

## CURRICULUM VITA

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### **JANETTE KETTMANN KLINGNER**

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### **HIGHER EDUCATION**

<b><u>Institution:</u></b>	<b><u>Degree</u></b>	<b><u>Major</u></b>	<b><u>Dates</u></b>
University of Miami	Ph.D.	Reading and Learning Disabilities (Linguistics Minor)	1994
University of Miami	M.S.	Reading and Learning Disabilities	1992
San Jose State University		Special Education with Bilingual/ Multicultural Emphasis (79 semester hours)	1975-1981
San Jose State University	B.A.	Social Sciences (Spanish Minor)	1975

### **Certification:**

Teaching Certificate in Early Childhood Education, Varying Exceptionalities, and Elementary Education, State of Florida	1988-1994
Resource Specialist Certificate of Competency, State of California	1982-Life
Certificate of Competency in Bilingual/Crosscultural Special Education, San Jose State University	1982-Life
Learning Handicapped Credential, K-12, State of California	1978-Life
Standard Teaching Credential, K-8, State of California	1975-Life

## **EXPERIENCE**

### **Academic:**

<u>Institution</u>	<u>Rank/Status</u>	<u>Dates</u>
University of Colorado at Boulder Department of Educational Equity and Cultural Diversity	Professor	2007-present
University of Colorado at Boulder Department of Educational Equity and Cultural Diversity	Associate Professor	2001-2007
University of Miami Department of Teaching and Learning	Associate Professor	2000-2001
University of Miami Department of Teaching and Learning	Assistant Professor	1995-2000
University of Miami Department of Teaching and Learning	Visiting Assistant Professor	1994-1995
University of Miami Department of Teaching and Learning	Adjunct Instructor	1993
University of Miami Department of Teaching and Learning	Research Assistant	1991-1994
University of Miami Department of Teaching and Learning	Graduate Assistant	1990-1991
San Jose State University Department of Special Education	Adjunct Instructor	1987

### **Non-Academic:**

<u>Employer</u>	<u>Role</u>	<u>Dates</u>
Dade County Public Schools	Varying Exceptionalities Teacher	1988-1989
Santa Cruz City Schools, CA	Bilingual Resource Specialist/Teacher	1987-1988
San Jose Unified, CA	Bilingual Resource Specialist/Teacher	1981-1987
California Teachers Association	Governmental Relations Specialist	1982
San Jose Unified, CA	Bilingual Learning Disabilities Teacher	1979-1981

San Jose Unified, CA	Bilingual Special Day Class Teacher	1978-1979
Holding Hands Pre-School	Pre-School Teacher	1976 – 1977

## **PUBLICATIONS**

### **Books:**

Haager, D., & **Klingner**, J. K. (2nd edition in preparation). *Differentiating instruction in inclusive classrooms*. Boston, MA: Allyn & Bacon.

Haager, D., **Klingner**, J. K., & Jiménez, T. (under contract and in preparation). *Portraits of successful teachers of English language learners*. San Francisco, CA: Jossey Bass.

**Klingner**, J. K., Hoover, J., & Baca, L. (2008). *Why do English Language Learners struggle with reading? Distinguishing language acquisition from learning disabilities*. Thousand Oaks, CA: Corwin Press.

Hoover, J., **Klingner**, J. K., Baca, L., & Patton, J. (2007). *Methods for teaching culturally and linguistically diverse exceptional learners*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Haager, D., **Klingner**, J. K., & Vaughn, S. (Eds.) (2007). *Evidence-based practices for response to intervention*. Baltimore, MD: Brookes.

Harry, B., **Klingner**, J. K., & Cramer, E. (2007). *Case studies in the social construction of disability: Minority students in special education*. New York: Teachers College Press.

**Klingner**, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching reading comprehension to students with learning difficulties*. New York: Guilford.

Harry, B., & **Klingner**, J. K. (2006). *Why are so many minority students in special education? Understanding race and disability in schools*. New York: Teachers College Press.

Haager, D., & **Klingner**, J. K. (2005). *Differentiating instruction in inclusive classrooms: The special educators' guide*. Boston, MA: Allyn & Bacon.

**Klingner**, J. K., Vaughn, S., Dimino, J., Schumm, J. S., & Bryant, D. (2001). *From clunk to click: Collaborative Strategic Reading*. Longmont, CO: Sopris West.

Fradd, S., & **Klingner**, J. (Eds.) (1995). *Inclusion strategies for limited English proficient students*. Tucson, AZ: Communication Skill Builders.

### **Book chapters:**

Artiles, A. A., **Klingner**, J. K., Sullivan, A. & Fierros, E. (in press). Shifting landscapes of professional practices: ELL special education placement in English-only states. In P. Gándara & M. Hopkins (Eds.), *Forbidden language: English learners and restrictive language policies*. New York: Teachers College Press.

- Hoover, J., & **Klingner**, J. K. (in preparation). Promoting cultural validity in the assessment of bilingual special education students. In M. de Rosario Basterrea, E. Trumbull & G. Solano-Flores (Eds.), *Cultural Validity in Assessment: A Guide for Educators*. New York: Routledge.
- Klingner**, J. K., Eppolito, A., & Morrison, A. (in preparation). Metacognition and summarization. In R. O'Connor & P. Vadasy (Eds.), *Handbook of Reading Interventions*. New York: Guilford.
- Méndez Barletta, L., **Klingner**, J. K., & Orosco, M. (in final revision). Writing acquisition among English Language Learners in U.S. schools. In A. Durgunoglu & M. Gerber (Eds.), *Challenges for language learners in language and literacy development*. New York: Guilford.
- Klingner**, J. (2008). Response to intervention. In C. S. Bos & S. Vaughn, *Strategies for teaching students with learning and behavior problems (7<sup>th</sup> ed.)*. Boston, MA: Allyn & Bacon.
- Klingner**, J., Almanza de Schonewise, E., de Onis, C., Méndez Barletta, L., & Hoover, J. (2008). Misconceptions about the second language acquisition process. In J. K. **Klingner**, J. Hoover, & L. Baca (Eds.), *English Language Learners who struggle with reading: Language acquisition or learning disabilities?* (pp. 17-35). Thousand Oaks, CA: Corwin.
- Klingner**, J., Méndez Barletta, L., & Hoover, J. (2008). Response to intervention models and English language learners. In J. K. **Klingner**, J. Hoover, & L. Baca (Eds.), *English Language Learners who struggle with reading: Language acquisition or learning disabilities?* (pp. 37-56). Thousand Oaks, CA: Corwin Press.
- Klingner**, J., & Geisler, D. (2008). Helping classroom reading teachers distinguish between language acquisition and learning disabilities. In J. K. **Klingner**, J. Hoover, & L. Baca (Eds.), *English Language Learners who struggle with reading: Language acquisition or learning disabilities?* (pp. 57-73). Thousand Oaks, CA: Corwin Press.
- Orosco, M., Almanza de Schonewise, E., de Onis, C., **Klingner**, J., & Hoover, J. (2008). Distinguishing between language acquisition and learning disabilities among English language learners: Background information. In J. K. **Klingner**, J. Hoover, & L. Baca (Eds.), *English Language Learners who struggle with reading: Language acquisition or learning disabilities?* (pp. 5-16). Thousand Oaks, CA: Corwin Press.
- Rueda, R., **Klingner**, J. K., Velasco, A., & Sager, N. (2008). Reducing the disproportionate representation of culturally and linguistically diverse students in special education. In T. C. Jiménez and V. L. Graf (Eds.), *Education for ALL* (pp. 131-166). San Francisco, CA: Jossey-Bass.
- Klingner**, J. K., Blanchett, W., & Harry, B. (2007). Cultural perspectives on developmental disabilities. In S. L. Odom, R. H. Horner, M. Snell, & J. Blacher (Eds.), *Handbook on developmental disabilities* (pp. 55-75). New York: Guilford.
- Klingner**, J. K., & Solano-Flores, G. (2007). Cultural responsiveness in response-to-intervention models. In C. C. Laitusis and L. L. Cook (Eds.), *Large-scale assessment and accommodations: What works?* (pp. 229-241). Arlington, VA: Council for Exceptional Children and Educational

Testing Service.

- Klingner, J. K., Sorrells, A. M., & Barrera, M.** (2007). Three-tiered models with culturally and linguistically diverse students. In D. Haager, J. Klingner, & S. Vaughn (Eds.), *Evidence-based practices for response to intervention* (pp. 223-244). Baltimore, MD: Brookes.
- Vaughn, S., & **Klingner, J. K.** (2007). Response to Intervention (RtI): A new era in identifying students with learning disabilities. In D. Haager, J. Klingner, & S. Vaughn (Eds.), *Evidence-based practices for response to intervention* (pp. 3-9). Baltimore, MD: Brookes.
- Klingner, J., & Bianco, M.** (2006). What is special about special education for culturally and linguistically diverse students with disabilities? In B. Cook & B. Schirmer (Eds.), *What is special about special education?* (pp. 37-53). Austin, TX: PRO-ED.
- Klingner, J. K., & Vaughn, S.** (2004). Specific strategies for struggling second language readers and writers. In T. L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice* (pp. 183-209). New York: Guilford.
- Vaughn, S., **Klingner, J. K., & Hughes, M. T.** (2004). Sustainability of research-based practices: Implications for students with disabilities. In A. M. Sorrells, H. J. Rieth, & P. T. Sindelar (Eds.), *Critical Issues in Special Education: Access, Diversity, and Accountability* (pp. 135-153). Boston, MA: Pearson.
- Vaughn, S., & **Klingner, J. K.** (2004). Reading comprehension: Instructional/intervention frameworks. In B. Shulman, K. Apel, B. Ehren, E. R. Silliman, & C. A. Stone (Eds.), *Handbook of language and literacy development and disorders*. New York: Guilford.
- Klingner, J. K.** (2003). Right 5: Children have a right to reading assessment that identifies their strengths as well as their needs and involves them in making decisions about their own learning: Introduction. In P. A. Mason & J. S. Schumm (Eds.), *Promising practices for urban reading instruction* (pp. 222-228). Newark, DE: International Reading Association.
- Klingner, J. K., Sturges, K., & Harry, B.** (2003). Conducting ethnographic classroom observations of literacy instruction. In S. Vaughn & K. Briggs (Eds.), *Reading in the classroom: Systems for the observation of teaching and learning* (pp. 145-177). Baltimore, MD: Brookes.
- Harry, B., **Klingner, J. K., Sturges, K., & Moore, R.** (2002). Of rocks and soft places: Using qualitative methods to investigate the processes that result in disproportionality. In D. J. Losen & G. Orfield (Eds.) *Racial inequality in special education* (pp. 71-92). Boston: Harvard Education Press.
- Hughes, M. T., Mits Cash, M., Ahwee, S., & **Klingner, J. K.,** (2002). A national overview of professional development programs in reading. In E. M. Rodgers & G. S. Pinnell (Eds.) *Learning from Teaching: What we know about the professional development of literacy teachers*. Portsmouth, NH: Heinemann.

**Journal articles (refereed articles are asterisked):**

- \*Brownell, M. T., Bishop, A. G., Gersten, R., **Klingner**, J. K., Dimino, J., Haager, D., Menon, S., Penfield, R., & Sindelar, P. T. (in press). Examining the dimensions of teacher quality for beginning special education teachers: The role of domain expertise. *Exceptional Children*.
- \*Hart, J., Cramer, L., Harry, B., **Klingner**, J., & Sturges, K. (in press). The continuum of 'troubling to troubled behavior': Exploratory case studies of African American students in programs for emotional disturbance. *Remedial and Special Education*.
- \*Harry, B., Arnaiz, P., **Klingner**, J., & Sturges, K. (2008). Schooling and the construction of identity among minority students in Spain and the United States. *Journal of Special Education*, 42, 15-25.
- Harry, B., & **Klingner**, J. K. (2007). Discarding the deficit model. *Educational Leadership*, 64(5), 16-21.
- Klingner**, J. K. (2006). Interview with Dr. Peter Rosenberger. *Thalamus*, 24(1), 34-37.
- Artiles, A., & **Klingner**, J. K. (2006). Forging a knowledge base on English language learners with special needs: Theoretical, population, and technical issues (Introduction to special issue). *Teachers College Record*, 108, 2187-2194.
- Artiles, A., **Klingner**, J. K., & Tate, W. F. (2006). Representation of minority students in special education: Complicating traditional explanations (Introduction to special issue). *Educational Researcher*, 35(6), 3-5.
- \*Kim, A., Vaughn, S., **Klingner**, J. K., Woodruff, A. L., Klein, C., & Kouzekanani, K. (2006). Improving the reading comprehension of middle school students with disabilities through computer-Assisted Collaborative Strategic Reading (CACSR). *Remedial and Special Education*, 27, 235-248.
- Klingner**, J. K., & Artiles, A. J. (2006). English language learners struggling to learn to read: Emergent scholarship on linguistic differences and learning disabilities (Overview of special issue). *Journal of Learning Disabilities*, 39, 386-389.
- \***Klingner**, J. K., Artiles, A. J., & Méndez Barletta, L. (2006). English language learners who struggle with reading: Language acquisition or learning disabilities? *Journal of Learning Disabilities*, 39, 108-128.
- \***Klingner**, J. K., Cramer, E., & Harry, B. (2006). Challenges in the implementation of Success for All by four urban schools. *Elementary School Journal*, 106, 333-349.
- \***Klingner**, J. K., & Edwards, P. (2006). Cultural considerations with response to intervention models. *Reading Research Quarterly*, 41, 108-117.
- \***Klingner**, J. K., & Harry, B. (2006). The special education referral and decision-making process for English Language Learners: Child study team meetings and staffings. *Teachers College Record* 108, 2247-2281.

- \*Boardman, A. G., Argüelles, M. E., Vaughn, S., Hughes, M. T., & **Klingner, J.** (2005). Special education teachers' views of research-based practices. *The Journal of Special Education, 39*, 168-180.
- \*Brantlinger, E., Jiménez, R., **Klingner, J.**, Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Exceptional Children, 71*, 195-207.
- \*Brantlinger, E., **Klingner, J. K.**, & Richardson, V. (2005). The importance of experimental as well as empirical qualitative studies in special education. *Mental Retardation, 43*(2), 92-119.
- \*Harry, B., **Klingner, J. K.**, & Hart, J., (2005). African American families under fire: Ethnographic views of family strengths. *Remedial and Special Education, 26*, 101-112.
- \*Harry, B., Sturges, K., & **Klingner, J.** (2005). Qualitative data analysis: Mapping the process. *Educational Researcher, 34*(2), 3-13.
- \***Klingner, J. K.**, Artiles, A. J., Kozleski, E., Harry, B., Zion, S., Tate, W., Durán, G. Z., & Riley, D. (2005). Addressing the disproportionate representation of culturally and linguistically diverse students in special education through culturally responsive educational systems. *Education Policy Analysis Archives, 13*(38), 1-39. Available at <http://epaa.asu.edu/epaa/v13n38/>
- \***Klingner, J. K.**, Scanlon, D., & Pressley, M. (2005). How to publish in scholarly journals. *Educational Researcher, 34*(8), 14-20.
- \*Sturges, K. M., Cramer, E. D., Harry, B., & **Klingner, J. K.** (2005). Desegregated by unequal: Some paradoxes of parent involvement at Bromden Elementary. *International Journal of Educational Policy, Research, & Practice, 6*, 79-104.
- \***Klingner, J. K.**, Ahwee, S., van Garderen, D., Hernandez, C. (2004). Closing the gap: Enhancing student outcomes in an urban professional development school. *Teacher Education and Special Education, 27*, 292-306.
- \***Klingner, J. K.**, Vaughn, S., Argüelles, M. E., Hughes, M. T., & Ahwee, S. (2004). Collaborative strategic reading: "Real world" lessons from classroom teachers. *Remedial and Special Education, 25*, 291-302.
- \***Klingner, J. K.** (2004). Assessing reading comprehension. *Assessment for Effective Instruction (formerly Diagnostique), 29*(4), 59-70.
- \***Klingner, J. K.** (2004). The science of professional development. *Journal of Learning Disabilities, 37*, 248-255.
- LeCompte, M. D., **Klingner, J. K.**, Campbell, S. A., & Menk, D. W. (2003). Editors' introduction. *Review of Educational Research, 73*(2), 123-124.
- Klingner, J. K.**, & Artiles, A. (2003). When should bilingual students be in special education? *Educational Leadership, 61*(2), 66-71.

- Scanlon, D., Boudah, D., Elksnin, L. K., Gersten, R., & **Klingner**, J. (2003). Important publications in the field of LD in light of imminent topics. *Learning Disability Quarterly*, 26, 215-224.
- \***Klingner**, J. K., Ahwee, S., Pilonieta, P., & Menendez, R. (2003). Barriers and facilitators in scaling up research-based practices. *Exceptional Children*, 69, 411-429.
- \***Klingner**, J. K., Harry, B., & Felton, R. K. (2003). Understanding factors that contribute to disproportionality: Administrative hiring decisions. *Journal of Special Education Leadership*, 16(1), 23-33.
- \***Klingner**, J. K., & Vaughn, S. (2002). The changing roles and responsibilities of an LD Specialist. *Learning Disability Quarterly*, 25, 19-31.
- \*Hughes, M. T., Cash, M. M., **Klingner**, J. K., & Ahwee, S. (2001). Professional development programs in reading: A national survey of district directors. *National Reading Conference Yearbook*, 50, 275-286.
- \***Klingner**, J., Arguelles, M. E., Hughes, M. T., & Vaughn, S. (2001). Examining the school-wide “spread” of research-based practices. *Learning Disability Quarterly*, 24, 221-234.
- \*Vaughn, S., **Klingner**, J. K., Bryant, D. P. (2001). Collaborative strategic reading as a means to enhance peer-mediated instruction for reading comprehension and content area learning. *Remedial and Special Education*, 22, 66-74.
- \***Klingner**, J. K., & Vaughn, S. (2000). The helping behaviors of fifth-graders while using collaborative strategic reading (CSR) during ESL content classes. *TESOL Quarterly*, 34, 69-98.
- \*Vaughn, S., **Klingner**, J., & Hughes, M. (2000). Sustainability of research-based practices. *Exceptional Children*, 66(2), 163-171.
- \***Klingner**, J. K., & Vaughn, S. (1999). Students’ perceptions of instruction in inclusion classrooms: Implications for students with learning disabilities. *Exceptional Children*, 66, 23-37.
- \***Klingner**, J. K., & Vaughn, S. (1999). Promoting reading comprehension, content learning, and English acquisition through collaborative strategic reading (CSR). *The Reading Teacher*, 52, 738-747.
- \***Klingner**, J. K., Vaughn, S., Hughes, M. T., & Arguelles, M. E. (1999). Sustaining research-based practices in reading: A three year follow-up. *Remedial and Special Education*, 20, 263-274.
- \*Vaughn, S., & **Klingner**, J. K. (1999). Teaching reading comprehension through collaborative strategic reading. *Intervention in School and Clinic*, 5, 284-292.
- \***Klingner**, J. K., & Vaughn, S. (1998). Collaborative strategic reading (CSR): Involving all students in content area learning. *Teaching Exceptional Children*, 30, 32-37.

- \***Klingner**, J. K., Vaughn, S., Hughes, M. T., Schumm, J. S., & Elbaum, B. (1998). Academic outcomes for students with and without learning disabilities in inclusive classrooms. *Learning Disabilities Research & Practice*, 13, 153-160.
- \***Klingner**, J. K., Vaughn, S., Schumm, J. S. (1998). Collaborative strategic reading during social studies in heterogeneous fourth-grade classrooms. *Elementary School Journal*, 99, 3-21.
- \***Klingner**, J. K., Vaughn, S., Schumm, J. S., Cohen, P., & Forgan, J. W. (1998). Inclusion or pull-out: Which do students prefer? *Journal of Learning Disabilities*, 31, 148-158.
- \*Vaughn, S., Hughes, M. T., Schumm, J. S., & **Klingner**, J. (1998). A collaborative effort to enhance reading and writing. *Learning Disability Quarterly*, 21, 57-74.
- \*Vaughn, S., & **Klingner**, J. K. (1998). Students' perceptions of inclusion and resource room settings. *Journal of Special Education*, 32, 79-88.
- \***Klingner**, J. K., & Vaughn, S. (1996). Reciprocal teaching of reading comprehension strategies for students with learning disabilities who use English as a second language. *Elementary School Journal*, 96, 275-293.
- \*Vaughn, S., Schumm, J. S., **Klingner**, J. K., & Saumell, L. (1995). Students' views of instructional practices: Implications for inclusion. *Learning Disability Quarterly*, 18, 236-248.
- \*Schumm, J. S., Vaughn, S., Haager, D., & **Klingner**, J. (1994). Literacy instruction for mainstreamed students: What suggestions are provided in basal reading series? *Remedial and Special Education*, 15, 14-20.
- \***Klingner**, J. K. (1993). Comprehensible comments on Neuman and Koskinen (1992). *Reading Research Quarterly*, 28, 376-382.
- \*Baldwin, R. S., Readence, J. E., Schumm, J. S., Konopak, J. P., Konopak, B. C., **Klingner**, J. K. (1992). Forty years of NRC publications: 1952-1991. *Journal of Reading Behavior*, 26, 505-532.
- \*Schumm, J. S., Vaughn, S., **Klingner**, J. K., & Haager, D. (1992). A content analysis of basal readers: Teaching suggestions for ESL/LEP students learning to read English. In C. Kinzer & D. Leu (Eds.), *Forty-first Yearbook of the National Reading Conference* (pp. 425-434). Chicago: National Reading Conference.

### **Other works:**

- Artiles, A., **Klingner**, J., & King, K. (2008). Bilingual special education. In J. M. González (Ed.), *Encyclopedia of Bilingual Education in the United States*. London: SAGE.
- Vaughn, S., & **Klingner**, J. K. (2004). Teaching collaborative strategic reading (CSR) to students with learning disabilities In T.A. Citro (Ed.), *Best Practices: Classroom instruction for students with learning disabilities*. Learning Disabilities Association of Massachusetts.
- Klingner**, J. (1996). *Writer's workshop in heterogeneous classrooms: A teacher's manual*. University of Miami.

**Klingner, J., Vaughn, S., & Schumm, J. S. (1995).** *Collaborative Strategic Reading: A manual to assist with staff development.* University of Miami, Office of School-Based Research.

**Klingner, J., Saumell, L., Perrodin, L. (1998).** Instructor's manual with test items and suggested activities. For C. Bos & S. Vaughn, *Strategies for teaching students with learning and behavior problems* (4th Ed.) (1990). Boston: Allyn and Bacon.

**Klingner, J., & Saumell, L. (1994).** Instructor's manual with test items and suggested activities. For C. Bos & S. Vaughn, *Strategies for teaching students with learning and behavior problems* (3rd Ed.) (1990). Boston: Allyn and Bacon.

Vaughn, S., & **Klingner, J. K. (1999).** Teaching reading comprehension skills to students with learning disabilities in the general education classroom: Part II. *GAZETTE: The Journal of the Learning Disabilities Association of Massachusetts, 9(2)*, 8-9.

Vaughn, S., & **Klingner, J. K. (1999).** Teaching reading comprehension skills to students with learning disabilities in the general education classroom: Part I. *GAZETTE: The Journal of the Learning Disabilities Association of Massachusetts, 9(1)*, 1-2.

### **Technical Reports:**

Brownell, M. T., Bishop A., Gersten, R., **Klingner, J. K.**, Dimino, J., Haager, D., Menon, S., Penfield, R., & Sindelar, P. T. (2005). Defining and assessing the quality of beginning special education teachers: First steps, conclusions drawn, and challenges encountered. Report for COPSSE: Center on Personnel Studies in Special Education. Washington DC: U. S. Department of Education, Office of Special Education Programs.

Harry, B., & **Klingner, J. K. (2002).** Final Report for Project SEARCH: In search of an exemplary referral and decision-making process for culturally and linguistically diverse students. Washington DC: U. S. Department of Education, Office of Special Education Programs.

**Klingner, J. K., & Hughes, M. T. (2002).** Final Report for STEP Project: Sustaining effective practices. Washington DC: U. S. Dept. of Education, Office of Special Education Programs.

### **PROFESSIONAL**

#### **Funded Grants Performed:**

*Equity Assistance Center*, U.S. Department of Education, 2008-2011, \$2,000,000 (approximately).  
Principal Investigators: L. Baca, J. **Klingner**.

*Collaborative Strategic Reading*, U.S. Department of Education, Institute of Education Sciences, 2008-2012, \$3,000,000 (approximately). Principal Investigators: S. Vaughn, J. **Klingner**.

*The Influence of Collaborative Professional Development Groups and Coaching on the Literacy Instruction of Upper Elementary Special Education Teachers*, U.S. Department of Education, Institute of Education Sciences,

2007-2012, \$2,049,920. Principal Investigator: M. Brownell; Co-Principal Investigators: J. **Klingner**, D. Haager.

*National Center for Culturally Responsive Educational Systems*. Technical Assistance Center on the Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education, U.S. Department of Education, Office of Special Education Programs, 2002-2007, \$3,750,000. Co-Principal Investigators: E. Kozleski, A. Artiles, J. **Klingner**, B. Harry, & W. Tate.

*National Center for Culturally Responsive Educational Systems*. Technical Assistance Center on the Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education, U.S. Department of Education, Office of Special Education Programs, 2003-2004, \$150,000 Supplement. Principal Investigators: E. Kozleski, A. Artiles, J. **Klingner**, & C. Utley.

*National Center on Personnel Studies in Special Education (COPSSE)*. Personnel Preparation Grant to Improve Services and Results for Children with Disabilities, U.S. Department of Education, Office of Special Education Programs, 2000-2005, \$4,250,000. Co-Principal Investigators: P. Sindelar & M. Brownell.

*Project SUCCEED: School University Community Coalition for Excellence in Education*. Partnership Grant for Improving Teacher Education from U.S. Department of Education, Office of Postsecondary Education, 1999-2004, \$10,148,427. Principal Investigator: J. **Klingner** (until August, 2001).

*In Search of an Exemplary Special Education Referral and Decision-Making Process for Culturally and Linguistically Diverse Students*. Field Initiated Research Grant from U.S. Department of Education, Office of Special Education Programs, 1998-2001, \$539,978. Co-Principal Investigators: B. Harry & J. **Klingner**.

*Sustaining Effective Practices*. Directed Research Grant from U.S. Department of Education, Office of Special Education Programs, 1997-2001, \$998,993. Co-Principal Investigators: J. **Klingner** & M. T. Hughes.

*Students Helping Students: Scaffolded Cross-Age Tutoring in Content Area Reading Comprehension Strategies for Students with Learning Disabilities who Speak English as a Second Language*. Student Initiated Research Grant from U.S. Department of Education, Office of Special Education Programs, 1992-1993, \$15,000. Student Principal Investigators: J. **Klingner** & L. Saumell.

*Students Helping Students: Scaffolded Cross-Age Tutoring in Content Area Reading Comprehension Strategies for Students with Learning Disabilities who Speak English as a Second Language*. U.S. Department of Education, 1992-1993, \$76,630. Principal Investigators: S. Vaughn & J. S. Schumm.

*Including Children with Special Needs as Part of a Systematic Effort to Restructure Schools*. U.S. Department of Education, 1993-1997, \$680,000. Principal Investigators: S. Vaughn & J. S. Schumm.

### **Editorial Responsibilities:**

<i>Journal of Learning Disabilities</i> , Associate Editor	2005-present
Co-editor of a Special Issue	2005
Editorial Board	2002-2004

<i>Theory Into Practice</i> , Editorial Board	2007-present
Co-editor of a Special Issue	2008-present
<i>Journal of Special Education</i> , Editorial Board	2007-present
<i>Bilingual Research Journal</i> , Editorial Board	2006-present
<i>International Multilingual Research Journal</i> , Editorial Board	2006-present
<i>Exceptional Children</i> , Editorial Board	2003-present
<i>Multiple Voices</i> , Editorial Board	2002-2006; 2008-present
<i>Remedial and Special Education</i> , Editorial Board	1999-present
<i>Learning Disabilities Research &amp; Practice</i> , Editorial Board	1998-present
<i>Learning Disability Quarterly</i> , Editorial Board	1998-present
Co-editor of a Special Issue	2001
<i>Reading Research Quarterly</i> , Occasional Reviewer	2009
<i>Journal of Research on Educational Effectiveness</i> , Occasional Reviewer	2009
<i>Elementary School Journal</i> , Occasional Reviewer	2008; 2009
<i>Teaching and Teacher Education</i> , Occasional Reviewer	2006; 2009
<i>Journal of Teacher Education</i> , Occasional Reviewer	2005; 2006; 2007; 2008
<i>Sociology of Education</i> , Occasional Reviewer	2006; 2007; 2008
<i>Scientific Studies of Reading</i> , Occasional Reviewer	2008
<i>Education Analysis and Policy Archives</i> , Occasional Reviewer	2007; 2008
<i>Journal of Science Education</i> , Occasional Reviewer	2007
<i>Review of Educational Research</i> , Occasional Reviewer	2006; 2007
Co-Editor (formerly Assoc. Ed.)	2002-2005
<i>Review of Research in Education</i> , Reviewer	2006
<i>Educational Assessment</i> , Occasional Reviewer	2006
<i>Teachers College Record</i> , Occasional Reviewer	2005; 2006
Co-editor of a Special Issue, 2005-2006	

*Educational Researcher*, Occasional Reviewer 2005; 2006  
Co-editor of a Special Issue, 2005-2006

*Journal of Adolescent Research*, Occasional Reviewer 2004

*European Journal of Psychology of Education*, Occasional Reviewer 2004

*Journal of Educational Psychology*, Occasional Reviewer 2001-2004

*American Educational Research Journal*, Occasional Reviewer 2001-2004

*International Journal of Disability, Development and Education*,  
Occasional Reviewer 2003

*Anthropology and Education Quarterly*, Occasional Reviewer 2003

*TESOL Quarterly*, Occasional Reviewer 2000-2003

### **Professional Organizations:**

Society for the Scientific Studies of Reading (**SSSR**) 2008-present

National Association for Multicultural Education (**NAME**) 2003-present

International Academy for Research in Learning Disabilities  
(**IARLD**), Fellow; Publications Committee Chairperson  
(Executive Board Member) and Conference Co-Chair for 2006 2000-present

Teachers of English to Speakers of Other Languages (**TESOL**),  
Bilingual Education Special Interest Group 1993-present

American Educational Research Association (**AERA**),  
Member, Early Career Award Committee (2006-2009);  
Special Education Research Special Interest Group:  
Secretary/Treasurer (2002-2003), Program Chair (2003-2004),  
Chairperson (2004-2005); Editors Committee (2002-2005) 1992-present

Council for Learning Disabilities (**CLD**) 1991-present

National Reading Conference (**NRC**),  
Appointments on the Multicultural Issues Standing Committee  
(1997-2002) and the Technology Committee (1991-1994);  
Field Council Representative for Colorado (2002-2004) 1990-present

Council for Exceptional Children (**CEC**),  
Member of Evidence-based Practices Steering Committee (2007-present),  
Divisions for Research (Secretary, 2000-2002; Chairperson of  
Diversity Committee, 2001-current; Chairperson of Early Career 1989-present

Publication Award Committee, 2002-current), Learning Disabilities, Diverse Exceptional Learners (Secretary, 2004), Teacher Education, and International Special Education Services

National Association for Bilingual Education (**NABE**),  
Special Education Special Interest Group 2002-present &  
1988-1993

International Reading Association (**IRA**),  
Member of RTI Commission (2008-present), Reviewer, Elva Knight  
Grant Proposals (2007) 2003-present &  
1991-2001

Miami-Dade TESOL Council 1998-2001

Holmes Partnership/Urban Network to Improve Teacher Education 1997-2001

National Educators Association (**NEA**) 1978-1987

California Association for Bilingual Education (**CABE**) 1981-1989

### **Honors and Awards:**

American Library Association (ALA) CHOICE Award,  
Outstanding Academic Title 2008

Council for Exceptional Children, Teacher Education Division  
Outstanding Publication Award 2005

Early Career Award, American Educational Research Association 2004

2<sup>nd</sup> Annual University of Miami/Miami-Dade County Public Schools  
Reading Institute Dedicated to Janette Klingner 2001

James W. McLamore Summer Award, University of Miami 1996

University Fellowship, University of Miami 1991-1994

Theodore Bass Memorial Teacher in Politics Award,  
California Teachers Association 1983

Bilingual Special Education Stipend (USDOE), San Jose State University 1980-1981

Panhellenic Scholarship Award, San Jose State University 1972

### **Other Professional Activities:**

#### **National and International Conference Presentations-Competitively Selected:**

Pacific Coast Research Conference (San Diego, CA; February, 2009): "Collaborative strategic reading

efficacy study,” with A. Boardman.

International Academy for Research on Learning Disabilities Annual Meeting (Wellington, New Zealand; January, 2009): “Collaborative strategic reading.”

U.S. Department of Education, Office of Special Education Project Directors’ Meeting (Washington, DC; July, 2008): “The Past, Present, and Future of Disproportionate Representation: The Work of the National Center for Culturally Responsive Educational Systems,” with E. Kozleski, A. Sullivan, & K. King.

International Academy for Research on Learning Disabilities Annual Meeting (Lake Bled, Slovenia; July, 2007): “How Do Special Education Teachers Promote the Reading Comprehension of Students with LD?”

American Educational Research Association (San Francisco; April, 2006): “Teaching Reading: Instructional Practices, Knowledge, and Beliefs of Special Educators,” with S. Menon (lead author) and S. Galman.

Council for Exceptional Children (Salt Lake City; April, 2006): Strand Co-Leader, “Focus on Cultural and Linguistic Diversity: A Good IDEA!” with B. Harry.

Council for Exceptional Children (Salt Lake City; April, 2006): “Considerations when Using RTI Models with Culturally and Linguistically Diverse Students.”

Council for Exceptional Children (Salt Lake City; April, 2006): “How Can You Be an Effective Special Education Teacher? Portraits of Literacy Expertise,” with A. Bishop, M. Dingle, and J. Urbach.

Council for Exceptional Children (Salt Lake City; April, 2006): “Why Are So Many Minority Students in Special Education? Understanding Race and Disability in Schools,” with B. Harry.

Pacific Coast Research Conference (San Diego; February, 2006): “Defining Teacher Quality in Special Education,” with M. Brownell, A. Bishop, and M. Dingle.

International Special Education Conference (Glasgow; August, 2005): “Teacher Quality in Inclusive and Special Education Classrooms,” with A. Jordan and M. Brownell.

American Educational Research Association Annual Meeting (Montreal; April, 2005): “Teaching Reading: Instructional Practices, Knowledge, and Beliefs of Novice Special Educators,” with S. Menon and S. Campbell.

Pacific Coast Research Conference (San Diego; February, 2005): “Beginning Teacher Quality Study,” with M. Brownell, A. Bishop, D. Haager, and J. Dimino.

Council for Exceptional Children (New Orleans; April, 2004): “The National Center for Culturally Responsive Educational Systems (NCCRESt),” with A. Artiles, G. Z. Durán, and C. Utley.

American Educational Research Association Annual Meeting (San Diego; April, 2004): “Conceptual, Methodological, and Ethical Challenges in Qualitative Research,” with B. Harry and K. Sturges.

American Educational Research Association Annual Meeting (Chicago; April, 2003): “School Factors Matter in the Special Education Placement of Culturally and Linguistically Diverse Students: Evidence from Ethnographic Research.”

American Educational Research Association Annual Meeting (Chicago; April, 2003): “Professional Development in Reading for Special Educators: Recommended Practices.”

American Educational Research Association Annual Meeting (Chicago; April, 2003): “The Role of Child Study and Multidisciplinary Team Meetings in the Overrepresentation of Culturally and Linguistically Diverse Students in Special Education,” with A. Artiles.

Council for Exceptional Children (Seattle; April, 2003): “Bilingual Special Education: Effective Instructional Strategies for English-Language Learners in Inclusive Classrooms.”

Pacific Coast Research Conference (La Jolla, CA; February, 2003): “Scaling Up Research-Based Practices: Lessons Learned.”

National Reading Conference (Miami; December, 2002): “Success for All (Some) in Four Urban Schools,” with E. Cramer.

TECBD National Conference on Severe Behavior Disorders of Children & Youth (Tempe, AZ; November, 2002): “The Referral and Placement Process for Culturally and Linguistically Diverse Students,” with D. Haager.

American Educational Research Association Annual Meeting (New Orleans; April, 2002): “The disproportionate placement of minorities in special education: In the classroom.”

American Educational Research Association Annual Meeting (New Orleans; April, 2002): “Overcoming barriers to the scaling up of research-based practices: A comparison of high, moderate, and low implementing teachers,” with S. Ahwee, P. Pilonieta, and R. Menendez.

Pacific Coast Research Conference (La Jolla, CA; February, 2002): “Unraveling the complexities of disproportionate representation.”

National Reading Conference (San Antonio, TX; December, 2001): “Examining the Implementation and Sustainability of Research-Based Practices,” with S. Ahwee.

TECBD National Conference on Severe Behavior Disorders of Children & Youth (Tempe, AZ; November, 2001): “Professional development that promotes the sustainability of research-based practices.”

International Academy of Research in Learning Disabilities (Antwerp, Belgium; June, 2001): “Collaborative Strategic Reading: Classroom teacher implementation.”

Council for Exceptional Children (Kansas City; April, 2001): "Students' perceptions of instruction in inclusion classrooms: Implications for students with learning disabilities," with S. Vaughn.

Council for Exceptional Children (Kansas City; April, 2001): "Understanding the complexity of disproportionate representation: Multiple perspectives," with E. Harry.

Pacific Coast Research Conference (La Jolla, CA; February, 2001): "School change through professional development."

The Civil Rights Project at Harvard University's Minority Issues in Special Education Conference (Cambridge, MA; November, 2000): "Of rocks and soft places: Using qualitative methods to investigate the processes that result in disproportionality," with E. Harry and K. Sturges.

Council for Exceptional Children Symposium on Culturally and Linguistically Diverse Exceptional Learners (Albuquerque, New Mexico; October, 2000): "Qualifying the data: Examining the process of overrepresentation," with E. Harry.

International Special Education Conference (Manchester, England; July, 2000). "The changing face of inclusive education in the United States: Two case studies," with A. Artiles.

American Educational Research Association Annual Meeting (New Orleans; April, 2000): "Sustainability trek: The next generation," with M. E. Arguelles.

Council for Exceptional Children (Vancouver; April, 2000): "Collaborative Strategic Reading in diverse classrooms," with M. T. Hughes, M. E. Arguelles, and S. Ahwee.

Pacific Coast Research Conference (La Jolla, CA; February, 2000): "Sustaining the effects of Making Words to improve students' reading and spelling achievement."

American Educational Research Association Annual Meeting (Montreal; March, 1999): "Three years later: Following a cohort of teachers to examine the sustainability of research-based practices," with M. T. Hughes and M. E. Arguelles.

Council for Exceptional Children (Charlotte, NC; April, 1999): "Three years later: Do teachers sustain the use of research-based practices?" with M. E. Arguelles.

Council for Exceptional Children (Charlotte, NC; April, 1999): "Research on literacy development for second language learners with learning disabilities," with A. Graves and G. Valles.

Pacific Coast Research Conference (La Jolla, CA; February, 1999): "Research on the literacy and language development of students with learning disabilities who are English language learners," with E. Reyes, J. Carlisle, and A. Graves.

Urban Network to Improve Teacher Education (UNITE)/Holmes Partnership Annual Conference (Boston; January, 1999): "The University of Miami's Urban Professional Development Schools," with E. Stevens and S. Andreaci.

Council for Exceptional Children Symposium on Culturally and Linguistically Diverse Exceptional Learners (Washington, DC; November, 1998): "Research on literacy development for second language learners with learning disabilities," with A. Graves.

Council for Exceptional Children (Minneapolis, MN; April, 1998): "Students' perceptions of inclusion and resource settings: Implications for research and practice."

Pacific Coast Research Conference (La Jolla, CA; February, 1998): "The helping behaviors of fifth-graders during Collaborative Strategic Reading group learning."

Holmes Partnership Annual Conference (Orlando, FL; January, 1998): "An alternative associate teacher supervision model," with E. Rothlein, K. Astley, and S. Andreaci.

American Educational Research Association Annual Meeting (Chicago; March, 1997): "Promoting English acquisition and content learning through collaborative strategic reading."

American Educational Research Association Annual Meeting (Chicago; March, 1997): "Academic outcomes for students with and without learning disabilities in inclusive classrooms."

Pacific Coast Research Conference (La Jolla, CA; February, 1997): "Collaborative strategic reading in culturally and linguistically diverse classrooms that include students with learning disabilities."

Council for Exceptional Children Symposium on Culturally and Linguistically Diverse Exceptional Learners (New Orleans; January, 1997): "Collaborative strategic reading: Cross-age and cross-cultural applications," panel presentation with J. Chang and W. Shimizu.

National Reading Conference (Charleston, SC; December, 1996): "Changing pre-service teachers' attitudes through multicultural literature".

American Educational Research Association Annual Meeting (New York; April, 1996): "From research to practice: Fostering strategic reading in heterogeneous classrooms."

Council for Exceptional Children (Orlando, FL; April, 1996): "Students speak out: What students think of inclusion," with M. T. Hughes and L. Saumell.

Pacific Coast Research Conference (La Jolla, CA; February, 1996): "Fostering strategic reading in heterogeneous classrooms."

National Reading Conference (New Orleans; December, 1995): "Fostering strategic reading in heterogeneous culturally and linguistically diverse classrooms."

International Academy for Research on Learning Disabilities Annual Meeting (Phoenix; June, 1995): "Inclusion of students with learning disabilities: Roles and responsibilities of the LD specialist."

American Educational Research Association Annual Meeting (New Orleans; April, 1994): "Comprehension strategy instruction for heterogeneous classrooms."

National Reading Conference (Charleston, SC; December, 1993): "Students helping students: Scaffolded cross-age tutoring in reading comprehension strategies for students with learning disabilities who speak English as a second language."

American Educational Research Association Annual Meeting (Atlanta, GA; April, 1993): "What do secondary students think of teachers' adaptations?"

Council for Exceptional Children Annual Conference (San Antonio, TX; April, 1993): "Students speak out: What students think when teachers make adaptations," with L. Saumell.

National Reading Conference (San Antonio, TX; December, 1992): "Students speak out: What different groups of students think of textbook adaptations," with L. Saumell.

National Reading Conference (San Antonio, TX; December, 1992): "A survey of opinions on the relative merits of cursive and manuscript writing," with R. S. Baldwin and L. Saumell.

Council for Exceptional Children, Division for Culturally and Linguistically Diverse Exceptional Learners (Minneapolis; November, 1992): "Scaffolded cross-age tutoring of content area reading comprehension strategies for students with learning disabilities who speak English as a second language: Results of a pilot study."

National Reading Conference (Palm Springs, CA; December, 1991): "ESL/LEP students learning to read English: A content analysis of teaching techniques suggested in basal readers," with J. S. Schumm and D. Haager.

National and International Conference and Other Presentations – Invited (Not including serving as a discussant):

Urban Collaborative Annual Conference (Denver, CO, October, 2008); "Identifying English Language Learners for special education in RTI."

Education and the Public Interest Center Fellows Meeting (Boulder, CO; October, 2008); "Addressing disproportionate representation through RTI."

Response to Intervention Center On Line Seminar (November, 2008): "English language learners and RTI."

University of California Linguistic Minority Research Institute (LMRI) Conference (Sacramento, CA; May, 2008): "Shifting landscapes of professional practices: ELL special education placement in English only states."

U.S. Department of Education, Office of Special Education Programs, and the American Institutes for Research RTI Summit (December, 2007): "Using RTI with culturally and linguistically diverse students to address disproportionate representation."

Council for Exceptional Children On Line Seminar (November, 2007): "Why are so many "minority" students in special education? Understanding school risk," with Beth Harry.

National Reading First Higher Education Consortium (Denver, CO; October, 2007): “Considerations when using RTI with culturally and linguistically diverse students,” (Invited Workshop).

Council for Exceptional Children (Louisville, KY; April, 2007): “RTI: Who Still Needs Help When Interventions Have Failed?” with Rollanda O’Connor (Invited Showcase Session by the Division for Learning Disabilities).

Council for Exceptional Children (Louisville, KY; April, 2007): “Evidence-based Practices in Reading” (Invited Showcase Session by the Division for Learning Disabilities).

Council for Exceptional Children (Louisville, KY; April, 2007): “Conducting Research with Culturally and Linguistically Diverse Students,” with Wanda Blanchett, Manuel Barrera, and Audrey Sorrells (Invited Featured Session by the Division for Research).

Council for Exceptional Children (Louisville, KY; April, 2007): “A culturally and linguistically responsive ecological RTI model,” with Audrey Sorrells (Invited Pre-Conference Workshop).

NCCRESt National Forum on Disproportionate Representation (Washington D.C.; February, 2007): “Enhancing Teaching and Learning for ALL Students: Early Intervening Services and Response to Intervention Models,” with J. Esparza Brown.

U.S. Department of Education, Office of Special Education Project Directors’ Meeting (Washington, DC; August, 2006): “English Language Learners Who Struggle with Reading: Language Acquisition or Learning Disabilities?”

American Educational Research Association (San Francisco; April, 2006): “Considerations and Challenges when Using RTI Models with Culturally and Linguistically Diverse Students,” (Invited Session by the Multicultural Education Special Interest Group).

Learning Differences Conference (Harvard; April, 2006): “Instructional Strategies for Adolescent English Language Learners with Learning Differences,” (Keynote Address).

Educational Testing Service Accommodations Conference (Savannah; March, 2006): “Response to Intervention Models with English Language Learners: Considerations and Future Directions.”

NCCRESt National Forum on Disproportionate Representation (Denver; February, 2006): “Cultural Considerations with Response to Intervention (RTI) Models,” with M. Bianco and M. Orosco.

NCCRESt National Forum on Disproportionate Representation (Denver; February, 2006): “Creating Culturally Responsive Educational Systems,” with A. Artiles, B. Harry, and E. Kozleski (Keynote Address).

National Reading Conference (Miami, FL; December 2005): “Why Are So Many Minority Students in Special Education? Understanding Race and Disability in Schools,” (Keynote Address). Available at [http://www.newliteracies.uconn.edu/nrc/janette\\_klingner\\_2005.html](http://www.newliteracies.uconn.edu/nrc/janette_klingner_2005.html)

International Academy for Research in Learning Disabilities (Valencia, Spain; July 2005): “What Are the Implications of Approaching Metacognitive and Reading Comprehension Difficulties from an

Executive Function Disorder Perspective?”

American Educational Research Association Annual Meeting (Montreal; April, 2005): “How Can We Better Meet the Needs of Culturally and Linguistically Diverse Students? Achievement Gap, Education Gap, or Research Gap?” (Early Career Award Invited Address).

American Educational Research Association Annual Meeting (Montreal; April, 2005): “Getting Published in Grad School (How Not to Annoy Editors,” (Invited by the Graduate Student Council).

NCCRESt Conference on English Language Learners: Emergent Research on Linguistic Differences and Learning Disabilities (Tempe, AZ; November, 2004): “English Language Learners and Learning Disabilities: A Critical Review of Research,” with A. Artiles and L. Méndez Barletta.

NCCRESt Conference on English Language Learners: Emergent Research on Linguistic Differences and Learning Disabilities (Tempe, AZ; November, 2004): “The Special Education Referral and Decision-Making Process for English Language Learners: Child Study Team Meetings and Staffings.”

National Conference of the Australian Federation of Special Education Administrators (Brisbane, Australia; September, 2004): “The Role of the Administrator as the Champion of Evidence-Based Practices” (Keynote Address).

National Conference of the Australian Federation of Special Education Administrators (Brisbane, Australia; September, 2004): “How Do We Get Them? The Referral Process and the Role of Child Study Team and Multidisciplinary Team Meetings.”

National Conference of the Australian Federation of Special Education Administrators (Brisbane, Australia; September, 2004): “Collaborative Strategic Reading.”

U.S. Department of Education, Office of Special Education Project Directors’ Meeting (Washington, DC; July, 2004): “Assessing Teacher Knowledge,” with M. Brownell and G. Phelps.

U.S. Department of Education, Office of Special Education Project Directors’ Meeting (Washington, DC; July, 2004): “Investigating Culturally Responsive Practices in Classrooms,” with A. J. Artiles, B. Harry, and E. Kozleski.

International Reading Association (Reno, NV; May, 2004): “The Right to Effective Reading Assessment.”

Council for Exceptional Children (New Orleans; April, 2004): “Multicultural Summit: Creating New Futures through Culturally Responsive Educational Systems,” Organizer and Facilitator, with B. Greene Bryant.

Council for Exceptional Children (New Orleans; April, 2004): “Qualitative Studies in Special Education.”

American Educational Research Association (San Diego; April, 2004): “How to Turn Your Review of the Literature into a Critical Review.”

National Association for Bilingual Education (Albuquerque, NM; February, 2004): “NCCRESt: Addressing Disproportionate Representation through Culturally Responsive Educational Systems,” with A. J. Artiles.

MONARCH Project (Technical Assistance Center to Improve Personnel Preparation in Special Education at Minority Institutions of Higher Education) Seminar (Chicago; November, 2003): “National Center for Culturally Responsive Educational Systems (NCCRESt): Conceptual Framework and the Role of Higher Education in Reducing Disproportionate Representation.”

Project LASER (Linking Academic Scholars with Educational Resources) Research Think Tank (Honolulu; June, 2003): “National Center for Culturally Responsive Educational Systems (NCCRESt): Conceptual Framework.”

Council for Learning Disabilities (Denver; October, 2002): “Unraveling the Complexities of Disproportionate Representation.”

Council for Learning Disabilities (Denver; October, 2002): Research Panel: “Must-Reads on LD Research Published in 2002.”

International Conference on Disabilities (Mexico City; February, 2002): “Mejorando la comprensión a través de la Lectura Estratégica Colaborativa.”

National Institute for Urban School Improvement and The Harvard Civil Rights Project’s Urban Schools Roundtable (Cambridge, MA; October, 2001): “The Process of Referral Evaluation and Testing.”

Holmes Partnership 5<sup>th</sup> Annual Conference (Albuquerque, NM; January, 2001): Best Practices Session: “Project SUCCEED.”

United States Department of Education Teacher Quality Enhancement Project Directors’ Meeting (Chicago; September, 2000): Panel presentation on “Overcoming barriers to reform,” with J. Middleton, P. Gallagher, and W. McDiarmid.

International Conference on Disabilities (Mexico City; February, 2000): “Las percepciones de enseñanza en aulas integradas: Implicaciones para estudiantes con problemas de aprendizaje.”

National Conference on Teacher Quality (Washington, DC; January, 2000): “Project SUCCEED: School University Community Coalition for Excellence in Education,” with S. Yarger.

Improving America’s Schools (Tampa, FL; October, 1999): “A professional development program to enhance reading in inclusive classrooms,” sponsored by the National Institute for Literacy.

International Reading Association (Orlando, FL; May, 1998): “Students with disabilities: A balanced approach to literacy instruction,” Pre-conference Institute on Diverse Learners in the Classroom Community.

International Reading Association (Orlando, FL; May, 1998): “Multilevel reading practices: Collaborative strategic reading,” with T. Royal; Pre-conference Institute on Diverse Learners in the Classroom Community.

National Association for Bilingual Education and the Office of Bilingual Education and Minority Languages Affairs 1997 National Professional Development Institute (Albuquerque; February, 1997): Invited panel presentation, “Increasing parent involvement in the schools.”

Regional, State, and Local Conference and Other Presentations-Competitively Selected and Invited:

San Diego State University Featured Speaker (San Diego, CA; February, 2009): “RTI and English Learners.” (Invited Presentation).

Courage to Risk Conference (Colorado Springs; January, 2009): “Reading Strategies for English Language Learners.” (Invited Presentation).

Courage to Risk Conference (Colorado Springs; January, 2009): “RTI and English Language Learners.” (Invited Presentation).

Courage to Risk Conference (Colorado Springs; January, 2009): “How to Implement Collaborative Strategic Reading.” (Invited Presentation).

Conference for Teachers Serving Culturally and Linguistically Diverse Students (Oak Brook, IL; January, 2009): “Response to Intervention and English Language Learners.” (Invited Keynote Address).

Texas Reading First Higher Education Collaborative Fall Seminar on Reading Comprehension (Austin, TX; October, 2008): “Research on Comprehension and Collaborative Strategic Reading.” (Invited Presentation; Featured Speaker).

Portland State University Bilingual Special Education Conference (Portland; October, 2008). “Culturally and Linguistically Responsive RTI.” (Invited Workshop).

Colorado Consortium of Special Education Teacher Educators (CCSETE) Fall Institute (Denver; September, 2008): “The Role of the Special Education Teacher in RTI.”

University of Wyoming Literacy Education Conference (Laramie, WY; September, 2008): “Helping English Language Learners Learn to Read.” (Invited Presentation).

Colorado English Language Acquisition Academy (Denver, CO; April, 2008): “Considerations When Using RTI in Culturally and Linguistically Diverse Schools.” (Invited Panel Presentation).

Illinois Council for Exceptional Children (Itasca, IL; November, 2007): “Turning Reading Challenges into Reading Success.” (Invited Pre-Conference Workshop).

Illinois Council for Exceptional Children (Itasca, IL; November, 2007): “Considerations When Using Response to Intervention Models with Culturally and Linguistically Diverse Students.” (Invited Breakout Session).

Florida Council for Exceptional Children (Ft. Lauderdale, FL; October, 2007): “Considerations When Using Response to Intervention Models with Culturally and Linguistically Diverse Students.” (Invited Keynote Address).

Bilingual Special Education Conference, Portland State University (Portland, OR; October, 2007): “Considerations When Using Response to Intervention with English Language Learners.” (Invited Keynote Address).

Oregon Department of Education Fall Conference (Eugene, OR; October, 2007): “Reading Strategies for English Language Learners” (Invited Keynote Address).

Oregon Department of Education Fall Conference (Eugene, OR; October, 2007): “Considerations When Using RTI with Culturally and Linguistically Diverse Students” (Invited Breakout Session).

University of Texas at Austin (Austin, TX; September, 2007): “Collaborative Strategic Reading: What we need to know with culturally and linguistically diverse students.” (Invited Brown Bag Luncheon Featured Speaker).

Effective Practices Conference, Utah State University (Logan, UT; June, 2007): “Teaching Adolescent English Language Learners Who Struggle with Reading.” (Invited Keynote Address).

Effective Practices Conference, Utah State University (Logan, UT; June, 2007): “Considerations when Using RTI with Culturally and Linguistically Diverse Populations.” (Invited Breakout Session).

New York State Association for Bilingual Education (Long Island, NY; March, 2007): “Why Are So Many Culturally and Linguistically Diverse Students in Special Education?” (Invited Keynote Address).

New York State Association for Bilingual Education (Long Island, NY; March, 2007): “Teaching Reading to English Language Learners.” (Invited Session).

Michigan Council for Exceptional Children (Grand Rapids, February, 2007): “Teaching Reading to English Language Learners.” (Invited Pre-Conference Workshop).

Wisconsin Summer Institute, 2006: Addressing Disproportionality (Green Bay, Wisconsin; August, 2006): “Considerations when Using RTI Models with Culturally and Linguistically Diverse Students,” (Invited Keynote Address).

Rocky Mountain Institute (Keystone, CO; June, 2005): “Culturally Responsive Interventions with Older Students with Reading Disabilities”

Colorado Reading First Conference (Denver, CO; April, 2005): “Collaborative Strategic Reading.”

New Jersey TESOL/Bilingual Education Conference (March, 2005): “The Special Education Referral Process for English Language Learners: The Role of Child Study and Multidisciplinary Team Meetings,” (Invited Keynote Address).

Summer Reading Conference (State College, PA; June, 2004): "Teaching Reading to Adolescent English Language Learners."

Mountain Plains Regional Resource Center: Coordinating Resources and Knowledge to Leverage Improved Outcomes for Students (Denver; April, 2004): "Creating the Context for Culturally Responsive Practice," with E. Kozleski and S. Zion.

*Fiesta Educativa* Special Education Institute (Los Angeles; June, 2003): "National Center for Culturally Responsive Educational Systems (NCCRESt): Conceptual Framework and Early Literacy Instruction."

Florida's First Statewide Symposium on Educator Preparation (Orlando, FL; September, 2000). "University of Miami's Elementary Education with ESOL Endorsement Program."

Florida's First Statewide Symposium on Educator Preparation (Orlando, FL; September, 2000). "Project SUCCEED and Project START: University of Miami and Miami Museum of Science's collaborative projects to enhance technology."

Florida's Comprehensive System of Personnel Development Annual Institute (Clearwater Beach, FL; May, 2000). "A professional development program to enhance reading in inclusive classrooms."

Exploring Professional Partnerships Conference (Ft. Myers, FL; October, 1998): Invited presentation, "The Role of Professors-in-Residence in Professional Development Schools," with G. Cuevas, C. Hannemann, S. Andreaci, J. Corces, and S. Lyle.

Bilingual Association of Florida Conference (Miami; May, 1992): Invited presentation, "Promising instructional practices for students with learning disabilities who speak English as a second language."

Florida Teachers of English to Speakers of Other Languages (TESOL) Conference (September, 1991): Invited presentation, "Meeting the needs of special education and LEP students."

California Association for Bilingual Education Conference (January, 1984): "Intervention strategies for working with LEP/NEP learning disabled students," with I. Nares.

University of Santa Clara Special Education Research Network Conference (May, 1983): "Resource specialist intervention strategies in a trilingual program."

California Association for Bilingual Education Conference (January, 1982): Bilingual/multicultural special education," with H. Grossman and others.

#### Research Consulting (National Level):

Key Personnel for *Early Independent Comprehensive Adaptive Reading Evaluation (Early I CARE)* (2007-2011), Principal Investigator: Barbara Wise.

Consultant for the *PLUS PROJECT: Promoting Literacy in Urban Schools*, U.S. Department of Education, Office of Special Education Programs (2003-2006), Principal Investigator: Diane Haager.

Advisory Board Member for *Identifying Factors of Educational Success for Latino Students*, U.S. Department of Education, Initial Career Award, (2003-2006), Principal Investigator: John Hosp.

Consultant for the *Partnership Linking University and School Project (Project PLUS)*, U.S. Department of Education, Office of Special Education Programs (1999-2004), Principal Investigator: Diane Haager.

Consultant for *Project Bridge: Bridging the Gap Between Research and Practice*, U.S. Department of Education, Office of Special Education Programs (1999-2003), Principal Investigator: Sharon Vaughn.

Consultant for the *National Center on Personnel Studies in Special Education (COPSSE)*. Personnel Preparation Grant to Improve Services and Results for Children with Disabilities, U.S. Department of Education, Office of Special Education Programs (2002-2003), Principal Investigators: Paul Sindelar & Mary Brownell.

Consultant for *Preventing Reading Difficulties: A Three-Tiered Intervention Model*. U.S. Department of Education (2002-2003), Principal Investigator: Sharon Vaughn.

National Consultant for *ClassWide Peer Tutoring-Learning Management System (CWPT-LMS) Project*. U.S. Department of Education, Office of Special Education Programs (2000-2003), Principal Investigator: Charles Greenwood.

Consultant for *Advancing and Improving the Knowledge Base on Content/ Scaffolded Reading Comprehension Strategies with Parental Involvement: An Asian LEP + LD Student Perspective*. U.S. Department of Education, Office of Special Education Programs (1995-1996), Principal Investigator: Ji Mei Chang.

Consultant for *Texas Reading Center*, University of Texas at Austin (January & December, 1998).

Mentoring, Consulting, Advising, and Facilitating (other than research):

Consultant, *Project CREATE (Collaborative Redesign for Effectiveness Across Teacher Education)*, U.S. Department of Education, Office of Special Education Programs, Principal Investigators: Linda Blanton, Elizabeth Cramer, and Diana Martinez Valle-Riestra, Florida International University (2007-ongoing).

Advisor, *Passport Reading Journeys and Voyager Passport*, Voyager Publishers (2006-ongoing).

Advisory Board Member and Mentor for *Preparing Leadership Personnel to Promote Research-Based Practices, Collaboration, and Success of Culturally and Linguistically Diverse Students with Disabilities*, U.S. Department of Education, Office of Special Education Programs, Principal Investigators: Charles Salzberg and Tim Slocum, Utah State University (2005-ongoing).

Mentor for *Preparing Special Education Faculty for Universities and Colleges*, U.S. Department of Education, Office of Special Education Programs, Principal Investigator: Todd Fletcher (2005-ongoing).

Consultant for the Iowa Department of Education, Collaborative Strategic Reading (2005-2006).

Mentor for Jacky Schon, McNair Scholar, University of Colorado (2002-2004): “The effects of bilingualism and monolingualism on self-esteem, academic identity, and ethnic identity in Latino children.”

Facilitator and Mentor for the *Linking Academic Scholars to Educational Resources (LASER)* Research Think Tank IV, Honolulu, HI (May/June, 2003).

Facilitator for United States Department of Education, Title II Teacher Quality Institute (January, 2001).

Mentor for the Center of Minority Research and Special Education (COMRISE), U.S. Department of Education, University of Virginia (2000-2001): Post-doctoral fellow Dr. Diane Rodriguez.

Mentor for the Center for Minority Special Education, U.S. Department of Education, Hampton University, (December, 1994 and June, 1993): Provided grant-writing assistance.

## **TEACHING**

### **K-12 Teaching Awards:**

Invitation to Be a Model School Site for Bilingual/Multicultural Special Education, State of California 1984 and 1988

Exemplary Special Education Program, State of California 1982

### **Teaching:**

#### **University of Colorado at Boulder:**

EDUC 8804 Doctoral Seminar in Bilingual Education

EDUC 8804 Doctoral Seminar in Literacy and Special Education

EDUC 8014 Doctoral Seminar in Multicultural Education

EDUC 5435 Methods and Materials in Bilingual, Multicultural Education

EDUC 5445 Curriculum for Multicultural Education

EDUC 5485 Teaching the Exceptional Child in the Regular Classroom

EDUC 5515 Curriculum and Methods for Teaching the Moderately Handicapped: Students with Emotional and Behavioral Disorders

EDUC 5525 Research Issues in Bilingual Special Education

EDUC 5605 Research Issues in Bilingual Education

EDUC 3023 Teaching in American Schools (focus on Differentiating Instruction)

University of Miami:

TAL 202 Language and Culture in the Classroom (new TESOL course developed with Scott Baldwin)

TAL 205/301 Classroom Management

TAL 428 Teaching English to Speakers of Other Languages (TESOL) Curriculum, Methods, and Materials (new course developed; taught in Guanajuato, Mexico as part of a study abroad program)

TAL 594 Content Area TESOL Instruction

TAL 630 Theories and Methods of Learning Disabilities

TAL 643 Theories and Practice of Teaching English to Speakers of Other Languages

San Jose State University:

EDSE 108 Introduction to Assessment (co-taught, exclusively in Spanish, with a focus on non-discriminatory assessment practices)

**Master's Thesis or Major Paper Advising:**

University of Colorado at Boulder

Chairperson, "How family affects Asian-American students' academic high achievement: Exploring how Asian-American students develop their sense of family obligation," Yu Hua Chiu; 2003-2004

Chairperson, "The gap between policy and research in second language acquisition," Nancy Bruggeman; 2002-2003

Member, "Response to intervention," Elizabeth Amabile, 2008

Member, "Getting back to where we started from: The failure of proxy-based policies and a possible return to Plessy," Sara Rabin; 2007

Member, "Cultural and economic factors that influence children's success as they enter school," Katie Nagle; 2007

Member, "What are the effects of looping classrooms on the academic and social achievement of low socio-economic English Language Learners?" Lynne Marie Valencia; 2004-2005

Member, "A special choice: Quality special education in spite of choice," Amanda Young Stewart; 2005

Member, “Perceptions of elementary special education teachers: Ability to educate second language learners, adequacy of teacher preparation programs, and professional self-esteem,” Jennifer Archuleta; 2004-2005

Member, “Highly creative students in the classroom,” Anne Whitehill; 2002

**Dissertation Advising:**

University of Colorado at Boulder

Co-Chairperson, “First Generation U.S.-Born Africans and the Nigrescence Theory: The Stretching of a Theory for a ‘Different’ African American Experience at a Predominantly White Institution of Higher Education,” Patrick De Walt, 2007-current

Co-Chairperson, Khanh Nguyen, 2007-current (title to be determined)

Chairperson, Amy Eppolito, 2008-current (title to be determined)

Chairperson, Nicole Sager; 2005-current (title to be determined)

Chairperson (formally member), “Comprehensive literacy intervention for kindergartners (CLIK): Mediating instructional interactions between paraprofessionals and low achieving kindergartners,” Ann Morrison; 2005-current

Chairperson, “Writing acquisition and culture among Mexican-American primary school students,” Laura Méndez Barletta; 2005-2008

Chairperson, “The response to intervention model: A school-based study,” Michael Orosco; 2006-2007

Chairperson, “Spanish social and academic discourse and Spanish literacy approaches within two different social, cultural, and historical contexts,” Amanda Elsnes; 2002-2007

Chairperson, “Instructional videos as an emergent literacy tool for deaf and hard-of-hearing children,” Deborah Golos; 2005-2006

Chairperson, “Storytelling as a way to promote listening and reading comprehension among culturally and linguistically diverse students,” Jennifer Urbach; 2004-2006

Chairperson, “The nature of the interactions and dialogue in an online learning environment,” Peter Vigil; 2003-2005

Member, “Towards the Development of a Bilingual Pedagogy: A Case Study of Emerging Bilingual Writing,” Sandra Butvilofsky, 2008-current

Member, “Fidelity of implementation in the Literacy Squared<sup>®</sup> intervention,” Wendy Sparrow, 2008-current

Member, "Creating a space for bilingualism: Using two languages to assess and accelerate second language reading comprehension," Susan Hopewell, 2007-current

Member, "Participatory Educational Equity with Culturally and Linguistically Diverse Students," Beth Eldridge, 2006-current

Member, "A travez de dos mundos y dos idiomas: How one school in Colorado meets the needs of Spanish speaking students," Sobeida Vizcarra; 2006-2008

Member, "Bridging the language gap: Exploring science teachers' dual role as teachers of content and English language proficiency," Sue Arnold; 2004-2007

Member, "We are who we study/Somos los que estudiamos: An exploratory study of Chicana/o educator's academic identities," Lorretta Chavez; 2004-2007

External Member, "A comparison of the educational supports needed and provisions provided for undergraduate and graduate students with learning disabilities in higher education," Ailé Montoya, University of Florida, 2008-current

External member, "The development of finger spelling among ASL-signing deaf children," Amy Hiles; 2006-2008

External Member, "An integrative theory of education: Merging learning and well-being," Kevin Cloninger; Denver University, 2006-2008

External Member, "Preservice Teachers' Attitudes and Self-reported Behaviours toward Learning and Behavioural Problems in Children," Nezihe Elik, Ontario Institute of Studies in Education, University of Toronto; 2006

Member, "The Learning Communities of Community Media: Accessing Critical Media Literacy," Mary Caton-Rosser (School of Journalism and Mass Communication); 2004-2006

Member, "High-stakes testing and English language learners," Elizabeth Mahon; 2003-2004

Member, "The mediating effects of a support program on the identities and experiences of at-risk Latino first-year college students," Reynaldo Reyes; 2002-2004

Member, "Mexican immigrant students in a high school ESL program: The elements that support or constrain their academic resiliency," Maria Salazar-Jerez; 2002-2003

Member, "A cross-case study examining school reform in schools serving tribal communities," Dorothy Aguilera; 2002-2003

#### University of Miami

Chairperson, "Factors influencing teachers' decisions to refer students to special education," Elizabeth Cramer; 2000-2002

Chairperson, “Efficacy of a collaboration component in professional development for improving strategy implementation at the high school level,” Michele Cash; 2000-2002

Member, “School Climate and Student Disruptive Behavior in U.S. Virgin Islands Public Schools,” Dora Hill; 1998-2001

Member, “Title 1 Teachers’ Perceptions of Pull-out and Pull-in Title 1 Instructional Programs,” Bonnie Jallad; 1997-2001

Member, “Phonological Awareness for Spanish-Speaking Kindergarten Children: The Relationship Between a Phonological Awareness Intervention, Oral English Proficiency, and English Vocabulary,” Debra Giambo; 1997-2000

Member, “Construct Validation of Learning Styles: A Latent Trait Structural Equation Model,” Owen Roberts; 1998-1999

Member, “Exploring the Effects of the Keyword Strategy on Limited English Proficient Students’ Vocabulary Recall and Comprehension,” Zhigang Zhang; 1998

Member, “The Role of Innovative Teaching Methodology and Learning Styles on Critical Thinking,” Carmen McCrink; 1998

Member, “A Comparison of Classwide Cross-age and Same Age Peer Tutoring for Second Grade Students at Risk for Reading Failure,” Jeanne Bergeron; 1997-1998

Member, “Adolescents With and Without Learning Disabilities Make the Transition to Middle School,” James Forgan; 1996-1997

## **SERVICE**

**National** (other than advising and consulting):

Participant, Public Education & Business Coalition Research and Practice Symposium

Member, Technical Review Committee for the National Center on Response to Intervention (2008-ongoing).

Member, International Reading Association (IRA) Response to Intervention (RTI) Commission (2008-ongoing).

Member, Steering Committee on Evidence-Based Practices, the Council for Exceptional Children (2007-ongoing).

Review Grant Proposals for the United States Department of Education, 2004 & 2005  
Office of Special Education Programs

## **University Committee and Administrative Responsibilities:**

University of Colorado at Boulder

Member, School of Education Salary Committee	2003-present
Member, Post-tenure Review Committee	2003-present
Member, Dean's Advisory Committee	2003-present
Chairperson, EECD Faculty Search Committee	2002-present
Co-Chairperson, Division for Educational Equity and Cultural Diversity, School of Education	2002-present
Member, Bueno Center Advisory Board	2002-present
Fellow, Education in the Public Interest Center	2001-present
Member, Promotion and Tenure Committee for Kevin Welner	2004-2005
Member, Professional Seminars Task Force	2003
Member, REM Faculty Search Committee	2003-2004
Member, University-wide Diversity Committee	2002-2003
Member, Reading Faculty Search Committee	2001-2002

University of Miami

Member, Doctoral Programs Committee	2001-2001
Member, Faculty Senate Athletics Committee	2000-2001
Director, Project SUCCEED	1999-2001
Chairperson, Project SUCCEED Steering Committee	1999-2001
Chairperson, Professional Development School Consortium	1999-2001
Member, Project START (Southeast Teachers Are Revitalizing Teaching through Technology) Design Team	1999-2001
TESOL Endorsement Program Committee	1998-2001
Special Education Graduate Programs Committee	1997-2001
Holmes Partnership	1997-2001

Graduate Faculty	1996-2001
Curriculum Standards Committee	1995-2001
Dade County Public Schools/University of Miami Advisory Board	1994-2001
Elementary Education Committee	1994-2001
Field Experience Committee	1994-2001
Chairperson, Program Development Task Force (for Strategic Plan)	1999
Chairperson, Visiting Faculty Search Committee	1999
School Council	1996-1999
Chairperson, UM/Flamingo Elementary School Advisory Committee	1995-1999
Professor-in-Residence at Flamingo Elementary School	1995-1999
Coordinator, Reading and Learning Disabilities Graduate Programs	1998-1999
Educational Research Faculty Search Committee	1997-1998
Coordinator, TESOL Graduate and Undergraduate Programs	1997-1998
General Education Requirements Ad Hoc Committee	1995

**Community Activities:**

**Invited Professional Development Workshops and Presentations:**

Denver Public Schools RTI Leadership Team Meeting (Denver, November, 2008): “RTI and English Language Learners.”

Jefferson County School District Diversity Conference (Denver, November, 2007): “Implementing Response to Intervention in Culturally and Linguistically Diverse Schools.”

Rape Assistance and Awareness Program (Denver, September, 2007): “The National Center for Culturally Responsive Educational Systems: Who We Are, What We Do” (Briefing).

Boulder Valley School District (Boulder; April, 2007): “Response to Intervention.”

Rape Assistance and Awareness Program (Denver, April, 2007): “The BUENO Center: Who We Are, What We Do” (Briefing).

Boulder Valley School District (Boulder; February, 2007): “A Culturally and Linguistically Responsive Ecological RTI Model.”

Aspen Creek Elementary School, Boulder Valley School District (Louisville; October, 2006): “Collaborative Strategic Reading.”

Pennsylvania Department of Education (King of Prussia; May, 2006): “Collaborative Strategic Reading to Improve Comprehension.”

Iowa Department of Education (Des Moines; February, 2006): “Collaborative Strategic Reading Follow Up,” with J. Dimino.

Iowa Department of Education (Des Moines; October, 2005): “Collaborative Strategic Reading,” with J. Dimino.

Mountain Plains Regional Resource Center (MPRRC) State Special Education Advisory Panel Teleconference (June, 2005): “English Language Learners and Special Education Referral Issues.”

University of Arizona, Presentation to Faculty and Students (March, 2004): “National Center for Culturally Responsive Educational Systems (NCCRESt).”

Arizona Council for Exceptional Children and the University of Arizona, Presentation to Practitioners (March, 2004): “National Center for Culturally Responsive Educational Systems (NCCRESt).”

University of Miami Project SUCCEED/Miami-Dade County Public Schools Reading Institute (June, 2003): “Collaborative Strategic Reading.”

University of Miami Project SUCCEED/Miami-Dade County Public Schools Reading Institute (June, 2002): “Collaborative Strategic Reading.”

Frederick Elementary School, St. Vrain School District (June, 2002): “Sheltered English.”

Boston Elementary School, Aurora Public Schools (March-April, 2002): “Collaborative Strategic Reading,” “Guided Reading Q & A.”

Miami-Dade County Public Schools, District Office (February, 2002): “In Search of an Exemplary Special Education Referral and Decision-Making Process for Culturally and Linguistically Diverse Students,” with Beth Harry.

University of Miami Project SUCCEED/Miami-Dade County Public Schools Reading Institute (June, 2001): “Comparing Collaborative Strategic Reading and Reciprocal Teaching.”

University of Miami Project SUCCEED/Miami-Dade County Public Schools Reading Institute (June, 2000): “A Professional Development Model to Enhance the Sustainability of Reading Practices,” with Jeanne Schumm.

Miami-Dade County Public Schools, Fairlawn Elementary (May, 1999): “Collaborative Strategic Reading.”

Miami-Dade County Public Schools, Schools of Choice (September, 1998): "Building Classroom and Community Connections," with Beth Harry.

Miami-Dade County Public Schools, Flamingo Elementary (September, 1998): "Putting the pieces together: Activities for a comprehensive reading program."

University of Texas at Austin (January, 1998): "Collaborative Strategic Reading: Involving All Students in Content Area Learning."

University of Arizona (October, 1997): "Collaborative Strategic Reading: Involving All Students in Content Area Learning."

Florida Diagnostic and Learning Resources System, Broward County (June, 1997): "Instructional strategies that facilitate mainstreaming: Collaborative Strategic Reading and Classwide Peer Tutoring," through the Office of School-Based Research.

Broward County Public Schools (June, 1996): "Inclusion and Collaborative Strategic Reading for Middle School Students."

Florida Diagnostic and Learning Resources System, Dade County (March and April, 1996): Conducted two all-day workshops on "Instructional strategies that facilitate mainstreaming: Collaborative Strategic Reading," through the Office of School-Based Research.

Florida Inclusion Network, Daytona Beach, FL (March, 1996): "Improving reading and writing instruction for all learners: Four instructional practices," with Jeanne Schumm, through the Office of School-Based Research.

Early Childhood Transition Demonstration Project, Dade County Public Schools (1995/1996): Four workshops for in-service teachers on cultural and linguistic diversity.

Flamingo Elementary School, Dade County Public Schools (1995/1996): Conducted a series of four workshops for in-service teachers on effective instructional practices in diverse, heterogeneous classrooms.

San Francisco Unified School District (November, 1995): "Collaborative strategic reading for students with learning disabilities who use English as a second language."

Orange County Public Schools, Florida (Summer, 1995): "Planning for academic diversity."

Zelda Glazer Writing Institute, Dade County Public Schools and the University of Miami (Summer, 1995): "Writing across the curriculum in diverse classrooms: Interactive journals and learning logs."

University of Miami (Fall, 1994): "Scaffolded comprehension strategy instruction for inclusion classrooms."

Flamingo Elementary School, Dade County Public Schools (Fall, 1993): Conducted a series of five workshops for in-service teachers. Topics covered were: "The inclusion model," "Characteristics of

individuals with learning disabilities," "The planning pyramid," "The collaborative consultation model," "Learning strategies," and "Cooperative learning for inclusion classrooms."

San Jose Unified School District (Fall, 1981): "Assessment of LEP/NEP students."

San Jose Unified School District (Spring, 1981): "Intervention strategies for working with LEP/NEP learning disabled students."

San Jose Unified School District (Spring, 1981): Conducted four sessions of in-service training for ESL teachers on use of Brigance Inventory of Basic Skills.

Other Community Activities:

Consultation regarding Response to Intervention, Denver Public Schools RTI Leadership Team	2008
Consultation regarding Response to Intervention, Boulder Valley School District	2007
Member, Colorado Department of Education Task Force on Response to Intervention Models	2005-2006
Member, Colorado Reading First Ad Hoc Committee on Differentiating Instruction	2003
Consultant for Denver Public Schools (Special Education, English Language Learners, and Literacy Instruction)	2002-2003
Consultant for Boston Elementary School (English Language Acquisition and Literacy Instruction), <i>Read to Achieve Grant</i>	2001-2003
Local Arrangements for the Urban Network to Improve Teacher Education's semiannual meeting	1999
School Improvement Plan Board, Flamingo Elementary School	1996-present
Professor-in-Residence at Flamingo Elementary School	1995-present
Conference Committee for the National Association for Bilingual Education's national conference	1989
District-wide Interview Committee, Santa Cruz City Schools	1987-1988
Special Education Curriculum Alignment Committee, Santa Cruz City Schools	1987-1988
Chairperson, Political Action Committee of the San Jose Teachers' Association	1981-1984

District-wide Bilingual Special Education Committee,  
San Jose Unified School District

1980-1986

County-wide Bilingual Consortium

1980-1982