

# CHELSEA T. MORRIS

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## EDUCATION

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**Ph.D.** Teaching and Learning, Specialization in Special Education | May 2018

University of Miami, Coral Gables, FL

*Dissertation:* “Parent-teacher alliance in early childhood: Congruence of behavior ratings and expectations, IEP goals, and children’s outcomes”

*Committee:* B. Elbaum, C. Zopluoglu, W. Cavendish, B. Harry, C. Beverly

**M.Ed.** Early Childhood Special Education | 2007

James Madison University, Harrisonburg, VA

*Master’s Thesis:* “Availability and accessibility of transition resources and services to families of preschool-aged children with special needs: A statewide focus project of the Infant and Toddler Connection”

**B.S.** Studio Art | 2006

James Madison University, Harrisonburg, VA

## TEACHING AND TEACHER PREPARATION

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### *University*

University of West Georgia, Assistant Professor | Carrollton, GA

Department of Early Childhood through Secondary Education | 2018 – Present

*ECED 7266 (G): The Young Child: Home and Community*

*ECED 7273 (G): Family and Community Involvement for School Improvement*

*ECED 7265 (G): Parent Education for Teachers and Child Care Workers*

*ECED 3271 (UG)/ECED 7272 (G): Integrating Curriculum, Instruction, and Classroom Management for Prekindergarten-5 Classrooms*

University of Virginia Curry School of Education, Adjunct Faculty | Charlottesville, VA

Department of Curriculum, Instruction, and Special Education | Fall 2014

*EDIS 5058 (G): Positioning, Handling & Self-Care in Early Childhood Settings*

James Madison University, Adjunct Faculty | Harrisonburg, VA

Department of Early, Elementary, and Reading Education | Spring 2014

*IECE 620 (G): Teacher as Professional*

Department of Exceptional Education, Inclusive ECE | Sum 2013, Fall 2013, Fall 2014

*EXED 625 (G): Medical and Technological Aspects of Early Childhood Special Education: Infants & Toddlers with Special Healthcare Needs*

### *Certification*

Postgraduate Professional Teaching License, Commonwealth of Virginia

Early Childhood Special Education (PGP-0623208, exp. 06/2022)

Virginia Early Intervention Practitioner (TR-954, exp. 08/2020)

### *Early Childhood*

Albemarle County Public Schools | Charlottesville, VA | 2013 – 2015

*Preschool Teacher, Early Childhood Special Education*

*Lead Special Education Teacher, K-5 Western Feeder Pattern*

Charlottesville City Public Schools | Charlottesville, VA | 2007 – 2013

*Teacher, University of Virginia Children’s Hospital Education Program*

## ***Supervision***

University of West Georgia | Fall 2018

- University field supervisor of teacher candidates in early childhood and dual certification programs

Liberty University | Spring 2015

- Field supervisor of student teacher in self-contained K-5 elementary classroom

UVA Curry School of Education | Spring 2014 – Fall 2014

- Pre-service mentor teacher of student teachers in reverse inclusion preschool classroom

James Madison University | Fall 2012 – Spring 2015

- Field supervisor of two practicum students and volunteers in hospital and early childhood special education settings

University of Virginia Children's Hospital | Fall 2011 – Spring 2013

- Field supervisor of volunteers and two practicum students in acute/intensive care settings

## **RESEARCH**

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### **Making Connections for Teachers, Parents, and Students: The Pyramid Model and Social-Emotional Learning Communities Demonstration Project** | 2017-Current | Co-Investigator

Principal Investigator: Dr. Rebecca Bulotsky-Shearer

*The purpose of this study is to understand whether the Pyramid Model, an early childhood professional development and education program to improve children's social-emotional readiness, makes a long-lasting and measurable impact on teachers, children, and parents.*

### **National Early Childhood Inclusion Indicators Initiative** | 2019 | Project Member

Principal Investigator: Dr. Lise Fox

*The purpose of this research project is to gain comprehensive, systematic knowledge regarding the proportion of states with policies related to the suspension and expulsion in early childhood settings. The broader national initiative examines policies and practices at the state, local program leadership, and classroom system level in order to improve and increase inclusive opportunities for young children with disabilities and their families.*

### **Measuring Outcomes** | 2015-2018 | Doctoral Assistant

Principal Investigator: Dr. Batya Elbaum

*This discretionary project, funded by the Florida Department of Education under the Individuals with Disabilities Education Act, is responsible for analyzing data collected by the state on outcomes of early intervention and early childhood special education services for children ages birth to five years old.*

### **Exceptional Student Education Parent Survey Project** | 2015-2018 | Doctoral Assistant

Principal Investigator: Dr. Batya Elbaum

*This discretionary project, funded by the Florida Department of Education under the Individuals with Disabilities Education Act, is responsible for Florida's implementation of the Parent Involvement Indicator of the State Performance Plan under IDEA.*

### **Teachers' Voices** | 2016-2019 | Doctoral Assistant

Principal Investigator: Dr. Wendy Cavendish

*This project seeks to explore the perspectives and understanding of special education teachers in a large urban district related to assessment and interventions for children with exceptionalities with a primary focus on explaining the research to practice gap in schools with culturally diverse populations.*

## **PUBLICATIONS AND PRESENTATIONS**

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### ***Journal Articles***

- Morris, C. T.**, & Chapman, L. A. (2019). Timeless learning: How imagination, observation, and zero-based thinking change schools: A review. *Journal of Culture and Values in Education*, 2(1), 113-118. Retrieve from <http://cultureandvalues.org/index.php/JCV/article/view/28/20>
- Cavendish, W., **Morris, C. T.**, Chapman, L. A., Ocasio-Stoutenburg, L., & Kibler, K. (in press). Teacher perceptions of implementation practices to support secondary students in special education. *Preventing School Failure*.
- Morris, C. T.** & Chidester, R. (2018). Common purpose, uncommon results: A collaborative approach to early literacy in children with Down syndrome. *Journal of the American Academy of Special Education Professionals*, Spring/Summer 2018.
- Morris, C. T.**, & Elbaum, B. (2019). Parent-teacher agreement on problem behavior of kindergarten children. Manuscript under review.
- Morris, C. T.** (2017). Preventing the preschool-to-prison pipeline: Examining preschool discipline policy recommendations. *Roosevelt House Faculty Journal*, Available at <http://www.roosevelthouse.hunter.cuny.edu/?forum-post=preventing-preschool-prison-pipeline-recommendations-policy-practice>.

### ***Book Chapters and Editorial Contributions***

- Bulotsky-Shearer, R., Bichay-Awadalla, K., Futterer, J., **Morris, C. T.**, & Bailey, J. (forthcoming). Internal and External Influences on Young Children's Development. In DuPaul, G. (Eds.), *Promoting Healthy Growth and Development in Young Children: Bridging the Science-Practice Gap in Educational Settings*. APA Publications.
- Conroy, M., Shearer, R., & **Morris, C. T.** (forthcoming). Prevention and intervention in pre- and elementary school years. In T. Farmer, B. Farmer, K. Sutherland, & Conroy, M. (Eds.), *Handbook of Research on Emotional and Behavioral Disabilities: Interdisciplinary Developmental Perspectives on Children and Youth*. Florence, KY: Routledge, Taylor & Francis Group.
- Chapman, L. A., & **Morris, C. T.** (2018). From caring to cared for: Prioritizing an ethic of care for special educators. In K. N. Daniels & K. Billingsley (Eds.), *Creating Caring and Supportive Educational Environments for Meaningful Learning (Advances in Educational Technologies and Instructional Design)*. Hershey, PA: IGI Global. ISBN: 978-1522557487. Available at <https://www.igi-global.com/gateway/chapter/full-text-pdf/212236>
- Cavendish, W., Samson, J., & **Morris, C. T.** (Eds.). (2016). *Intersections of race and class in special education policy: Colloquium recommendations*. New York, NY: Roosevelt House Public Policy Institute.

### ***Technical Reports***

- Elbaum, B., Celimli-Aksoy, S., & **Morris, C. T.** (2017). *BDI-2 vs. BDI-2 Normative*

- Update: Comparison of scores and impact on child outcomes reporting.*  
 Unpublished technical report, Florida Department of Education, Miami, FL.
- Elbaum, B., Sanchez-Sarno, A., **Morris, C. T.**, & Celimli-Aksoy, S. (2016). *Florida ESE parent survey: Ten years of measuring schools' facilitation of parental involvement.* Unpublished technical report, Florida Department of Education, Miami, FL.
- Elbaum, B., **Morris, C. T.**, & Celimli-Aksoy, S. (2016). *Analysis of responses to the 2015-16 ESE parent survey additional online questions.* Unpublished technical report, Florida Department of Education, Miami, FL.
- Elbaum, B., & **Morris, C. T.** (2016). *Analysis of responses to the 2015-16 ESE parent survey additional online questions – Compliance Related Concerns.* Unpublished technical report, Florida Department of Education, Miami, FL.
- Elbaum, B., Sanchez-Sarno, A., & **Morris, C. T.** (2015). *Analysis of responses to the 2014-2015 ESE parent survey additional online questions.* Unpublished technical report, Florida Department of Education, Miami, FL.

### **Conference Presentations**

- Morris, C. T.**, Hemmeter, M. L., & Corr, C. (2019). *Embedding Trauma-Sensitive Practices within the Pyramid Model Framework.* Poster accepted to the 2019 Annual Division of Early Childhood Meeting, Dallas, TX.
- Morris, C. T.**, Alicot, C., Bulotsky-Shearer, R., Combs, C. (2019). *Coaching the Coaches: Training and Reflection of Pyramid Model Leaders.* Poster accepted to the 2019 Annual Division of Early Childhood Meeting, Dallas, TX.
- Newton, J., **Morris, C. T.**, & Chapman, L. A. (2019). *Ambitious Teaching in Higher Education: Presuming Competence, Rethinking Relationships, and Trusting Students.* Session accepted to the 2019 Annual Division of Early Childhood Meeting, Dallas, TX.
- Morris, C. T.**, Grossman, R., Bulotsky-Shearer, R., & Arbide, K. (2019). *Social-Emotional Learning and Development: Pyramid Model Teachers' Description and Self-Efficacy.* Poster accepted to the 2019 Annual Division of Early Childhood Meeting, Dallas, TX.
- Perryman, T. & **Morris, C. T.** (2019). *Using A Mixed-Reality Simulation Environment in the Preparation of Students in Communication Disorders: Lessons Learned.* Session presentation accepted to the American Speech-Language-Hearing Association Conference, Orlando, FL.
- Morris, C. T.** (2019). *Pyramid Model Sustainability and Teacher Self-Efficacy.* Session presentation accepted to the 2019 Georgia Association for Positive Behavior Support Conference, Atlanta, GA.
- Fain, A., & **Morris, C. T.** (2019). *Spice it up: Engaging students online.* Session presented at the University of West Georgia's Innovations in Pedagogy Conference, Carrollton, GA.
- Harmon, H., **Morris, C. T.**, & Ponder, T. (2019, April). *Reflections on Engagement and Leadership Practices of Preservice Teachers in a Mixed-Reality Environment.* Poster presented at the National Council on Undergraduate Research Conference, Kennesaw, GA.
- Morris, C. T.**, Perryman, T., & Ponder, T. (2019, April). *Supporting Academic and Social Learning Opportunities in a Mixed-Reality Simulation Environment.* Session presented at the University System of Georgia Teaching and Learning Conference, Athens, GA.
- Morris, C. T.** (2018, October). *Parent-Teacher Agreement on Problem Behavior in Kindergarten Children with and without Individualized Educational Programs.*

Paper accepted to the 2018 Annual Division of Early Childhood Meeting, Orlando, FL.

- Morris, C. T., & Elbaum, B.** (2018, October). *Shared Decision Making and DEC Recommended Practices: A Crosswalk*. Poster presented to the 2018 Annual Division of Early Childhood Meeting, Orlando, FL.
- Morris, C. T., Kesten, S. M., & Elbaum, B.** (2018, April). *Power in play: Exploring the sources of power imbalance in IEP meetings*. Paper presented to the 2018 Annual Meeting of the American Educational Research Association, New York, NY.
- Elbaum, B., **Morris, C. T., & Celimli-Aksoy, S.** (2017, October). *Overall improvement of children served in a state Part B prekindergarten program*. Poster presented to the DEC Conference on Young Children with Disabilities and Their Families, Portland, OR.
- Cavendish, W., Chapman, L. A., **Morris, C. T., Ocasio-Stoutenburg, L., & Kibler, K.** (2017, April). *Special educators' perceptions of professional learning opportunities: A call for greater access, relevance, and collaboration*. Roundtable presented at the 2017 Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Cavendish, W., **Morris, C. T., Chapman, L. A., Ocasio-Stoutenburg, L., & Kibler, K.** (2017, April). *Special educators' perceptions of LD and ID and recommendations for teacher preparation and professional development: A three-stage research project*. Poster presented at the 1<sup>st</sup> Annual School of Education and Human Development Faculty/Student Poster Research Showcase, Miami, FL.
- Cavendish, W., **Morris, C. T., Chapman, L. A., Ocasio-Stoutenburg, L., & Kibler, K.** (2016, October). *Special educators' perceptions of LD and ID and recommendations for teacher preparation and professional development*. Roundtable presented at the International Council for Learning Disabilities 38<sup>th</sup> Annual Conference, San Antonio, TX.

### ***Invited Presentations and Professional Development***

- Green, K., **Morris, C. T., & Schwab, J.** (2019, August). *The Behavior Toolbox for preventing and addressing challenging behavior*. Invited professional development to the YMCA/Early Childhood Development Co., LLC's Fulton County pre-service training, Atlanta, GA.
- Morris, C. T., & Smith, L.** (2019, July). *Early learning community action table*. Invited presentation to the 2019 Education Collaborative Summit, Carrollton, GA.
- Bulotsky Shearer, R., Ehrenreich-May, J., **Morris, C. T., Grossman, R., Bailey, J., & Futterer, J.** (2019, April). *Making connections for teachers, families, and children: Implementation supports for the Pyramid Model in high poverty neighborhoods*. Invited presentation to the National Training Institute on Effective Practices: Addressing Challenging Behavior, St. Petersburg, FL.
- Morris, C. T.** (2017, October). *Culturally responsive classroom management approaches to partnering with parents*. TAL 305: Classroom Leadership for Behavior Management, guest lecture, University of Miami, Miami, FL.
- Morris, C. T.** (2017, March). *Understanding and supporting students with hearing and visual impairments, Assistive technology in the inclusive classroom*. TAL 434: Specialized Instructional Strategies/Transition, guest lecture series, University of Miami, Miami, FL.
- Morris, C. T.** (2017, February). *Challenges & opportunities in accessing large-scale education databases*. School of Education and Human Development Brownbag Research, colloquium, University of Miami, Miami, FL.
- Morris, C. T.** (2016, November). *Health/Mental health disparities & equity: Childhood trauma, abuse, neglect, and mental health*. Faculty Seminar Series on Equity and

Justice in Education Policy, panel, Roosevelt House Public Policy Institute at Hunter College, New York, NY.

**Morris, C. T.** (2011, September). *Supporting infant mental health through parents of children with special health care needs* (2011). Hospital Education Infant Rounds, guest lecture, Charlottesville, VA.

**Morris, C. T.** (2008, March). *A look at VACTERL Association through a culturally responsive family lens* (2008). Hospital Education Infant Rounds, guest lecture, Charlottesville, VA.

## **PROFESSIONAL MEMBERSHIP AND SERVICE**

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University of West Georgia

- Faculty Development, Management, and Retention Committee Member (2018-19)
- *Volunteer Reviewer* for UWG's Innovations in Pedagogy Conference (2019)

Georgia Professional Standards Commission

- Elementary Education Task Force (2019)

National Association of Special Education Teachers

- *Editorial Review Board* for the Journal of the American Academy of Special Education Professionals and Special Education Research, Policy & Practice (2018 – present)

Council for Exceptional Children, Division for Early Childhood

- *Volunteer Reviewer* for the 2019 DEC Conference proposals
- *Volunteer Reviewer* for the 2018 DEC Conference proposals
- *Volunteer Reviewer* for the 2017 DEC Recommended Practices Monograph Series

American Educational Research Association

- *Reviewer* for AERA 2017 Annual Meeting – Division K: Multicultural, Inclusive, and Social Justice Frameworks for Teaching and Teacher Education in PK-16
- *Reviewer* for AERA 2018 Annual Meeting and AERA 2019 Annual Meeting – Division L: Educational Policies and Politics, SIG: Family, School, Community Partnerships, & SIG: Early Education and Child Development
- *Reviewer* for AERA 2019 Annual Meeting – Division A: Administration, Organization, and Leadership, School and District Improvement, Division L: Social Policy and Education

Council for Learning Disabilities (2015-2017)

Virginia Association of Infant Mental Health (2010-2016)

Virginia Education Association (2008-2015)

- *State Convention Representative*, Albemarle County Public Schools

National Center for Physical Development, Head Start Body Start (2009)

- *Grant proposal reviewer*

## **AWARDS AND HONORS**

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Fellow | National Center for Pyramid Model Innovations (2018-2020)

Barbara Marks Scholarship Award Recipient (\$12,000) | University of Miami (2015-18)

UCT Scholarship Recipient (\$1,200) | United Commercial Travelers of America (2015-2016)

Herma's Readers Grant Recipient (\$400.00) | First Book (2014)

Pets in the Classroom Grant Recipient (\$250.00) | The Pet Care Trust (2014)