

Kelly J. Williams, Ph.D.

CONTACT INFORMATION

Address: Indiana University
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UNIVERSITY APPOINTMENTS

Current **Indiana University**, Bloomington, IN
Department: Curriculum & Instruction
Positions: Assistant Professor of Special Education, Graduate Certificate in Dyslexia Program Coordinator

DEGREES

- 2017 **Doctor of Philosophy**, The University of Texas at Austin, Austin, TX
Major: Special Education in Learning Disabilities and Behavior Disorders
Dissertation: Effects of an Intensive Reading Intervention on Reading Outcomes for Adolescent English Learners with Disabilities
- 2013 **Education Specialist**, Georgia Southern University, Statesboro, GA
Major: Teaching and Learning
Concentration: Special Education
Thesis: Examining the Perceptions and Beliefs of Students with Mild Disabilities about the Classworks Reading Intervention
- 2010 **Master of Education**, Georgia Southern University, Statesboro, GA
Major: Reading Education
- 2009 **Bachelor of Science in Education**, Georgia Southern University, Statesboro, GA
Major: Special Education
Honors Program Scholar, Magna Cum Laude

PEER-REVIEWED JOURNAL ARTICLES

Williams, K. J., Martinez, L. R., Fall, A.-M., Miciak, J., & Vaughn, S. (2021). Student engagement among high school English learners with reading comprehension difficulties. *School Psychology Review*. Advance online publication. <https://doi.org/10.1080/2372966X.2020.1868948>

Williams, K. J., & Vaughn, S. (2020). Effects of an intensive reading intervention for ninth grade English learners with learning disabilities. *Learning Disability Quarterly*, 43(3), 154-166. <https://doi.org/10.1177/0731948719851745>

- Daniel, J., & **Williams, K. J.** (2019). Self-questioning strategy for struggling readers: A synthesis. *Remedial and Special Education*. Advance online publication. <https://doi.org/10.1177/0741932519880338>
- Williams, K. J.**, & Martinez, L. R. (2019). Supporting reading comprehension for students who are learning English and have learning disabilities. *Intervention in School and Clinic*, 55(1), 23-31. <https://doi.org/10.1177/1053451219833019>
- Vaughn, S., Martinez, L. R., **Williams, K. J.**, Miciak, J., Fall, A.-M., Roberts, G. R. (2019). Efficacy of a high school extensive reading intervention for English learners with reading difficulties. *Journal of Educational Psychology*, 111(3), 373-386. <https://doi.org/10.1037/edu0000289>
- Toste, J. R., Capin, P., **Williams, K. J.**, Cho, E., & Vaughn, S. (2019). Replication of an experimental study investigating the efficacy of a multisyllabic word reading intervention with and without motivational beliefs training for struggling readers. *Journal of Learning Disabilities*, 52(1), 45-58. <https://doi.org/10.1177/0022219418775114>
- Wanzek, J., Stevens, E. A., **Williams, K. J.**, Scammacca, N., Vaughn, S., & Sargent, K. (2018). Current evidence on the effects of intensive early reading interventions. *Journal of Learning Disabilities*, 51(6), 612-624. <https://doi.org/10.1177/0022219418775110>
- Williams, K. J.**, Austin, C. R., & Vaughn, S. (2018). A synthesis of spelling interventions for secondary students with disabilities. *Journal of Special Education*, 52(1), 3-15. <https://doi.org/10.1177/0022466917732777>
- Williams, K. J.**, Walker, M. A., Vaughn, S., & Wanzek, J. (2017). A synthesis of reading and spelling interventions and their effects on spelling outcomes for students with learning disabilities. *Journal of Learning Disabilities*, 50(3), 286-297. <https://doi.org/10.1177/0022219415619753>
- Toste, J. R., **Williams, K. J.**, Capin, P. (2017). Reading big words: Strategies to support students' multisyllabic word reading. *Intervention and School Clinic*, 52(5), 270-278. <https://doi.org/10.1177/1053451216676797>
- Scammacca, N. K., Roberts, G. J., Cho, E., **Williams, K. J.**, Roberts, G., Vaughn, S., & Carroll, M. (2016). A century of progress: Reading interventions for students in grades 4–12, 1914–2014. *Review of Educational Research*, 86(3), 756-800. <https://doi.org/10.3102/0034654316652942>

CHAPTERS IN EDITED BOOKS

- Williams, K. J.**, Capin, P., Stevens, E. A., & Vaughn, S. (2019). Reading comprehension interventions for individuals with dyslexia. In J. A. Washington, D. L. Compton, & P. McCardle (Eds.), *Dyslexia: Revisiting etiology, diagnosis, treatment, and policy* (pp. 148-160). Baltimore, MD: Paul H. Brookes.
- Williams, K. J.**, Stevens, E. A., & Vaughn, S. (2018). RTI in secondary schools: Current issues and recommendations. In P. C. Cullen & M. J. Kennedy (Eds.), *Handbook of multi-tiered systems of support and response to intervention* (pp. 354-366). New York, NY: Routledge.

OTHER SCHOLARLY PUBLICATIONS

Williams, K. J., & Risch, J. (2021). *Dyslexia toolkit: An anthology of resources and materials to support the implementation of dyslexia interventions.* Indiana Department of Education. <https://www.doe.in.gov/literacy/dyslexia>

IMPACT OF SCHOLARLY WORK

Table 1. Independent Metrics on Impact of Scholarly Work as of January 29, 2021

Source	# of Pubs	# of Cites	Avg. Cites Per Year	Avg. Cites Per Item	h-index ¹	i10-index ²	Research Interest ³
Google Scholar	13	254	N/A	N/A	6	6	N/A
Research Gate	13	143	N/A	N/A	6	N/A	112.6
Publons	8	107	21.4	13.4	5	N/A	N/A

Note. ¹ h-index is the number of publications (h) for which a researcher has received at least that number of citations (h); ² i-10-index is the number of publications with at least 10 citations; ³ Research interest is calculated by Research Gate based on the number of citations, publication recommendations, and reads by Research Gate members.

MANUSCRIPTS UNDER REVIEW OR IN PREPARATION

Vaughn, S., Martinez, L. R., **Williams, K. J.**, Miciak, J., Fall, A.-M., & Roberts, G. (Revised and Resubmitted). Effects of a reading intervention and a mentoring intervention for ninth-grade English learners with reading difficulties.

Williams, K. J., Vaughn, M. G., Fall, A.-M., Roberts, G., Schnackenberg, J., Maynard, B., & Wexler, J. (In Revision). A randomized trial of a mentoring program on school engagement for at-risk high school students.

Solis, M., Williams, K. J., & Kulesz, P. (Under Review). Understanding the critical role of word reading as a predictor of vocabulary and comprehension outcomes for high school students with severe reading difficulties.

ORAL PRESENTATIONS (COMPETITIVE/COMMITTEE-REVIEWED)

Martinez, L., **Williams, K. J.**, & Fall, A.-M. (2020, April). *Student Engagement Among High School English Learners* [Roundtable Session]. AERA Annual Meeting San Francisco, CA. <http://tinyurl.com/r4lourh> (Conference Canceled)

Williams, K. J. (2020, February). *A meta-analysis of the Check & Connect intervention on academic achievement, student engagement, and school completion for at-risk students.* In N. Stevenson (Chair), *Defining and redefining engagement: Implications for design, measurement, data quality, and instruction.* Panel presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.

Williams, K. J., & Solis, M. (2019, October). *Implementing intensive reading interventions in high school settings.* Roundtable session presented at the 2019 International Conference on Learning Disabilities, San Antonio, TX.

Williams, K. J., Miciak, J., & Martinez, L. M. (2017, April). *RTI Frameworks for adolescents: Designing and implementing intensive interventions with adolescent ELs*. Paper session presented at the annual convention of the Council for Exceptional Children, CEC, Boston, MA.

Williams, K. J., Toste, J. R., Capin, P., & Vaughn, S. (2016, April). *Enhancing the word reading skills of upper elementary students*. Paper session presented at the annual convention of the Council for Exceptional Children, CEC, St. Louis, MO.

Toste, J. R., Capin, P., **Williams, K. J.**, & Vaughn, S. (2016, February). *The potential for motivation-enhanced interventions to support struggling readers*. In J. Toste & A. Barth (Chairs), *Social-emotional processes as mechanisms for intensifying reading interventions*. Paper session at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.

Toste, J. R., Capin, P., Kearns, D., & **Williams, K. J.** (2015, October). *Reading morphologically complex words: Characteristics that are important to struggling readers' phoneme accuracy*. Paper presented at the annual International Conference on Learning Disabilities, Las Vegas, NV.

Toste, J. R., Capin, P., **Williams, K. J.**, Vaughn, S., & Stillman, S. (2015, July). *Targeted multisyllable word reading and motivational beliefs training: Replication of the M2 intervention*. Paper presented at the annual meeting of Society for the Scientific Study of Reading, SSSR, Big Island, HI.

Toste, J. R., Capin, P., **Williams, K. J.**, Vaughn, S., Roberts, G. J., & Kearns, D. (2015, February). *Enhancing elementary students' word reading skills through targeted multisyllable word reading and motivational beliefs training*. Paper presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.

ORAL PRESENTATIONS (INVITED/NON-COMPETITIVE)

Williams, K. J. (2018, November). *Improving writing outcomes for students with learning disabilities*. Session presented at the 2018 Annual LD and ADHD Conference of the Learning Disabilities Association of Indiana, Carmel, IN.

Williams, K. J. (2017, January). *Designing and implementing intensive reading interventions for adolescent ELs*. Speed learning session presented at the Making Middle School Matter workshop, Austin, TX.

Williams, K. J. (2016, September). *Why attendance matters*. San Antonio Kids Attend to Win Kick-off Event, San Antonio, TX.

Williams, K. J. (2009, April). *Parental perceptions of daily life routines in response to caring for a child with an autism spectrum disorder*. Paper session presented at 2009 Georgia Southern University Honors Research Symposium, Statesboro, GA.

POSTER PRESENTATIONS

Williams, K. J., Christoun, L., Wang, J., & Valentine, C. (2021, March). *Preservice teachers' culturally responsive teaching self-efficacy for students from diverse backgrounds*. Poster session accepted

for presentation at the annual convention of the Council for Exceptional Children, Baltimore, MD.

- Foreman-Murray, L., & **Williams, K. J.** (2020, April). *What Are You Doing and How Often? Characteristics of RTI Implementation and Student Outcomes in Middle and High School*. Poster session accepted for presentation at the annual Badar-Kauffman Conference on Contemporary Issues in Special Education, Kent, OH. (Conference Canceled)
- Williams, K. J.**, Martinez, L. M., & Miciak, J. (2019, February). *Examining student engagement outcomes for high school English learners at-risk for dropout*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- Williams, K. J.** (2019, January). *Implementing reading interventions for adolescent English learners with reading difficulties and disabilities*. Poster session presented at the annual convention of the Council for Exceptional Children, CEC, Indianapolis, IN.
- Williams, K. J.** (2018, October). *Improving reading outcomes for English learners with learning disabilities*. Poster session presented at the annual International Conference on Learning Disabilities, Portland, OR.
- Williams, K. J.** (2018, June). *Effects of an intensive reading intervention for high school English learners with disabilities*. Poster session presented at The Dyslexia Foundation Extraordinary Brain Symposium, Cathedral Peak, South Africa.
- Williams, K. J.** (2018, February). *Efficacy of an intensive reading intervention for high school ELs with disabilities*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- Martinez, L. M., **Williams, K. J.**, Vaughn, S., Fall, A.-M., Roberts, G., & Miciak, J. (2018, February). *A 2-year reading intervention for high school English learners with reading difficulties: Findings from a randomized control trial*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- Daniel, J., & **Williams, K. J.** (2018, February). *Self-questioning strategy instruction for struggling readers: A synthesis*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- Williams, K. J.**, Carroll, M., & Sigafos, L. (2017, April). *High school students with emotional disturbance: A systematic review of six peer-reviewed special education journals from 2004 to 2015*. Poster session presented at the annual convention of the Council for Exceptional Children, CEC, Boston, MA.
- Williams, K. J.**, & Austin, C. A. (2017, February). *Improving spelling outcomes for secondary students with disabilities*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.

Martinez, L. M., Miciak, J., & **Williams, K. J.** (2017, February). *A study of Project GOAL with high school English Learners*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.

Williams, K. J., Toste, J. R., Cho, E., Rogers, M., & McClelland, A. (2016, July). *The contribution of teacher-student working alliance and motivation to elementary students' reading performance*. Poster session presented at the annual meeting of the Society for the Scientific Study of Reading, SSSR, Porto, Portugal.

Williams, K. J., Toste, J. R., Capin, P., & Vaughn, S. R. (2016, April). *Multisyllabic word reading and motivational beliefs: Efficacy of a Tier 2 intervention to support struggling readers*. Poster session presented at the annual convention of the Council for Exceptional Children, CEC, St. Louis, MO.

Williams, K. J., Walker, M. A., Vaughn, S., & Wanzek, J. (2016, February). *A synthesis of reading and spelling interventions and their effects on spelling outcomes for students with learning disabilities*. Poster session at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.

Williams, K. J. (2010, April). *Parental perceptions of daily life routines in response to caring for a child with an autism spectrum disorder*. Poster session presented at annual Georgia Southern University Graduate Research Symposium, Statesboro, GA.

EXTERNAL GRANT SUBMISSIONS

2020 (Rejected) **Research Training Programs in Special Education (CFDA Number 84.324B) Early Career Development and Mentoring Grant**, U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research
Development of a Word-Level Reading and Spelling Intervention for Middle School Students with and At Risk for Learning Disabilities
\$699,090

2019 (Rejected) **Research Training Programs in Special Education (CFDA Number 84.324B) Early Career Development and Mentoring Grant**, U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research
Development of a Combined Word-Reading and Spelling Intervention for Middle School Students with Learning Disabilities
\$497,005

INTERNAL GRANTS AWARDED

2021 **Proffitt Internal Grant**, Indiana University, School of Education, Bloomington, IN
The Development of a Word-Level Reading and Spelling Intervention for Middle School Students with Reading Difficulties and Disabilities
\$17,605

- 2020 **Proffitt Summer Faculty Fellowship Program**, Indiana University School of Education, Bloomington, IN
Examining Teachers' Use of Specialized Reading Instruction and Intervention Practices for Secondary Students with Learning Disabilities
\$10,000
- 2019 **Learning and Teaching with Technology Challenge Development Grant**, Indiana University School of Education, Bloomington, IN
Investigating the Impact of IU eTexts on Students' Course Engagement
\$1,333
- 2019 **Research Proposal Incentive Fund**, Indiana University School of Education, Office of Research and Development, Bloomington, IN
\$7,300

CURRENT RESEARCH PROJECTS

- Present **The Development of a Word-Level Reading and Spelling Intervention for Middle School Students with Reading Difficulties and Disabilities**
Role: Principal Investigator
Funding: \$17,605
- Present **Examining Teachers' Use of Specialized Reading Instruction and Intervention Practices for Secondary Students with Learning Disabilities**
Role: Principal Investigator
Funding: \$10,000
- Present **A Meta-Analysis of the Effects of Remote and Distance Learning Interventions for Students with and At-Risk for Learning Disabilities**
Role: Co-Principal Investigator
Funding: N/A
- Present **Examining Preservice General and Special Education Teachers' Culturally Responsive Teaching Self-Efficacy**
Role: Principal Investigator
Funding: N/A
- Present **A Systematic Review of Implementation Strategies in Early Reading Interventions**
Role: Co-Investigator
Collaborators: Blaine Garman McClaine (P.I.) – Indiana University Doctoral Student
Funding: N/A
- Present **Characteristics of Response to Intervention (RTI) Implementation and Student Outcomes in Middle and High School**
Role: Co-Investigator
Collaborators: Lindsay Foreman Murray (P.I.) – Western Washington University
Funding: N/A

Present

Meta-Analysis of the Impact of the Check and Connect Intervention on Academic Achievement, Student Engagement, and School Completion Outcomes

Role: Principal Investigator

Collaborators: Melissa Rodgers (Co-Investigator/Data Analyst) – The University of Texas at Austin and Julie Stuckey (Graduate Research Assistant) – Purdue University (former IU doctoral student)

Funding: N/A

RESEARCH EXPERIENCE

2015-2018

Project Coordinator, Meadows Center for Preventing Educational Risk, The University of Texas at Austin, Austin, TX; *Preventing Dropout Among At-Risk Youth: A Study of Project Goal with English Learners*

- Designed comprehensive research-based reading intervention lessons and materials for secondary students
- Prepared and deliver professional development and training to intervention teachers
- Provided on-going coaching and instructional support to intervention teachers
- Supervised intervention teachers

2014-2015

Graduate Research Assistant, Meadows Center for Preventing Educational Risk, The University of Texas at Austin, Austin, TX

- Developed lessons and materials for elementary reading intervention research projects
- Provided training and professional development to intervention tutors
- Monitored progress of intervention, including fidelity checks
- Administered educational assessments

2009-2010

Graduate Assistant, Georgia Southern University, Statesboro, GA

- Provided research and administrative assistance for the Department of Teaching and Learning
- Assisted in teaching of undergraduate and graduate level classes

UNIVERSITY COURSES TAUGHT

Fall 2018-Present

Assistant Professor, Indiana University, Bloomington, IN

Courses: Education of Students with Learning Disorders (EDUC-K 352); Assessment and Remediation of the Mildly Handicapped II (EDUC-K 536); Introduction to Language and Learning Disorders (EDUC-K 370); Introduction to Exceptional Children (EDUC-K 205); Introduction to Special Education for Graduate Students (EDUC-K 505); Teaching Students with Special Needs in Secondary Classrooms (EDUC-K 306); Special Education Seminar (EDUC-K 780) – Dyslexia in K-12 Schools: Issues in Identification, Assessment, & Intervention

Spring 2018

Lecturer, The University of Texas at Austin, Austin, TX

Course: Intensive Interventions for Students with Reading Disabilities (SED 383)

Fall 2017
Summer 2017
Fall 2016

Lecturer, Texas State University, San Marcos, TX
Course: Teaching Language Arts to Students with Disabilities (SPED 4345)

Spring 2016

Co-Instructor, The University of Texas at Austin, Austin, TX
Course: Reading Assessment and Development (SED 378T)

Spring 2014
Spring 2013
Fall 2013

Adjunct Instructor, Georgia Southern University, Statesboro, GA
Course: Introduction to Special Education for Early Childhood Educators (ECED 3331)

Spring 2014
Fall 2012

Adjunct Instructor, Georgia Southern University, Statesboro, GA
Course: Introduction to Special Education (ECED 3333; ECED 6130)

GUEST LECTURES

March 2021

Dyslexia and Specific Learning Disabilities in Reading, Indiana University, Bloomington, IN
Organization: Kappa Delta Pi: International Honor Society in Education

October 2020

Guest Video Interview about Special Education in the Schools, Indiana University, Bloomington, IN
Course: HON-H 205 What is a Good Education? Ideas and Experience II

November 2019

Online Video Lecture: *What Secondary Educators Need to Know About IEPs*, Indiana University, Bloomington, IN
Course: EDUC-M 445/506/515: Secondary Science Methods

October 2019

Education for Students with Disabilities in the U.S., Indiana University, Bloomington, IN
Course: HON-H 205 What is a Good Education? Ideas and Experience II

October 2018

Introduction to Special Education in the Secondary Grades, Indiana University, Bloomington, IN
Course: EDUC-M 446: Methods of Teaching HS/JH/MS Science

October 2016

REWARDS Secondary Training, The University of Texas at Austin, Austin, TX
Course: SED 378T: Reading Assessment and Development (SED 378T)

November 2015

Teaching Vocabulary for Students in K-3, The University of Texas at Austin, Austin, TX
Course: Reading Assessment and Development (SED 378T)

UNIVERSITY SUPERVISION OF PRESERVICE CANDIDATES

2012-2014

Clinical Supervisor, Georgia Southern University, Statesboro, GA

- Supervised pre-service undergraduate special education teachers in student teaching and practicum I and IV courses

GRADUATE STUDENT COMMITTEES

- 2020-Present Blaine Garman-McClaine, Program Advisory Committee Member (Major Area Member) for Ph.D. in Special Education
- 2020-Present Michael Goodwin, Research Committee Member (Minor Area Member) for Ph.D. in Anatomy Education
- 2019-Present Kimberly Berg Farnsworth, Program Advisory Committee Member (Minor Area Member) for Ed.D. in Instructional Systems Technology
- 2018-Present Sarah Alwaqassi, Program Advisory Committee Member (Major Area Member) for Ph.D. in Special Education

PROFESSIONAL SERVICE

- 2021-Present **Research Committee**, Division for Learning Disabilities, Council for Exceptional Children
- Review conference submissions
 - Create Practice Alerts from research
- 2020-Present **Publications and Communications Committee**, Division for Learning Disabilities, Council for Exceptional Children
- Research to Practice Video Committee Member
 - Created “PD in 3” video interview for practitioners
 - Learning Disabilities Research and Practice (LDRP) Editor Search Committee Member (2020-2021)
- 2017-Present **Research Committee**, Council for Learning Disabilities
- Annually review conference submissions
- 2018-Present **Professional Journal Guest Reviewer**
- Guest reviewer for *Journal of Learning Disabilities*, *Learning Disability Quarterly*, *Remedial and Special Education*, *Educational Psychologist*, and *Journal of Research on Adolescence* (5 reviews in 2019; 2 in 2018)
- October 2020 **Round Table Presentation on the “Academic Job Search,”** Council for Learning Disabilities Leadership Institute, Online.
- Led 2 roundtable sessions with doctoral students about the academic job search process
- September 2020 **American Educational Research Association (AERA) Peer Reviewer for 2021 AERA Conference**
- Reviewed 17 submissions for Division C – Learning and Instruction (7), SIG – Research in Reading and Literacy (3), and SIG – Special and Inclusive Education Research (7)

- October 2019 **Round Table Presentation on the “Academic Job Search,”** Council for Learning Disabilities Leadership Institute, San Antonio, TX
- Led 3 roundtable sessions with doctoral students about the academic job search process
- October 2018 **Round Table Presentation on the “Academic Job Search,”** Council for Learning Disabilities Leadership Institute, Portland, OR
- Led 3 roundtable sessions with doctoral students about the academic job search process

STATE/LOCAL SERVICE

- 2019-Present **Dyslexia Toolkit for Educators**
- Collaborated with the Indiana DOE dyslexia coordinator to create a toolkit for educators across the state of Indiana to use to assess and instruct students with and at-risk for dyslexia
- 2019 **MCCSC Dyslexia Advisory Team Member**
- Consult with MCCSC dyslexia advisory team members on screening and intervention for students with dyslexia

UNIVERSITY SERVICE

- May 2021 **Faculty Marshal for IU Spring Commencement**
- December 2019 **Faculty Marshal for IU Winter Commencement**

DEPARTMENTAL/SCHOOL OF EDUCATION (SOE) SERVICE

- Fall 2019-Present **Dyslexia Graduate Certificate Program Coordinator**
- Initiated and led meetings between C&I and LCLE faculty to discuss reading/dyslexia program opportunities
 - Arranged for the Indiana Department of Education (IDOE) Dyslexia Coordinator to visit the SOE to present information and meet with C&I and LCLE faculty
 - Submitted a proposal for the creation of a graduate certificate in dyslexia in the School of Education
- 2020-Present **Special Education Program Course Schedule Coordinator**
- Coordinate scheduling of all undergraduate and graduate special education courses in the School of Education
- 2020-Present **LCLE and C&I Department Transition and Merger Committee**
- Committee to facilitate the merger of the Language, Culture, and Literacy Education (LCLE) Department and the Department of Curriculum & Instruction (C&I)
 - Created new scheduling system

- 2020-Present **Special Education Program, Website, and Recruitment Committee**
- Significantly revised School of Education and Special Education Program websites: B.S.Ed. in Secondary Special Education, Graduate Initial Licensure, Graduate License Addition, M.S.Ed. in Special Education
 - Created 8 new program sheets for graduate licensure programs in special education; revised B.S.Ed. in Secondary Special Education program sheets
 - Created recruitment emails for administrators and teachers in Indiana for graduate licensure programs (email text and compiled recipient lists)
- 2020-Present **Undergraduate Scholarship Review Committee**
- Reviewed undergraduate scholarship applications and met with committee to award scholarships
- 2020 **Special Education Doctoral Program Committee**
- Developed electronic system in Canvas for doctoral students' portfolio for qualifying examinations and for annual portfolio reviews.
 - Reviewed doctoral program applicants and help allocate fellowships and funding.
 - Updated/maintained doctoral program handbook and forms.
- Spring 2020 **Annual Merit Review Committee**
- Reviewed annual research, teaching, and service performance of 35 faculty members in the Department of Curriculum and Instruction.
 - Developed organizational system to document ratings and justifications for ratings.
- May-October 2019 **Special Education Doctoral Program Handbook Review Committee Leader**
- Led revision efforts to update the Special Education Doctoral Program handbook
 - Reformatted handbook and appendices to ensure accessibility and ease of navigation (e.g., hyperlinks, styles, table of contents)
 - Reorganized structure and order of items in handbook
 - Updated handbook to reflect all current SOE and Graduate School policies
 - Created new content (e.g., dissertation information) to provide clarity and cohesion among students and faculty members
- September 2019 **Presenter "Advice for the Academic Job Market Panel"**
- Prepared one-page "Job-Search" handout and sample resources to share with IU SOE graduate students
 - Shared job search advice as a panel member
- May 2019 **School of Education Convocation Program Reader**
- Read graduate's names at the IU SOE convocation ceremony
- Spring 2019 **Daisy Jones Scholarship Application Review Committee Leader**
- Collected scholarship applications
 - Led review of application and recommended awards

- Spring 2019 **INSPIRE Living-Learning Community Faculty Mentor**
- Mentored undergraduate students about their research projects

PROFESSIONAL DEVELOPMENT AND LEARNING

- June 2021 **Language Essentials for Teachers of Reading and Spelling (LETRS) Online Training, Units 1-4**
- April 2020 **Application Submitted for the Meta-Analysis Training Institute** (training canceled), Institute of Education Sciences, Chicago, IL
- October 2019 **IU Online Conference Participant**, Indianapolis, IN
- Summer 2019 **Application submitted for the Meta-Analysis Training Institute** (not accepted to attend), Institute of Education Sciences, Chicago, IL
- April 2019 **Speed Dating with Learning Technologies**, Center for Innovative Teaching and Learning, Indiana University, Bloomington, IN
- Spring 2019 **Faculty Success Program**, National Center for Faculty Development and Diversity
- Spring 2019 **Indiana University Faculty Writing Group**, Bloomington, IN
- March 2019 **Getting Smart about Adaptive Interventions in Education**, Institute of Education Sciences, Ann Arbor, MI
- October 2018 **Planning and Writing Successful Grant Proposals**, AtKisson Training Group, IU Proposal Development Services, Bloomington, IN
- Fall 2018 **Indiana University Faculty Writing Group**, Bloomington, IN
- March 2017 **What Works Clearinghouse Group Design Standards Online Training**
- June 2016 **Explicit Instruction Academy Training of Trainers**, Portland, OR
- August 2015 **What is Dyslexia? An In-Depth Look**, Dyslexia Training Institute,

K-12 TEACHING EXPERIENCE

- 2014-2018 **Private Tutor**
- Provided after-school specialized reading and mathematics instruction and interventions for struggling students in K-12
 - Provided support as a parent liaison and parent advocate for IEP meetings

- 2010-2014 **Special Education Teacher**, Statesboro High School, Statesboro, GA
- Provided specialized instruction in resource and co-taught reading and language arts classes for students with mild/moderate disabilities (SLD, OHI, EBD, MIID, and AUT)
 - Coordinated special education caseload of 15 to 20 students and developed IEPs
 - Provided professional development to content area teachers as a member of the Literacy Dynamic Team

LICENSES AND CERTIFICATIONS

2019 – 2024 **Indiana Professional Educator’s License (#10227071)**
 Instructional License, Highest Degree Earned-Doctorate
Instructional Areas (Grades): Reading (P-12) and Exceptional Needs-Mild Intervention (P-12)

2009 – 2024 **Georgia Educator Certificate (#799208)**
 Standard Professional Teaching Certificate-Level 7/Ph.D.
Fields (Grades): Special Education General Curriculum Consultative (P-12); Reading Specialist (P-12); English (6-12); Special Education Language Arts (P-12); Special Education Reading (P-12); Special Education Mathematics (P-8); Special Education Social Science (P-8); Special Education Science (P-8)

2019 – 2021 **Adult and Pediatric First Aid/CPR/AED Certification (#161AP0)**
 American Red Cross, Valid from 5/18/2019 – 5/17/2021

AWARDS AND SCHOLARSHIPS

2021 Indiana University's Faculty Academy on Excellence in Teaching’s Mumford Excellence in Extraordinary Teaching (2020-2021)

2020 Indiana University’s School of Education’s Trustees’ Teaching Award

2019 - 2020 Leadership Academy Cohort 8 Participant, International Council for Learning Disabilities

2019 Getting SMART About Adaptive Interventions in Education Scholarship Award, Institute for Social Research, University of Michigan, Ann Arbor, MI

2017 Council for Exceptional Children's *Division for Research Doctoral Student Scholars* Participant

2017 Council for Learning Disabilities Leadership Institute Participant

2015-2017 Office of Special Education Programs Doctoral Leadership Grant, The University of Texas at Austin

2014-2015 Recruitment Fellowship, The University of Texas at Austin

2009 International Student Teaching Award, Georgia Southern University
2008-2009 Victoria B. Zwald Education Scholarship, Georgia Southern University
2007-2009 College of Education Memorial Scholarship, Georgia Southern University
2006-2009 Out-of-State Fee Waiver Scholarship, Georgia Southern University
2006-2009 Honors Program Scholar, Georgia Southern University

PROFESSIONAL ORGANIZATIONS

2020-Present International Dyslexia Association
2019- Present The Reading League
2019-Present American Educational Research Association
2016-Present Council for Learning Disabilities
2009-Present Council for Exceptional Children-Division for Research, Division for Learning Disabilities, & Teacher Education Division