

CURRICULUM VITAE

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HIGHER EDUCATION

| <u>Institution:</u> | <u>Degree</u> | <u>Major</u> | <u>Dates</u> |
|----------------------------|----------------------|---|---------------------|
| 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:

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| 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 |

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

PUBLICATIONS

Books:

Harry, B., & **Klingner**, J. K. (2nd edition in preparation). *Why are so many minority students in special education? Understanding race and disability in schools*. New York: Teachers College Press.

Klingner, J. K. & Eppolito, A. (in preparation). *How to distinguish between language acquisition and learning disabilities: Questions and answers*. Arlington, VA: Council for Exceptional Children.

Klingner, J. K., Vaughn, S., & Boardman, A. (2nd edition in preparation). *Teaching reading comprehension to students with learning difficulties*. New York: Guilford.

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

Klingner, J. K., Vaughn, S., Boardman, A., & Swanson, E. (2012). *Now we get it! Boosting comprehension with Collaborative Strategic Reading*. San Francisco, CA: Jossey Bass.

Haager, D., **Klingner**, J. K., & Aceves, T. (2010). *How to teach English language learners: Effective strategies from outstanding educators*. 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. (Textbook)

Harry, B., **Klingner**, J. K., & Cramer, E. (2007). *Case studies of minority student placement 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. [A bestseller.]

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:

Eppolito, A., & Klingner, J. K. (in preparation). The Response to Intervention (RTI) decision-making process for English Language Learners (ELLs). In S. Jimerson, M. K. Burns, & A. VanDerHeyden (Eds.), *The Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support* (2nd ed.). New York: Springer.

Klingner, J. K., & Brownell, M. (in preparation). Teaching students with special needs. In D. H. Gitomer & C. A. Bell (Eds.), *Handbook of research on teaching* (5th ed.). Washington DC: American Education Research Association.

Klingner, J. K., Soltero-Gonzalez, L., Smith, C. (in preparation). Systemic issues in the implementation of RTI in multicultural school settings. In E. C. Lopez, S. G. Nahari, & S. L. Proctor (Eds.), *The Handbook of Multicultural School Psychology* (2nd ed.). New York: Routledge.

Soltero-Gonzalez, L., **Klingner, J. K., & Cano-Rodriguez, E.** (in review). English language learners: Instructional practices to promote literacy development. In C. A. Stone, E. R. Silliman, B. J. Ehren, & G. Wallach (Eds.), *Handbook of language and literacy development and disorders* (2nd ed.). New York: Guilford.

Borko, H., & **Klingner, J. K.** (in press). Supporting teachers in schools to improve their instructional practice. In B. J. Fishman, W. R. Penuel, A.-R. Allen & B. H. Cheng (Eds.), *Design-based implementation research: Theories, methods, and exemplars. National Society for the Study of Education Yearbook*. New York, NY: Teachers College Record.

Eppolito, A., Lasser, C., & **Klingner, J. K.** (in press). Special education for English language learners with learning disabilities. In J. Bakken, F. E. Obiakor, & A. Rotatori (Eds.), *Advances in special education-learning disabilities: Current perspectives and issues*. Bingley, UK: Emerald Group.

Moore, B., **Klingner, J., & Harry, B.** (2013). "Taking a handful of world": Qualitative research in learning disabilities. In H. L. Swanson, K. Harris, & S. Graham (Eds.), *Handbook of learning disabilities* (2nd ed.). New York: Guilford.

Boardman, A. G., & Scornavacco, K., & **Klingner, J. K.** (2013). Collaborative Strategic Reading: Improving comprehension in mixed ability classrooms. In R. T. Boon & V. Spencer (Eds.), *Reading comprehension strategies to promote adolescent literacy in the content areas for the inclusive classroom* (pp. 105-124). Baltimore, MD: Brookes.

Klingner, J., Boardman, A., & Annamma, S. (2012). Promoting high expectations with Collaborative Strategic Reading. In C. Dudley-Marling & S. Michaels (Eds.), *Places where ALL children learn: The power of high expectation curricula* (pp. 73-86). New York: Teachers College Press.

- Urbach, J., & **Klingner**, J. (2012). The storytelling playground: Expanding the definition of literacy through storytelling. In C. Dudley-Marling & S. Michaels (Eds.), *Places where ALL children learn: The power of high expectation curricula* (pp. 176-188). New York: Teachers College Press.
- Boardman, A. G., Swanson, E., **Klingner**, J. K., & Vaughn, S. (2012). Using collaborative strategic reading to improve reading comprehension for students with learning disabilities. In B. Cook & M. Tankersley (Eds.), *Research-based practices in special education* (pp. 33-46). Upper Saddle River, NJ: Pearson.
- Hoover, J., Eppolito, A., **Klingner**, J. K., & Baca, L. (2012). Collaborative decision-making in multicultural contexts. In B. Billingsley, J. Crockett & M. L. Boscardin (Eds.), *Handbook on special education leadership* (pp. 191-208). New York: Routledge.
- Klingner**, J. K., Morrison, A., & Eppolito, A. (2011). Metacognition to improve reading comprehension. In R. O'Connor & P. Vadasy (Eds.), *Handbook of reading interventions* (pp. 220-253). New York: Guilford.
- Klingner**, J. K., Edwards, P., & Dunsmore, K. (2010). Assessing students with special needs. In D. Lapp & D. Fisher (Eds.), *Handbook of research on teaching the English language arts* (pp. 336-342). New York: Routledge.
- Hoover, J., & **Klingner**, J. K. (2010). Promoting cultural validity in the assessment of bilingual special education students. In M. de Rosario Bastera, E. Trumbull & G. Solano-Flores (Eds.), *Cultural validity in assessment: A guide for educators*. New York: Routledge.
- Méndez Barletta, L., **Klingner**, J. K., & Orosco, M. (2010). Writing acquisition among English Language Learners in U.S. schools. In A. Durgunoglu & C. Goldenberg (Eds.), *Language and Literacy Development in Bilingual Settings* (pp. 210-243). New York: Guilford.
- Artiles, A. A., **Klingner**, J. K., Sullivan, A. & Fierros, E. (2010). 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* (pp. 102-117). New York: Teachers College Press.
- Boardman, A. G., **Klingner**, J. K., Boele, A., & Swanson, E. (2010). Collaborative strategic reading. In T. Scruggs & M. Mastropieri (Eds.), *Literacy and learning: Advances in learning and behavioral disabilities (Vol. 23)* (pp. 205-235). Oxford, UK: Elsevier Science; Greenwich, CT: JAI; Bingley, UK: Emerald.
- Hayas, A., & **Klingner**, J. K. (2010). Spotlight on RTI for English language learners: The case of Mountain Creek Elementary. In M. Lipson & K. Wixson (Eds.), *Successful approaches to response to intervention (RTI): Collaborative practices for improving K-12 literacy* (pp. 163-172). Newark, DE: International Reading Association.
- Klingner**, J. K. (2010). A review of “meeting the needs of English learners and other diverse learners. In W. J. Mathis & K. G. Welner (Eds.). *The Obama Education Blueprint: Researchers examine the evidence* (pp. 49-62). Charlotte, NC: Information Age Publishing.

- Klingner, J. K., Soltero-Gonzalez, L., & Lesaux, N. (2010).** Response to intervention for English language learners. In M. Lipson & K. Wixson (Eds.), *Successful approaches to response to intervention (RTI): Collaborative practices for improving K-12 literacy* (pp. 134-162). Newark, DE: International Reading Association.
- Prichard, B., & **Klingner, J. K. (2010).** RTI for English language learners. In *What do I do when... The answer book on RTI*. Palm Beach Gardens, FL: LTD Publications.
- Soltero-Gonzalez, L., & **Klingner, J. K. (2010).** Effective reading instruction for culturally and linguistically diverse exceptional learners. In R. T. Boon (Ed.), *Best practices for the inclusive classroom: An evidence-based guide for teachers*. Austin, TX: Prufrock.
- Klingner, J. (2008).** Response to intervention. In S. Vaughn & C. S. Bos, *Strategies for teaching students with learning and behavior problems (7th 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):

- *Vaughn, S., Roberts, G., **Klingner**, J. K., Swanson, E. A., Boardman, A. G., Stillman-Spisak, S., Mohammed, S. S., & Leroux, A. J. (in press). Collaborative Strategic Reading: Findings from experienced implementers. *Journal of Research on Educational Effectiveness*.
- ***Klingner**, J. K., Boardman, A. G., & McMaster, K. (2013). What does it take to scale up and sustain evidence-based practices? *Exceptional Children*, 79, 195-211. (Invited)
- *Moore, B., & **Klingner**, J. K. (2012). Considering the needs of English language learner populations: An examination of the population validity of reading intervention research. *Journal of Learning Disabilities*. Published online before print November 21, 2012, doi: 10.1177/0022219412466702
- ***Klingner**, J. K., Boardman, A. G., Eppolito, A. M., & Almanza Schonewise, E. (2012). Supporting adolescent English language learners' reading in the content areas. *Learning Disabilities: A Contemporary Journal*, 10(1), 35-64. (Invited)
- *Almanza Schonewise, E., & **Klingner**, J. K. (2012). Linguistic and cultural issues in developing disciplinary literacy for adolescent English language learners. *Topics in Language Disorders*, 32(1), 51–68. (Invited)
- *Annamma, S., Eppolito, A., **Klingner**, J. K., Boelé, A., & Boardman, A. (2011). Using Collaborative Strategic Reading to foster success for all students in the middle school classroom. *Voices in the Middle*, 19(2), 27-32. (Invited)
- ***Klingner**, J. K., & Boardman, A. G. (2011). Addressing the “research gap” in special education through mixed methods. *Learning Disability Quarterly*, 34(3), 208-218. (Invited) (A top downloaded article.)
- *Vaughn, S., **Klingner**, J. K., Swanson, E. A., Boardman, A. G., Roberts, G., Mohammed, S. S., Stillman-Spisak, S. J. (2011). Efficacy of Collaborative Strategic Reading with middle school students. *American Educational Research Journal*, 48(4), 938–964.
- *Bishop, A. G., Brownell, M. T., **Klingner**, J. K., Leko, M. M., Galman, S. A. C. (2010). Understanding differences in beginning special education teachers: The influence of personal attributes, preparation and school environment on classroom reading practices. *Learning Disability Quarterly*, 33, 75-92.
- Bryant, B. R., Bryant, D. P., Boudah, D., & **Klingner**, J. K. (2010). Synthesis of research symposium at CLD's 24th International Conference on Learning Disabilities: “Must Reads” for 2009. *Learning Disability Quarterly*, 33, 133-140. (Invited)
- *Hart, J., Cramer, E. D., Harry, B., **Klingner**, J. K. & Sturges, K. (2010). The continuum of ‘troubling to troubled behavior’: Exploratory case studies of African American students in programs for emotional disturbance. *Remedial and Special Education*, 31, 148-162.
- Klingner**, J. (2010). Reading comprehension and students with LD: Past, present, and future. *Thalamus*. (Invited)

- Klingner, J., & Orosco, M.** (2010). Response to intervention: Addressing implementation challenges (Introduction to special issue). *Theory Into Practice, 49*, 247-249.
- ***Klingner, J. K., Urbach, J., Golos, D., Brownell, M., & Menon, S.** (2010). Teaching reading in the 21st century: A glimpse at how special education teachers promote reading comprehension. *Learning Disability Quarterly, 33*, 59-74.
- *O'Connor, R., & **Klingner, J. K.** (2010). Poor responders in RTI. *Theory Into Practice, 49*, 297-304.
- *Orosco, M., & **Klingner, J. K.** (2010). One school's implementation of RTI with English language learners: "Referring into RTI." *Journal of Learning Disabilities, 43*, 269-288. (A top read article.)
- Prichard, B., Annamma, S., Boelé, A., & **Klingner, J.** (2010). Race, language, and ability: Deconstructing, reconstructing, and transcending borders of normal. *Teachers College Record*. (Invited Commentary)
- *Blanchett, W. J., **Klingner, J. K., & Harry, B.** (2009). The intersection of race, culture, language, and disability: Implications for urban education. *Urban Education, 44*, 389-409.
- *Brownell, M. T., Bishop, A. G., Gersten, R., **Klingner, J. K., Dimino, J., Haager, D., Menon, S., Penfield, R., & Sindelar, P. T.** (2009). Examining the dimensions of teacher quality for beginning special education teachers: The role of domain expertise. *Exceptional Children, 75*, 391-411.
- *Harry, B., Hart, J., **Klingner, J., Cramer, E., & Sturges, K.** (2009). Response to Kauffman on underservice of students with emotional or behavioral disorders. *Behavioral Disorders, 34*, 164-171.
- ***Klingner, J., & Soltero-González, L.** (2009). Culturally and linguistically responsive literacy instruction for English language learners with learning disabilities. *Multiple Voices, 12*, 1-17. (Invited—this one really was published in 2010)
- *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. (Invited)
- 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. (Invited)
- 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. (Invited)
- ***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.
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- ***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.
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- *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.
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- ***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.
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- *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.

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*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:

Eppolito, A., White, K. H., & **Klingner, J. K.** (in press). Response to intervention. In *Oxford Bibliographies*. New York: Oxford Universities Press.

Klingner, J. (2011). *IRIS module: Teaching English Language Learners: Effective instructional practices*. Vanderbilt University and Claremont Graduate University, TN: The IRIS Center.

Klingner, J. (2009/2010). Learning disability vs. learning English as a second language. *Reading Today*, 27(3), 15.

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:

RTI Effectiveness Model for English Language Learners (REME), U.S. Department of Education, Office of Special Education Demonstration Project, 2012-2016, \$1,570,849. Principal Investigator: J. **Klingner**; Co-Principal Investigators: J. Hoover, L. Soltero-Gonzalez.

Collaborative Strategic Reading-Colorado (CSR-CO), U.S. Department of Education, Investing in Innovation (i3) Grant, with Denver Public Schools, 2010-2015, \$25,400,000. CU Principal Investigators J. **Klingner**; Co-Principal Investigator: A. Boardman.

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. Principal Investigator: S. Vaughn; Co-Principal Investigator: 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. Co-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:

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| <i>Journal of Learning Disabilities</i> , Associate Editor | 2005-present |
| Co-editor of a Special Issue | 2005 |
| Editorial Board | 2002-2004 |
| <i>International Journal for Research in Learning Disabilities</i> , Editorial Board | 2012-present |
| <i>Elementary School Journal</i> , Editorial Board | 2011-present |
| <i>Theory Into Practice</i> , Editorial Board | 2007-present |
| Co-editor of a Special Issue | 2008-2010 |
| <i>Journal of Special Education</i> , Editorial Board | 2007-present |

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| <i>Bilingual Research Journal</i> , Editorial Board | 2006-present |
| <i>International Multilingual Research Journal</i> , Editorial Board | 2006-2012 |
| <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 & Practice</i> , Editorial Board | 1998-present |
| <i>Learning Disability Quarterly</i> , Editorial Board | 1998-present |
| Co-editor of a Special Issue | 2001 |
| <i>Educational Researcher</i> , Occasional Reviewer | 2005, 2006, 2013 |
| Co-editor of a Special Issue, 2005-2006 | |
| <i>American Educational Research Journal</i> , Occasional Reviewer | 2001-2004, 2011-2012 |
| <i>Reading Research Quarterly</i> , Occasional Reviewer | 2009, 2012 |
| <i>Journal of Research on Educational Effectiveness</i> , Occasional Reviewer | 2009, 2012 |
| <i>Urban Education</i> , Occasional Reviewer | 2011-2012 |
| <i>Journal of Literacy Research</i> , Occasional Reviewer | 2010-2012 |
| <i>TESOL Quarterly</i> , Occasional Reviewer | 2000-2003, 2011 |
| <i>Journal of Applied Linguistics</i> , Occasional Reviewer | 2011 |
| <i>Annual Review of Applied Linguistics</i> , Occasional Reviewer | 2010 |
| <i>Anthropology and Education Quarterly</i> , Occasional Reviewer | 2003; 2010 |
| <i>Eurasian Journal of Educational Research</i> , Occasional Reviewer | 2010 |
| <i>Journal of Research in Special Educational Needs</i> , Occasional Reviewer | 2010 |
| <i>Elementary School Journal</i> , Occasional Reviewer | 2008; 2009; 2010 |
| <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 |

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| <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 Co-Editor (formerly Assoc. Ed.) | 2006; 2007 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 Co-editor of a Special Issue, 2005-2006 | 2005; 2006 |
| <i>Journal of Adolescent Research</i> , Occasional Reviewer | 2004 |
| <i>European Journal of Psychology of Education</i> , Occasional Reviewer | 2004 |
| <i>Journal of Educational Psychology</i> , Occasional Reviewer | 2001-2004 |
| <i>International Journal of Disability, Development and Education</i> , Occasional Reviewer | 2003 |

Professional Organizations:

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| Council for Exceptional Children (CEC), Member of Evidence-based Practices Steering Committee (2007-present), Member of the Program Advisory Committee (English Language Learners, 2010), Divisions for Learning Disabilities (President Elect, 2011-2012; President, 2012-2013), Research (Secretary, 2000-2002; Chairperson of Diversity Committee, 2001-2007; Chairperson of Early Career Publication Award Committee, 2002-current), Diverse Exceptional Learners (Secretary, 2004), Teacher Education, and International Special Education Services | 1989-present |
| International Academy for Research in Learning Disabilities (IARLD), Fellow; Vice President for Members (2010-2014); Publications Chairperson (2006-2010); Conference Chair for 2006 | 2000-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 |
| National Reading Conference (NRC), | 1990-present |

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| Appointments on the Multicultural Issues Standing Committee (1997-2002) and the Technology Committee (1991-1994); Field Council Representative for Colorado (2002-ongoing) | |
| International Reading Association (IRA), Member of RTI Commission (2008-present), Reviewer, Elva Knight Grant Proposals (2007) | 2003-present & 1991-2001 |
| Society for the Scientific Study of Reading (SSSR) | 2008-present |
| National Association for Multicultural Education (NAME) | 2003-present |
| Teachers of English to Speakers of Other Languages (TESOL), Bilingual Education Special Interest Group | 1993-present |
| Council for Learning Disabilities (CLD), Member, Research Committee (2009-2011) | 1991-2011 |
| National Association for Bilingual Education (NABE), Special Education Special Interest Group | 2002-2011 & 1988-1993 |
| 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:

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| Distinguished Researcher Award, American Educational Research Association Special Education Research Special Research Group | To be awarded in April, 2013 |
| 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 nd 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 |

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| 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:

Literacy Research Association (San Diego, CA; November, 2012): “The efficacy of Collaborative Strategic Reading in science and social studies middle school classes in a large urban school district,” J. Klingner, A. Boardman, & P. Buckley.

International Academy for Research on Learning Disabilities (Padua, Italy; June, 2012): “Collaborative Strategic Reading: Promoting peer discourse,” J. Klingner & A. Boardman.

International Reading Association (Chicago, IL; May, 2012): “Collaborative Strategic Reading in content classes with English language learners: Results from Year 1 of a randomized control trial,” J. Klingner & A. Boardman.

Council for Exceptional Children (Denver, CO; April, 2012): “Collaborative Strategic Reading in content classes with English Language Learners,” J. Klingner, A. Boardman, & P. Buckley. (Poster)

Council for Exceptional Children (Denver, CO; April, 2012): “Effects of Collaborative Strategic Reading instruction on struggling readers, including English learners: Year 3,” C. Reutebuch, S. Stillman-Spisak, M. Solis, A. Boardman, & J. Klingner.

Pacific Coast Research Conference (San Diego, CA; February, 2012): “Year 3 results from an IES goal 3 RCT study,” J. Klingner, S. Vaughn, A. Boardman, C. Reutebuch, G. Roberts, P. Buckley, A. Boele (Poster)

Council for Exceptional Children (Washington, DC; April, 2011): “Supporting English language learners with Collaborative Strategic Reading,” A. Boardman, J. Klingner, & S. Annamma.

Council for Exceptional Children (Washington, DC; April, 2011): “LLC cohort: Supporting teacher change through a literacy learning cohort model,” A. Boardman, N. Corbett, M. Brownell, M. Dingle, D. Haager, & J. Klingner.

American Educational Research Association (New Orleans; April, 2011): “Peer discussions during collaborative strategic reading group work,” J. Klingner, A. Boardman, K. Scornavacco, A. Boelé, & S. Annamma.

American Educational Research Association (New Orleans; April, 2011): “Teacher-student interactions during reading comprehension strategies instruction in middle school language arts

classrooms,” A. Boardman, J. Klingner, S. Annamma, & A. Boelé.

Pacific Coast Research Conference (San Diego, CA; February, 2011): “Collaborative Strategic Reading,” J. Klingner & E. Swanson.

Society for the Scientific Study of Reading (Berlin, Germany; July, 2010): “Collaborative Strategic Reading with Adolescent Struggling Readers: ‘They were starving for these skills,’” J. Klingner & S. Vaughn.

Institute of Education Sciences Project Directors’ Research Conference (National Harbor, MD; June, 2010): “Collaborative Strategic Reading,” S. Vaughn, J. Klingner, A. Boardman, & E. Swanson.

American Educational Research Association (Denver; April, 2010): “Implementing Collaborative Strategic Reading with Adolescent Struggling Readers: Challenges and Successes,” J. Klingner, A. Boardman, S. Annamma, & A. Boelé.

American Educational Research Association (Denver; April, 2010): “Using Teachers’ Responses to Coaching to Improve Professional Development,” A. Boardman, J. Klingner, A. Boelé, & S. Annamma.

Council for Exceptional Children (Nashville, TN; April, 2010): “Bridging the Gap between Prescribed Curricula and Targeted Instruction,” D. Haager, A. Boardman, M. Dingle, A. Osipova, & J. Klingner.

Council for Exceptional Children (Nashville, TN; April, 2010): “Enhancing Professional Development: What Types of Coaching and Feedback Are Most Effective?” A. Boardman & J. Klingner.

Pacific Coast Research Conference (San Diego, CA; February, 2010): “Collaborative Strategic Reading,” S. Vaughn, J. Klingner, E. Swanson, & A. Boardman.

National Reading Conference (Albuquerque, NM; December, 2009): “Collaborative Strategic Reading with Adolescent Struggling Readers: A Mixed Methods Study,” with A. Boardman, A. Boele, and S. Annamma.

American Educational Research Association (San Diego; April, 2009): “Beliefs of Strong and Weak Special Education Teachers,” with J. Urbach and B. Prichard.

American Educational Research Association (San Diego; April, 2009): “Culturally Responsive Education: A Synthesis of the Research,” with B. Eldridge, L. Méndez Barletta, M. Orosco (presenter), & P. DeWalt.

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.

American Educational Research Association (New York; April, 2008): "How Do Special Education Teachers Promote Reading Comprehension of Students with LD?" with J. Urbach (presenter).

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):

Successful Learning Conference, Keynote Address (Sydney, Australia; October, 2012): "Distinguishing between learning disabilities and language acquisition," J. Klingner.

Successful Learning Conference, Featured Presentation (Sydney, Australia; October, 2012): "Collaborative Strategic Reading," J. Klingner.

Urban Collaborative Conference (Tampa, FL; April, 2012); "Special Education Considerations for English Language Learners with Learning Disabilities," J. Klingner.

Learning Differences Conference, Featured Presentation (Harvard University, MA: March, 2012). "Students helping students: Peer discussions during collaborative strategic reading group work," J. Klingner.

Council for Exceptional Children Webinar (January, 2012): "Distinguishing between language acquisition and learning disabilities," J. Klingner.

U.S. Department of Education ELL Panel (Las Vegas, NV: May, 2011): "RTI for English language learners," J. Klingner.

U.S. Department of Education Reading Institute (Anaheim, CA; July, 2010): “Considerations when Implementing RTI in Culturally and Linguistically Diverse Schools,” J. Klingner.

U.S. Department of Education Reading Institute (Anaheim, CA; July, 2010): “Improving Reading Comprehension with Collaborative Strategic Reading (CSR),” J. Klingner.

The National Dropout Prevention Center for Students with Disabilities Teleconference (May, 2010): “Supporting Adolescent English Language Learners through RTI,” J. Klingner.

International Reading Association Response to Intervention Webinar (April, 2010): “RTI in Linguistically Diverse Schools,” J. Klingner & N. Lesaux.

International Academy for Research on Learning Disabilities Annual Conference (Miami, FL; January, 2010): “Reading Comprehension and Students with LD: Past, Present, and Future,” J. Klingner. (Cruickshank Memorial Keynote Address)

Council for Exceptional Children, Teacher Education Division Annual Conference (Charlotte, NC; November, 2009): “RTI and Culturally and Linguistically Diverse Students.” (Keynote Address)

Council for Exceptional Children On Line Seminar (November, 2009): “Considerations When Using RTI in Culturally and Linguistically Diverse Schools.”

Council for Learning Disabilities Annual Conference (Dallas, TX; October, 2009): “RTI in Culturally and Linguistically Diverse Schools.”

Council for Learning Disabilities Annual Conference (Dallas, TX; October, 2009): “2009 Must Reads in LD-Literacy.”

Teaching English to Speakers of Other Languages Annual Convention (Denver, CO; March, 2009): “Considerations with Using RTI with English Language Learners.”

International Reading Association Annual Convention (Phoenix, AZ; February, 2009); “RTI in Culturally and Linguistically Diverse Schools.”

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

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 5th 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:

Colorado Migrant Education Conference (Denver, CO; September, 2012): “Collaborative Strategic Reading,” J. Klingner & E. Ruiz.

Aspen Institute (Denver, CO; May, 2012): “CSR Colorado: Research validation grant overview,” E. Ruiz, J. Klingner, A. Boardman.

Local Presentation Sponsored by the Council for Exceptional Children (Saskatoon, Saskatchewan, Canada; May, 2012): “Culturally responsive literacy instruction and Collaborative Strategic Reading,” J. Klingner. (Invited Presentation)

Iowa Culture and Language Conference (Iowa City, Iowa; November, 2011): “RTI for English Language Learners,” J. Klingner. (Invited Workshop Presentation)

Colorado Association for Bilingual Education Conference (Denver, CO; October, 2011): “Collaborative Strategic Reading,” J. Klingner, S. Miller-Curley, C. Jensen, & E. Ruiz.

Fall Rhode Island Teachers of English Language Learners Conference (Rhode Island; October, 2011): “ELLs Experiencing Learning Difficulties: A Tiered Response Approach,” J. Klingner. (Invited Presentation)

Seminar and Discussion Facilitation (Blacksburg, Virginia; May, 2011): “Curriculum Transformation: English Language Learners,” J. Klingner. (Invited Seminar)

RTI Summit (Green Bay, WI; March, 2011): “Considerations when Implementing RTI in Culturally and Linguistically Diverse Schools,” J. Klingner. (Invited Keynote Address)

Nebraska State Reading Conference (Kearney, NE; February, 2011): “RTI for English Language Learners,” J. Klingner. (Invited Address)

American Institutes for Research, Using RTI to Improve Achievement for English Language Learners Symposium (Washington, DC; November, 2010): “RTI and Special Education Services for English Language Learners,” J. Klingner. (Invited Address)

Colorado Society of School Psychologists (CSSP) Annual Conference (Beaver Creek, CO; November,

2010). “Considerations When Implementing RTI with English Language Learners,” J. Klingner. (Invited Keynote Address)

Equity Update Conference (Kansas City, MO; October, 2010). “Implementing RTI with English Language Learners,” J. Klingner. (Invited Keynote Address)

Identifying Learning Disabilities in English Language Learners Professional Development Program, Co-hosted by the Regional Educational Laboratory Northeast and Islands, Mid-Hudson Bilingual/ESL Technical Assistance Center, and Mid-Hudson Regional Special Education Technical Assistance Center (New Paltz, NY; May, 2010). “Identifying English Language Learners with Learning Disabilities,” J. Klingner. (Invited Keynote Address)

Forum on Response to Intervention, Sponsored by the Massachusetts Association for Bilingual Education, the New England Equity Assistance Center, and Boston University (Boston, MA; May, 2010). “Challenges and Solutions when Implementing RTI with English Language Learners,” J. Klingner. (Invited Keynote Address)

Florida Department of Education Transformation Team Meeting on Connecting Research to Practice: Response to Intervention and English Language Learners (Tallahassee, FL; May, 2010). “Implementing RTI with ELLs” and “A Culturally and Linguistically Responsive RTI Framework,” J. Klingner. (Invited Presentations)

English Language Learners Directors’ Conference (East Lansing, MI; April, 2010). “RTI for English Language Learners,” J. Klingner. (Invited Keynote Address)

English Language Learners Directors’ Conference (East Lansing, MI; April, 2010). “Distinguishing Learning Disabilities from Language Acquisition,” J. Klingner. (Invited Presentation)

Language, Culture, and Equity Academy (Denver, CO; April, 2010). “Optimizing Learning Opportunities for ELLs through RTI,” J. Klingner, L. Baca, & D. Woodruff. (Invited Panel Presentation)

State Conference on Dyslexia and English Language Learners (Houston, TX; April, 2010). “Distinguishing Language Acquisition from Learning Disabilities,” J. Klingner. (Invited Keynote Address)

State Conference on Dyslexia and English Language Learners (Houston, TX; April, 2010). “Response to Intervention for English Language Learners,” J. Klingner. (Invited Presentation)

Academic Success for English Language Learners and Migrant Students Conference (San Jose, CA; March, 2010). “Considerations when Implementing RTI for English Language Learners,” J. Klingner. (Invited Presentation)

Portland State University Bilingual Special Education Conference (Portland; October, 2009). “The American Recovery and Reinvestment Act: Recommendations for Addressing the Needs of English Language Learners.” (Invited Keynote Address)

Colorado Association for Bilingual Education Conference (Denver, October, 2009): “RTI in Culturally and Linguistically Diverse Schools.” (Invited Keynote Address)

Region VIII Equity Assistance Center Conference (Denver, May, 2009): “Considerations when Using RTI in Culturally and Linguistically Diverse Schools.”

Connecticut SRBI Training Series 2009 LEA Forum (Cromwell & Meriden, CT; February, 2009): “Considerations When Implementing RTI with Culturally and Linguistically Diverse Students.”

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)

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): “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)

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):

Cadre of Experts Member, *National Center on Educational Outcome's National Assessment Center*, U.S. Department of Education (2011-2016), Principal Investigator: Martha Thurlow.

Member of Data and Safety Monitoring Board for Reading ICARD: Interventions for Children with Attention and Reading Disorders Project (2010-2015): Principal Investigator: Carolyn Denton

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):

External Advisor, *A Cross-State Model for Differentiating & Extending Intervention Specialist Preparation & Support to Meet Identified Ohio District Needs*, U. S. Department of Education, Office of Special Education Programs, Project Director: Deborah Telfer (2011-2012).

Professional Advisory Board Member, *National Center for Learning Disabilities*, Chairperson: Donald Deshler (2010-ongoing).

Great Public Schools Indicators Advisory Panel Member, *National Education Association* (2010-2011).

Advisory Board Member, *Project INCLUDE (Inclusive, Collaborative Leaders United for Diversity in Education)*, U.S. Department of Education, Office of Special Education Programs, Principal Investigators: Beth Harry and Wendy Cavendish, University of Miami (2010-ongoing).

Consultant, *Project SELDS: Special Education Leaders for a Diverse Society*, U.S. Department of Education, Office of Special Education Programs, Principal Investigators: Beth Harry and Wendy Cavendish, University of Miami (2009-2012).

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 (2007-2010).

Facilitator, Training Session for the *National Center on Response to Intervention* Technical Review Committee (October, 2009).

Advisor, *Passport Reading Journeys and Voyager Passport*, Voyager Publishers (2006-2009).

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 (2005-2009).

Mentor for *Preparing Special Education Faculty for Universities and Colleges*, U.S. Department of Education, Office of Special Education Programs, Principal Investigator: Todd Fletcher (2005-2009).

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 Grant-Writing

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, “Changes in beliefs of an EFL novice teacher after a teaching assistantship social service program,” Eduardo Otero, 2009-2010 (Universidad Autonoma de Puebla)

Member, “Understanding expert L2 writers: A neuro-linguistic programming approach,” Maria de los Angeles Osorio de la Rosa, 2009-2010 (Universidad Autonoma de Puebla)

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, Cristin Lasser, 2012-current (titled to be determined)

Chairperson, “Student voices in supporting African American girls labeled emotionally disturbed (ED)?” Subini Annamma, 2011-current

Chairperson, “Abilities revealed: How teacher questions mediate and are mediated by perceptions of student dis/ability,” Amy Boelé, 2011-current

Co-chairperson, “Reconceptualizing Normal: Race, Language, SES and Ability Mediate Change in the Activity of School,” Brooke Moore, 2010-current

Chairperson, “A Study of Language Development Profiles in Native Spanish-Speaking Preschool Children,” Nicole Sager, 2005-current

Chairperson, “The RTI decision making process for ELLs,” Amy Eppolito, 2008-2011

Chairperson, “Comprehensive literacy intervention for kindergartners (CLIK): Mediating instructional interactions between paraprofessionals and low achieving kindergartners,” Ann Morrison, 2005-2009

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, 2007-2009

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 Elsnæs, 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, Ana Maria Menda-Marshall, University of Miami, 2012-ongoing (title to be determined)

Member, "The use of illustrations in large-scale science assessment: A comparative study," Chao Wang, 2010-2012

Member, "The research that reaches the public: Who produces it and how it gets there," Rachel Yettick, 2009-2013

Member, "Exploring problem-solving strategies on multiple-choice science items: Comparing native Spanish-speaking English language learners and mainstream monolinguals," Rachel Katchaf, 2010-2011

Member, "Creating a space for bilingualism: Using two languages to assess and accelerate second language reading comprehension," Susan Hopewell, 2007-2010

Member, "Personal and formal backgrounds as factors that influence linguistic and cultural competency in the teaching of mathematics," Khanh Nguyen, 2007-2010 (Note: Co-chairperson until after prospectus defense)

Member, "Towards the development of a bilingual pedagogy: A case study of emerging bilingual writing," Sandra Butvilofsky, 2008-2010

Member, "Fidelity of implementation in the Literacy Squared[®] intervention," Wendy Sparrow, 2008-2010

Member, "Participatory educational equity with culturally and linguistically diverse students," Beth Eldridge, 2006-2010

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, 2008-2009

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

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

External Member, "Stumbling in their shoes: Effects of simulating disability on perceived abilities of the disabled," Arielle Silverman, University of Colorado Boulder Department of Psychology, 2012-ongoing

External member, "The development of finger spelling among ASL-signing deaf children," Amy Hiles, University of Colorado Boulder Department of Speech, Language, and Hearing Sciences, 2006-2008

External Member, "Preservice teachers' attitudes and self-reported behaviors toward learning and behavioral problems in children," Nezihe Elik, Ontario Institute of Studies in Education, University of Toronto, 2006

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):

Standing Panel Member as Reviewer for Grant Proposals, the United States Department of Education, Institute of Education Sciences (2011-ongoing).

Member, Technical Review Committee for the National Center on Intensive Intervention (2012-ongoing).

Member, Technical Review Committee for the National Center on Response to Intervention (2008-2012).

Member, International Reading Association (IRA) Response to Intervention (RTI) Commission (2008-2013).

Member, ELL Policy Working Group (Policy Recommendations for ARRA Funds and ESEA Reauthorization)(2009-2011).

Member, ELL Committee for the National Center on Response to Intervention (2008-2011).

Member, Steering Committee on Evidence-Based Practices, the Council for Exceptional Children (2007-2010).

Member, Public Education & Business Coalition (2008-2009).

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

University Committee and Administrative Responsibilities:

University of Colorado at Boulder

| | |
|---|-----------------|
| Member, School of Education Salary Committee | 2003-2008 |
| Member, Post-tenure Review Committee | 2003-2008; 2010 |
| Member, Dean's Advisory Committee | 2003-present |
| Chairperson, EECD Faculty Search Committee | 2002-2008 |
| Member, Associate Dean for Research Search Committee | 2011-2012 |
| Member, EECD Faculty Search Committee | 2009-2011 |
| Co-Chairperson, Division for Educational Equity and Cultural Diversity, School of Education | 2002-present |
| Member, Bueno Center Advisory Board | 2002-present |
| Fellow, National Education Policy Center | 2001-present |
| Member, Comprehensive Review Committee for Lucinda Soltero González | 2010-2011 |
| Member, Comprehensive Review Committee for or Gina Cervetti | 2009-2010 |
| Member, Promotion and Tenure Committee for Derek Briggs | 2008-2009 |
| 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:

RTI for ELLs and Distinguishing between Language Acquisition and Learning Disabilities (Four Different Full-Day Sessions) (New York City Department of Education; May, July, October, 2012). J. Klingner. (Invited Workshop Presentations and Filming Sessions for E-Modules)

RTI for ELLs and Distinguishing between Language Acquisition and Learning Disabilities (St. Paul, MN; May, 2012). (Invited Filming Session for E-Modules)

Successful Learning Conference, Workshop (Sydney, Australia; October, 2012): “Collaborative Strategic Reading: Components,” J. Klingner.

RTI for ELLs Institute (6 Different Full-Day Sessions) (New York City Department of Education; June, July, August, September, November, 2011): “RTI for ELLs,” J. Klingner, N. Lesaux, T. Aceves, J. Esparza-Brown, & D. Haager. (Invited Institute)

Professional Development Series (2 Full Days) (New York City Department of Education; July & November, 2011): “Distinguishing between Language Acquisition and Learning Disabilities,” J. Klingner. (Invited Workshop Presentations)

Professional Development Series (Macomb & Genesee, Michigan; April, 2011): “RTI for English Language Learners,” J. Klingner. (Two Invited Workshop Presentations)

Diversity in Learning Series: Planning Quality RtI Programs for ELLs (New York City; January, 2011): “RTI for English Language Learners,” J. Klingner. (Invited Workshop Presentation)

Lincoln Intermediate Unit #12, Professional Development Workshop (Gettysburg, PA; November, 2010): “RTI for English Language Learners,” J. Klingner. (Invited Workshop Presentation)

Colorado Department of Education (Denver, November, 2010): “Collaborative Strategic Reading-Colorado (CSR-CO),” J. Klingner & A. Boardman. (Invited Presentation)

Southwest Colorado Migrant Education Program, Professional Development Workshop (Alamosa, CO; November, 2010). “RTI for English Language Learners,” J. Klingner. (Invited Workshop Presentation)

Equity Assistance Center RTI Academy (Salt Lake City, UT; September, 2010). “Challenges and Possible Solutions when Implementing RTI with English Language Learners,” J. Klingner & A. Galicia.

Southeast Regional Professional Development Center Workshop (Cape Girardeau, MO; October, 2009). “Response to Intervention (RTI) and English Language Learners.” (Invited Workshop)

Aurora Public Schools (Aurora, August, 2009): “Distinguishing Language Acquisition from Learning Disabilities.”

Colorado Department of Education MEGA Meeting (Denver, April, 2009): “Considerations When Using RTI with English Language Learners.”

Portland State University Bilingual Special Education Conference (Portland; October, 2009).
“Collaborative Strategic Reading in Diverse Classrooms.” (Invited Workshop)

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

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

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

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).

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

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 |