

## Tracy Payne Jordan, Ph. D.

University of 4858

### Academic Background

Ph. D. Peabody College of Education, Vanderbilt University  
Department of Teaching, Learning & Diversity Graduate Fellow of the Institute of  
Education Services (IES) Sponsored Experimental Education Research Training Program  
at Peabody College, Vanderbilt University

B.S. College of Education, Interdisciplinary Studies, Tennessee State University

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Co-Principal Investigator, 01/2012 – 05/2012. Head Start Community Assessment Evaluator, Orange County, Florida. \$20,000.

Principal Investigator, 08/2009 – 07/2011. Talking About Mathematics in preSchool (TAMS) Office of Planning, Research, and Evaluation; Administration for Children and Families Graduate

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### Editorial Work

AERA Reviewer, Annual Conference, Early Education & Child Development SIG (2024; 10)  
AERA Reviewer, Annual Conference, Family, Schools, and Community Partnerships SIG (2024, 10)  
Guest Reviewer, Journal of Child and Family Studies (2023; 3) (2024; 2)  
Guest Reviewer, Children & Youth Services (2023; 2) (2024; 1)  
Guest Reviewer, Journal of Educational Psychology (2022; 2) (2023; 1)  
Guest Reviewer, Early Childhood Research Quarterly (2021; 2)

### Conference Presentations

Payne, T. (2024, November). Community building, compassion, and accepting different-ness: Lessons from the field [Research presentation]. National Federation of Families, Orlando, FL.

Payne, T. (2024, October) Building EF skills and habits of mind using math games & math talk with young children. [Teacher workshop] Florida Association for the Education of Young Children, Orlando, FL.

Drobisz, J. & Payne, T. (2024, September). Florida HIPPPY REDCap story [Poster presentation]. Research Electronic Data Capture National Conference, Pinellas, FL.

Pages, R., Payne, T., & Knopf, H. (2024, June). Is the whole greater than the sum of Its parts? Impacts on child outcomes from a home-visiting parenting program and its interaction with preschool [Poster presentation]. National Research Conference on Early Childhood, Arlington, VA.

Pages, R., Payne, T., & Knopf, H. (2024, April). Is the whole greater than the sum of Its parts? Impacts on child outcomes from a home-visiting parenting program and its interaction with preschool [Paper presentation]. American Educational Research Association, Philadelphia, PA.

Drobisz, J., Payne, T. & Goldstein, H. (2024, February). Technology in research today: Automated delivery and data collection to evaluate e-Book reading for preschoolers [Paper presentation]. National Conference on Research Innovations in Early Intervention, San Diego, CA.

Pages, R., Payne, T., & Knopf, H. (2023, November). Is the whole greater than the sum of Its parts? Impacts on child outcomes from a home-visiting parenting program and its interaction with preschool [Paper presentation]. Association for Public Policy Analysis & Management, Atlanta, GA.

Payne, T. & Claudia Millar Jimenez (2023, November). What two short child assessments tell us about parents' role in preparing their children for school success: A Florida HIPPPY Perspective. [Research presentation] National Association for the Education of Young Children, Nashville, TN.

Payne, T. (2023, November). Cutting-edge practice skills for the family-peer workforce: A panel

discussion with model directors [Panel Discussant]. National Federation of Families, Chicago, IL.

Payne, T. (2023, March). Focusing on the other partner in a 2-Gen intervention: Workforce development initiative. [Panel Discussion]. National Association for Family, School, and Community Engagement: Educators preparation symposium. Washington, DC.

Payne, T. (2022, January). ~~Mar 2016 - 2016 (0.9) Full-time Head Start Teacher Development Work (11) requested by Lutheran Services for Head Start Teachers.~~

Payne, T. (2022, March).

Payne-Cummings, T., Farran, D., & Lipsey, M. (2010, June). Talking about mathematics in preschool: A project overview. Presented at the Head Start National Research Conference, Washington,

theories to plan and teach math effectively in the Early Childhood classroom.

2017 Assessment and Evaluation [EEC 4613] at the University of South Florida. LMS: Canvas. This course focuses on assessment and evaluation procedures when working with young children ages 3-8. It examines appropriate ways of observing and documenting children, and ways of implementing, interpreting, and utilizing multiple assessment data.

2017 Cognitive Experiences for Young Children. [ECED 325] at the University of South Florida. LMS: Moodle. This course explores ethics in early childhood education based on the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct.

2016 Ethical and Professional Standards for the Early Childhood Educator. [ECED 325] at Springfield College-Tampa Bay. LMS: Moodle. This course explores ethics in early childhood education based on the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct.

2016 Math Inquiry [HUSB 151] at Springfield College-Tampa Bay. LMS: Moodle. Mathematics is crucial to understanding many modern social issues. To understand these issues students must be able to wrestle with quantitative language regarding factors such as the scale of need or the scope of available resources. These tools enable us to make better decisions as citizens, consumers, and human service advocates.

2015 – 2018 Statistics for Human Services. [HUSB 171] at Springfield College-Tampa Bay. LMS: Brightspace. This course provides an overview of research methods and the appropriate use of statistics in the social sciences. Students prepare a research proposal, data analysis, and a final report.

