

MARK KETTERING NAGASAWA

Bank Street College of Education

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EDUCATION

Mary Lou Fulton Institute and Graduate School of Education, Arizona State University · Ph.D.

Curriculum and Instruction | Early Childhood Education · Cognate in Anthropology

Dissertation: The Early Childhood Block Grant: A Biography of Arizona's Early Childhood Education Program

Arizona State University · M.S.W.

University of Arizona · B.A. Political Science

ACADEMIC APPOINTMENTS

- 2019+ **Director**, Straus Center for Young Children & Families, Bank Street College of Education
- 2018-2019 **Associate Professor**, Erikson Institute, Chicago, Illinois
Coordinator, Children's Law & Social Policy Concentration
Faculty Associate, Herr Research Center for Children & Social Policy
- 2011-2018 **Assistant Professor**, Erikson Institute
Faculty Associate, Herr Research Center for Children & Social Policy

PROFESSIONAL EXPERIENCE

- 2009-2011 **Evaluation Coordinator**, First Things First External Evaluation Project (Billie Enz, Nancy Perry & Beth Swadener, principal investigators), Arizona State University (ASU), Tempe, Arizona
- 2007-2009 **Program Specialist · Early Childhood Special Education**, Arizona Department of Education, Phoenix, Arizona
- 2006-2011 **Faculty Associate**, Mary Lou Fulton Teachers College, ASU
- 2005-2007 **Preschool Coordinator**, Osborn Elementary School District, Phoenix, Arizona
- 2003-2005 **Program Coordinator**, Center for Nonprofit Leadership and Management, ASU
Research Intern, Arizona System Ready/Child Ready Project (Beth Swadener & Suzanne Lamorey, principal investigators), ASU
- 2001-2003 **Director · Head Start-State Collaboration Office**, Arizona Governor's Office for Children, Youth & Families, Phoenix, Arizona

AWARDS, FELLOWSHIPS, & SCHOLARSHIPS

- 2016 Association for Childhood Education International Distinguished Education Research Article, honorable mention · Arizona’s “Success by Six” legislative package: A case study of strategic framing
- 2008 ASU Graduate Fellowship
- 2006 ASU Discipline-based Scholarship in Education (Spencer Foundation)
- 1997 Wu Ying Fang Scholarship

EDITED COLLECTIONS

- Nagasawa, M.K., Peters, L., Bloch, M.N., & Swadener, B.B. (Eds.). (2023). *Transforming early years policy in the US: A call to action*. Teachers College Press.
- Nagasawa, M.K., Faragó, F., & Peters, L. (Eds.). (2022). Special Issue: A scholarship of generosity. [*International Critical Childhood Policy Studies Journal*, 9\(1\)](#).

JOURNAL ARTICLES

- Gupta, S.S., Cheatham, G.A., Strassfeld, N., Zhu, X., Medellin, C., & Nagasawa, M. (In Press). Examining the ecology of preschool inclusion in New York City: A mixed-methods study underway. *Contemporary Issues in Early Childhood*.
- Gupta, S.S., & Nagasawa, M. (2023). WeDesign: Conceptualizing a process that invites young children to codesign inclusive learning spaces. *Contemporary Issues in Early Childhood*, <https://doi.org/10.1177/14639491231179000>
- Nagasawa, M.K., Faragó, F., & Peters, L. (2022). Introduction to the special issue on the scholarship of generosity. [*International Critical Childhood Policy Studies Journal*, 9\(1\), 1-9](#).
- Nagasawa, M.K. (2020). “An old fight”: Early childhood education’s enduring struggle in one U.S. state. *Contemporary Issues in Early Childhood*, 21(3), 224-241. <https://doi.org/10.1177/1463949118822052>
- Moreno, A., Nagasawa, M.K., & Schwartz, T. (2018). Social-emotional learning and early childhood education: Redundant terms? *Contemporary Issues in Early Childhood*, 20(3), 221-235. <https://doi.org/10.1177/1463949118768040>
- Nagasawa, M.K., & Swadener, B.B. (2017). Be/longing: Reciprocal mentoring, pedagogies of place, and critical childhood studies in the time of Trump. *Global Studies of Childhood*, 7(2), 207-221. <https://doi.org/10.1177/2043610617703850>
- Nagasawa, M. (2015). Arizona’s “Success by Six” legislative package: A case study of strategic framing. *Journal of Research in Childhood Education*, 29(2), 244-258. <https://doi.org/10.1080/02568543.2015.1008658>

Nagasawa, M., & Swadener, B.B. (2013). [Glocalization, neoliberal policies, and early childhood in Kenya and indigenous communities in the United States](#). *He Kupu, the Word*, 3(2), 43-57.

Ciyer, A., Nagasawa, M., Swadener, B.B., & Patet, P. (2010). Impacts of the Arizona System Ready/Child Ready Professional Development Project on preschool teachers' self-efficacy. *Journal of Early Childhood Teacher Education*, 31(2), 129-145. <https://doi.org/10.1080/10901021003781197>

Niles, M.D., Reynolds, A.J., & Nagasawa, M. (2006). [Does early childhood intervention affect the social and emotional development of participants?](#) *Early Childhood Research and Practice*, 8(1).

CHAPTERS IN EDITED COLLECTIONS

Nagasawa, M.K., Peters, L., Bloch, M.N., & Swadener, B.B. (2023). Introduction. In M.K. Nagasawa, L. Peters, M.N. Bloch, & B.B. Swadener (Eds.). *Transforming early years policy in the US: A call to action* (pp. 1-7). Teachers College Press.

Nagasawa, M.K., Peters, L., Bloch, M.N., & Swadener, B.B. (2023). Now what? Our call to collective action. In M.K. Nagasawa, L. Peters, M.N. Bloch, & B.B. Swadener (Eds.). *Transforming early years policy in the US: A call to action* (pp. 169-184). Teachers College Press.

Vasquez, J., & Nagasawa, M.K. (2023). It really does take a village: Why educators need to be involved in community initiatives. In M.K. Nagasawa, L. Peters, M.N. Bloch, & B.B. Swadener (Eds.). *Transforming early years policy in the US: A call to action* (pp. 151-155). Teachers College Press.

Nagasawa, M.K., & Swadener, B.B. (2020). Power to the profession? Reading and repoliticizing early childhood workforce development in the United States. In M. Vandenberg (Ed.). *Revisiting Freire's Pedagogy of the Oppressed: Issues and challenges in early childhood education* (pp. 113-133). Routledge.

Nagasawa, M.K., & Swadener, B.B. (2018). Whose reconceptualizing? Embracing engaged reconceptualization in/of early childhood. In N. Yelland, & D. Franz Bentley (Eds.), *Not lost in translation: Connecting reconceptualist early childhood ideas with practice* (pp. 21-39). Routledge.

Nagasawa, M., & Swadener, B.B. (2015). Envisioning a politically activist, critical qualitative social science: Reflections on mentoring relationships. In G.S. Cannella, M.S. Perez, & P.A. Pasque (Eds.), *Critical qualitative inquiry: Foundations and futures* (pp. 171-194). Left Coast Press.

Swadener, B.B., & Nagasawa, M. (2015). Confronting common sense assumptions and social exclusions: Transnational stories and a call to action. In S. Mitakidou (Ed.), *Roma inclusion: International and Greek experiences* (pp. 37-50). Aristotle University of Thessaloniki, School of Primary Education.

Nagasawa, M., Peters, L.E., & Swadener, B.B. (2014). The costs of putting quality first: Neoliberalism, (ine)quality, (un)affordability, and (in)accessibility? In M.N. Bloch, B.B. Swadener, & G.S. Cannella (Eds.), *Reconceptualizing early childhood care and education: Critical questions, diverse imaginaries and social activism – a reader* (pp. 277-288). Peter Lang.

Swadener, B.B., Aquino-Sterling, C., Nagasawa, M., & Bartlett, M. (2009). Anti-oppressive pedagogy in early childhood teacher education: A conversation. In S. L. Groenke, & J. A. Hatch (Eds.), *Critical pedagogy and teacher education in the neoliberal era: Small openings* (pp. 99-112). Springer.

RESEARCH REPORTS & BRIEFS

Nagasawa, M.K. (2022, August). [The listening to teachers study: Technical report](#). Bank Street College of Education.

Nagasawa, M.K. (2022, June). [Who's there for the directors?](#) Bank Street College of Education.

Nagasawa, M.K. (2022, March). [Forgotten frontline workers: One year later](#). Bank Street College of Education.

Nagasawa, M.K. (2021, November). [Nadie nos han preguntado \(Nobody asked us\)](#). Bank Street College of Education.

Nagasawa, M., & Tarrant, K. (2020, October 24). [Forgotten frontline workers: A snapshot COVID-19 and family child care in New York](#). Bank Street College of Education.

Nagasawa, M., & Tarrant, K. (2020, July 18). [Who will care for the early care and education workforce? COVID-19 and the need to support early childhood educators' emotional well-being](#). The New York Early Childhood Professional Development Institute, City University of New York (CUNY).

Tarrant, K., & Nagasawa, M. (2020, July 7). [New York early care and education survey: Understanding the impact of COVID-19 on New York's early childhood system](#). The New York Early Childhood Professional Development Institute, CUNY.

Marx, R., Yaden, D., Enz, B., Perry, N., Swadener, B.B., Gallagher, L., Horn, R., Cimetta, A., Ramakrishnan, S., Polasky, S., Peters, L., Nagasawa, M., & Cutshaw, C. (2010, October). *Arizona kindergarten readiness study*. University of Arizona.

BOOK REVIEWS

Nagasawa, M.K. (2016, September). [Review of An Activist Handbook for the Education Revolution: United Opt-Out's Test of Courage](#). M. McDermott, P. Robertson, R. Jensen, & C. Smith (Eds.). *Education Review*, 23.

Nagasawa, M. (2013, July). [Review of Effective Early Childhood Professional Development](#). C. Howes, B. K. Hamre, & R.C. Pianta (Eds.). *Education Review*, 16.

Nagasawa, M. (2006, August). [Review of Explorations in Curriculum History](#). L.M. Burlbaw, & S.L. Field (Eds.). *Education Review*, 9.

Nagasawa, M. (2005). Review of *Poor Kids in a Rich Country*. T. Smeeding, & L. Rainwater, *Contemporary Sociology*, 34 (2), 132-133.

FOR GENERAL AUDIENCES

Nagasawa, M.K., Peters, L., Bloch, M.N., & Swadener, B.B. (2023, April 14). [If you stay ready, you don't have to get ready: Preparing for the ECE system America deserves](#). Teachers College Press blogs.

Nagasawa, M. (2022, May 16). [Who's caring for the teachers?](#) Bank Street Medium.

IN PREPARATION

Nagasawa, M.K., & Medellin, C. (Eds.). Special Issue: Reconceptualizing early childhood quality with equity at the center. *Bank Street Occasional Papers Series 51*.

Nagasawa, M.K. Stranger in a strange land: Ethnographic musings within the paradigm wars. To *Contemporary Issues in Early Childhood*

Nagasawa, M.K. "There's no one to take care of us": COVID-19, Teacher-Parents, and the Contradictions of Child-Centeredness.

Nagasawa, M.K. Let's stop calling it pedagogy: Towards a developmentally-attuned early childhood teacher education.

Nagasawa, M.K., & Gupta, S.S. There can be no diversity, equity, and *inclusion* without disabled teachers.

GRANTS

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|-----------|---|
| 2023-2025 | Mixed Method, Collective Case Study of New York State's Pyramid Model Implementation principal investigator · Institute for Poverty Research, University of Wisconsin-Madison/U.S. Department of Health & Human Services · \$50,000 |
| 2023-2024 | Reconceptualizing Early Childhood Systems for Justice and Equity co-principal investigator (M. Urban, principal investigator) · Spencer Foundation · \$75,000
Promoting Teacher-Child Relationships in Early Care and Education Classrooms co-investigator (S. Smith, principal investigator) · New York City Early Childhood Research Network/Heising-Simons Foundation · \$100,000
Where does science live in your community? A Photovoice Study co-principal investigator (with C. Medellin) · New York Hall of Science/Simons Foundation · \$70,000 |
| 2021-2023 | Reconceptualizing Early Care & Education Quality with Equity at the Center principal investigator · Spencer Foundation · \$50,000 |
| 2021-2022 | Listening to Teachers Study principal investigator · New York City Early Childhood Research Network/W. Clement & Jessie V. Stone Foundation/Heising-Simons Foundation · \$115,000 |
| 2018-2019 | Feasibility Study for an Open-Access Journal & Academic Press co-principal investigator (with A. Moreno & K. Janke) · Erikson Institute Faculty Innovation Fund · \$20,000 |

- 2017-2019 Y Essentials Quality Initiative in Early Learning Evaluation | principal investigator · YMCA of Metropolitan Chicago/Robert R. McCormick Foundation · \$130,000
- 2016-2019 Erikson Institute Early Development Instrument Pilot Study | co-principal investigator (with C. Pacione-Zayas & J. Vasquez) · Robert R. McCormick Foundation · \$800,000
- 2016-2019 West Chicago Collective Impact Study | principal investigator
- *21st Century Community Learning Centers Evaluation* · West Chicago Elementary School District #33/U.S. Department of Education · \$108,000
 - *Full Service Community Schools Evaluation* · West Chicago Elementary School District #33/U.S. Department of Education · \$335,000
- 2015-2017 Bridging the Word Gap in Two Languages | co-investigator (D. Walker, principal investigator) · Educare West DuPage/Bufet Early Learning Fund · \$18,000
- 2013-2017 Educare Implementation Study | local investigator · Educare West DuPage · \$400,000
- 2014 Forum on Activist Scholarship & Scholarly Activism in Early Childhood · Erikson Institute Faculty Innovation Fund · \$5,000
- 2014 Travel Support for Doctoral Students · Erikson Institute Faculty Innovation Fund · \$2,600

REFEREED SCHOLARLY CONFERENCE PRESENTATIONS

- Nagasawa, M. (2023, April). Beyond binaries in racial analyses of U.S. early care & education. Paper presentation at the annual meeting of the American Educational Research Association. Chicago, IL.
- Nagasawa, M. (2023, April). Equity at the center: The imperative to reconceptualize ECE “quality”. Working group roundtable (chair) at the American Educational Research Association. Chicago, IL.
- Nagasawa, M. (2023, March). “We all affect each other”: Exploratory findings about workplace support and early educators’ pandemic well-being. Paper presented at the biannual meeting of the Society for Research in Child Development. Salt Lake City, UT.
- Nagasawa, M. (2022, June). Who’s there for the directors? Paper presented at the U.S. Department of Health & Human Services, Administration for Children & Families' National Research Conference on Early Childhood. Online.
- Nagasawa, M. (2022, June). Stranger in a strange land: Reflexions by an *accidental researcher* on the exigent need for nonbinary research in ECE. Paper presented at the U.S. Department of Health & Human Services, Administration for Children & Families' National Research Conference on Early Childhood. Online.
- Nagasawa, M., & Gupta, S. (2022, April). Can there be diversity, equity, and inclusion without dis/abled teachers? Paper presented at the annual meeting of the American Educational Research Association. Online.

- Nagasawa, M., & Tarrant, K. (2021, April). COVID-19 and early childhood workforce mental health: An exploratory investigation. Paper presented at the annual meeting of the American Educational Research Association. Online.
- Nagasawa, M., & Tarrant, K. (2021, April). "There's no one to take care of us": Reorienting systems for early childhood educators' well-being. Paper presented at the biennial meeting of the Society for Research in Child Development. Online.
- Austin, L., Barajas-Gonzalez, G., Bromer, J., Nagasawa, M.K., & Rodriguez, V. (2021, April). The early care and education workforce and COVID-19: Why they must be part of policy change. Society for Research in Child Development. Online.
- Connor, K., Halperin, R., Quest, M., & Nagasawa, M. (2019, October). Power to the profession? Repoliticizing early childhood professional development. Discussion session at the 27th International Conference of Reconceptualizing Early Childhood Education. Las Cruces, NM.
- Nagasawa, M., Vasquez, J., & Halperin, R. (2018, October). "From the ground up": Catalyzing community organizing for young children using population data, a conversation. Paper presented at the Global Alliance for Behavioral Health and Social Justice. Denver, CO.
- Nagasawa, M., Vasquez, J., & Pacione-Zayas, C. (2017, November). It really does take a village: Preliminary findings from year 1 of the Illinois *Early Development Instrument* pilot project. Paper presented at the Illinois Education Research Symposium. Naperville, IL.
- Swadener, B.B., & Nagasawa, M. (2015, April). Time to come from the shadows: Reflections on reciprocal mentoring and a "new" activist scholarship. In L.E. Peters, & B.B. Swadener (Chairs), Reciprocal mentoring for critical, activist scholarship. Panel at the annual meeting of the American Educational Research Association. Chicago, IL.
- Costakis, P., Ferry, A., Ruiz, J., & Nagasawa, M. (2015, April). This is what professional development looks like: A preliminary sketch of a dialogic approach. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Nagasawa, M., & Ruiz, J. (2014, November). "Hidden transcripts" and democratic evaluation in the shadow of NCLB. In M. Nagasawa (Organizer), *Troubling* technologies of evaluation: Towards re/invigorated communities of praxis. Plenary session at the 22nd International Conference of Reconceptualizing Early Childhood Education. Kent, OH.
- Swadener, B.B., & Nagasawa, M. (2014, May). Envisioning a politically activist critical qualitative social science. In G. Cannella, M. Perez, & P. Pasque (Chairs), Imagining critical qualitative research futures. Plenary session at the 10th International Congress of Qualitative Inquiry. Urbana-Champaign, IL.
- Swadener, B.B., & Nagasawa, M. (2013, November). Glocalization, indigenization, neoliberal policies, and early childhood. In J. Ngasike (Chair) Indigenous early childhood practices and neoliberal/neocolonial policies. Plenary session at the 21st International Conference of Reconceptualizing Early Childhood Education. Nairobi, Kenya.
- Swadener, B.B., Nagasawa, M., & Peters, L. (2013, April). Good sense/bad sense in state early childhood strategies and systems: Critical observations with/in the system. In M. Perez (Chair), Unmasking

neoliberal management organization systems in early childhood education and care. Symposium at the annual meeting of the American Educational Research Association, San Francisco, CA.

Nagasawa, M., & Tobin, J.J. (2012, November). The Arizona Early Childhood Block Grant preschools: A eulogy to (and post-mortem of) a “successful” policy. Paper presented at the 20th International Conference of Reconceptualizing Early Childhood Education. State College, PA.

Perry, N.J., Nagasawa, M., & Cimetta, A. (2012, April). Teachers’ ratings of kindergarteners’ mathematical ability and parents’ report of math activities at home. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC, Canada.

Swadener, B.B., & Nagasawa, M. (2011, April). Navigating early childhood policy and practice: Reconceptualizations and glocalization. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA.

Polasky, S. A., Nagasawa, M., Perry, N.J., & Enz, B.J. (2011, March). The socioemotional development of Arizona’s kindergarteners: Results from a statewide assessment of school readiness. Poster presentation at the biennial meeting of the Society for Research in Child Development. Montréal, QC, Canada.

Nagasawa, M. (2010, November). Arizona’s Success by Six legislative package: An historical case of strategic framing. Paper presented at the annual meeting of the Arizona Educational Research Organization. Mesa, AZ.

Nagasawa, M. (2006, April). Kinship, nationalism, and Head Start reform: An ethnographically-informed discourse analysis. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.

Ciyer, A., Nagasawa, M., & Swadener, B.B. (2006, April). Voices of participants: Using freewrites and focus groups for formative assessment. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.

Swadener, B.B., & Nagasawa, M. (2006, April). I spell all-day kindergarten M-O-M. Panel presentation at the annual meeting of the American Educational Research Association. San Francisco, CA.

Nagasawa, M. (2005, October). Negotiations and conflicts: A pilot study of policy in/as practice in a local Head Start. Paper presented at the 13th International Conference of Reconceptualizing Early Childhood Education Research, Theory, Practice, and Policy. Madison, WI.

Swadener, B.B., Smith, A., Patet, P., Narayan, D., Nagasawa, M., Endfield, C., & Abel, D. (2005, October). Improving educational practice: Lessons from the Arizona System Ready/Child Ready Project. Paper presented at the annual meeting of the Arizona Educational Research Organization. Phoenix, AZ.

Swadener, B.B., Perry, N.J., Surbeck, E., Ganesh, A., & Nagasawa, M. (2004, November). Creating a vision and pursuing policy for early education in the United States. Panel presentation at the National Association of Early Childhood Teacher Educators. Anaheim, CA.

REFEREED PROFESSIONAL CONFERENCE PRESENTATIONS

- Nagasawa, M. (2021, September). Advocating for trauma-informed systems: A 'pop-up community of practice'. Arizona Infant Toddler Mental Health Association Training Institute. Phoenix, AZ.
- Connor, K., & Nagasawa, M. (2017, June). Education mandates and impacts on workforce diversity: Speaking out. Discussion session at the National Association for the Education of Young Children Professional Learning Institute. San Francisco, CA.
- Enz, B., Colling, L., Nagasawa, M., & Okraski, R. (2010, November). Assessment and the primary teacher: Developing and implementing effective instructional and assessment strategies. Presentation at the Southern Arizona Association for the Education of Young Children Conference. Tucson, AZ.
- Nagasawa, M. (2008, October). Drawing on what families know: Rethinking the home visit. Presentation at the Arizona Head Start Association Mental Health Conference. Phoenix, AZ.
- Nagasawa, M. (2008, September). Drawing on communities' "funds of knowledge": Reconceptualizing practitioner-client relationships through action research. Presentation at the annual conference of the Infant-Toddler Mental Health Coalition of Arizona. Phoenix, AZ.

INVITED PRESENTATIONS

- Nagasawa, M. (2021, November). Listening to teachers: Towards a more equitable post-pandemic ECE system in New York City. National Workforce Registry Alliance.
- Yazzie, D., Spence, T., Noriega, M., & Nagasawa, M. (2021, November). Being culturally informed is not enough: Racial trauma wounds in early childhood. Early Care and Learning Council Equity Conference.
- Nagasawa, M. (2021, September). Listening to NYC's ECE workforce: Toward a more equitable post-pandemic ECE system, an update. New York City Early Childhood Research Network.
- Nagasawa, M. (2021, August). "I cannot begin to say how proud I am..." A strengths-based conversation about what policy makers should know about New York early childhood educators' pandemic experiences. New York Early Childhood Professional Development Institute Research-to-Practice Series.
- Nagasawa, M., Noriega, M., Spence, T., & Yazzie, D. (2021, July). Being trauma informed is not enough. (2021, July 19). BUILD Initiative Conference.
- Nagasawa, M. (2021, June). "There's no one to take care of us" The imperative of promoting ECE workforce well-being. Health Funders Working Group of Philanthropy New York.
- Bromer, J., Jor'dan, J., Nagasawa, M., & Roman, F. (2021, January). Panel: Key policy and practice considerations in promoting ECE workforce wellbeing. Racial Justice for the Early Care & Education Workforce: Pre, During, and Post COVID-19. Child Trends, the Foundation for Child Development, & Urban Institute.

- Koplow, L., & Nagasawa, M. (2020, December). Keynote: The story of teachers' mental health in our time. Emotionally Responsive Practices Conference. New York, NY.
- Castrogiovani, S., Frankovich, J., & Nagasawa, M. (2019, May). Lessons from the field: Grantee perspectives on program evaluation. Illinois 21st Century Community Learning Centers Conference. Bloomington, IL.
- Nagasawa, M. (2017, December). Power to the profession! - one conversation at a time. Presentation at the Harry S. Truman College Human Development & Family Studies Alumni Symposium. Chicago, IL.
- Vasquez, J., & Nagasawa, M. (2017, June). The Illinois *Early Development Instrument* pilot project: Using population data for B3 continuity. Illinois Birth to 3rd Grade Continuity Conference. Bloomington, IL.
- Nagasawa, M. (2014, September). Young children experiencing homelessness: A neglected group, missed opportunities. U.S. Department of Housing and Urban Development Homeless Providers Peer-to-Peer Workshop. Springfield, IL.
- Enz, B., Foley, D., & Nagasawa, M. (2009, June). So what do the data tell us? Micro & macro perspectives. Arizona Department of Education (ADE) Early Learning Institute. Phoenix, AZ.
- Nagasawa, M. (2008, September). Telling your preschool program's story using *practice-based evidence*. ADE Special Education Directors' Institute. Phoenix, AZ.
- Nagasawa, M., & Gethmann, D. (2008, August). Promoting early childhood outcomes through a systems-focus on quality: A dialogue with Arizona and Iowa. Measuring Child and Family Outcomes Conference. Baltimore, MD.
- Andrews-James, V., & Nagasawa, M. (2008, June). Beyond parallel play: Collaborating for students' success. ADE Early Learning Institute. Phoenix, AZ.
- Nagasawa, M. (2007, October). Towards a "one-box" system: An inclusion story. ADE Special Education Directors' Institute. Phoenix, AZ.

WEBINARS

- Vandenbroek, M., Abramowicz, A., Pinheiro, A., Ndimande, B., Nagasawa, M., Kitano, S., & Grieshaber, S. (2020, October). Revisiting Paulo Freire's *Pedagogy of the Oppressed*: Comments from the U.S. Routledge.
- Vasquez, J., Pacione-Zayas, C., & Nagasawa, M. (2017, September). The *Early Development Instrument*: The village that raises the child. University-Based Child and Family Policy Consortium (Society for Research in Child Development).

CAMPUS TALKS

- Nagasawa, M. (2020, March). Power to the profession! Politics, policy, and collective action as caring for families & ourselves. Bank Street College of Education Infancy Institute.

- Nagasawa, M., Vasquez, J., & Halperin, R. (2019, April). The maps are just the beginning: An Emerging Developmental Approach to Community Organizing from the Illinois EDI Project (poster). Erikson Institute Research Symposium.
- Vasquez, J., Pacione-Zayas, C., Nagasawa, M., & Vidal, V. (2018, March). Breaking assumptions: Preliminary results from year one of the Illinois *Early Development Instrument* Pilot Project (poster). Erikson Institute Research Symposium.
- Vasquez, J., Pacione-Zayas, C., & Nagasawa, M. (2017, November). The Illinois *Early Development Instrument* Pilot Project: Illustrating a new approach to “university”-community partnerships. Erikson Institute Doctoral Student Association Applied Child Development Series.
- Pacione-Zayas, C., Vasquez, J., & Nagasawa, M. (2017, March). It really does take a village: The Illinois *Early Development Instrument* Pilot (poster). Erikson Institute Research Symposium.
- Nagasawa, M., Ruiz, J., & Douglas, H. (2016, October 13). “Transforming the early childhood workforce” ...one conversation at a time. Erikson Institute Doctoral Student Association Applied Child Development Seminar Series.
- Ray, A., Melendez, L., Bibbs, T., & Nagasawa, M. (2016, September 9). Racial equity framing in early childhood. Panel with the Barbara T. Bowman Leadership Fellows.
- Nagasawa, M., Ruiz, J., & Douglas, H. (with P. Costakis & A. Ferry). (2016, February 10). This is what professional development “looks” like (poster) Erikson Institute Research Symposium.

TEACHING

Doctoral (Erikson Institute)

Historical Methods, special topic
 Power & Voice in Research, special topic
 Program Evaluation in Early Childhood

Child Development, Master’s (Erikson Institute)

History of Social Welfare and Social Policy
 Human Development II
 Integrative Seminar

Early Childhood Education, Master’s (ASU, Bank Street, and Erikson Institute)

Collaborative Student-Faculty Inquiry (Integrative Master’s Project Seminar, Bank Street)
 Education Policy, Advocacy, and Law (Bank Street, Online)
 Foundations of American Schooling & Bilingual Education (Erikson, Online)
 Foundations of Social & Emotional Learning: Family, Community, & Policy (Erikson, Online; course coordinator for doctoral teaching assistants)
 Professional & Family Collaboration (ASU)
 Working with Adults (Erikson, Online)

Early Childhood Education, Undergraduate (ASU)

Assessment, Birth through Grade 3

Educational Environments for Infants & Toddlers (Online, Teaching Intern)
Inquiry into Teaching & Learning in Early Childhood
Integrated Curriculum: Birth through Pre-kindergarten
Professional & Family Collaboration (Supervised Student Teaching)

Social Work, Master's (Erikson Institute)

Collective Action for Social Justice
Foundation Year Reflective Practice Seminar
Social Policy & Advocacy

MENTORING & COMMITTEE MEMBERSHIPS

Doctoral

Mary Quest, Ph.D. (Erikson Institute, 2022), External Committee Member, *Teaching presence in online discussions: Relationship-based learning by design*

Dana Keiser, Ph.D. (Loyola University Chicago/Erikson Institute, 2019), Co-chair, *Early childhood teachers' conceptualizations of closeness with their individual students: A feminist exploratory study.*

Jessica M. Ruiz, Ed.D. (Lewis University, 2017), External Committee Member, *Mexican immigrant women of interwar Chicago.*

Kate Connor, External Committee Member (Ph.D. Advisor, 2016-19), Racial equity in early childhood workforce development.

Hannah Douglas, External Committee Member (Ph.D. Advisor, 2015-19), *Braided Lives: Jewish American girls, public schools, and progressive education.*

Rebecca Halperin, External Committee Member (Ph.D. Advisor, 2017-19), Local meaning-making of early childhood policies.

Erika Gustafson, Advisor (Ph.D. Advisor, 2016-19), Parents' experience of flow.

Master's

Jonathan Goldberg, M.S.Ed. (Bank Street, 2023), Facilitator, *Finding a home: Is the DOE doing everything it can to provide free and appropriate setting for special education students?*

Amanda Goldstein, M.S.Ed. (Bank Street, 2023), Facilitator, *How to keep our teachers teaching: From the perspective of a teacher who has left the profession.*

Virginia Loperena, M.S.Ed. (Bank Street, 2022), Facilitator, *Grant writing for the culture.*

Teja D. Alleyne, M.A. (ASU, 2011), Committee Member, *Free play through the eyes of a child and early childhood professional.*

WORKSHOPS

Me an advocate? Yes! (2020, March). Bank Street College of Education Infancy Institute.

Advocacy for/as Emotionally Responsive Practice. (2020, December). Emotionally Responsive Practice Conference.

Participatory program evaluation. (2013, January). Illinois Early Childhood Fellows, Chicago, IL.

Tools for engaging with families. (2007, December). Glendale Elementary School District, Early Childhood Programs, Phoenix, AZ.

INSTITUTIONAL SERVICE

Bank Street College of Education

standing committees:

2023+	Board of Trustees (Associate Member)
2023+	College Advisory Council
2021+	Institutional Review Board
2020-2021	Equity Task Force

ad hoc committees:

2023	Search, Archivist
2023	Margaret Wise Brown Board Book Award
2021	Search, Chief Equity Officer

Erikson Institute

standing committees:

2018-2019	Faculty Council (secretary); Title IX
2016-2018	Faculty Council (co-chair)
2015-2019	Institutional Research
2012-2017	Social Justice Coalition
2011-2019	Library Advisory
2011-2019	Student Advisory

ad hoc committees:

2018-2019	Strategic Planning Steering
2017	Search, Social Work Program Director Review, Faculty Innovation Fund
2014-2016	Search, Faculty (x3)
2013	Search, Director of Field Education; Search, Reference Librarian

COMMUNITY SERVICE

2018	Chicago Early Learning Executive Council Metrics Subcommittee, Ad Hoc Advisory Group
2016	Logan Square Neighborhood Association Early Childhood Research Collaborative
2016	DuPage County Early Childhood Regional Collaboration Common Messaging Work Group
2008	Governor's P-20 Council Ad Hoc Early Childhood Sub-committee
2008	Arizona Early Childhood Development & Health Board Quality Rating and Improvement System/Incentives and Financing Logistics Team
2006-2007	Southern Maricopa County Early Childhood Partnership Organizational Structure and Community Assessment Committees

2005-2006 Southwest Human Development | Head Start Policy Council, Community Representative
2002-2003 Valley of the Sun United Way | Kids Bright and Healthy Impact Council
2002-2003 United Way of Tucson & Southern Arizona | First Focus on Kids Impact Council

EDITORIAL & PROFESSIONAL SERVICE

2019+ Editorial Review Board, [Bank Street Occasional Papers](#) (Open Access):
2013+ Editorial Review Board, [He Kupu, the Word](#) (Open Access)
2004-2005 Associate Editor, [Current Issues in Education](#) (Open Access)

ad hoc reviewer

American Educational Research Association (Annual Meeting); *Contemporary Issues in Early Childhood*; *Curriculum Inquiry*; *Current Issues in Education*; *Early Childhood Research Quarterly*; Harvard Education Press; *Journal of Early Childhood Teacher Education*; *Journal of Research in Childhood Education*; *Policy Futures in Education*; Reconceptualizing Early Childhood Education (Annual Meeting); State University of New York Press; *Teachers College Record*

2022+ EdPrepLab | Early Childhood Policy and Practice Working Group
2023 Administration for Children and Families | Secondary Analysis of Head Start Data (HHS-2023-ACF-OPRE-YR-0247), Reviewer
2021 National Institute for Early Education Research, Rutgers University | National Early Childhood Workforce Survey, Technical Working Group
2021 Administration for Children and Families | Family Self Sufficiency Demonstration Development Grants (HHS-2021-ACF-OPRE-PE-1944), Reviewer
2020 Administration for Children and Families | Secondary Data Analysis on Early Care and Education (HHS-2020-ACF-OPRE-YE-1819), Reviewer
2009 Arizona Early Childhood Development & Health Board | Central Phoenix Regional Council · Grant Solicitation: Expanding Inclusive Environments, Reviewer
2006 Arizona Department of Education · Contract Solicitation: Early Childhood Assessment, Reviewer

SCHOLARLY SOCIETIES

American Anthropological Association | Association for the Anthropology of Policy · Anthropology of Work · Anthropology of Children & Youth Interest Group
American Educational Research Association | Social Context of Education · Critical Perspectives on Early Childhood Education · Research on the Education of Asian & Pacific Americans
National Association of Early Childhood Teacher Education
Reconceptualizing Early Childhood Education