

MOIRA KONRAD

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Department of Educational Studies
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EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees

Ph.D.	2005	University of North Carolina at Charlotte	Special Education
M.Ed.	1998	Kent State University	Curriculum and Instruction
B.A.	1993	University of Massachusetts at Amherst	Dance, Minor in Psychology

Licenses

North Carolina	Learning Disabilities (K-12)
Ohio	Learning Disabilities (K-12)

PROFESSIONAL EXPERIENCES

2011–present	Associate Professor, The Ohio State University, Columbus, OH
2005–2011	Assistant Professor, The Ohio State University, Columbus, OH
2003–present	Managing Editor, <i>Career Development for Exceptional Individuals</i>
2002–2005	Graduate Research Assistant, UNC Charlotte, Charlotte, NC
2001–02	Resource Teacher, Smith Middle School, Chapel Hill, NC
2001–02 (summers)	Curriculum Specialist, Teach for America Summer Institute, Houston, TX
2000 (summer)	Corps Member Advisor, Teach for America Summer Institute, Houston, TX
1995–01	Intervention Specialist, Lake Middle School, Hartville, OH
1993–95	Resource Teacher, Louisburg High School, Louisburg, NC

PUBLICATIONS IN REFEREED JOURNALS

Konrad, M., & Joseph, L. M. (in press). Cover-Copy-Compare: A Method for enhancing your evidence-based instruction. *Intervention in School and Clinic*.

Helf, S., Cooke, N. L., & Konrad, M. (in press). Advantages of providing structured supplemental reading instruction to kindergartners at risk for failure in reading. *Preventing School Failure*.

- Sullivan, M., Konrad, M., Joseph, L. M., & Luu, C. T. (in press). A comparison of two sight word reading fluency drill formats. *Preventing School Failure*.
- Fishley, K. M., Konrad, M., Hessler, T., & Keeseey, S. (2012). Effects of GO FASTER on morpheme definition fluency for high school students with high-incidence disabilities. *Learning Disabilities Research & Practice, 27*, 104–115.
- Joseph, L. M., Eveleigh, E., Konrad, M., Neef, N., & Volpe, R. (2012). Comparison of the efficiency of two flashcard drill methods on children's reading performance. *Journal of Applied School Psychology, 28*, 317–337.
- Joseph, L. M., Konrad, M., Cates, G., Vajcner, T., Eveleigh, E., & Fishley, K. M. (2012). A meta-analytic review of the cover-copy-compare self-management procedure. *Psychology in the Schools, 49*, 122–136.
- Moser, L. A., Fishley, K. M., Konrad, M., & Hessler, T. (2012). Effects of the copy-cover-compare strategy on the acquisition, maintenance, and generalization of spelling sight words for elementary students with attention deficit/hyperactivity disorder. *Child & Family Behavior Therapy, 34*, 93–110.
- Konrad, M., Helf, S., & Joseph, L. M. (2011). Evidence-based instruction is not enough: Strategies for increasing instructional efficiency. *Intervention in School and Clinic, 47*, 67–74.
- Konrad, M., Joseph, L. M., & Itoi, M. (2011) Using guided notes to enhance instruction for all students. *Intervention in School and Clinic, 46*, 131–140.
- Crabtree, T. R., Alber-Morgan, S. R., & Konrad, M. (2010). The effects of self-monitoring of story elements on the reading comprehension of high school seniors with learning disabilities. *Education and Treatment of Children, 33*, 187–203.
- Schisler, R., Joseph, L. M., Konrad, M., & Alber-Morgan, S. (2010). Comparison of the effectiveness and efficiency of oral and written retellings and passage review as strategies for comprehending text. *Psychology in the Schools, 47*, 135–152.
- Hessler, T., Konrad, M., & Alber-Morgan, S. R. (2009). Twenty ways to assess written expression. *Intervention in School and Clinic, 45*, 68–71.
- Joseph, L. M., & Konrad, M. (2009). Teaching students with intellectual or developmental disabilities to write: A review of the literature. *Research in Developmental Disabilities, 30*, 1–19.
- Joseph, L. M., & Konrad, M. (2009). Twenty ways to teach your students to self-manage their academic performance. *Intervention in School and Clinic, 44*, 246–249.
- Konrad, M., Joseph, L. M., & Eveleigh, E. (2009). A meta-analytic review of guided notes. *Education and Treatment of Children, 32*, 421–444.

- Helf, S., Konrad, M., & Algozzine, B. (2008). Recouping and rethinking the effects of summer vacation on reading achievement. *Journal of Research in Reading, 31*, 420–428.
- Hessler, T., & Konrad, M. (2008). Using curriculum-based measurement to drive IEPs and instruction in written expression. *TEACHING Exceptional Children, 41*(2), 28–37.
- Konrad, M. (2008). Twenty ways to involve students in the IEP process. *Intervention in School and Clinic, 43*, 236–239.
- Konrad, M., Walker, A. R., Fowler, C. H., Test, D. W., & Wood, W. M. (2008). A model for aligning self-determination and general curriculum standards. *TEACHING Exceptional Children, 40*(3), 53–64.
- Stotz, K. E., Itoi, M., Konrad, M., & Alber-Morgan, S. R. (2008). Effects of self-graphing on written expression of fourth grade students with high-incidence disabilities. *Journal of Behavioral Education, 17*, 172–186.
- Alber-Morgan, S. R., Hessler, T. L., & Konrad, M. (2007). Teaching writing for keeps. *Education and Treatment of Children, 30*(3), 107–128.
- Fowler, C. H., Konrad, M., Walker, A. R., Test, D. W., & Wood, W. M. (2007). Self-determination interventions' effects on the academic performance of students with developmental disabilities. *Education and Training in Developmental Disabilities, 43*, 270–285.
- Konrad, M., Fowler, C. H., Walker, A. R., Test, D. W., & Wood, W. M. (2007). Effects of self-determination interventions on academic skills of students with learning disabilities. *Learning Disability Quarterly, 30*, 89–113.
- Konrad, M., Helf, S., & Itoi, M. (2007). More bang for the book: Using children's literature to teach self-determination and literacy skills. *TEACHING Exceptional Children, 40*(1), 64–71.
- Konrad, M., & Test, D. W. (2007). Effects of GO 4 IT...NOW! strategy instruction on the written IEP goal articulation and paragraph-writing skills of middle school students with disabilities. *Remedial and Special Education, 28*, 277–291.
- Konrad, M., & Trela, K. (2007). GO 4 IT...NOW! Extending writing strategies to support all students. *TEACHING Exceptional Children, 39*(4), 38–47.
- Lo, Y., & Konrad, M. (2007). A field-tested task analysis for creating single-subject graphs using Microsoft® Office Excel. *Journal of Behavioral Education, 16*, 155–189.
- Arndt, S. A., Konrad, M., & Test, D. W. (2006). Effects of *Self-Directed IEP* on student participation in planning meetings. *Remedial and Special Education, 27*, 194–207.
- Hughes, W., Wood, W. M., Konrad, M., & Test, D. W. (2006). Get a life: Students practice being self-determined. *TEACHING Exceptional Children, 38*(5), 57–63.

- Konrad, M., Trela, K., & Test, D. W. (2006). Using IEP goals and objectives to teach paragraph writing to high school students with physical and cognitive disabilities. *Education and Training in Developmental Disabilities, 41*, 111–124.
- Steele, R., Konrad, M., & Test, D. W. (2005). An evaluation of IEP transition components, post-school outcomes, and consumer satisfaction in two states. *Journal for Vocational Special Needs Education, 27*(2), 4–18.
- Konrad, M., & Test, D. W. (2004). Teaching middle school students with disabilities to use an IEP template. *Career Development for Exceptional Individuals, 27*, 101–124.
- Test, D. W., Mason, C., Hughes, C., Konrad, M., Neale, M., & Wood, W. M. (2004). Student involvement in individualized education program meetings. *Exceptional Children, 70*, 391–412.

OTHER PUBLICATIONS (EDITOR-REVIEWED)

- Konrad, M., Schnorr, C., Freeman, S. W., Flynn, S. D., Cease-Cook, J., Diegelmann, K. M., Scroggins, L. C., Toms, O. M., & Keesey, S. (2012). In other sources [Column]. *Career Development and Transition for Exceptional Individuals, 35*, 190–194.
- Konrad, M., Freeman, S. M., Bartholomew, A., Kelley, K. R., Cease-Cook, J., Flynn, S. D., Scroggins, L., Fishley, K. M., Keesey, S., Fleming, S. S., Toms, O. M., & Rowe, D. A. (2011). In other sources [Column]. *Career Development for Exceptional Individuals, 34*, 187–196.
- Konrad, M., Bartholomew, A., Hudson, M. E., Kelley, K. R., Toms, O., Rowe, D. A., Keesey, S., Fleming, S., & Fishley, K. M. (2010). In other sources [Column]. *Career Development for Exceptional Individuals, 33*, 177–192.
- Konrad, M., Luu, K. C. T., Rowe, D. A., Mazzotti, V. L., Kelley, K. R., Mustian, A. L., Keesey, S., & Fishley, K. M. (2009). In other sources [Column]. *Career Development for Exceptional Individuals, 32*, 182–192.
- Konrad, M., Trela, K. C., Fishley, K., White, J. H., Mazzotti, V. L., & Itoi, M. (2008). In other sources [Column]. *Career Development for Exceptional Individuals, 31*, 186–192.
- Konrad, M., Trela, K., Itoi, M., Neale, M., Richter, S. M., Walker, A. R., Uphold, N. M., & Luu, K. C. T. (2007). In other sources [Column]. *Career Development for Exceptional Individuals, 30*, 184–192.
- Konrad, M., Fowler, C. H., Richter, S. M., Walker, A. R., Trela, K., Uphold, N. M., & Neale, M. (Eds.). (2007). In other sources [Column]. *Career Development for Exceptional Individuals, 30*, 58–64.
- Konrad, M., & Test, D. W. (2006, 2009, 2012). Two for one: Teaching self-determination and writing together. In W. L. Heward, *Exceptional Children: Introduction to Special Education* (8th Ed., 9th Ed., 10th Ed.). Upper Saddle River, NJ: Prentice Hall.

- Algozzine, B., Konrad, M., & Test, D. W. (2005). Direct observation. In G. Sugai & R. H. Horner (Eds.), *Encyclopedia of Behavior Modification and Cognitive Behavior Therapy, Vol. 3: Educational Applications*. Thousand Oaks, CA: Sage Publications.
- Konrad, M., Trela, K., Uphold, N. M., Walker, A. R., & Fowler, C. H. (Eds.). (2005). In other sources [Column]. *Career Development for Exceptional Individuals*, 28, 116–121.
- Konrad, M., Fowler, C. H., Helf, S. S., Trela, K., Uphold, N. M., & Walker, A. R. (Eds.). (2004). In other sources [Column]. *Career Development for Exceptional Individuals*, 27, 221–229.
- Konrad, M. (2003). Teaching problem solving skills. *DD Research Digest*, 2(2), 2–3.
- Konrad, M., Courtade-Little, G., Diliberto, J. A., Eddy, S. E., Fowler, C. H., McCormack, S. L., Neale, M., & Schleider, M. (Eds.). (2003). In other sources [Column]. *Career Development for Exceptional Individuals*, 26, 239–247.

MANUSCRIPTS IN PREPARATION OR SUBMITTED FOR PUBLICATION

- Fishley, K. M., Konrad, M., & Hessler, T. (2013). *Using GO FASTER to teach morphemes to secondary students with high-incidence disabilities*. Manuscript submitted for publication.
- Fishley, K. M., Konrad, M., & Hessler, T. *GO FASTER: Building students' vocabularies through morphemic analysis, graphic organizers, flashcards, and self-management*. Manuscript in preparation.
- Keesey, S., Konrad, M., & Joseph, L. M. (2013). *Word boxes improve phonemic awareness, letter-sound correspondences, and spelling skills of kindergartners at risk of reading failure*. Manuscript submitted for publication.

PRESENTATIONS

International and National Presentations (Peer Reviewed)

- Konrad, M., Helf, S., & Joseph, L. M. (2011, April). *Strategies for increasing instructional efficiency*. Paper presented at the Council for Exceptional Children Annual Convention, National Harbor, MD.
- Keesey, S., Fishley, K. M., Konrad, M., & Hessler, T. (2011, May). *Effects of scripted Spellography on spelling skills of elementary students with learning difficulties*. Paper presented at the Association for Behavior Analysis International 37th Annual Convention, Denver, CO.
- Konrad, M., Ren, H., & Storm, M. (2011, February). *Reaching all learners*. Presented at the Teach for America 20th Anniversary Summit, Washington, DC.
- Fishley, K. M., Konrad, M., & Keesey, S. (2010, May). *Effects of an explicit teaching package on morpheme definition fluency*. Paper presented at the Association for Behavior Analysis International 36th Annual Convention, San Antonio, TX.

- Moser, L. A., Fishley, K. M., & Konrad, M. (2010, May). *Effects of copy-cover-compare on acquisition, maintenance, and generalization of spelling skills for children with disabilities*. Paper presented at the Association for Behavior Analysis International 36th Annual Convention, San Antonio, TX.
- Konrad, M., Alber-Morgan, S., & Hessler, T. (2010, April). *READY, AIM, WRITE!* Paper presented at the Council for Exceptional Children Annual Convention, Nashville, TN.
- Konrad, M., & Hessler, T. (2009, November). *Introduction to special education: What's the big idea?* Paper presented at the Conference of the Teacher Education Division (Council for Exceptional Children), Charlotte, NC.
- Montgomery, Q. V., Konrad, M., Luu, C. K. (2009, May). *Effects of parent training on parents' use of praise and child's spoken words*. Paper presented at the Association for Behavior Analysis International 35th Annual Convention, Phoenix, AZ.
- Itoi, M., Yawn, C. D., Rodrigues, L. C., Lovelace, T. S., & Konrad, M. (2008, May). *Comparing effects of one-attempt versus three-attempt on-line quizzes on college students' in-class quiz performance*. Paper presented at the Association for Behavior Analysis International 34th Annual Convention, Chicago, IL.
- Konrad, M., & Joseph, L. (2008, May). *A review of the writing intervention literature for individuals with intellectual disabilities*. Paper presented at the Association for Behavior Analysis International 34th Annual Convention, Chicago, IL.
- Luu, C., Singh, A. H., Konrad, M., & Itoi, M. (2008, May). *The effects of one-attempt versus three-attempt on-line quizzes on undergraduate students' in-class quiz performance*. Paper presented at the Association for Behavior Analysis International 34th Annual Convention, Chicago, IL.
- Konrad, M. (2008, April). *More bang for the book: Using children's literature to promote self-determination and literacy*. Paper presented at the Council for Exceptional Children Annual Convention, Boston, MA.
- Luu, C., Itoi, M., & Konrad, M. (2007, May). *Effects of a reading racetrack on sight word reading fluency of urban elementary students with disabilities*. Paper presented at the Association for Behavior Analysis International 33rd Annual Convention, San Diego, CA.
- Itoi, M., Konrad, M., & Hessler, T. (2007, May). *Effects of two supplemental writing interventions on fourth and fifth grade students' written expression*. Paper presented at the Association for Behavior Analysis International 33rd Annual Convention, San Diego, CA.
- Alber-Morgan, S. R., Hessler, T., & Konrad, M. (2007, April). *Teaching writing for keeps*. Paper presented at the Council for Exceptional Children Annual Convention, Louisville, KY.
- Hessler, T., Malone, H. I., Alber-Morgan, S. R., & Konrad, M. (2006, November). *High-tech ways to increase active engagement among pre-service and in-service teachers*. Paper presented at the Conference of the Teacher Education Division (Council for Exceptional Children), San Diego, CA.

- Konrad, M., Alber-Morgan, S. R., Malone, H. I., & Hessler, T. (2006, November). *The research-to-practice carousel: Using a student-teaching seminar to promote evidence-based teaching*. Paper presented at the Conference of the Teacher Education Division (Council for Exceptional Children), San Diego, CA.
- Konrad, M., & Test, D. W. (2006, May). *Curriculum-based measurement: A "write" way—CBM at the middle school level*. Paper presented at the Association for Behavior Analysis International 32nd Annual Convention, Atlanta, GA.
- Walker, A. R., Konrad, M., & Fowler, C. H. (2006, April). *Integrating self-determination into academic content instruction*. Paper presented at the Council for Exceptional Children Annual Convention, Salt Lake City, UT.
- Fowler, C. H., Konrad, M., & Test, D. W. (2005, October). *Effects of self-determination interventions on academic skills*. Paper presented at the International Conference of the Division on Career Development and Transition (Council for Exceptional Children), Albuquerque, NM.
- Konrad, M., & Test, D. W. (2005, May). *Using GO 4 IT...NOW! to Teach Middle School Students With Disabilities to Write IEP Goal Paragraphs*. Paper presented at the Association for Behavior Analysis International 31st Annual Convention, Chicago, IL.
- Helf, S. S., & Konrad, M. (2005, April). *Cultural diversity in children's literature that features characters with learning disabilities*. Paper presented at the Council for Exceptional Children Annual Convention, Baltimore, MD.
- Konrad, M., Trela, K., & Test, D. W. (2005, April). *Using IEP goals and objectives to teach paragraph writing*. Paper presented at the Council for Exceptional Children Annual Convention, Baltimore, MD.
- Konrad, M., & Test, D. W. (2004, April). *Teaching middle school students to write their own IEPs*. Paper presented at the Council for Exceptional Children Annual Convention, New Orleans, LA.
- Konrad, M., Neale, M., & Test, D. W. (2003, October). *Using IEPs to promote self-determination among middle schoolers*. Paper presented at the International Conference of the Division on Career Development and Transition (Council for Exceptional Children), Roanoke, VA.

State and Local Presentations

- Joseph, L. M., & Konrad, M. (2011, October). *Creating instructionally efficient classrooms the ABA way*. Presented at Ohio Association for Behavior Analysis Conference, Columbus, OH.
- Konrad, M., & Hessler, T. (2011, May). *Effects of Spellography Instruction with Supplemental Scripts on Spelling of Children (and Adults) With Writing Disabilities*. Presented at the Center for the Study and Teaching of Writing, Columbus, OH.
- Konrad, M., Hessler, T., & Itoi, M. (2007, October). *More bang for the book: Using children's literature to promote self-determination, literacy, and social acceptance of disabilities*. Presented at the Children's Literature Takes You Places Conference, Marion, OH.

- Konrad, M. (2007, May). *Using the IEP to teach self-determination and academic skills*. Paper presented at the 9th Biennial Topical Conference (Statewide Career, Vocational, Transitional, and Employment Conference), Columbus, OH.
- Helf, S. S., & Konrad, M. (2004, April). *Diversity and disability in children's literature*. Paper presented at the 25th Annual Child and Family Development Conference, Charlotte, NC.
- Helf, S. S., & Konrad, M. (2004, February). *Children's books that feature characters with learning disabilities: How culturally diverse are the characters?* Paper presented at the North Carolina Council for Exceptional Children Conference, Wilmington, NC.
- Konrad, M. (2004, February). *Teaching middle school students to complete an IEP template*. Paper presented at the North Carolina Association for Applied Behavior Analysis Conference, Wrightsville Beach, NC.
- Konrad, M., & Trela, K. (2004, February). *Using the IEP process to promote self-determination and literacy*. Paper presented at the North Carolina Council for Exceptional Children Conference, Wilmington, NC.
- Test, D. W., & Konrad, M. (2003, March). *Teaching students self-determination skills*. Invited presentation at the North Carolina Association for Educational Rehabilitation Outreach Conference, Raleigh, NC.
- Gibson, P., Christian, C., Miller, M., Helf, S. S., & Konrad, M. (2002, October). *The UNC Charlotte Behavior and Reading Improvement Center*. Paper presented at the Behavior Management/Safe Schools Conference, Charlotte, NC.

Workshops/Trainings

- Konrad, M. (2010, March). *Strategies for effective inclusion: Meeting the needs of all students*. In-service presented at Bradley High School, Hilliard, OH.
- Konrad, M. (2005, April). *Preparing powerful PowerPoint presentations*. Workshop presented at the National TEACH Early Childhood Conference, Chapel Hill, NC.
- Konrad, M., & Helf, S. S. (2005, January). *Organization strategies to promote positive behavior in school-age children*. Workshop presented at A Day for Daycare, Chapel Hill, NC.
- Helf, S. S., & Konrad, M. (2005, January). *Why is reading so hard?* Workshop presented at A Day for Daycare, Chapel Hill, NC.
- Test, D. W., Wood, W. M., Fowler, C. H., & Konrad, M. (2004, September). *Two for one: Integrating self-determination into the general curriculum*. Workshop presented at the Self-Determination Technical Assistance Centers, Colorado Springs, CO.

Konrad, M., & Helf, S. S. (2004, January). *Behavior management for school-age children*. Workshop presented at A Day for Daycare, Chapel Hill, NC.

GRANTS AND CONTRACTS

Funded

Konrad, M., & Hessler, T. (2009). *Effects of Spellography Instruction on Spelling and Written Expression Performance of Children With Writing Disabilities*. Submitted to the Center for the Study and Teaching of Writing, The Ohio State University. (Funded amount: \$4,500)

Malone, H. I., Konrad, M., & Hessler, T. (2007). *Development and Use of Video Vignettes to Improve Teacher Preparation in Special Education*. Submitted to PAES Instructional Enhancement Initiative. (Funded amount: \$1,200)

Unfunded

Konrad, M., & Hessler, T. (2011). *GO 4 IT...NOW WRITE! Teaching Written Expression and Self-determination Together*. Submitted to Institute of Education Sciences. (Requested amount: \$1,182,046)

Alber-Morgan, S. R., Joseph, L. M., Cannella-Malone, H. I., Konrad, M., & Hessler, T. (2008). *Project ALL (Adolescents Learning Literacy): Teaching Reading and Writing Skills to Middle School Students With Significant Intellectual Disabilities*, CFDA 84.324A. Submitted to Institute of Education Sciences. (Requested amount: \$369,454)

GRADUATE AND HONORS STUDENTS

CATEGORY	CURRENT	COMPLETE
Doctoral Students (Dissertation Advisor)	1	4
Masters Students (Thesis Advisor)	3	6
Masters Students (Exam/Project Advisor)	None	12
Doctoral Students (Dissertation Committee Member)	3	10
Doctoral Students (General Exam Committee Chair)	None	4
Doctoral Students (General Exam Committee Member)	None	17
Masters Students (Thesis Committee Member)	None	9
Masters Students (Exam Committee Member)	None	11
Undergraduate Honors Students (Thesis Advisor)	None	1
Total	6	73

Dissertations

Susan Keeseey (2012), Effects of Word Box Instruction on the Phonemic Awareness Skills of Older, Struggling Readers and Young Children at Risk for Reading Failure. The Ohio State University, Columbus, OH.

Katelyn M. Fishley (2011), Effects of *GO FASTER* on Morpheme Definition Fluency of High School Students with High Incidence Disabilities. The Ohio State University, Columbus, OH.

Ken Luu (2009), Effects of Joint-Control Training on Producing Letter-Sound Bi-Directionality in Children With Autism. The Ohio State University, Columbus, OH.

Madoka Itoi (2008), Effects of Distributed and Massed Practices of Vocabulary Aspects Embedded in a Response Card Activity on Acquisition, Generalization, and Maintenance of Vocabulary Knowledge. The Ohio State University, Columbus, OH.

Theses

Lauren Moser (2009), The Effects of the Copy, Cover, and Compare Strategy on the Acquisition, Maintenance, and Generalization of Spelling Sight Words for Elementary Students with Disabilities. The Ohio State University, Columbus, OH.

Quinn Montgomery (2008), The Effects of Parent Training on Parents' Use of Appropriate Praise and Child's Quantity of Spoken Words. The Ohio State University, Columbus, OH.

Katherine Stenner (2007), A Comparison of the Effects of Highlighting Versus Retell on Reading Comprehension Questions and Maze Tasks. The Ohio State University, Columbus, OH.

Maureen Sullivan (2007), A Comparison of Two Sight Word Fluency Drills. The Ohio State University, Columbus, OH.

Kathleen Fiala (2007), The Effects of Supplemental Direct Instruction on Fifth Graders' Written Expression. The Ohio State University, Columbus, OH.

Kate Pulley Stotz (2006), The Effects of Self-graphing on the Written Expression of Fourth Grade Students With High-incidence Disabilities. The Ohio State University, Columbus, OH. .

Undergraduate Honors Theses

Taryn Filo (2008), An examination of Columbus Area Special Education Teachers' Perceptions of Scientifically Based Research and Practice. The Ohio State University, Columbus, OH.

UNIVERSITY TEACHING ASSIGNMENTS

The Ohio State University

EDU PAES 650	Introduction to Exceptional Children
EDU PAES (5)735	Secondary Methods of Instruction for Students with Mild/Moderate Disabilities
EDU PAES (5)743	Educational Assessment of Exceptional Learners
EDU PAES 738	Reading Instruction for Children with Severe Reading Disabilities
EDU PAES 798	Student Teaching (Undergraduate; Supervisor and Co-Coordinator)
EDU PAES 831	Strategies for Effective Group Instruction
EDU PAES 884	Supervised Field Experiences

EDU PAES 893	Paradigm Debates in Special Education (Doctoral Seminar)
EDU PAES 885	Student Teaching (Graduate; Supervisor and Co-Coordinator)
EDU PAES 888	Writing for Publication

University of North Carolina at Charlotte

SPED 5277	Teaching Written Expression to Learners with Special Needs
SPED 6316	Transition and Life Skills (co-taught)
SPED 6501	Applied Research (co-taught)

PROFESSIONAL SERVICE

2013–present	Member, Editorial Board, <i>Remedial and Special Education</i>
2010–present	Community Leader, National Special Education Community (on-line community), Teach for America
2009–present	Member, Editorial Board, <i>Intervention in School and Clinic</i> Ad Hoc Reviewer, <i>Preventing School Failure</i>
2009	Ad Hoc Reviewer, <i>Psychology in the Schools</i>
2008–present	Ad Hoc Reviewer, <i>Journal of Special Education</i>
2007	Ad Hoc Reviewer, <i>Education and Treatment of Children</i>
2006–2012	Ad Hoc Reviewer, <i>Remedial and Special Education</i>
2006–2008	Member, Way-to-Work Electronic Mentoring Participatory Action Team
2006–2007	Member, Ohio Transition Topical Conference Planning Committee
2006	Ad Hoc Reviewer, Brookes Publishing Company
2005	Reviewer, NC Division on Career Development and Transition annual mini-grants
2003	Small group facilitator, DCDT/NCSET Capacity Building Institute, October 2003, Collecting and Utilizing Postschool Outcome Data to Improve Transition Programs and Services at the National, State, and Local Levels
2003	Judge, Council for Exceptional Children’s Yes I Can! Award
2002–2006	Member, DCDT Research Committee
2002–2003	Member, Teach for America Special Education Task Force

UNIVERSITY SERVICE

2011–present	Section Head, Special Education Section, OSU
2007–present	Coordinator, undergraduate special education programs
2007–2008	Co-chair, PAES Staff Award Selection Committee, OSU Member, Recruitment Advisory Committee, College of EHE, OSU
2006	Member, Search Committee for PAES Academic Advisor, OSU Faculty Presenter, PAES Freshmen Orientation, OSU Member, PAES Staff Award Selection Committee, OSU Member, College of Education Scholarship Committee, OSU Judge, Maximus Competition, OSU
2005–present	Faculty advisor, Student Council for Exceptional Children, OSU Member, Undergraduate Studies Committee, OSU
2004	Panelist, <i>APA Authorship Guidelines</i> , Panel presentation, UNC Charlotte
2003–2005	Co-organizer and facilitator, diversity book discussion group UNC Charlotte

2003 Co-developer, Special Education Faculty Advising Handbook, UNC Charlotte
Member, Search Committee for Clinical Assistant Professor, UNC Charlotte

MEMBERSHIPS

Council for Exceptional Children

Divisions: Division on Career Development and Transition, Division for Culturally and Linguistically Diverse Exceptional Learners, Division for Learning Disabilities

Association for Behavior Analysis International

The Honor Society of Phi Kappa Phi

AWARDS, HONORS, AND DISTINCTIONS

2011 Inducted into the School of Physical Activity and Educational Services Teaching Academy

2002–05 Ph.D. Traineeship, Leadership Training Program (Division of Personnel Preparation, Office of Special Education and Rehabilitation Services, US Department of Education), UNC Charlotte

2002–03 Charles and Clara Stone Scholarship, UNC Charlotte

1993–95 Teach for America Corps Member, “Exemplary” ratings on teaching portfolios

1991–93 Chancellor’s Talent Award (full scholarship), University of Massachusetts