

Adam S. Kennedy, Ph.D.

School of Education
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- 2016-present Associate Professor, Early Childhood Special Education (ECSE)
Undergraduate Teacher Education Program Chair (responsibilities attached)
Loyola University Chicago
Current responsibilities:
- Maintain a research agenda focusing on field-based teacher preparation for educators serving diverse young children and families, as well as inclusive early childhood education that advances LGBTQ+ social justice
 - Oversee ECSE major, including development of all courses, field-based learning modules, and assignments
 - Build and maintain partnerships with all ECSE community and school field sites
 - Supervise and support all ECSE part time faculty
 - Complete all state and national accreditation requirements for the ECSE program
 - Advise all ECSE teacher candidates and coordinate ECSE Professional Learning Communities
 - Mentor and collaborate with undergraduate and graduate students on both faculty and student research
 - Teach courses and modules in the ECSE undergraduate and school psychology graduate program
 - Participate in ongoing service activities within the School of Education, university, profession, and in Chicago communities

EDUCATION

- 2010 Loyola University Chicago
Ph.D., Program in Research and Psychology in the Schools, 2010
Dissertation: *A meta-analysis of interventions to improve the social competence of preschoolers with disabilities.* (Chair: Therese Pigott, Ph.D.)
- 1996 University of Illinois at Chicago
M.Ed., Early Childhood Special Education
- 1991 Benedictine University
B.A., Clinical Psychology

GRANTS & EXTERNAL FUNDING

Early Pride Matters
Caplan Foundation for Early Childhood, 2023-24
Principal investigator, **\$75,000**

Early Pride Matters

Loyola University Chicago JEDI Award (Justice, Equity, Diversity and Inclusion), 2022-23

Principal investigator, **\$45,000**

Specialized Educators for Early Development (SEED): Personnel Preparation in Special Education and Early Intervention

U.S. Department of Education, 2012-18

Principal Investigator, **\$1,250,000**

Early Childhood Educator Preparation Program Implementation Grant

Illinois Board of Higher Education, 2015

Principal Investigator, **\$30,000**

Early Childhood Educator Preparation Program Innovation Grant

Illinois Board of Higher Education, 2014

Principal Investigator, **\$45,000**

CERTIFICATIONS

Illinois Type 03/09 Teaching Certificates: Standard Special (Pre-K-12 Special Education) with Early Childhood Approval (1694326, 7)

Illinois Type 73 School Service Personnel Certificate in School Psychology (2339702)

PRIOR PROFESSIONAL POSITIONS

2010-2016 Assistant Professor, Early Childhood Special Education (ECSE)
Loyola University Chicago

2003-2010 Clinical Instructor, Teaching and Learning
Consultant to early childhood task force (2007-8)
Loyola University Chicago

2000-2008 Early Childhood Specialist
Chicago Teachers' Center
Northeastern Illinois University

- Provided ongoing technology training, instructional support, and classroom and developmental assessment in Head Start centers affiliated with the Children's Center of Cicero/Berwyn.
- Conducted workshops and teach undergraduate and graduate courses for Head Start teachers and staff.
- Assisted in program evaluation research.

Consultant: Least Restrictive Environment/Education Connections Project
Chicago Teachers' Center
Northeastern Illinois University

- Provided in-class mentoring, modeling of instructional strategies, and adaptive techniques and materials to build Chicago Public Schools (CPS) teachers' competencies in meeting the needs of students with special needs.
- Conducted workshops and taught graduate courses for certified CPS teachers on such topics as: instructional strategies, accommodations

and modifications for diverse learners; collaboration and team-teaching; behavior management; and best practice in early childhood education.

- 1998-2000 Lead Teacher, Early Childhood Special Education
Ken-Crest Services: Philadelphia, PA
- Collaborated closely with a multidisciplinary team to provide a child-centered, play-based, developmentally appropriate learning environment for young children with disabilities.
 - Conducted multidisciplinary evaluations and individualized education plan (IEP) meetings.
 - Served as curriculum mentor by providing training and support.
- 1996-1998 Teacher, Special Education
Sonia B. Shankman Orthogenic School, University of Chicago
- Opened and led a classroom for early elementary-aged children with severe emotional disturbance, behavior disorders, and learning disabilities.
 - Taught all academic content areas in a residential facility.
- 1991-1996 Research Assistant and Child Development Specialist
Early Childhood Research and Intervention Program, University of Illinois at Chicago
- Provided early intervention services to infants and toddlers with special needs and their families.
 - Administered norm-referenced, criterion-referenced, and curriculum-based assessments to young children with special needs.
 - Developed systems to collect and track various forms of collected data.
 - Trained graduate students in the use of early childhood assessment tools and to achieve inter-rater reliability on measures of caregiver-infant interaction.
 - Collected and analyzed data for use in early intervention research.

SCHOLARSHIP

Websites:

Kennedy, A. (2024). Early Pride Matters. <https://www.earlypridematters.org>

Monographs and book chapters:

Kennedy, A. (2021). Foundations for promoting LGBT social justice in early childhood teacher education. In *Teacher Education in the 21st Century - Emerging Skills for a Changing World*, Maria Jose Hernández-Serrano (Ed.), IntechOpen. DOI: 10.5772/intechopen.96522.

- Kennedy, A. (2018). Promoting the social competence of each and every child in inclusive early childhood classrooms. In *Early Childhood Education*, Donna Farland-Smith (Ed.), IntechOpen, DOI: 10.5772/intechopen.80858.
- Asimow, J., Kennedy, A., & Lees, A. (2016). Beginning with yes: Transfer supports as a four-year continuum for early childhood teacher candidates. In Latham, N., Darragh, J., and Bernoteit, S. (Eds.), *Voices from the Field – Collaborative Innovations in Early Childhood Educator Preparation*. Illinois Education Research Council.
- Edejer, E., & Kennedy, A. (2019). Iterative design and implementation of teacher education: Refining our work moving forward. In Heineke, A., & Ryan, A. (edited text) *Teaching, Learning, and Leading with Schools and Communities: One university reinvents teacher education for the next generation*. New York: Routledge.
- Kennedy, A. (2017). Supporting peer relationships and social competence in inclusive preschool programs. In Procopio, R., & Bohart, H., (Eds.) *Spotlight on young children: Social and emotional development*. Washington, DC: National Association for the Education of Young Children.
- Kennedy, A., & Heineke, A. (2016). Preparing urban educators to address diversity and equity through field-based teacher education. In Petty, T., Good, A., & Putman, M (Eds.) *Handbook of Research on Professional Development for Quality Teaching and Learning*. Hershey, PA: IGI Global.
- Kennedy, A., & Lees, A. (2019). Process, challenges, and outcomes of embedding inclusive early childhood teacher education across the teacher developmental continuum. In Heineke, A., & Ryan, A. (edited text) *Teaching, Learning, and Leading with Schools and Communities: One university reinvents teacher education for the next generation*. New York: Routledge.
- Kennedy, A.S., & Lees, A. (2014). Merging professional preparation and development through blended practices and a tiered approach in Early Head Start. In Pretti-Frontczak, K., Grisham-Brown, J., & Sullivan, L. (Eds.), *Young Exceptional Children Monograph 16 - Blending Practices to Strengthen Quality Early Learning Programs for ALL Children*. Los Angeles: Division for Early Childhood of the Council for Exceptional Children.

Refereed journal publications:

- Chang, A., Neugebauer, S., Ellis, A., Ensminger, D., Ryan, A., & Kennedy, A.S. (2016): Teacher educators' experiences around teacher education redesign: A collaborative self-study. *Studying Teacher Education*, 12(2) 152-169.
- Kennedy, A., & Lees, A. (2015): Preparing undergraduate pre-service teachers through direct and video-based performance feedback and tiered supports in Early Head Start. *Early Childhood Education Journal* (June 2015). DOI 10.1007/s10643-015-0725-2.
- Kennedy, A., Horne, E., Dolan, K., Herrera, C., Malutan, N., & Noetzel, K. (2015). The Project Approach project: Inquiry-based project learning in early childhood teacher preparation. Accepted for publication in *American Journal of Educational Research*, 3(7), 907-917.

- Kennedy, A., & Lees, A. (2015). Outcomes of a community-based birth-to-three preparation sequence for undergraduate early childhood teacher candidates. *American Journal of Educational Research*, 2(6), 770-782.
- Ryan, A. M., Ensminger, D., Heineke, A. J., Kennedy, A., Prasse, D., & Smetana, L. (2014). Teaching, Learning, and Leading with Schools and Communities: One urban university re-envisioning teacher preparation for the next generation. *Issues in Teacher Education*, 23(2), 139-154.
- Kennedy, A., & Heineke, A., (2014). Re-envisioning the role of universities in early childhood teacher preparation: Partnerships for 21st century learning. *Journal of Early Childhood Teacher Education*. 35, 226-243.
- Coffee, G., Newell, M., & Kennedy, A.S. (2014). Supporting collaborative efforts in implementing evidence-based reading interventions: The role of online databases. *Journal of Educational & Psychological Consultation*, 24(2) 81-95.
- Heineke, A., Kennedy, A.S., & Lees, A. (2013). Preparing early childhood professionals for the culturally and linguistically diverse classrooms and communities of Illinois. *Early Childhood Research and Practice*, 15(2). <http://ecrp.uiuc.edu/v15n2/heineke.html>
- Kennedy, A. (2013). Supporting peer relationships and social competence in inclusive preschool classrooms. *Young Children*, 68(5), 18-25.
- Lees, A., & Kennedy, A. (accepted for publication). Increasing the relevance and responsiveness of early childhood teacher education through field-based community-based collaborations: Partner perspectives on mutual benefit. *Journal of Early Childhood Teacher Education*.

Manuscripts under editorial review

- Kennedy, A., & Lees, A. (under revision). *Rethinking the connections*: Universal considerations for field-based infant-toddler teacher education. Submitted to *Journal of Early Childhood Teacher Education*.

Manuscripts in preparation

- Kennedy, A. (in preparation): Outcomes of field-based undergraduate teacher education in diverse preschool settings.

CONFERENCE PRESENTATIONS

- Kennedy, A. (2018). Integrated candidate supports and assessments in rigorous field-based teacher education. Presentation at the 2018 International Conference of the Division for Early Childhood of the Council for Exceptional Children, Orlando, FL.
- Lees, A., & Kennedy, A. (2016). Community partners as co-teacher educators: The roles and perspectives of practitioners in mutually beneficial community-school-university partnerships. Presentation at the 2016 Professional Development Institute of the Division for the National Association of Education for Young Children, Baltimore, MD.

- Kennedy, A., & Lees, A. (2015). Fostering the development of partnerships between two-year

and four-year early childhood teacher preparation programs: Innovations for leveraging resources and addressing barriers. Presentation at the 2015 Professional Development Institute of the Division for the National Association of Education for Young Children, New Orleans, LA.

Kennedy, A., & Lees, A. (2015). The myth of cultural competence: Early childhood educators' development and realization of culturally responsive practice. Presentation at the 2015 International Conference of the Division for Early Childhood of the Council for Exceptional Children, Atlanta, GA.

Kennedy, A., & Lees, A. (2014). Outcomes of community-based teacher preparation for undergraduate early childhood teacher candidates. Roundtable presentation at the 2015 Annual Meeting of the American Educational Research Association, Chicago, IL.

Kennedy, A., & Lees, A. (2014). Project SEED: A community-based birth-to-three undergraduate teacher education sequence. Presentation at the 2014 International Conference of the Division for Early Childhood of the Council for Exceptional Children, St. Louis, MO.

Kennedy, A. (2013). Early childhood educators' experiences and perceptions of culturally responsive practice. Presentation at the 2013 Conference of the Division of Early Childhood, San Francisco, CA.

Kennedy, A. (2012). Lessons learned from social competence intervention research on young children. Presentation at the 2012 Conference of the Division of Early Childhood, Minneapolis, MN.

Miller Young, R., Chandler, L., Hood, L., Hunt, E., & Kennedy, A. (2012). Leadership for developing a seamless learning continuum: EI, ECE/ECSE through elementary school. Presentation at the 2012 International Conference of the Division for Early Childhood of the Council for Exceptional Children, Minneapolis, MN.

Kennedy, A., & Dulek, J. (2012). Perceptions and experiences of multiculturally competent school psychology practice. Paper presented at the 2012 Annual Convention of the National Association of School Psychologists, Philadelphia, PA.

Kennedy, A., & Moy, G. (2011). Single-case design research in social competence intervention research with preschoolers with special needs: What do we know, and how have we learned it? Presentation at the 2012 Annual Convention of the National Association of School Psychologists, San Francisco, CA.

Kennedy, A. (2011). Single-case design research in social competence intervention research with preschoolers with special needs: What do we know, and how have we learned it? Presentation at the 2011 Annual Convention of the National Association of Education for Young Children, Orlando, FL.

Kennedy, A., Golomb, L., Desai, P. & Ali, A. (2011). Interagency approaches to advocacy: Roles and challenges for school psychologists. Presentation at the 2011 Annual Convention of the National Association of School Psychologists, San Francisco, CA.

Kennedy, A. (2010). A meta-analysis of interventions to improve the social competence of preschoolers with disabilities. Presentation at the 2010 Annual Convention of the National

Association of School Psychologists, Chicago, IL.

Coffee, G., & Kennedy, A. (2010). Generalization of skills gained through consultation: Teacher perceptions. Presentation at the 2010 Annual Convention of the National Association of School Psychologists, Chicago, IL.

Kennedy, A. (2007). Games they can play: Technology use in Head Start classrooms. Presentation at the 2007 Annual Convention of the National Association of School Psychologists, New York, NY.

Kennedy, A. (2006). A meta-analytic investigation of social competency intervention for preschool- aged children. Presentation at the 2006 Annual Convention of the National Association of School Psychologists, Anaheim, CA.

Kennedy, A., & Swanlund, L. (2006). The state of prevention and intervention: An analysis of school psychology literature, 1990-2005. Presentation at the 2006 Annual Convention of the National Association of School Psychologists, Anaheim, CA.

Invited presentations and keynotes:

Kennedy, A. (2015) Guidance and beyond: Social-emotional teaching and learning in early childhood. Invited keynote address at the 2015 Mater Dei Early Childhood Institute, Chicago, IL.

Kennedy, A.S., Heineke, A., & Ryan, A. (2013). Introduction to Teaching, Learning , and Leading with schools and Communities. Presentation at the 2013 Illinois Early Childhood Higher Education Forum, Chicago, IL.

Kennedy, A. (2012). Lessons learned from social competence intervention research on young children. Presentation for the School of Education Faculty Development Committee.

Kennedy, A.S., & Golomb, L. (2011). Introduction to play-based assessment in early childhood. District 60, Clarendon Hills, IL.

Kennedy, A. (2004). Using learning styles to differentiate classroom instruction. Presentation at the Chicago Metro AEYC Conference, Chicago, IL.

Kennedy, A., & Welch, L. (2002 to 2004). Differentiated instruction. Workshop for teachers at Chicago Public Schools sites.

Kennedy, A. (March, 2000-2). Collaboration and co-teaching. Workshop for teachers at multiple Chicago Public Schools sites, Chicago, IL.

Kennedy, A. (2000 to 2004). Introduction to inclusion. Workshop for multiple Chicago Public Schools.

TEACHING

2013-present Loyola University Chicago

Field-based learning modules and learning communities taught:

TLSC 252: Foundations, settings, and standards of effective early childhood education

TLSC 250: Developmentally appropriate practice with diverse infants/toddlers and their families

TLSC 251: Family-centered assessment and intervention in early intervention

TLSC 300: Early Childhood Special Education Professional Learning Community

TLSC 310: Module on preschool instructional methods

CIEP 360: Summer Workshop - Exploring Schools as Learning Environments and Communities (Rome, Italy – 2019, 2022)

Courses taught:

CIEP 481: Prevention, Assessment, Intervention: Infants, Toddlers, Preschoolers

TLSC 253: Developmentally appropriate practice in assessment and intervention for young children with special needs

CIEP M43: Inclusive instructional methods for diverse preschoolers

Professional Learning Communities:

TLSC 300A/B: Early Childhood Special Education Professional Learning Community

2003-2013 Loyola University Chicago

Courses taught:

Early childhood development: Typical and atypical*

Introduction to early childhood special education*

Introduction to educational psychology* (3 sections)

The exceptional child (undergraduate and graduate sections)

Transition planning*

Inclusive instructional methods: Birth to three*

Inclusive instructional methods: Preschool*

Inclusive instructional methods: K-3*

Infant and preschool assessment (undergraduate and graduate sections)

Classroom assessment: K-3*

Seminar in learning theory: Thinking, problem-solving, creativity

Research methods in education (5 sections)

2001-2008 Northeastern Illinois University

Courses taught:

Instructional strategies for diverse learners (24 course sections)

Collaboration and co-teaching (10 sections)

Advanced behavior management (5 sections)

Early childhood development*

Exceptional children (2 undergraduate and 2 graduate sections)

Technology in early childhood education*

Assessment and psychological evaluation in special education

2005-2006 Morton College Cicero, IL
Introduction to exceptionality*

1996-1996 University of Illinois at Chicago Chicago, IL
Assessment of handicapped infants, young children and their families (2 sections)

* indicates an undergraduate course

SELECTED SERVICE ACTIVITIES

Professional service: Editorships

2015-present Editor, *Early Childhood Research & Practice*

- a peer-reviewed scholarly journal (in start-up phase)

Community service

2014-present Misericordia Home – Tina’s Playgroup

- Facilitate, alongside teacher candidates, a monthly playgroup for children with special needs (aged birth – age 8) and their families

Professional service: Ad hoc and invited reviewing

- *International Journal of Early Childhood*, 2015
- *Psychology in the Schools*, 2011-present
- *Early Childhood Research Quarterly*, 2010-present
- *Catholic Education Journal*, 2010
- *Campbell Collaboration*, 2009

Additional professional service

- Member, CEEDAR Statewide leadership team (2015)
- Early childhood content alignment review on behalf of the Illinois Licensure Testing System (ILTS) (2015)
- Secretary, Chicago Association of School Psychologists (2007-8)

University service

- Loyola University Chicago Institutional Review Board, Member (2011-2017)
- Undergraduate Research Fellowship Mentor (2012-13, 2014-15)

Service to the School of Education

- Undergraduate Program Chair, (2021-2022)
- Faculty Development and Mentoring Committee, Member (2019-2023); Co-Chair (2021)
- Academic Council, Member (2016-2018)
- Grievance Committee, Member (2010-12; 2014-16)
- Conceptual Framework Redesign Committee, Member (2014-15)
- School of Education Awards Committee, Member (2012-14)
- School of Education Professional Learning Communities, Member (2014-present)

Service to the Teaching and Learning Affinity Group

- Transfer and Articulation Committee, Chair (2014-2021)
- Research and Grants Committee, Member (2014-2020)
- Sequence 4 (ECSE) Coordinator (2014-present)
- Teacher Preparation Redesign Steering Committee (2011-14): Serve in a leadership capacity in the three-year redesign of the teacher preparation programs, shifting to a clinically based program
- ECSE Adjunct Faculty Mentoring and Support (2010-present)
- Scholarship Application Review (2010-2013)

AFFILIATIONS

American Educational Research Association (2008-2015)
 Division for Early Childhood of the Council for Exceptional Children (2013-present)
 Illinois Association for the Education childhood Teacher Educators (2018-present)
 National Association of Early Childhood Teacher Educators
 National Association of School Psychologists (2008-2012)
 National Association for the Education of Young Children (2013-present)

AWARDS AND HONORS

2023	Janell Hutcherson Service Award, Loyola University Chicago School of Education
2018	Finalist: St. Ignatius Loyola Award
2017	Nomination: St. Ignatius Loyola Award
2015	Early Career Research Award from the National Association of Early Childhood Teacher Educators Foundation (NAECTEF)
2013	Nomination: School of Education Award for Faculty Excellence in Teaching
2012	Nomination: LUROP Distinguished Mentor Award
2005-2006	Student Leader: National Association of School Psychologists
1991-1996	U.S. Department of Education Doctoral Fellowship: Leadership Personnel in Early Intervention Research, awarded at the University of Illinois at Chicago.

Present (2021-22) Responsibilities as Undergraduate Program Chair

Committee Representation and Meeting Attendance

- Program Operations Committee
- Teaching and Learning

Undergraduate Program Administration

- Collaborate with Undergraduate Advisor (currently Toni Rothschild) to ensure smooth running of all TLLSC student advising and other processes
- Collaborate with Coordinator of School and Community Partnerships (currently Vesna Cejovic) to oversee partnerships for internships (along with graduate program chair)
- Collaborate with School Partnership Coordinator (currently Sarah Cohen) to oversee partnerships for Sequences 1-6 (along with graduate program chair)
- Coordinate with T&L program coordinator to ensure program organization, responsiveness, and effectiveness in working across university systems
- Coordinate background checks, TB testing, VIRTUS training for candidates Coordinate the decision process for scholarships and fellowships
- Monitor and coordinate program website and Student Community Sakai site: updating handbooks, rubrics, forms/documents, and undergraduate student resources
- Support the work of student organizations and faculty committees
- Plan and host regular events, including undergraduate orientations, open house, Loyola Weekend, etc.

General T&L Program-Level Administration

- Maintain basic budgetary responsibilities for the program
- Attend to state and university policies regarding the program area
- Coordinate course schedules (including Summer: Spring schedule, due July 31st)
- Establish and maintain partnerships with other university departments, community organizations, and local schools and districts
- Ensuring access to and population of electronic systems such as LiveText
- Advocate for program resources and student funding
 - Seek out program resources, as needed
 - Seek out student funding
 - Develop and implement ideas for new revenue streams (e.g., scholarship funds)
- Program and Curricular Innovation
 - Update curriculum to stay current with research-based training as well as evidence-based content
 - Developing training activities that can enhance student learning

Recruitment and support of new students to programs

- Support the entry of incoming students into the program (e.g., responding questions, solving problems, etc.) (SUMMER)
- Respond to email queries and phone calls from potential undergraduates and parents
- Maintain communication or meet with potential applicants
- Run information sessions in connection with SOE Open Houses
- Host Spring T&L Info Sessions (either in-person or online)

- Prepare and revise marketing material
- Coordination and support for incoming transfer students

Candidate Supports

- Monitor and approve candidate requests for enrollment in classes, non-degree admissions, wait-lists for courses
- Overall coordination of program activities/events for students
- Coordinate with offices in SOE and other offices on campus (e.g., financial aid, writing center, libraries)
- Monitor annual review of students and semester review of student dispositions and academic progress
- Coordinate process for student major benchmarks such as summative assessments, and graduation
- Coordinate all student support processes; oversee any needed supports or remediation
- Address student concerns as they arise

Faculty and Staff Supports

- Coordinate and run program-level faculty meeting
- Initiate hiring process and supports for part-time adjunct faculty; assign instructors to classes
- Recruit part-time faculty; co-lead search process (with graduate program chair) for clinical faculty positions as lines are made available
- Coordinate with faculty in other departments for course offerings within the TLLSC continuum
- Evaluate the work of the T&L Program Coordinator
- Provide mentoring for Assistant Professors on teaching and research
- Review course evaluations for all program part-time faculty. (The Dean's office will review the evaluations for all tenured and clinical faculty.)
- Conduct orientation and professional development for part-time faculty and supervisors
- Support part-time and full-time faculty in university systems and program requirements (e.g., completing rubrics for dispositions and assignments, LiveText, Sakai, etc.) in fall, spring, and summer

Creating and Maintaining Data Systems

- Creating and maintaining data collection and monitoring systems; creating updating within program forms/documents
- Respond to data requests from the Dean's office regarding faculty loads, community engagement, etc.
- Data collection and report writing—for any entity who requests information
- Coordination of SOE level assessment data (disposition, conceptual framework assignments/rubrics)
- Coordinate with Assessment coordinator (updating products and rubrics; retrieving data from LiveText and other systems)

Accreditation Activities

- Coordinate the production of annual reports for continuing accreditation process including programs accredited by ISBE

- Write self-study reports, coordinate the collection of data and other materials for accreditation reports, and respond to follow-up requests from accrediting bodies
- Remain current in certification issues for programs accredited by state and national associations
- Update curriculum as needed to respond to certification issues
- Coordinate program area responses to accreditation requests such as revising rubrics, working with the Assessment Coordinator

Summer program chair responsibilities (also indicated throughout the position description):

- Complete Spring schedule due July 31st
- Planning with coordinator of school and community partnerships, coordinator and for placements, internship, orientations, etc.
- Plan fall orientation events
- Supporting part-time and full-time faculty who are teaching in summer
- Coordination of any program events that occur prior to start of fall semester
- Support the transition of incoming students (e.g., responding to questions, problem-solving, etc.)