reading. Project staff organized Doing What Works resources along with other project-developed resources into a module using the CONNECT project's 5-Step Learning Cycle™. Funder: WestEd (*Co-Principal Investigator*)
- 2008-2009 **Early childhood beginning teachers in Singapore: Exploring the relationship between training, experiences, and perceived competence.** The purpose of the project is to better understand the relationship between early childhood teachers' training and their perceived competence in key early childhood topics. Funder: National Institute of Education, Singapore (*Co-Principal Investigator*)

2003-2006 **National Prekindergarten Center.** The mission of the National Prekindergarten Center (NPC) was to help local, state, and federal leaders develop and implement high quality prekindergarten programs through research, policy analysis, communication, and technical assistance. A major part of the work included conducting a national survey of early childhood teacher preparation programs. Funder: Foundation for Child Development (*Graduate Research Assistant*)

#### **AWARDS**

2015 **Frank Porter Graham Child Development Institute, UNC-CH**  
The Thelma Harms Early Childhood Award

2014 **UNC-CH**  
The Office of the Provost Engaged Scholarship Award for work on SCRIPT-NC

2006 **NAECTE / Taylor & Francis Award for Distinguished Journal of Early Childhood Teacher Education Article of the Year 2006**

1991 **Public Service Commission Overseas Teaching Scholar, Singapore.**

#### **CONSULTANCY**

2017-2018 Singapore University of Social Sciences, Singapore

2014-2015 KKH Women's and Children's Hospital, Singapore.

2009 Kindergarten Quality Assurance Project Ministry of Education, Singapore.

2008 Kindergarten Curriculum Guidelines for Ministry of Education, Singapore.

#### **PUBLICATIONS**

Able, H., West, T., **Lim, C.I.** (2017). Ethical issues in early intervention: Voices from the field. *Infants and Young Children, 30*(3), 204-220.

**Lim, C.I.** (2016). Using assistive technology to support the participation of each and every child. *Early Educators: Journal of the Association for Early Childhood Educators (Singapore)*.

Hu, B. Y., **Lim, C. I.**, & Boyd, B. (2016). Examining engagement and interaction of children with disabilities in inclusive kindergartens in China. *Infants & Young Children, 29*(2), 148-163.

Hollingsworth, H. & **Lim, C.-I.** (2015). Instruction via web-based modules in early childhood personnel preparation: A mixed-methods study of effectiveness and learner perspectives. *Early Childhood Education Journal, 43*, 77-88.

Winton, P.J., & **Lim, C.-I.** (2014). Supporting inclusion through technology-enhanced

knowledge networks. *Inclusion*.

**Lim, C.I.** & Winton, P.J. (2014). CONNECT Modules: Evidence-based practices on early childhood inclusion at your fingertips. *Milestones*.

Adolfsson, M., Björck-Åkesson, E., **Lim, C-I** (2013). Code sets for everyday life situations of children aged 0-6: Sleeping, Mealtimes and Play – a study based on the International Classification of Functioning, Disability and Health for Children and Youth. *British Journal of Occupational Therapy*, 76(3), 127-136.

Winton, P.J., Buysse, V., Rous, B., **Lim, C.-I.**, Epstein, D. (2013). CONNECTing evidence-based practice and teacher research: Resources for early childhood faculty and instructors. *Voices of Practitioners*

Buysse, V., Winton, P.J., Rous, B., Epstein, D.J., & **Lim, C.-I.** (2012). Evidence-based practice: Foundation for the CONNECT 5-Step Learning Cycle in professional development. *Zero to Three*, 32 (4),25-29.

**Lim, C.I.**, Maxwell, K.L., Boone, H.A., & Zimmer, C.R. (2009). Cultural and linguistic diversity in early childhood teacher programs: The impact of contextual characteristics on coursework and practica in Bachelor's degree programs. *Early Childhood Research Quarterly*, 24(1), 64-76.

Palsha, S., Ritchie, S., Sparling, J., Maxwell, K., Crawford, G., & **Lim, C.I.** (2007). *A FirstSchool lens on instructional practices and curriculum: Changing schools for early childhood professionals, young children, and their families*. Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute.

Maxwell, K.L., **Lim, C.I.**, & Early, D.M. (2006). *Early childhood teacher preparation programs in the United States*. Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute. (This series consists of a national report and 45 state reports)

**Lim, C.I.**, & Able-Boone, H. (2005). Early childhood teacher preparation programs and diversity issues: Innovative practices from the field. *Journal of Early Childhood Teacher Education*, 26, 225-238.

Freund, P.J., Able-Boone, H., Barlow, J.H., & **Lim, C.I.** (2005). Health care and early intervention collaborative supports: Meeting the needs of young hospitalized children and their families. *Infants and Young Children*, 18(1), 25-36.

## **WORKS IN PROGRESS**

Hu, B.-Y. & **Lim, C.I.** (revise and resubmit). An exploration of Chinese inclusive kindergarten directors' views on quality preschool inclusion and its feasibility.

**Lim, C.-I.**, & Winton, P.J. (in preparation). Using the Delphi method to help determine professional development resources that will best meet the needs of the field.

Pedonti, S., **Lim, C.I.**, Winton, P., Becton, W., & Wiggins, R. (under review). "They're our children": Teaming and collaboration between Head Start and 619 programs to support children with disabilities in Head Start.

## CURRICULA

Winton, P., & **Lim, C.** (2014). The foundations of early childhood inclusion: A training curriculum. Available at <http://community.fpg.unc.edu/connect-modules/instructor-community/module-1/Training-Module-on-Early-Childhood-Inclusion>

### **CONNECT Modules and Courses (Web-Based and Online Professional Development Resources)**

#### **(Development Team)**

CONNECT Module 1: Embedded Interventions

CONNECT Module 2: Transition

CONNECT Module 3: Communication for Collaboration

CONNECT Module 4: Family-Professional Partnerships

CONNECT Module 5: Assistive Technology

CONNECT Module 6: Dialogic Reading

CONNECT Module 7: Tiered Instruction

CONNECT Course: Foundations of Inclusion

CONNECT Course: Weaving Inclusion into Everyday Activities

CONNECT Course: Program Transitions

CONNECT Course: Communication for Professional Collaboration

CONNECT Course: Better Together: Powerful Family Partnerships

CONNECT Course: Adaptations that Work

CONNECT Course: Storybook Conversations

CONNECT Course: All, Some, and A Few: Tiered Instruction

Available at <http://connect.fpg.unc.edu>

### **Recommended Practices Modules (Web-Based Professional Development Resources)**

#### **(Development Team)**

Module 1: Interaction

Module 2: Transition

Module 3: Environment

Module 4: Teaming and Collaboration

Module 5: Family

Module 6: Instruction

Module 7: Assessment

Available at <http://rpm.fpg.unc.edu/>

## **SELECTED PRESENTATIONS (Last 5 years)**

West, T., **Lim, C.I.** (2018, June). *Instructional practices to support individualization*. National webinar presented by the National Center for Early Childhood Development Teaching and Learning.

**Lim, C.I.** & West, T. (2018, June). *Preparing an early childhood workforce to support children with disabilities: Free online Recommended Practices Modules*. Presentation at the NAEYC Professional Learning Institute, Austin, TX.

West, T., **Lim, C.I.**, Catlett, C., & Hawkins, R. (2018, June). *Working together to enhance early childhood community college programs in North Carolina*. Presentation at the NAEYC Professional Learning Institute, Austin, TX.

**Lim, C.I.**, Winton, P., & West, T. (2018, March). *Effective research-based practices that support individualization: Definitions and demonstrations*. Presentation at the Head Start Region II Pathways to Quality – Coordinated Approaches Institute, White Plains, NY.

Winton, P., & **Lim, C.I.**, West, T. (2018, March). *Building collaborative LEA partnerships*. Presentation at the Head Start Region II Pathways to Quality – Coordinated Approaches Institute, White Plains, NY.

McLeod, R., West, T., **Lim, C.I.**, & Winton, P. (2018, March). Practice-based coaching to support inclusion. 1.5 day presentation at the Head Start Region 1 Inclusion Institute, Devers, MA.

**Lim, C.I.** & Vinh, M. (2018, May). *Recommended Practices Modules: Enhancing Your Professional Development on DEC Recommended Practices*. Presentation at the National Inclusion Institute, Chapel Hill, NC.

Peters, M.L., **Lim, C.I.**, McCullough, K., Pedonti, S., & Winton, P. (2018, May). *Can we talk? Frank dialogue to support Head Start, schools and families in collaboration*. Presentation at the National Inclusion Institute, Chapel Hill, NC.

Blasco, P., Chopra, R., **Lim, C.I.** (2018, February). *Enhancing Preservice Programs to Prepare Entry-level EC Educators for Inclusive ECE Settings*. Panel presentation at the Conference for Research in Early Intervention (CREI), San Diego, CA.

**Lim, C.I.**, Blasco, P., Zheng, S.T. (2018, February). *Evaluation of community college program supports to prepare teachers to work with children with disabilities*. Poster presentation at the Conference for Research in Early Intervention (CREI), San Diego, CA.

**Lim, C.I.**, West, T., & Winton, P. (2017, December). *What about Tamiya?: Individualization for a child with moderate to severe disabilities*. Presentation at the Head Start Region II Inclusion Institute, New Brunswick, NJ.

**Lim, C.I.**, Winton, P., & West, T. (2017, December). *Effective research-based practices that support individualization: Definitions and demonstrations*. Presentation at the Head Start Region II Inclusion Institute, New Brunswick, NJ.

West, T., **Lim, C.I.**, & Winton, P. (2017, December). *What about Brendan?: Individualization For a child with challenging behavior*. Presentation at the Head Start Region II Inclusion Institute, New Brunswick, NJ.

Winton, P., & **Lim, C.I.**, West, T. (2017, December). *Building collaborative LEA*

*partnerships*. Presentation at the Head Start Region II Inclusion Institute, New Brunswick, NJ.

**Lim, C.I.** & Nemeth, K. (2017, August). *Emerging technology to support technical assistance: A deeper dive*. Presentation at the Office of Head Start Summer T/TA Meeting, Washington, DC.

**Lim, C.I.**, West, T., & Winton, P. (2017, August). *Resources for implementation of evidence-based practices that support individualization*. Presentation at the Office of Head Start Summer T/TA Meeting, Washington, DC.

Winton, P., & **Lim, C.I.** (2017, August). *From standards to reality: Supporting grantees in ensuring high quality inclusive services*. Presentation at the Office of Head Start Summer T/TA Meeting, Washington, DC.

Winton, P., **Lim, C.I.**, Carillo, L. (2017, November). *The why, how, and essential features of high-quality inclusion*. Webinar presentation to Head Start Region X.

**Lim, C.I.** & Miguel, A. (2017, November). *Free evidence-based professional development resources to support children with disabilities: Recommended Practices Modules*. Presentation at NAEYC Annual Conference, Atlanta, GA.

**Lim, C.I.**, Vinh, M., & Miguel, A. (2017, October). *Free evidence-based professional development resources on DEC Recommended Practices: Recommended Practices Modules*. Poster Presentation at DEC Annual Conference, Portland, OR.

**Lim, C.I.** & West, T. (2017, June). *Evidence-based practices to support high quality inclusion*. Presentation at the 27<sup>th</sup> National Indian Head Start Directors' Association Management Training Conference, Denver, CO.

Vinh, M., **Lim, C.I.** & Dickson, T. (2017, May). *Integrating evidence-based professional development resources to support children with disabilities: Recommended Practices Modules (RPMs)*. Presentation at the National Inclusion Institute, Chapel Hill, NC.

Winton, P. & **Lim, C.I.** (2017, April). *Evidence-based practices to support high quality inclusion*. Presentation at Office of Head Start's Leadership Institute, Chicago, IL.

Winton, P., **Lim, C.I.**, Fenson, C., West, T., Pedonti, S. (2017, April). *Disability Coordinators' Institute Full Day Workshop*. Presentation at NCECDL's Disability Coordinators' Institute, Chicago, IL.

Winton, P., **Lim, C.I.**, & West, T. (2017, March). *Evidence-based practices to support high quality inclusion*. Presentation at Office of Head Start's Winter Regional T/TA Meeting, Washington, DC.

**Lim, C.I.**, Vinh, M., & Bruder, M. (2016, October). *Rev up your professional development: DEC RP Modules*. Presentation at DEC Annual Conference, Louisville, KY.



**Lim, C.I.,** Blasco, P., & West, T. (2016, October). *Evaluation of program support to prepare teachers to work in inclusive settings*. Poster presentation at DEC Annual Conference, Louisville, KY.

Vinh, M., & **Lim, C.I.** (2016, August). *Testers needed for web-based modules on Division of Early Childhood (DEC) Recommended Practices*. Presentation at the Office of Special Education Programs Project Directors' Meeting, Washington, DC.

**Lim, C.I.,** Gonzales, M., & Byrd, S. (2016, May). *Hybrid approaches to professional development using CONNECT Modules and Courses*. Presentation at the 2016 National Inclusion Institute, Chapel Hill, NC.

Winton, P., Gallagher, K., **Lim, C.I.,** & Moore, F. (2016, May). *Bringing together the best of Early Head Start/Head Start, early childhood special education/early intervention, and pre-K to promote inclusion*. Presentation at the 2016 National Inclusion Institute, Chapel Hill, NC.

Dinnebeil, L., Catlett, C., Blasco, P., & **Lim, C.I.** (2016, February). *Working together to enhance the quality of inclusive early care and education*. Presentation at Conference on Research Innovations in Early Intervention, San Diego, CA.

**Lim, C.I.,** Dinnebeil, L., Blasco, P., McInerney, W., West, T., Catlett, C. (2015, October). *Knowledge and comfort of community college early childhood faculty related to ECSE*. Presentation at DEC Annual Conference, Atlanta, GA.

Winton, P., & **Lim, C.I.** (2015, October). *The time's right to ensure children with disabilities experience high-quality inclusion*. Presentation at DEC Annual Conference, Atlanta, GA.

**Lim, C.-I.** & Wenner, E. (2015, May). *Voices from the field: Integrating CONNECT Modules as learning opportunities to support evidence-based practices*. Presentation at the National Inclusion Institute, Chapel Hill, NC.

Winton, P., & **Lim, C.I.** (2014, July). *Web-based evidence-based professional development resources that support inclusion*. Presentation at CEC's Division of International Special Education and Services (DISES) Conference, Braga, Portugal.

Winton, P., & **Lim, C.I.** (2014, May). *Inclusion 101: A professional development curriculum for PD providers to implement with early childhood teachers*. Presentation at the National Inclusion Institute, Chapel Hill, NC.

Dinnebeil, L., Blasco, P., **Lim, C.I.,** McInerney, W., West, T. (2013, July). *Community college early childhood faculty: Needs assessment related to ECSE knowledge and comfort*. Presentation at the OSEP Project Director's Conference 2013, Washington, DC.

**Lim, C.I.** & Epstein, D. (2013, June). *CONNECT: Using 21st century technology to*

*enhance professional development*. Presentation at the NAEYC PDI, San Francisco, CA.

## SELECTED INVITED PRESENTATIONS

**Lim, C.I.** (2018, June). *Recommended Practices Modules*. Invited presentation at the ACCESS Roundtable Meeting, NAEYC Professional Learning Institute, Austin, TX.

**Lim, C.I.** (2017, August). *Putting our heads to the ground: Strategies to meet the professional development needs of early childhood constituents*. Invited lecture at the Nanyang Technological University-National Institute of Education, Singapore.

**Lim, C.I.** (2016, December). *Access, participation, and support: Including children with disabilities in preschool programs*. Invited full-day workshop at the University of Macau, China.

**Lim, C.I.** (2016, July). *More than just fun and games: Using instructional technology to enhance teaching and learning*. Invited presentation at North Carolina Department of Public Instruction's Career and Technical Education Summer Conference, Greensboro, NC.

**Lim, C.I.** (2016, June). *Early childhood inclusion: Are we there yet?* Invited presentation for the Department for Child Development, KKH Women's and Children's Hospital, Singapore.

**Lim, C.I.** (2016, June). *Evidence-based practices to support the individual learning needs of each and every child*. Invited presentation at Sim University's Early Childhood Education Conference, Singapore.

**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.

Winton, P. & **Lim, C.I.** (2012, April). *CONNECT: An Evidence-Based Practice Approach to Professional Development*. Invited presentation at OSEP 325N Cohort 2 Paraprofessional Grantees' Webinar.

**Lim, C.I.** (2009, October). *Cultural and Linguistic Diversity in Early Childhood Teacher Preparation: The Impact of Contextual Characteristics on Coursework and Practica*. Invited presentation at the National Center for Children in Poverty Promoting Social Inclusion and Respect for Diversity in Early Childhood Roundtable, New York, NY.

## SERVICES

### Advisory

School of Education, Early Childhood Intervention and Family Support Advisory Board, 2018

Advisory panel, Ministry of Education Kindergartens, Singapore (2015-2016)

Advisory panel, Singapore Kindergarten Impact Project (SKIP) (2015-2016)

ECTA Think Tank on Recommended Practices (2016)

Journal / Conference Review

Reviewer, Division for Early Childhood (DEC) Recommended Practices Monograph #5 (Teaming and Collaboration) (2018)

Reviewer, Professional Development Strand, Division for Early Childhood (DEC) Annual International Conference (2018, 2016, 2012)

Co-chair, Professional Development Strand, Division for Early Childhood (DEC) Annual International Conference (2017)

Guest reviewer, *Journal of International Special Needs Education* (2016-2017)

Guest reviewer, *Journal of Early Childhood Teacher Education* (2014-2015)

Guest reviewer, *British Journal of Occupational Therapy* (2014)

Guest reviewer, *Early Childhood Research Quarterly* (2008-2009, 2011-2012, 2018)

Guest reviewer, *International Journal of Multicultural Education* (2008, 2010-2012, 2015, 2017)

Guest reviewer, *Urban Education* (2012)

Guest Lecturer

EDUC 739 - The Global Child: Development & Education (February, 2018)

EDUC: 404: Infant/Toddler Assessment and Intervention (Undergraduate course), UNC-CH School of Education (April 3, 2012)

EDUC: 862: Teaching and Personnel Development (Doctoral seminar), UNC-CH School of Education / Allied Health Sciences (February, 16, 2012)

FPG

Co-Chair, International Initiatives (2014-Present)

Member, Quality of Life Committee (2015-Present)

Member, Professional Development /Technical Assistance /Implementation Science Vision and Strategy Team (2016)

Member, Information Management Vision Team (2015)

Member, State Employees Combined Campaign Committee (2013, 2015-2017)

**PROFESSIONAL ASSOCIATIONS**

NAEYC (2002 – Present)

CEC / DEC (2008-Present)

**LANGUAGES**

English, Chinese Mandarin (conversational), Chinese Fujian (conversational)