

Norline R. Wild
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EDUCATION

Ph.D. Curriculum Instruction and the Science of Learning,
State University of New York at Buffalo
Concentration in Early Childhood Education
Anticipated Graduation: May 2022 / GPA: 4.0

Master of Social Work Degree
Boston College, Boston MA
Clinical Focus
May 2003 / GPA: 3.96

Bachelor of Arts Degree: Human Services with concentration in Counseling
Northeastern University, Boston, MA
Minor in Psychology
June 2001 / GPA: 3.9

PROFESSIONAL ACADEMIC POSITIONS

Interim Early Childhood / Childhood Program Director, Department of Learning and Instruction, State University of New York at Buffalo
August 2021 – Present
Responsibilities:

Interim Curriculum Coordinator, Fisher-Price Endowed Early Childhood Research Center, State University of New York at Buffalo
May 2021 – Present
Responsibilities: Coordinate curriculum planning and implementation, coordinate classroom related events, communicate with parents regarding curriculum, coordinate students' assessment; coach and monitor graduate assistant teachers' classroom practices; support faculty/student research in classroom, co-lead NAEYC accreditation, New York State licensure and fund-raising events.

Adjunct Professor, Department of Learning and Instruction, State University of New York at Buffalo
January 2018 – present
Responsibilities: Plan and implement weekly lessons regarding child development and early childhood education theory / practice. Assist students in developing an understanding of early childhood education through course readings, videos, discussion posts, and assignments. Maintain constant communication with students regarding progress and questions.

Graduate Assistant/Teacher/Researcher, Fisher-Price Endowed Early Childhood Research Center, State University of New York at Buffalo

August 2016 - Present

Responsibilities: Plan and implement developmentally appropriate curriculum to foster the physical, social, cognitive, and emotional growth of 3-5-year-old children. Observe and assess children's development. Maintain ongoing communication with families. Provide guidance and resources to families of children with developmental disabilities and delays. Communicate and collaborate regularly with outside service providers such as speech therapists, occupational therapists, and special education teachers.

Intern Mentor/Coach, Fisher-Price Endowed Early Childhood Research Center, State University of New York at Buffalo

August 2016 - Present

Responsibilities: Lead weekly reflection meetings with bachelor and master's level interns. Model and guide classroom practice. Assist the development and implementation of developmentally appropriate lesson plans.

PROFESSIONAL EXPERIENCE

University Teaching Experience

Adjunct Professor, State University of New York at Buffalo, Department of Learning and Instruction

LAI 416 Early Childhood Theory and Practice (Undergraduate)

January 2018 – May 2018

August 2019 – December 2019

January 2020 – May 2020

August 2020 – December 2020

January 2021 – May 2021

LAI 205 Introduction to Child Development (Undergraduate)

August 2018 – December 2018

Early Childhood Teaching Experience

Lead Pre-K Teacher, Fisher-Price Endowed Early Childhood Research Center, State University of New York at Buffalo

September 2019 – Present

Lead Preschool Teacher, Fisher-Price Endowed Early Childhood Research Center, State University of New York at Buffalo

August 2016 – August 2019

Lead Preschool Teacher, Jewish Community Center, Buffalo, NY

January 2005 – March 2006; March 2008 - October 2015

Responsibilities: Develop and implement educational curriculum for 3–4-year-old children in an inclusive classroom with Aspire. Monitor and assess social, emotional, intellectual, and physical growth. Complete bi-annual assessment of children. Provide ongoing communication and support to families. Address concerns regarding behavior, learning and physical development and collaborate with parents and therapists. Supervise assistant teachers - providing daily guidance/direction and conducting annual reviews.

Participate in trainings covering topics such as positive discipline, effective communication, Preventing Shaken Baby Syndrome, Mandated Reporter Training.

Social Work Experience

Patient Navigator, Center for Court Innovation, Buffalo, NY,

October 2015 – August 2016

Responsibilities: Provide medical navigation services to court-involved women who are pregnant or parenting young children with the goal of increasing the incidence of healthy pregnancies, positive birth outcomes, and healthy infants. Collaborate with local service providers to learn about their services and educate them on the Patient Navigator Program. Develop individualized health care support plans for clients. Provide information around pre-term birth, preconception/interconception health, and other topics relevant to the health of the mother. Link clients to medical providers and social services, including domestic violence counseling, substance abuse treatment, safe housing, or public assistance. Maintain a database to report on program outcomes. Provide advocacy in court and at medical appointments

Social Worker, Vincennes Pediatric Therapeutics, Buffalo, NY

January 2006 – November 2007

Responsibilities: Conduct individual play therapy with Early Intervention and preschool children to improve their social, emotional, and behavioral health. Utilize play therapy modalities such as Theraplay, directive, and nondirective. Formulate treatment goals / objectives and assess client progress. Provide parent training and support services in homes and in the community

Family Program Director, YMCA of Greater Buffalo, Northeast Family Branch, Amherst, NY,
May 2004 – January 2005

Responsibilities: Plan, promote, and direct School Age Child Care, Preschool, Family and Youth Activities, and Summer Day Camp. Recruit, hire, train, supervise, and evaluate department staff. Prepare and administer the annual income and expense budget. Participate in staff trainings, meetings, project groups, and task forces

Child and Family Clinician, Preschool Outreach Program, The Home for Little Wanderers
Roslindale, MA,

October 2003 – February 2004

Responsibilities: Act as Head Start mental health consultant. Perform initial assessment and evaluation of preschool-age clients and their families. Conduct individual child and family psychotherapy and provide case management services. Act as a liaison with collateral agencies and programs and as an advocate for families. Consult with and conduct trainings/workshops for teachers, parents, and collateral staff

MSW Internships

Second Year MSW Internship, Child Witness to Violence Project, Boston, MA,
Boston Medical Center

September 2002 – May 2003

Responsibilities: Conduct assessment and counseling with 3-8-year-old children who have witnessed domestic and/or community violence. Provide ongoing support and assessment with clients' caregivers

First Year MSW Internship, Associated Early Care and Education, Inc.

Central School, Cambridge, MA

September 2001 - April 2002

Responsibilities: Conduct individual play therapy sessions and enrichment groups for children 5 years old and younger. Carry out assessments with clients' caregivers and facilitate team meetings with teachers to monitor progress of children

SCHOLARLY EXPERTISE

- Early Childhood Education
- Child Development
- Interactive Read-Alouds
- Social Justice and Critical Consciousness
- Social Emotional Development in Early Childhood
- NAEYC Accreditation

PRESENTATIONS/TRAININGS

- Douglas, K., Gopal, S. D., Reid, O., Tripp, J., & Wild, N. (2021, April). *Exploring the Complexities of Anti-Racist Practices in Educational Settings through Role-Play Scenarios*. Presented at SUNY Cortland's 5th Annual Literacy Department Conference. Virtual Event.
- Douglas, K., Gopal, S. D., Reid, O., Tripp, J., & Wild, N. (2020, November). *Perspectives on Anti-Racist Pedagogies*. Presented at University at Buffalo's Office of Inclusive Excellence Event. Virtual Event.
- Douglas, K., Gopal, S. D., Joseph, M., Reid, O., Tripp, J., & Wild, N. (2020, August). *LAI-GSA ARRC for Justice: How a Group of LAI Graduate Students Are Using a Reading Collective to Enact Anti-Racist Change*. Presented at the University at Buffalo Graduate School of Education Teach-In. Virtual Event.
- Kearney, E., Gopal, S.D., Karalis-Noel, T., & Wild, N. (2021, February). *Curriculum conversation - Re-designing LAI's intro course to the CISL PhD program*. Presented at University at Buffalo Learning and Instruction Department. Virtual Event.
- Kearney, E., Joseph, M., Karalis-Noel, T., & Wild, N. (2020, November). *Curriculum conversation – Professionalization in PhD and Masters programs*. Presented at University at Buffalo Learning and Instruction Department. Virtual Event.
- Wild, N. (September, 2021). *Research Talk: Picturebooks for Social Justice*. Presented at LAI 6 15, University at Buffalo.
- Wild, N. (2021, April 10.) *ECRC Professional Development: Picturebooks for Social Justice: Creating a Classroom Community Grounded in Identity, Diversity, Justice, and Action*. Presented at the Early Childhood Research Center (ECRC), University at Buffalo.
- Wild, N. (2021, March). *Picturebooks for Social Justice - Learning About Ourselves and Others Through Stories*. Presented at Mount St. Mary Academy. Kenmore, NY.

- Wild, N. (2021, March). *Anti-Racism and Picturebooks - Learning About Ourselves and Others Through Stories*. Presented at LAI GSA ARRC for Justice. Virtual Event.
- Wild, N. (2021, March). *Teaching for Social Justice Through Interactive Read-Alouds of Picturebooks: A Teacher-Researcher's Journey and Evolution*. Presented at the Graduate School of Education Annual Research Symposium. Buffalo, NY.
- Wild, N. (2021, March). *The Transition to Kindergarten: Readiness, Learning, and Equity*. Presented at ELP 620, University at Buffalo.
- Wild, N. (2020, December). *Teaching for Social Justice Through Interactive Read-Alouds of Picturebooks: Raising Preschool Children's Critical Consciousness* [Paper Session]. Presented at the 70th Literacy Research Association Annual Conference, Virtual Event.
- Wild, N. (2020, April). "*If we all looked the same, we wouldn't know who we are.*" *Picturebooks for Social Justice: Developing a Program to Teach Social Justice Through Interactive Read-Alouds of Picturebooks in Preschool*. Presented at the University at Buffalo, Dissertation Proposal Defense. Buffalo, NY.
- Wild, N. (2020, Apr 17 - 21) *Promoting Preschoolers' Social Emotional Learning Through Interactive Read-Alouds of Picture Books: A Case Study* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/t4c542u>
- Wild, N. (2019, December). *Interactive Read-Alouds in the Early Childhood Classroom: An Exploratory Case Study Examining the Development of Social Imagination Through Picturebook Reading* [Paper Session]. Presented at the 69th Literacy Research Association Annual Conference. Tampa, FL.
- Wild, N. (2019, October). *Promoting Preschoolers' Social Emotional Learning Through Interactive Read-Alouds of Picturebooks: A Case Study*. Presented at University at Buffalo, Research Component Defense. Buffalo, NY.
- Wild, N. (2017, April). *The Intersections of Guided Learning, Play, and Multimodality: Understanding Teacher and Student Experiences at the Early Childhood Research Center (ECRC)*. Presented at the Graduate School of Education 24th Annual Research Symposium. Buffalo, NY.

PROFESSIONAL RESEARCH EXPERIENCE

Principal Investigator, September 2019 – Present

"If we all looked the same, we wouldn't know who we are." -*Teaching for Social Justice Through Interactive Read-Alouds of Picturebooks*

Responsibilities: Data collection, data analysis, write up of final research report

The purpose of this study is to explore the intentional use of interactive read-alouds to promote social justice and to encourage critical consciousness in early childhood education.

Principal Investigator, April 2018 – August 2019

Read-Alouds in the Early Childhood Classroom: Promoting Social Emotional Learning through Picturebooks

Responsibilities: Data collection, data analysis, write up of final research report

The purpose of this study is to explore the intentional use of interactive read alouds to promote social emotional competence in early childhood education.

Principal Investigator, September 2016 – May 2017

A Guided-Exploration Approach to Visual Arts: A Case Study of a Teacher's Strategies and her Preschoolers' Experience

Responsibilities: Data collection, data analysis, write up of final research report

The purpose of this case study was to explore the interaction between a visual arts teacher and her students in a guided-exploration orientation art program.

PROGRAM ACCREDITATION & LICENSURE

NAEYC Re-accreditation and Validation process of the Early Childhood Research Center,
Buffalo, NY

2017, 2021

New York State Office of Children & Family Services Day Care License (renewal) of the Early
Childhood Research Center, Buffalo, NY

2016, 2020

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)

Literacy Research Association (LRA)

National Association for the Education of Young Children (NAEYC)