



2015-	Instructor of Record, Eugene T. Moore School of Education, Clemson University, Clemson, South Carolina
2015	Lead Teacher, Summer Company (4 to 6 year olds), Furman University Child Development Center, Greenville, South Carolina
2015, 2016	Substitute Teacher, Oconee County Public Schools, South Carolina
2015	Kindergarten Observation and Teaching Experience, Northside Elementary, Seneca, South Carolina
2012-2013	Assistant Director, KinderCare, Johnson City, Tennessee
2011-2012	Toddler Teacher, KinderCare, Johnson City, Tennessee
2011	Professional Development Instructor, Curriculum Overview and Implementation (2hr), KinderCare, East TN District.
2010-2011	Substitute Teacher/Counselor, Holston Home for Children, Greeneville, Tennessee
2007- 2008	Assistant Teacher, Children's Program (2 year olds), University of Alabama, Tuscaloosa, Alabama

### Research Experiences

2017	<p>Graduate Research Assistant, Clemson University  <i>Project MathPack</i>          Sandra Linder, Ph.D., Principal Investigator</p> <ul style="list-style-type: none"> <li>● Will mentor and lead undergraduate creative inquiry students in data collection procedures and site visits</li> <li>● Support a 7-week intervention with Head Start Families</li> <li>● Oversee the collection &amp; management of data</li> </ul>
2017	<p>Creative Inquiry Leader, Clemson University  <i>Project Play Pack II</i>          Sandra Linder, Ph.D., Co-Principal Investigator</p> <ul style="list-style-type: none"> <li>● Recruited, trained, and lead undergraduate creative inquiry students</li> <li>● Coordinated an 8-week intervention in with Head Start families</li> <li>● Collected &amp; coded observation data</li> <li>● Developed and submitted national presentations with my Co-Investigator</li> <li>● Mentored and supported national presentation</li> </ul>

submissions from my creative inquiry undergraduate students

- 2016  
 Consultant, Mixed Methods Data Analysis, College of Engineering & College of Education Clemson University Collaborative  
 Cindy M. Lee, Ph.D., Principal Investigator
- Co-Developed an interdisciplinary survey
  - Provided initial analysis and synthesis of quantitative and qualitative data
- 2016  
 Pilot Study Designer & Co-Principal Investigator  
*Play Pack Project (Social-Emotional Bag Parent-Child Play Intervention)*  
 Sandra Linder, Ph.D., Co-Principal Investigator
- Conducted child data collection & parent interviews
  - Explored the feasibility of a social emotional development play in home enrichment program for Head Start families in South Carolina
  - Designed Play Pack Project play bags to enhance social emotionally focused play, support Head Start children's approaches to learning, & engage parent child interactions within the home
- 2016  
 Research Study Designer and & Co-Principal Investigator  
*Pre-Service Teacher's Play Perceptions & Change*  
 Sandra Linder, Ph.D., Co-Principal Investigator
- Conceptualized and designed exploratory study of pre-service teacher change in perceptions of play in early childhood before and after a series of hands-on play workshops
  - Provided hands-on workshops and conducted research project
  - Collected and analyzed quantitative and qualitative data
  - Mentored an undergraduate student through preliminary data analysis and conference presentation development
- 2015 – 2016  
 Research Assistant, Clemson University  
*Project BEEMS (Building Environments for Early Mathematics Success) with South Carolina Head Start*  
 Sandra Linder, Ph.D., Principal Investigator
- Trained and administered TEAMS
  - Conducted child data collection & teacher interviews
  - Explored the efficacy of a mathematics professional development for early childhood teachers in S. Carolina
  - Assisted with the design of BEEMS play bags to

enhance math environments & parent child interactions within the home

- 2015  
 Research Consultant, Clemson University Tiger Grant, A Collaboration with the College of Engineering & Science and the College of Education  
 Cindy Lee, Ph.D., Principle Investigator
- Helped develop survey for interdisciplinary population
  - Analyzed quantitative and qualitative data
  - Synthesized qualitative results for internal report
- 2015  
 Research Assistant, Clemson University  
 Teaching Program Restructuring  
 Anna Hall, Ph.D., & Sandra Linder, Ph.D., Co-Investigators
- Hosted focus group of undergraduate pre-service teacher
  - Elicited formative criticism and suggestions
  - Considered the reflections of current pre-service teachers' experience of program format
- 2015  
 Study Abroad Doctoral Assistant, Clemson University & Victoria Language and Culture  
*Italian Education, Language, and Culture Experience*  
 David Reinking, Ph.D., Founding Professor  
 Barbara Bradley, Ph.D., Supervising Professor
- Taught in an Italian preschool
  - Interviewed teachers, parents, and administrators
  - Assisted in facilitating the undergraduate study abroad experience and coursework
- 2014 – 2015  
 Research Assistant, Clemson University  
*Project ReWrite & Math CLASS study*  
 Faiza Jamil, Ph.D., Principal Investigator
- Certified in Secondary CLASS Assessment
  - Organized, entered, analyzed data
  - Considered the influence of teachers' psychological processes when working with children on classroom quality and teacher wellbeing
- 2014 – 2015  
 Creative Inquiry Doctoral Participant, Clemson University  
*Head Start Children's Center Selection, Interactions, and Outcomes*  
 Sandra Linder, Ph.D., Co-Investigator
- Collected & coded observation data
  - Developed national presentation

- 2014  
 Research Internship, Clemson University  
*Policy Matters: Showcasing Education that Works*  
 Episode One: 4K  
 Dolores Stegelin, Ph.D., Faculty Collaborator
- Synthesized reports of 4K, state and national level
  - Interviewed teachers, administrators, parents, and community leaders regard their 4K experiences
  - Considered current and future trends in four-year-old kindergarten
- 2008 – 2009  
 Research Assistant, Auburn University  
*International Study of Adolescent Development and Problem Behaviors (ISAD)*  
 Alexander Vazsonyi, Ph.D.
- Organized, entered, and cleaned international data (Japanese wave)
  - Managed research lab, supervised undergraduates entering data
  - Considered cross-sectional data from American, Dutch, Hungarian, Swiss, Japanese, Slovenian, Spanish, and Taiwanese middle to late adolescents
- 2004 - 2007  
 Research Assistant, University of Alabama  
*Child Development Research Center*  
 Jason Scofield, Ph.D.
- Developed research projects
  - Collected, organized, entered, and analyzed data
  - Managed research lab, supervised undergraduates
  - Considered preschoolers word learning under novel circumstances
- 2007  
 Research Intern, University of Alabama  
*Child Development Research Center*  
 Jason Scofield, Ph.D.
- Planned research design, generated materials, and collected data on word learning research study
  - Considered preschoolers word learning from unreliable speakers

## Publications

**Emerson, A.M.** & Linder, S.M. (under review). Inspiration, Practice, and Outcomes: A Review of the Reggio Inspired Approaches. *Early Years: An International Research Journal*.

Linder, S.M. & **Emerson, A.M.** (under review). Increasing Family Mathematics Play Interactions through a Take-Home Math Bag Intervention. *Journal of Research in*

*Childhood Education.*

- Bradley, B.A., Emerson, A.M., & Silva, A. (in press). Developing Cultural and Linguistic Awareness through an International Teaching Experience. In Handbook of Research on Field-Based Teacher Education. IGI Global.
- Emerson, A.M. & Hall, A.** (2018). Supporting Preschoolers' Writing Identities in the Scribbling Phase. *The Reading Teacher*. <https://doi.org/10.1002/trtr.1699>
- Whitford, D.K. & **Emerson, A.M.** (2018). Empathy Intervention to Reduce Implicit Bias in Pre-Service Teachers. *Psychological Reports*, 1-19. <https://doi.org/10.1177/0033294118767435>
- Emerson, A.M. & Linder, S.M.** (2018). A Play Bag Intervention: Bridging Home and School. *Kappa Delta Pi Record*, 54(2), 78-81.
- Hall, A. H., White, K., Guo, Y., & **Emerson, A.M.** (2017). Who counts as a writer?: Examining child, teacher, and parent perceptions of writing. *Early Child Development and Care*, 1-23.
- Bradley, B.A. & **Emerson, A.M.** (2017). Learning about culture and teaching during an immersion study abroad program. In Handbook of Research on Efficacy and Implementation of Study Abroad Programs for P-12 Teachers (pp. 172-189). IGI Global.
- Linder, S.M., **Emerson, A.**, Heffron, B., Shevlin, E., & Vest, A. (2016). STEM use in early childhood: Viewpoints from the field. *Young Children*.
- Scofield, J., **Miller, A.** & Hartin, T. (2011). Object movement and location in children's word learning. *Journal of Child Language*, 38, 181-200.

**National Conference Papers & Presentations**

- Emerson, A.M. (2018)** Pre-Early Childhood Educators Play Workshop Reflections: "I'm too busy to play". Paper will be presented at the National Association for the Education of Young Children Professional Development Institute, Austin, TX.
- Emerson, A.M. & Hemingway, J.** (2018). Successful Engagement of Fathers of Color in Early Childhood Home-School Partnerships: The Whys and the Hows. Paper will be presented at the National Association for Early Childhood Teacher Educators Summer Conference, Atlanta, GA.
- Emerson, A.M.** (2018). "We Already Play." Exploring Head Start Families Receptions to a Take-Home Play Bag Intervention. Round table presentation presented at the annual conference of the American Educational Research Association, New York, NY.

- Emerson, A.M.,** Silva, A.F., & Bradley, B.A. (2018). Both Sides of the Fence: Preservice Teachers as Language Learners. Round table presentation presented at the annual conference of the American Educational Research Association, New York, NY.
- Emerson, A.M.** & Hall, A. (2017). Exploring Preschoolers Writing Identities and Implications for Teacher-Student Writing Interactions: "She's not a writer cause that's just scribble scrabble". Round Table presentation presented at the annual conference of the Literacy Research Association, Tampa, FL.
- Emerson, A.M.,** Linder, S.M., Gerland, T., & Clay, K. (2017). Promoting Preschooler's Approaches to Learning through Play: Intentional Toy and Task Selection for Early Childhood Classrooms. Paper presented at the National Association for the Education of Young Children Annual Conference, Atlanta, GA.
- Linder, S.M & **Emerson, A.M.** (2017) Supporting Mathematical Thinking through Increased Family Engagement: Strategies for Increasing Home-Based Play. Paper will be presented at the National Association for the Education of Young Children Annual Conference, Atlanta, GA.
- Emerson, A.M.** & Templeton, C. (2017). Play Under Pressure: Pre-service early childhood education teachers' experiences and beliefs about play after hands-on play workshops. Paper presented at the U.S. Play Coalition Annual Conference, Clemson, SC.
- Jamil, F.M. & **Emerson, A.M.** (2017) Teachers' Interpretations of Preschool Student's Problem Behavior. Paper presented at the annual conference of the American Educational Research Association, San Antonio, TX.
- Emerson, A.M.** & Linder, S.M. (2016). Head Start parents' beliefs about school readiness and their implications for practitioners and teacher educators. Presented at the National Association for Early Childhood Teacher Educators, Baltimore, MD.
- Linder, S.M. & **Emerson, A.M.** (2016). Center readiness: Center climate and professional development efficacy. Presented at the National Association for the Education of Young Children, National Institute for Early Childhood Professional Development, Baltimore, MD.
- Emerson, A.M.** & Linder, S.M. (2016). What survives the flight home? A Review of research of the Reggio Inspired approach. Presented at the annual conference of the American Educational Research Association, Washington, D.C.
- Linder, S., **Emerson, A.M.**, Hubbard, K., Taylor, C. (2015). Examining the teacher's role during center time: How to maximize collaboration, communication, and engagement through play. Presented at the annual conference of the National Association for the Education of Young Children, Orlando, FL.

Stegelin, D., Baum, A., Jamil, F.M, **Emerson, A.M.** (2015). Supporting Reflective Practice & Self-Assessment: Utilizing Environmental Assessment Tools with In-Service & Pre-Service Teachers as a Professional Development Strategy. Presented at the annual conference of the National Association for the Education of Young Children, Orlando, FL.

**Emerson, A.M.** & Jamil, F.M. (2015). What does it matter what I think? How teacher's mental representations correlate with their wellbeing. Round-Table Paper Session presented at National Association for Early Childhood Teacher Educators, New Orleans, LA.

Stegelin, D., Jamil, F.M., & **Emerson, A.M.** (2014). Project REWRITE: Reflecting and writing to improve teacher-child relationships, classroom interaction quality, and teacher wellbeing. Paper presented at the annual conference of the National Association for the Education of Young Children, Dallas, TX.

Jenkins, D. D., Vazsonyi, A. T., Young, M. A., & **Miller, A. N.** (2009). Depression and self-esteem trajectories in sexual minority and majority young adults. Poster presented at the annual conference of Emerging Adulthood, Atlanta, GA.

Scofield, J. & **Miller, A.** (2009). When trusted speakers prove not to be credible. Paper presented at the Meeting for the Society for Research in Child Development, Denver, CO.

Vazsonyi, A.T., Chen, P., **Miller, A.N.**, Jenkins, D. (2009). Does Where you Attend College Matter? Links Between Religion, Sensation Seeking and Problem Behaviors. Poster presented at the Society for Research on Adolescence, Baltimore, MD.

Scofield, J. & **Miller, A.** (2007). How speaker reliability affects word learning. Poster presented at the Meeting for the Society for Research in Child Development. Boston, MA.

Scofield, J., Behrend, D. A., Foster, K., & **Miller, A.** (2006). Word Learning from Reliable and Unreliable Speakers. Poster presented to the Meeting for the International Conference on Infant Studies. Kyoto, Japan.

### **State/Regional Conference Papers & Presentations**

**Emerson, A.M.** (2018). Seeing the Exceptional Among the Ordinary: A Hands-on Play workshop. Workshop to be lead at the Early Childhood Inclusions Summer Institute, Western Oregon University, Monmouth, OR.

**Emerson, A.M.** (2018). Playing with the Problematic: Creating Social Emotional Themed Take-Home Play Bags for Preschool Home-School Connections. Workshop to be lead at the Early Childhood Inclusions Summer Institute, Western



Oregon University, Monmouth, OR.

**Emerson, A.M.** (2017). How does play make a difference? A Hands-On Play Experience and Provocation Workshop. Will be presented at the South Carolina Association for the Education of Young Children Annual Conference, Columbia, SC.

**Emerson, A.M.** & Linder, S.M. (2017). Project Play Pack: A Family Engagement Intervention. Poster presented at the Clemson University College of Education Research Forum.

**Emerson, A.M.** & Linder, S.M. (2016). Head Start Parents' definitions of school readiness: A mirror of our readiness messages and a window into their expectations. Presented at the annual conference of South Carolina Association for the Education of Young Children, Columbia, SC.

McClellan, S., Burton, M., **Emerson, A.M.**, Hackley, S., McInerney, N., Branham, M., & Tucker, W. (2016). Get out the vote / SC Issue Briefings. Pre-Conference Session presented at the annual conference of South Carolina Association for the Education of Young Children, Columbia, SC.

White, S., **Emerson, A.M.**, & Bradley, B. (2016) Best practice, challenges in the American educational system, and challenges in the Italian educational system: A discussion. Presented at a panel for cultural exchange in Carpi, Italy.

**Emerson, A.M.**, Jamil, F.M., & Stegelin, D. (2015). What does it matter what I think? Challenging teacher-child relationships, perceptions, power, and prophecy. Poster presentation presented at College of Health, Education, and Human Development and College of Education Research Forum, Clemson University, Clemson, SC.

**Emerson, A.M.** & Valera, D. (2015). Decoding the Messages about Digital Media in Early Learning Settings: A NAEYC Text Comparison. Paper presented at winter meeting of South Carolina Association for Early Childhood Teacher Educators, Myrtle Beach, SC.

Hartin, T., **Miller, A.** & Scofield, J. (2008). Do Movement or Proximity Help Children Learn Words? Oral presentation given at the Undergraduate Student Research Conference (3rd Place), The University of Alabama, Tuscaloosa, AL.

**Miller, A. N.** & Scofield, J. (2008). Do Children Trust Reliable over Unreliable Speakers? Oral presentation given at the Undergraduate Student Research Conference. The University of Alabama, Tuscaloosa, AL.

## University Teaching

Clemson University, 2015-2018

EDF 3340: Child Development

EDEC 3000: Foundations of Early Childhood Education  
 EDEC 3360: Concepts of Play and Social Development of Infants and Young Children  
 EDEC 3040: Practicum in Early Childhood Settings IV  
 EDEC 3030: Practicum in Early Childhood Settings III  
 EDEC 3020: Practicum in Early Childhood Settings II

Western Oregon University, scheduled for 2018

ED 345 Designing Early Childhood Education Environments  
 ED 380 Infant & Toddler Development  
 ED 384 Developmentally Appropriate Practice  
 ED 443 Supporting Language, Literacy, & Culture

### **Other Professional Experiences**

- |            |  |
|------------|--|
| 2017       | Graduate Research Assistant<br>Anna Hall, Ph.D., Assistant Professor, Early Childhood Education  |
| 2017       | Graduate Research Assistant<br>Sandra M. Linder, Ph.D., Associate Professor, Early Childhood Mathematics Education   |
| 2014       | Graduate Assistant<br>Jonda McNair, Ph.D., Editor of <i>Journal of Children's Literature</i><br>Assisted the editor, managed manuscripts, interfaced with reviewers, and maintained records  |
| 2014       | Applied Behavior Analysis Lead Therapist, South Carolina Early Autism Project, Greenville, SC. Supervised in-home ABA therapy, supported families, and collected data.   |
| 2013-2014  | Applied Behavior Analysis Line Therapist, South Carolina Early Autism Project, Greenville, SC. Implemented in-home ABA therapy and collected data.   |
| 2008-2009  | Graduate Assistant<br>Alexander Vazsonyi, Ph.D., Editor of <i>Journal of Early Adolescence</i><br>Assisted the editor, maintained the Manuscript Central account facilitating the submission, review, and publication of articles. |
| 2005, 2006 | Summer Intern, Vanderbilt University, Peabody College, Nashville, TN. TN Pre-K Institute. Assisted directors with planning and organization, generated and conceptualized institute activities, solicited donations.               |

## Service and Volunteer Experiences

2017	Student Representative, Early Childhood Lecturer Search Committee, College of Education, Clemson University
2016	Student Representative, Teaching and Learning Doctoral Advisory Committee, College of Education, Clemson University
2016-present	AERA Conference Proposal Reviewer
2016	NAECTE Conference Proposal Reviewer
2016-2018	South Carolina Association for the Education of Young Children (SCAEYC) Board Member, Student Group Committee Chair
2015	Consulting Editor Panelist for <i>Young Children</i>
2014-present	Professional Enrichment Grant Proposal Reviewer, Clemson University

## Honors and Awards

Awarded a Professional Enrichment Grant from the Graduate Student Government at Clemson University, November, 2017.

Awarded a Graduate Student Travel Grant from the College of Health, Education, and Human Development/Eugene T. Moore School of Education at Clemson University, November, 2017.

Awarded a Professional Enrichment Grant from the Graduate Student Government at Clemson University, November, 2016.

Awarded a Graduate Student Travel Grant from the College of Health, Education, and Human Development/Eugene T. Moore School of Education at Clemson University, November, 2016.

Awarded a Professional Enrichment Grant from the Graduate Student Government at Clemson University, April, 2016.

Awarded a Graduate Student Travel Grant from the College of Health, Education, and Human Development/Eugene T. Moore School of Education at Clemson University, February, 2016.

Awarded a Graduate Student Travel Grant from the College of Health, Education, and Human Development/Eugene T. Moore School of Education at Clemson University, April, 2015.

Awarded a Professional Enrichment Grant from the Graduate Student Government at Clemson University, April, 2015.

Invited delegate for Eugene T. Moore School of Education at the Clemson Global Symposium, Clemson University, March, 2015.

Awarded a Professional Enrichment Grant from the Graduate Student Government at Clemson University, December, 2014.

Awarded a Travel Grant from the Eugene T. Moore School of Education at Clemson University, September, 2014.

### **Professional Affiliations**

- 2017- Latinos for Education
- 2015- Reconceptualizing Early Childhood Education (RECE)
- 2015- National Association of Early Childhood Teacher Educators (NAECTE)
- 2015- South Carolina Early Childhood Association, an official NAEYC affiliate (SCAEYC)
- 2014- National Association for the Education of Young Children (NAEYC)
- 2014- American Educational Research Association (AERA)