

KORYNE CARROLL NNOLI

4635 Harrier Way, Belcamp, MD 21017 * kcarro11@jhu.edu * 443-928-5803

PROFESSIONAL PROFILE

Assistant research scientist providing research, resources, and technical assistance around early childhood special education and early intervention programs.

EDUCATION

Ph.D., Educational Psychology, Capella University, Minneapolis, MN, September 2021
DISSERTATION: *A Generic Qualitative Inquiry of Special Educators' Experiences Preparing Students for High-Stakes Tests*

M.S., Special Education, Johns Hopkins University, Baltimore, MD, May, 2009

B.S., Psychology, Morgan State University, Baltimore, MD, May, 2003

ACADEMIC/TEACHING/FELLOWSHIP EXPERIENCE

Academia Experience

Assistant Research Scientist

Johns Hopkins University, Baltimore, MD

- Collaborate with research team and Maryland State Department of Education to support the development and implementation of school readiness modules for early childhood special educators and early interventionists from February 2022 to present
- Develop research-based modules to support the implementation of play-based learning strategies for toddlers with disabilities
- Assist with conducting qualitative and quantitative data analysis to close achievement gaps between children with disabilities and their non-disabled peers in academic performance
- Conduct literature reviews related to early literacy, numeracy, and language development for students with Individual Family Service Plans (IFSPs)
- Develop learning modules in the areas of early numeracy, literacy, and language development to support administrators, early childhood providers, and interventionists in providing technical assistance

Fellowship Experience

Assistant Research Scientist/Fellow

Johns Hopkins University, Baltimore, MD

- Conducted and supported research in a collaborative partnership with Johns Hopkins University School of Education's IDEALS Institute and Maryland State Department of Education Division of Early Intervention and Special Education Services from February 2022 to June 2023
- Provided program support and technical assistance to local education agency supervisors and Infant and Toddlers Program (ITP) directors in early intervention and early childhood special education

- Assisted with conducting data analysis and strategic support in an effort to close achievement gaps between children with disabilities and their non-disabled peers in academic performance
- Collaborated with state-wide and university leaders and stakeholders on ways to prepare students for school readiness
- Conducted literature reviews related to early literacy, numeracy, and language development for students with Individual Family Service Plans (IFSPs)
- Evaluated the effectiveness and efficiency of state training programs related to kindergarten readiness, child outcomes summary, early learning assessments, and other measures for early intervention and early childhood special education
- Developed learning modules in the areas of early numeracy, literacy, and language development to support administrators, early childhood providers, and interventionists in providing technical assistance
- Reviewed and monitored competitive and non-competitive grant funding opportunities provided by the state by analyzing data for local programs, providing support and resources to improve child outcomes, and plan initiatives for future programs
- Facilitated and supported professional development opportunities related to routines-based interventions in naturalistic settings, family engagement, analysis of child outcome summary data, and the implementation of early learning standards, the early learning assessment, and the kindergarten readiness assessment

Post-Secondary Teaching Experience

Adjunct Professor

Harford Community College, Bel Air, MD

January 2022 – Present

- Teach courses related to Special Education, including *Assessments in the Classroom*, *Teaching Strategies for Differentiating Instruction*, *School Age Child Care*, and *Introduction to Special Education*
- Instruct junior-college education majors, providing online, asynchronous instruction, research, and resources on topics related to assessments and instructional strategies in the educational setting
- Monitor students' progress and advise students who are at risk for not meeting coursework demands in a timely manner
- Grade weekly discussion boards and assignments using Blackboard
- Provide weekly announcements that set a positive, encouraging climate for students in the course

Adjunct Professor

Grand Canyon University, Phoenix, AZ

November 2021 – February 2023

- Taught online, asynchronous courses related to Special Education for master's level students, including *Assessments*, *Eligibility*, and *Transition Planning*,

Instructional Planning and Assessment in the Inclusive Classroom, and Classroom Guidance, Management, and Behavior

- Facilitated classroom discussions using Halo online portal
- Prepared students for the appropriate skill sets necessary to teach in the classroom and perform evidence-based practices for students with mild to moderate learning needs
- Graded weekly discussion posts and assignments according to an outlined rubric, ensuring students added depth and asked questions to build capacity and understanding around course topics
- Provided immediate feedback to students related to weekly discussion posts and assignments
- Monitored student attendance and classroom participation
- Maintained weekly office hours and availability upon request

Adjunct Professor (Developmental Reading)

Prince George's Community College, Largo, MD

August 2013 – May 2015

- Taught class sizes of up to approximately 20 undergraduate students on campus
- Graded unit tests, mid and final exams, and course projects
- Provided student support and suggested strategies for improvements
- Created and implemented lesson plans in the area of developmental reading
- Instructed students in specific areas such as main idea and supporting details, sequencing, comparing and contrasting, inferences, and vocabulary building
- Monitored student attendance and regular class performance
- Developed engaging classroom instruction that incorporated technology and online and presentation tools
- Regularly assessed student performance to monitor academic progress and understanding of the subject content
- Utilized online resources such as blackboard, townsendpress.net, and other Internet resources to provide additional academic support and exposure to computer-based learning
- Assigned group projects to build effective presentation skills and further assess understanding of essential skills

Adjunct Professor (Developmental Psychology)

Baltimore City Community College, Baltimore, MD

January 2010 – May 2010

- Taught a class size of up to 20 students on campus
- Created and implemented lesson plans in the area of developmental psychology
- Instructed students in areas related to developmental psychology across the lifespan
- Met with students regularly to discuss their overall performance
- Provided engaging and interactive course activities to apply course content to students' future career goals and areas of interests
- Monitored student attendance and regular class performance

- Regularly assessed student performance through class discussions and weekly group assignments
- Utilized online resources such as videos presentations to help give students a clearer understanding of the course content
- Assigned group and individual projects to build effective presentation skills, research skills, and further assess understanding of essential skills

K-12 Teaching Experience

Special Education Inclusion Teacher

Randallstown Elementary School, Randallstown, MD

August 2019 – January 2022

- Taught students in an inclusive setting, providing push-in and pull-out services for students with disabilities that impacted their learning, such as autism spectrum disorder, dyslexia, and ADHD
- Developed and implemented Individualized Education Programs (IEPs) for students with mild to moderate learning needs
- Routinely monitored students' progress toward IEP goals using formal and informal assessment tools to ensure students were making progress
- Conducted formal educational assessments using protocols such as Young Children's Assessment Test-2 and Woodcock Johnson-IV
- Conducted informal assessments using curriculum-based assessments, Qualitative Reading Inventory (QRI), Pearson Diagnostic Math Assessment, Fountas & Pinnell, DIBELS, Really Great Reading (RGR) Beginning and Advanced Diagnostic Decoding Surveys
- Collaborated with related service providers such as Speech Language Pathologists, Occupational and Physical Therapists, School Social Workers, and Psychologists as a part of students' IEP Team
- Collaborated with English as a Second Language (ESL) teachers to support dual language learners' progress toward meeting IEP goals and increasing academic performance in the general education classroom
- Participated in planning and eligibility determination meetings for students with 504 plans and IEPs
- Utilized online learning platforms such as Schoology as well as Google Suite applications (i.e., Jamboard, Slides, Spreadsheets) and Classroom during online learning to support students receiving special education services during COVID-19

Special Education Teacher

Gateway School, Baltimore, MD

January 2009 – August 2010; July 2014 – June 2019

- Taught as a self-contained special education teacher in a nonpublic classroom
- Supervised up to three instructional assistants in a self-contained classroom of six students
- Mentored student-teachers from surrounding colleges majoring in special education and education studies

- Conducted formal and informal assessments such as the Informal Reading Inventory, Woodcock-Johnson III & IV, and Brigance
- Collaborated with related service providers to develop behavior intervention programs (BIPs) and functional behavior assessments (FBAs) when necessary

Lead Pre-Kindergarten Teacher

Gateway School, Baltimore, MD

August 2017 – June 2019

- Mentored first-year pre-kindergarten teachers on appropriate teaching strategies and techniques
- Assisted with student enrollment, coordinated events and activities, and led in-service workshops for families
- Collaborated with the executive director, educational director, and regional liaison regarding program success
- Led monthly professional development training for pre-kindergarten team on inclusion practices, instructing students with special needs, and evaluations for transitions from Individualized Family Service Plans (IFSPs) to IEPs
- Met with neighboring school staff and Child Find agency, providing written educational reports and assessment data regarding students displaying academic and/or behavioral concerns

Academic Instructor

Woodland Job Corp Center, Laurel, MD

July 2013 – July 2014

- Taught reading and math classes with primary focus on reading instruction for students ages 16 to 25
- Focused on improving student scores on the Test for Adult Basic Education
- Taught class sizes of up to 15 students
- Collaborated weekly with department staff and monthly with program staff regarding overall student performance and success

General Education Teacher

North Bend Elementary School, Baltimore, MD

September 2003 – June 2004

- Taught a classroom of 25 third-grade students in an inner-city school district
- Implemented core reading and math instruction as well as other content areas such as social studies, science, and health
- Collaborated with grade-level team members regarding best practices for teacher instruction and classroom management techniques

Instructional Assistant

Gateway School, Baltimore, MD

April 2007 – January 2009

- Worked as an instructional assistant for grades Pre-kindergarten to 6th, providing support with academic and behavioral needs

Teaching Assistant

Ivymount School, Rockville, MD

November 2004 – June 2005

- Worked as an assistant in an Autism-focused classroom, collecting data on goals and objectives related to student IEPs and behavior intervention plans

OTHER PROFESSIONAL EXPERIENCE

Support Specialist

Emerge Inc, Columbia, MD

August 2010 – March 2013

- Worked as a support specialist, managing group homes under the developmental disabilities agency
- Managed two homes of individuals with emotional and cognitive disabilities consisting of seven clients (including one family of three) to improve independent living skills, obtain successful employment, and integrate successfully into the community

Residential Program Technician

Chimes Inc, Baltimore, MD

October 2004 – February 2009

- Worked as a residential support staff and medication technician for adults with disabilities
- Worked with adults with severe cognitive disabilities in a residential setting, assisting them with daily living skills, integration into the community, and overall quality of life

Clinical Assistant

Kennedy Krieger Institute, Baltimore, MD

July 2004 – October 2004

- Worked as a clinical assistant for children ages 6 to 21 with severe neurological disorders on a neurobehavioral unit
- Worked with in-patients in a hospital setting to reduce interfering behaviors and achieve program goals

PRESENTATIONS

Simmons, E., Torres, M., Nnoli, K., Shanty, L. (2023). *Maryland infants and toddlers program (MITP): Inclusion of children with disabilities in childcare settings*. Maryland State Department of Education Division of Early Childhood Special Education and Early Intervention Services – Quarterly Trainers Meeting.

Young, V.J., Boyle, B., Hur, R., Nnoli, K., Shanty, L. (October 2022). *Inequities unpacked: Addressing the intersectionality of school readiness risk factors for children with disabilities*. JHU Diversity and Inclusion Virtual Conference.

Nnoli, K., Boyle, B., Shanty, L., & Young, V.J. (September 2022). *It all adds up: Using early math skills in the home to promote development*. Council for Exceptional Children Division of Early Childhood 38th Annual International Conference on Young Children with Disabilities and their Families, Chicago, IL.

Shanty, L., Nnoli, K., Young, V. J., Boyle, B., Gillon, N., & Leger, C. (September 2022) *Powerful stories of family engagement: How to build a partnership*. Council for Exceptional Children Division for Early Childhood 38th Annual International Conference on Young Children with Disabilities and their Families, Chicago, IL.

Young, V. J., Shanty, L., Nnoli, K., Boyle, B., & Gillon, N. (September 2022). *Connecting the dots: Skills, routines, and interdisciplinary practices*. Division for Early Childhood 38th Annual International Conference on Young Children with Disabilities and their Families, Chicago, IL.

Nnoli, K. (May 2021). *Collaboration in the inclusive classroom*. Randallstown Elementary School, Randallstown, MD.

Nnoli, K. (October 2017). *Instructional practices for an inclusive pre-kindergarten classroom*. Gateway School, Baltimore, MD.

Nnoli, K. (August 2017). *Foundations Reading Program for early childhood inclusive instruction*. Gateway School, Baltimore, MD.

PUBLICATIONS

Nnoli, K., Harkins-Brown, A., & Hur, R. (2022). *A description of early numeracy and its impact on kindergarten readiness* [White paper in preparation]. Johns Hopkins University School of Education.

GRANTS

Boyle, E., Nnoli, K., Shanty, L., & Young, V.J. *MD Elevates: Early Childhood Developmental Delays and Disabilities*

Awarding Organization: Maryland State Department of Education

Current Status: Funded

Date submitted for funding: October 2022

Nnoli, K. C., *The more we build together program*.

Proposal Type: New

Awarding Organization: JHU Office of Diversity and Inclusion

Current Status: Not funded

Date Submitted for Funding: December 2022

PROFESSIONAL MEMBERSHIPS

American Psychological Association - Educational Psychology (Division 15)
The Council for Exceptional Children
National Association of Special Education Teachers

SERVICE

WIDA Early Years Consortium

March 2022 – June 2023

Participated in state discussions and initiatives around assessments, supports, and intervention services for multilingual children and families enrolled in early childhood settings. Provided insight into how initiatives impact children with special needs and their families.

Maryland DEC Subdivision

September 2022 – present

Participate in efforts to establish a subdivision in the state of Maryland. Contribute to quarterly meetings about the process of developing an active subdivision as a part of the national Division of Early Childhood.

Sigma Gamma Rho Sorority Inc., Zeta Tau Sigma Chapter

Programs Committee Chairperson

2022-2023

Served as the chairperson of national program initiatives represented within the chapter. These programs included initiatives to support providing materials, education, and other resources to children, educators, and young mothers.