

JODY SHONG

Academic Curriculum Vitae

**Assistant Professor
Early Childhood Special
Education**

University of Wisconsin-Stout
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PROFESSIONAL PROFILE

Early childhood special education faculty member and educator with more than 30 years of experience spanning child care administration, elementary education, ECSE practice, adult education, and teacher preparation. Teaching, research, and service emphasize inclusive and asset-based practice, assessment, family-professional partnerships, learner agency, belonging, social-emotional learning, co-regulation, and the preparation of educators for authentic field-based responsibilities.

ACADEMIC APPOINTMENTS

Assistant Professor, Early Childhood Special Education, University of Wisconsin-Stout, Menomonie, WI | August 2025-Present

- Teach undergraduate courses in ECSE assessment, services/curriculum/methods, and pre-student teaching in in-person and online formats.
- Supervise pre-student teachers and support advising, field-placement coordination, and educator preparation requirements.
- Integrate authentic IEP writing, evidence-based assessment, family engagement, and inclusive practices into coursework.

Adult Education Lecturer, University of Wisconsin-Stout, Menomonie, WI | September 2024-August 2025

- Taught Educational Psychology, Foundations of Education, Classroom Management, Expressive Curriculum, ECSE Services/Curriculum/Methods, and ECSE Assessment.
- Supervised early childhood and ECSE pre-student teachers and supported student advising and program documentation.
- Designed and facilitated Canvas-based learning experiences for on-campus and online students.

Adjunct Lecturer, University of Wisconsin-Stout, Menomonie, WI | May 2023-September 2024

- Collaborated with faculty to develop and teach an online ECSE assessment course.
- Supported students in completing the Early Childhood Assessment Embedded Signature Assessment in Anthology.

Adjunct Instructor, Child Care Services, Chippewa Valley Technical College | September 2010

- Created adult-learning coursework and assessments focused on effective practice with young children and mentored students considering careers in the field.

EDUCATION

Doctor of Education (Ed.D.), Curriculum and Learning, *Winona State University, Winona, MN* | In Progress; anticipated May 2027

Master of Science in Education, *University of Wisconsin-Stout, Menomonie, WI* | May 2018

Bachelor of Science, Early Childhood Education and Special Education, *University of Wisconsin-Stout, Menomonie, WI* | May 2014

- Graduated with a 3.813 GPA; Dean's List, Spring 2011, Fall 2012, and Fall 2013.

HONORS AND AWARDS

Q Endowed Chair, *University of Wisconsin-Stout* | 2026-2028

- Two-year appointment supporting research and instructional development in ECSE teacher preparation, including AI-supported professional simulations.

Teaching Excellence Award, *Teaching, Learning, and Leadership Department, University of Wisconsin-Stout* | 2024-2025

RESEARCH AND SCHOLARLY ENDEAVORS

From Bias to Belonging | Doctoral dissertation research; active; Q Endowed Chair initiative; 2026-2028

- Quantitative, quasi-experimental research examining changes in ECSE pre-service teachers' educational judgment, class-based bias, and perceived behavioral competence before instruction, after instruction, and following field placement.
- Developed an integrated instructional framework drawing on social-emotional learning, emotion regulation, co-regulation, asset-based pedagogy, belonging, inclusive practice, and learner agency.

AI-Supported ECSE Professional Simulations | Active

- Developing simulations to prepare ECSE pre-service teachers for IEP and IFSP meetings, initial evaluations, family consultation, and interdisciplinary collaboration.

SPED 336 Curriculum and Program Evaluation | Active

- Evaluating a redesigned pre-student-teaching experience that integrates Agency by Design, CASEL competencies, Gross's Process Model of Emotion Regulation, and co-regulation before field placement.

TEACHING AREAS

- Early Childhood Special Education Assessment
- ECSE Services, Curriculum, and Methods
- Pre-Student Teaching and Field Supervision
- Educational Psychology and Classroom Management
- Foundations of Education
- Expressive Curriculum

SELECTED INSTRUCTIONAL AND PROGRAM DEVELOPMENT

- Partnered with CESA 4 to bring the SEEDS IEP-writing platform to UW-Stout, enabling students to practice in a format used in the field.
- Aligned field-experience expectations for online and on-campus students in collaboration with the Customized Instruction program.
- Developed flexible sequencing for summer special education placements to address placement availability while preserving course outcomes.
- Designed authentic assessment experiences using tools and processes common in early childhood and special education practice.
- Proposed a Winter ECSE pre-student-teaching experience in Cozumel, Mexico, in collaboration with UW-Stout colleagues and the Centro de Atencion Multiple (CAM) school.

- Advanced curriculum discussions intended to clarify the ECSE identity of specialized courses and strengthen student understanding of licensure pathways.

PRESENTATIONS AND PROFESSIONAL LEARNING LEADERSHIP

Presenter and Planning Committee Member, *UW-Stout Early Childhood Education Conference* | **Current**

- Contribute to annual conference planning and present professional content for early childhood educators and partners.

Facilitator, District Mathematics Curriculum Training, *Eau Claire Area School District*

- Led training for educators across the district's 12 elementary schools following adoption of a new mathematics curriculum.

Co-Presenter, STEAM Day, *University of Wisconsin-Stout*

- Collaborated with Art Education and Customized Instruction colleagues to teach an integrated poetry and art session.

UNIVERSITY AND PROFESSIONAL SERVICE

- Member, current university hiring committee.
- Member, UW-Stout Early Childhood Education Conference Planning Committee.
- Faculty advisor and mentor for undergraduate students in educator preparation.
- UW-Stout supervisor for student teachers and pre-student teachers.
- Build and sustain partnerships with school districts, Birth-to-Three programs, child care centers, cooperating teachers, and families.
- Participate in Teaching, Learning, and Leadership Department meetings, program evaluation, scheduling, and continuous-improvement work.
- Ambassador for UW-Stout at Wisconsin Early Childhood Association conferences.
- Volunteer, Miracle League Baseball, supporting inclusive recreation for children with disabilities.

ADDITIONAL PROFESSIONAL EXPERIENCE

Early Childhood Special Education Teacher, *Augusta School District, Augusta, WI* | **September 2022-August 2024**

- Developed and implemented individualized education programs and differentiated instruction for young children with disabilities.
- Collaborated with families, general educators, and specialists to support learning in least restrictive environments.

Second- and Third-Grade Teacher, *Eau Claire Area School District, Eau Claire, WI* | **August 2014-August 2022**

- Planned interdisciplinary instruction aligned with district and state standards and used academic, literacy, dyslexia, and social-emotional assessments to guide instruction.
- Collaborated with grade-level teams and specialists and served on a curriculum adoption committee.

Administrator, *Dreams Come True Childcare Center, Osseo, WI* | **June 1990-September 2014**

- Directed day-to-day operations, state licensing compliance, staff scheduling and development, family collaboration, lesson planning, enrollment, and grant reporting.

LICENSURE AND CREDENTIALS

- Wisconsin Lifetime Teaching License (1777), Regular Education.
- Wisconsin Lifetime Teaching License (1809), Early Childhood Special Education.
- Wisconsin Professional Credential for Child Care Administrators, Wisconsin Early Childhood Association, 2001.
- Wisconsin Registry, Level 16 recognition in the childhood care and education profession.

SELECTED PROFESSIONAL DEVELOPMENT AND SPECIALIZED PREPARATION

- Neurosequential Model training connected to trauma-responsive educational practice.
- Stimulating Maturity through Accelerated Readiness Training (S.M.A.R.T.), integrating neuroscience, movement, and learning.
- Training in early childhood and educational assessment tools, including AIMSweb, PALS, FastBridge, DAYC-2, and Bayley assessments.
- Training and certification in the use of a therapy and reading dog.
- Professional learning in large-motor development and bilateral movement opportunities.

PROFESSIONAL MEMBERSHIPS

- National Association for the Education of Young Children (NAEYC)
- Wisconsin Early Childhood Association (WECA)

TECHNOLOGY AND PROFESSIONAL SYSTEMS

- Canvas and Anthology learning-management and assessment platforms
- SEEDS special education software
- Skyward educational software
- Google Workspace and Microsoft 365