

John J. Hoover
Curriculum Vitae (2012)

Name John J. Hoover
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Education

Ph.D. (1983). Curriculum, Administration and Supervision. University of Colorado at Boulder
Specialization: Special Education

Dissertation: Effects of special education classroom experience of preservice elementary teachers on attitudes toward and knowledge of handicapped children

M.A. (1978). Special Education. Northern Arizona University

Specializations: Learning Disabilities/Emotional Disturbance (Reading Emphasis)

Masters Advanced Research Project: The relationship between reading and selected characteristics of children with learning disabilities and advantages and disadvantages of four reading approaches as they relate to learning disabled children

B.A. (1973). Special Education/Elementary Education. Illinois State University

Specializations: Mental Retardation and Elementary Education

Experience

2011-Present *Associate Professor-Research*, School of Education, CU-Boulder. Direct the *Special Education Leadership and Quality Teacher Initiative* and several teacher preparation graduate level training projects in the BUENO Center; Teach multicultural special education assessment, practicum and strategies courses; Conduct research on response to intervention and the preparation of teachers.

1998-2011 *Research Associate/Adjunct Faculty*, School of Education, CU-Boulder. Direct the *Special Education Leadership and Quality Teacher Initiative* and several teacher preparation graduate level training projects in the BUENO Center; Teach multicultural special education assessment, practicum and strategies courses; Conduct research on response to intervention and the preparation of teachers.

1996-1998 *Founder and Director*. Electronic Pathways, which was an organization designed to bring technology training to educators of American Indian students, University of Colorado, Boulder.

1990-1996 *Director, Research and Evaluation*. American Indian Science and Engineering Society (AISES). Directed research and evaluation of AISES programs along with grant development, teacher preparation, and curriculum projects, University of Colorado, Boulder. Also included directing the NSF funded project: *Science of Alcohol Curriculum for American Indians (SACAI)*, a science curriculum developed for elementary and middle school American Indian students to teach the science of alcohol's effects on the body.

1989-1990 *Associate Professor (Tenured)*. Department of Special Services, University of Texas at Tyler. Faculty in graduate and undergraduate level program in special education and teacher preparation. Responsibilities also included the infusion of mainstreaming content into general education curriculum courses.

1984-1989 *Assistant Professor*. Department of Special Services, University of Texas at Tyler. Faculty in graduate and undergraduate level program in special education and teacher preparation. Responsibilities also included the infusion of mainstreaming content into general education curriculum courses.

1984 *Lecturer in Special Education*. Instructor for the graduate level special education Practicum and Seminar at the University of Colorado, Boulder.

1980-81 *Teacher*. Dutch Creek Elementary School, Jefferson County, Colorado. Teacher in grades K-3 for students with learning disabilities and emotional disorders (LD/ED).

1979-80 *Behavioral Specialist*. Gila County Special Services, Globe, AZ. Developed, implemented and taught in a new program for children with emotional/behavioral disorders in Gila County, Arizona. Responsibilities included starting four classrooms and consulting with elementary and secondary special education and general class teachers in seven school districts (25 schools) for learners with emotional disabilities. The populations served were primarily Native American and Hispanic children (Held position for one year, six months).

1978-1979 *Trainingship*. Training assistant in the special education/reading lab, Northern Arizona University. Responsibilities included training graduate and undergraduate students in the use of a variety of special education and reading materials.

1976-1977 *Teacher*. Pecos Junior High School, Adams County District 12, Thornton, Colorado. Classroom teacher for students with significant emotional and learning disorders.

1974-1976 *Teacher*. Kaleidoscope Alternative Public School, Bloomington, Illinois. Developed, implemented and taught at state accredited alternative elementary and high school for children with severe learning and behavioral disorders. In addition to teaching responsibilities, specific duties included the development of the remedial reading, language arts, creative arts, and social studies curricula.

1971-1972 *Classroom assistant*. Assisted in classrooms for students with hearing disabilities and those from culturally disadvantaged backgrounds, Illinois State University Lab School.

1970-1970 *Classroom Assistant*. Little City Center for Education. Classroom volunteer for students with severe intellectual, cognitive and physical disabilities.

Professional Affiliations

Council for Exceptional Children (CEC); Sequoyah Fellow-AISES.

Current Research Projects

- ESL Common Instructional Practices Guide*. PI on research project designed to develop and pilot an instructional guide for teachers of ESL students, 2012-present. With S. Hopewell.
- Response to Intervention for ELLs*. Co-PI on OSERs funded research project being implemented in the Eagle County School District, 2012-Present. With J. Klingner, L. Soltero-Gonzales.
- Role of Special Educators in Response to Intervention*. Survey research project assessing special education teacher roles in RTI, Fall, 2010-present.
- Response to Intervention School Team Leader Project*. Project investigating effective process for assisting school-based RTI leaders to develop and implement RTI within their schools, 2008-present.

Publications

Test

- Hammill, D. D., Pearson, N., Hresko, W., **Hoover, J. J.** (2012). *Early Reading Assessment* (ERA). Austin, TX: Pro-Ed. Norm-referenced, standardized individual reading test to identify learners ages 4-7 who are at-risk for problems with reading.

Books

- Hoover, J. J., & Patton, J. R.** (In development). *Evidence-based interventions and promising practices*. (Invited by publisher to write book). Boston, MA: Pearson Allyn & Bacon. Expected Publication: Spring, 2015.
- Hoover, J. J.** (2012). *Linking assessment to instruction: Selecting reading, writing and mathematics interventions*. (Invited by publisher to write book). Boston, MA: Pearson Allyn & Bacon.
- Hoover, J. J.** (2011). *Response to intervention models: Curricular implications and interventions*. Boston, MA: Pearson Allyn & Bacon.
- Hoover, J. J.** (2009). *RTI assessment essentials for struggling learners*. Thousand Oaks, CA: Corwin Press.
- Hoover, J. J.** (2009). *Differentiating learning differences from disabilities: Meeting diverse needs through multi-tiered response to intervention*. Boston, MA: Pearson.
- Klingner, J. K., **Hoover, J. J., & Baca, L.** (eds.) (2008). *Why do English language learners struggle with reading: Distinguishing language acquisition from learning disabilities*. Thousand Oaks, CA: Corwin Press.
- Hoover, J. J., Klingner, J., Baca, L. & Patton, J. M.** (2008). *Methods for teaching culturally and linguistically diverse exceptional learners*. Columbus, OH: Merrill Publishing.
- Hoover, J. J., & Patton, J. R.** (2007). *Teaching study skills to students with learning problems: A teacher's guide for meeting diverse needs* (2nd Ed.) Austin, TX: Pro-Ed.
- Hoover, J. J., & Patton, J. R.** (2005). *Curriculum adaptation for students with learning and behavior problems: Principles and practices for differentiating instruction* (3rd Ed.) Austin, TX: Pro-Ed.
- Hoover, J. J.** (ed.) (2005). *Current issues in special education: Meeting diverse needs in the 21st Century*. University of Colorado: BUENO Center, School of Education.
- Hoover, J. J., & Patton, J. R.** (1997). *Teaching study skills to students with learning problems: A teacher's guide for meeting diverse needs* (1st Ed.) Austin, TX: Pro-Ed.
- Hoover, J. J., & Patton, J. R.** (1995). *Curriculum adaptation for students with learning and behavior problems: Principles and practices for differentiating instruction* (2nd Ed.)

Austin, TX: Pro-Ed.

Hoover, J. J. (1993). *Teaching study skills to students with learning problems*. Boulder, CO: Hamilton Publications.

Hoover, J. J. (1991). *Classroom applications of cognitive learning styles*. Boulder, CO: Hamilton Publications.

Hoover, J. J. (1990). *Using study skills and learning strategies in the classroom: A teacher's handbook*. Boulder, CO: Hamilton Publications.

Hoover, J. J. (1989). *Helping children to develop study skills: A guide for parents*. Boulder, CO: Hamilton Publications.

Hoover, J. J. (1989). *Meeting individual needs: A sourcebook of teaching, study, and learning strategies*. Boulder, CO: Hamilton Publications.

Hoover, J. J., & Collier, C. (1988). *Educating minority students with learning and behavior problems: Strategies for assessment and teaching*. Boulder, CO: Hamilton Publications.

Collier, C., & Hoover, J. J. (1987). *Cognitive learning strategies for minority handicapped*. Boulder, CO: Hamilton Publications.

Hoover, J. J., & Collier, C. (1986). *Class management through curricular adaptations: Educating minority handicapped students*. (1986). Boulder, CO: Hamilton Publications.

Articles

Hoover, J. J. (2012). Reducing unnecessary referrals: Guidelines for teachers of diverse learners. *Teaching Exceptional Children*, 44(4), 38-47.

Hoover, J. J. (2011) Making Informed Instructional Adjustments in RTI Models: Essentials for Practitioners. *Intervention in School and Clinic* (47)(2), 82-90.

Hoover, J. J., & Love, E. (2011). Supporting School-Based Response to Intervention: A Practitioner's Model. *Teaching Exceptional Children* (43)(3), 40-49.

Hoover, J. J. (2010). Identifying students for special education in response to intervention models. *Theory Into Practice Topical Issue on Response to Intervention*. (J. Klingner & M. Orosco, eds.).

Hoover, J. J., Baca, L., Love, E., & Saenz, L. (2009). *National Implementation of Response to Intervention (RTI): Research Summary*. National Association of State Directors of Special Education (NASDSE) National Website. www.nasdse.org

Hoover, J. J., & Patton, J. R. (2008). Special Educator Roles in Multi-Tiered Instruction. *Intervention in School and Clinic*, (43), 195-202.

Hoover, J. J., Baca, L., Smith-Davis, J., & Wexler Love, E. (2007). Preparing masters teachers for educating immigrant students with special needs. *NABE Language, Learning & Culture: Critical collaborations* 30 (2), 11-13; 26).

Hoover, J. J., & Patton, J. R. (2005). Differentiating curriculum and instruction for English language learners with special needs. *Intervention in School and Clinic*, 40 (4), 231-235.

Hoover, J. J., & Patton, J. R., (2004). Perspective: Differentiating standards-based education for students with diverse needs. *Remedial and Special Education*, 25 (2), 74-78.

Hoover, J. J., & Rabideau, D. K., (1995). Semantic webs and study skills. *Intervention in School and Clinic*, 30, 292-296.

Hoover, J. J. (1993). Helping parents develop a home-based study skills program. *Intervention in School and Clinic*, 28, 238-245.

Hoover, J. J. (1993). Supply and demand in personnel preparation: Overview of topical issue.

- Teacher Education and Special Education*, 16, Summer, 203-204.
- Dil, N., Geiger, W. L., **Hoover, J. J.**, & Sindelar, P. T. (1993). Available Special Education Faculty Positions in Higher Education. *Teacher Education and Special Education*, 16 (3), 230-239.
- Hoover, J. J.**, & Collier, C. (1992). Sociocultural considerations in teaching study strategies. *Intervention in School and Clinic*, 27, 228-232.
- Hoover, J. J.**, (1992). A survey of American Indian college students: Perceptions towards their study skills/college life. *Journal of American Indian Education*, 32, 21-29.
- Hoover, J. J.**, & Collier, C. (1991). Meeting the needs of culturally and linguistically diverse exceptional learners: Prereferral to Mainstreaming. *Teacher Education and Special Education*, Winter, 30-34.
- Hoover, J. J.**, & Collier, C. (1991). Teacher preparation for educating culturally and linguistically diverse exceptional learners: Overview of topical issue. *Teacher Education and Special Education*, Winter, 3-4.
- Hoover, J. J.** (1990). Curriculum Adaptation: A five-step process for classroom implementation. *Academic Therapy* 25 (4), 407-416.
- Hoover, J. J.** (1989). Study skills and the education of students with learning disabilities. *Journal of Learning Disabilities*, 22, 452-455.
- Hoover, J. J.** (1989). Implementing a study skills program in the classroom. *Academic Therapy*, 24, 471-476.
- Hoover, J. J.** (1987). Preparing special educators for mainstreaming: An emphasis on curriculum. *Teacher Education and Special Education*, 10, 58-64.
- Collier, C., & **Hoover, J. J.** (1987). Sociocultural considerations when referring minority children for learning disabilities. *Learning Disabilities Focus*, 3 (1), 39-45.
- Turner, R., Kroc, R., Camilli, G., & **Hoover, J. J.** (1986). Policy strategies, teacher salary incentive, and student achievement: An exploratory model. *Educational Researcher*, 15(3), 5-11.
- Hoover, J. J.** (1986). The preparation of regular class elementary teachers for education of exceptional children: An emphasis upon knowledge, attitudes, and skills. *Educational Research Quarterly*, 10, 2-7.
- Hoover, J. J.** & Blasi, J., Geiger, B., Ritter, S., & Sileo, T. (1986). Assessment of undergraduate special education teacher training programs in noncomprehensive and comprehensive programs: Phase I. *Teacher Education and Special Education*, 9(4), 202-209.
- Hoover, J. J.**, & Collier, C. (1985). Referring culturally different children: Sociocultural considerations. *Academic Therapy*, 20(4), 503-509.
- Hoover, J. J.**, & Sakov, M. (1985). Relationship between sources of anxiety of elementary student teachers and attitudes toward mainstreaming. *Journal of Research and Development in Education*, 19(1), 49-55.
- Hoover, J. J.** (1985). Individualized reading: Accountability for student progress. *Academic Therapy*, 1985, 20(3), 299-306.
- Hoover, J. J.** (1984). Effects of special education classroom experience of preservice elementary teachers on attitude toward mainstreaming as measured before and after student teaching. *Journal of Research and Development in Education*, 18(1), 33-39.
- Hoover, J. J.** (1984). Effects of special education classroom experience of preservice elementary teachers on ability to work with the handicapped. *Education*, 105, 58-61.

- Hoover, J. J.**, Cessna, K. (1984). Preservice teachers' attitudes toward mainstreaming prior to student teaching. *Journal of Teacher Education*, 35, 49-51.
- Hoover, J. J.** (1984). Behavioral intervention program for remediating mild emotional/behavioral problems in rural county elementary schools. *Education*, 104, 287-290.
- Hoover, J. J.**, & Hoover, R. (1983). Individualized reading: A systematic progress check. *Exceptional Children*, 50, 174-176.
- Hoover, J. J.** (1983). Preservice elementary teachers: Attitudes toward mainstreaming. *Exceptional Children*, 49, 469-470.
- Hoover, J. J.** (1979). Reading motivation. *Journal of Reading*, 22, 582.

Chapters

- Hoover, J. J.** (2013). Study Skills. In E. A. Polloway, J. R. Patton, & L. Serena. *Strategies for teaching students with special needs* (10th ed.). Columbus, OH: Merrill.
- Hoover, J. J.**, Eppolito, A., Klingner, J. & Baca, L. (2012). Collaborative decision-making in multicultural contexts. In B. Billingsley, J. Crockett & M. L. Boscardin (Eds.), *Handbook of Special Education Leadership* (Routledge Press).
- Hoover, J. J.** & Klingner, J. K. (2011). Promoting Cultural Validity in the Assessment of Bilingual Special Education Students. In M. Bastera., E. Trumbull, and G. Solano-Flores (Eds.). *Cultural Validity in Assessment: A Guide for Educators*. Routledge (an imprint of Taylor & Francis).
- Hoover, J. J.** (2008). Data-driven decision making in a multi-tiered model. In J. K. Klingner, J. J. Hoover, & L. Baca (eds.), *Why do English language learners struggle with reading: Language acquisition or learning disabilities?* (pp. 75-92). Thousand Oaks, CA: Corwin.
- Hoover, J. J.**, & Mendez Barletta, L. M. (2008). Considerations when assessing ELLs for special education. In J. K. Klingner, J. J. Hoover, & L. Baca (eds), *Why do English language learners struggle with reading: Language acquisition or learning disabilities?* (pp. 93-108). Thousand Oaks, CA: Corwin Press.
- Hoover, J. J.** (2007). Study Skills. In E. A. Polloway, J. R. Patton, & L. Serena. *Strategies for teaching students with special needs* (8th ed, pp. 422-445). Columbus, OH: Merrill.
- Hoover, J. J.** (2005). Differentiating instruction for students with special needs: An inclusive-collaborative model. In J. J. Hoover (ed.) *Current issues in special education: Meeting diverse needs in the 21st Century*. University of Colorado: BUENO Center, School of Education.
- Hoover, J. J.** (2005). Special Challenges for Special Needs. In J. J. Hoover (ed.) *Current issues in special education: Meeting diverse needs in the 21st Century*. University of Colorado: BUENO Center, School of Education.
- Hoover, J. J.** (2004). Teaching students to use study skills. In D. D. Hammill & N. R. Bartel, *Teaching students with learning and behavior problems* (7th ed, pp. 347-380). Austin, TX: Pro-Ed.
- Hoover, J. J.** & Collier, C. (2004). Methods and materials for bilingual special education. In L. M. Baca & H. Cervantes, *The bilingual special education interface*, Chapter 11, pp. 276-297. Columbus: Merrill.

Grants

Primary author of over 10 million dollars of funded grants from 1991-present

Research Projects

RTI for ELLs. Co-PI on OSERs Funded research project. Washington, DC: 2012-2015, \$1,500,00

An analysis of LEP students' achievement on Colorado state reading, writing and math performance standards. OBEMLA funded research project, Washington, DC: 2001-2003, \$238,907.

Test-Taking Skills in English Language Learners. Research Project funded by OBEMLA, Washington, DC: 1998-1999, \$50,000.

Conference on the Educational and Cultural Needs of American Indian Students. Special Research conference funded by the National Science Foundation, 1993, \$64,352.

Education Clearinghouse Project. Project supporting the development of a clearinghouse for curriculum materials for American Indian education. Department of Energy, 1993, \$10,000.

Mathematics and Science Computer Project. Funding to provide computers in classrooms on American Indian reservations. IBM, 1993, \$30,000.

Teacher Training Projects

Rural Educator Development and Endorsement (REDE) Project. OELA Teacher preparation project. Washington, DC: 2012-2015, \$1,400,000.

Low Incidence and Diversity Endorsement Project (LIDE) - OSERs funded Teacher preparation project, Washington, DC: 2011-2014, \$1,200,000

Teacher Education and Endorsement (TEEP) Project. OELA Teacher preparation project. Washington, DC: 2007-2013, \$1,400,000.

Rural Teacher Education Double Endorsement Project - OSERs funded Teacher preparation project, Washington, DC: 2006-2010, \$780,000.

Special Education and Linguistically Diverse Dual Endorsement Project, OSERS Professional Development, Washington, DC: 2005-2009, \$776,000.

Teacher Education and Placement Consortium Project (TEPC). OELA Teacher preparation project, Washington, DC: 2003-2007, \$1,400,000.

Bilingual Special Education Training Project. OELA Teacher preparation project, Washington, DC: 2002-2005, \$750,000.

Curriculum Training for Teachers. Support provided to train teachers of American Indian students in culturally responsive classroom curriculum. 3M Corporation, 1994, \$10,000.

Math-Science Teacher Enhancement Project for American Indians. Teacher enhancement project funded by the National Science Foundation, 1993-96, \$615,825.

Mathematics Teacher Training Project. Funding support for providing teacher training to teachers of American Indian students. Hearst Foundation, 1993-94, \$25,000.

Math-Science Teacher Leader Project. Teacher enhancement project supporting teachers of American Indian students to provide leadership in culturally responsive teaching. Bush Foundation of St. Paul, MN, 1991-92, \$30,000.

Student Projects

Math Improvement Project (MIP) for American Indian Students. Project designed to assist students acquire mathematics and science skills. Bush Foundation of St. Paul, MN, 1993-1995, \$ 413,512.

Comprehensive Enrichment Project. Project designed to enhance mathematics, science and technology skills in K-12 classrooms serving American Indian learners. Lilly Endowment Foundation, IN, 1993-95, \$240,000.

Cooperative Learning. Project funded by the Phillip Morris Corp to support development of program to assist American Indians with cooperative learning in school, 1991-92, \$36,000.

Other Funded Projects

Electronic Pathways Planning Grant. Funding to establish organization titled 'Electronic Pathways' to provide technology and computer training to teachers of American Indian students. National Science Foundation, 1994-95, \$93,000.

Native American Connections Grant. Project to provide computers and training in American Indian schools. National Science Foundation, 1995, \$109,000.

Native American Technology Project. Project funded to 'Electronic Pathways' to provide technology training to teachers in American Indian schools. National Science Foundation, 1995-99, \$1,200,000.

Native American Alliance Project. Project to provide technical assistance to educators of American Indians in using technology in the classroom. NASA-Office of Naval Research, 1996-1998, \$125,000.

Monographs/CD-ROM/Documents

Hoover, J. J. (2008). *Practitioner's Guide for Assessing CLD Learners for Special Education.* Primary contributor to the development and revision of the Practitioner's Guide. NYC Public Schools Department of Special Education.

Hoover, J. J. (2007). *Blueprint for Assessment of At-Risk ELLs.* Paper developed and submitted to the New York City Public Schools Department of Special Education. (Invited Submission).

Hoover, J. J. (2006-07). *Assessing Culturally and Linguistically Diverse Exceptional (CLDE) Learners.* Concept Paper written for the NYC Public School Special Education Department (Invited Contribution).

Hoover, J. J. (2003). *NCATE CEC Self-Study Report.* School of Education, University of Colorado, Boulder. Principal author of self-study report.

Hoover, J. J. (2003) *NCATE TESOL Self-Study Report.* School of Education, University of Colorado, Boulder. Principal author of self-study report.

Hoover, J. J. (2003). *Colorado Department of Education Self-Study Summary Report.* School of Education, University of Colorado, Boulder. Principal author of self-study report.

Hoover, J. J. (2001). *Assessment of English language learners (CD-ROM).* Boulder, CO: BUENO Center, University of Colorado.

Hoover, J. J., & Collier, C. (2001). *Cognitive learning styles (CD-ROM).* Boulder, CO: BUENO Center, University of Colorado.

Hoover, J. J., & Grassi, E. (2001). *Classroom management (CD-ROM).* Boulder, CO: BUENO Center, University of Colorado.

Hoover, J. J. (2000). *Test-taking study skills of 3rd and 6th grade English language learners (ELLs).* Research Report summarizing OBEMLA funded research project.

- Hoover, J. J., & Truilla-Hinsch, J. (1999).** *Test-taking skills of English language learners.* Boulder, Co: BUENO Center, University of Colorado.
- Hoover, J. J., & Buffalo, C (1997).** *Community School Alliances for Multicultural Environments: Creating Effective Educational Reforms.* Boulder, CO: Electronic Pathways.
- Hoover, J. J., Willetto, A., Abeita, C., Jacobs, C. & Rabideau, D. (1995).** *Educating American Indian/Alaska Native Precollege Students: Guidelines for teacher, student and curriculum programs.* Boulder, CO: AISES.
- Hoover, J. J. (1984).** *Internal Review Committee Library Report.* Principal author of the final report prepared for the internal review of the library facilities at the University of Colorado, Boulder, Spring, 1984.
- Hoover, J. J. (1982).** *Library materials and services for the education department.* Monograph completed in preparation of NCA and NCATE visitations, University of Colorado.
- Hoover, J. J. (1981).** *Curriculum guide: Reading readiness* (ERIC Document Reproduction Service No. 214 629).
- Hoover, J. J. (1980).** *Behavioral intervention and remediation program for identifying and evaluating children who exhibit emotional and/or behavioral problems: A consultative team approach.* Program developed for Gila County Special Services, Gila County, Arizona (ERIC Document Reproduction Service No. 195 106).
- Hoover, J. J. (1978).** *The relationship between reading and selected characteristics of children with learning disabilities and advantages and disadvantages of four reading approaches as they relate to learning disabled children: A review of the literature.* Masters Advanced Research Project, Northern Arizona University (ERIC Document Reproduction Service No. 181 651).

Consultations/Evaluations

- Consultant.* Arlington Public Schools, Turn-around Schools Project. Conducted workshops, school visits and classroom observations for six turn-around schools in Arlington, VA. 2012.
- Consultant.* Several Colorado Schools, 2007-present. Providing RTI school team leaders assistance in developing and implementing school-wide response to intervention.
- Consultant.* New York City Public Schools, 2006-present. Providing consulting services in multicultural special education assessment.
- Evaluator.* BUENO Center, 2004-present. Evaluator for graduate level teacher training projects.
- Evaluator.* American Indian Science and Engineering Society (AISES), 1996-1999. Evaluator for math-science teacher training project.
- Evaluator.* North Dakota EQUALS Project, 1993-99.
- Evaluator.* Operation SMART Project, Girls, Inc., Indiana, 1993-96.
- Evaluator.* UNM-TEAMS Project, University of New Mexico College of Education, 1993-95.
- Consultant.* BUENO Center for Multicultural Education, University of Colorado, Boulder, 1984-90. Area: Program evaluation design and research.
- Evaluator.* Curriculum/Special Education Masters Level Program, University of Colorado, Boulder, 1985-89 school years.
- NCATE Visitation Team Member,* March, 1986. Area of Expertise: Special Education.
- NCATE Visitation Team Member,* March, 1985. Area of Expertise: Special Education (Unable to attend).

Evaluator. Title VII Program, Espanola Public Schools, Espanola, New Mexico, 1986-87 school year.

Evaluator. Bilingual Education Program, Las Vegas Public Schools, Las Vegas, New Mexico, 1984-89 school years.

Evaluator. Bilingual Education program, Alamosa Public Schools, Alamosa, Colorado, 1984-85 school year. Evaluation of students' self-perception.

Evaluator. Bilingual Education program, Gordon Public Schools, Gordon, Nebraska, 1984-85 school year. Evaluation of students' self-perception.

Evaluator. Title IV and VII Programs, Mapleton Public Schools, Mapleton, Colorado, 1983-84 school year.

NCATE Visitation Team Member, March, 1984. Area of Expertise: Special Education.

Evaluator. Doctoral/post doctoral bilingual special education grant program, BUENOC Center, University of Colorado, Boulder, 1983-84 school year.

Consultant. Jack and Jill Preschool, Boulder, Colorado, 1982-1983 school year. Area: Reading readiness curriculum and program.

Presentations

Presenter. *Reducing Unnecessary Referrals of Diverse Learners.* Presentation at annual CEC conference, Denver, CO (April, 2012). With J. Erickson and S. White.

Keynote Speaker. (April, 2011). *Curriculum Essentials in RTI: What Practitioners and School Teams Need to Know.* Presentation to be delivered at the University of Central Florida 13th Annual College of Education Literacy Symposium: Response to Instruction (K-12)-Meeting the Literacy Needs of all Students! Orlando, FL.

Session Leader. (April, 2011). *Empowering Practitioners in RTI Curriculum Implementation.* Featured Follow-up Presentation to be delivered at University of Central Florida 13th Annual College of Education Literacy Symposium: Response to Instruction (K-12): Meeting the Literacy Needs of all Students! Orlando, FL.

Presenter. *RTI Assessment Essentials for Struggling learners.* Research presentation at annual CEC conference, Nashville, TN (April, 2010).

Presenter. *Research on Response to Intervention (RTI): Perspectives and Trends.* Colorado Association of State Executives annual conference (July, 2009), Breckenridge, CO.

Keynote Speaker/Session Presenter, *Changing Focus in Educating Diverse Learners.* Changing Focus Conference for Supervisors of Psychologists and Social Workers. New York City Public Schools (August, 2008).

Keynote Speaker/Session Presenter, *How Might We Best Change Focus in Educating Diverse Learners?* Changing Focus Conference for School Psychologists, Administrators and Social Workers (Second Conference), New York City Public Schools (June, 2008).

Keynote Speaker/Session Presenter, *How Might We Best Change Focus in Educating Diverse Learners?* Changing Focus Conference for School Psychologists, Administrators and Social Workers (First Conference), New York City Public Schools (March, 2008).

Co-Presenter. *Culturally Responsive RTI: An Ecological Perspective.* CEC, 2007, Louisville, KY.

Invited Speaker. *Framework for implementing culturally competent response to intervention.* Summit on Differentiated Instruction and Academic Intervention. New York: NYC

- Public Schools, April 25, 2006.
- Presenter. *Teacher preparation in linguistically diverse special education.* Colorado Consortium of Special Education Teacher Educators (CCSETE) annual conference, Denver, CO, September, 2005.
- Presenter. *Guidelines for preparing teachers for work with American Indian students.* AISES National Conference, Detroit, MI, 1995.
- Presenter. *Personnel Issues in Special Education.* Research presented at the Annual CEC Convention, Denver, CO, 1994.
- Presenter. *Adapting Instruction for Diverse Learners.* Workshop presented at the University of Colorado Bilingual Special Education Symposium, Boulder, CO, 1993.
- Presenter. *Curriculum Adaptation and Classroom Management.* Workshop presented at University of Colorado Bilingual Special Education Symposium, Vail, CO, 1991.
- Presenter. *Curriculum Adaptation and Classroom Management.* Workshop presented at annual Bilingual Special Education Symposium, University of Colorado, Boulder, 1990.
- Presenter. *Cognitive learning strategies for culturally and linguistically different learning disabled students.* Paper presented at the CEC Convention, Washington, D.C., 1988.
- Presenter. *Assessment of special education teacher training: Phase II.* Research presented at the National TED Conference, Washington, D.C., November, 1987.
- Presenter. *Adapting curriculum for LD students with less severe learning and behavior problems.* Paper presented at annual CEC Convention, April, 1987.
- Presenter. *Evaluation standardization efforts for Title VII Programs.* Paper presented at annual NABE Convention, March, 1987.
- Presenter. *National perspective on teacher training.* Paper presented at ninth annual TED Conference, November, 1986.
- Co Presenter. *Assessing special education teacher training: Phase I.* Research results presented to TED Research Committee at the Eighth Annual TED Conference, November, 1985.
- Presenter. *Bilingual Program Evaluation standardization.* Member of panel presentation at Annual CABE Conference, October, 1985.
- Presenter. *Referring culturally and linguistically different children for special education.* Co-author of paper presented at annual CEC Convention, April, 1985.
- Presenter. *Preparing regular class teachers for education of the handicapped at NCATE accredited schools.* Paper presented at the Seventh Annual TED Conference, Nov, 1984.
- Presenter. *Referring culturally and linguistically different children: Socio-cultural considerations.* Co-author of paper presented at Second Annual Symposium for Bilingual Education, Boulder, CO, May, 1984.
- Participant. *NCATE evaluation training session,* Annual CEC Convention, April, 1982, 1987.
- Presenter. *Behavioral intervention and remediation program for identifying and evaluating children who exhibit emotional and/or behavioral problems: A consultative team approach.* Paper presented at national conference for learners with serious emotional disabilities, Minneapolis, August, 1980.

Professional Service

- Manuscript Reviewer. *Journal of Learning Disabilities*, 2012-present.
- Manuscript Reviewer. *Urban Education*, 2011-present.
- Manuscript Reviewer. *Remedial and Special Education*, 2010-present.
- Manuscript Reviewer. *Teaching Exceptional Children*, 2007-present.

Faculty Mentor. Herbst Academic Center, University of Colorado. Mentor freshmen student-athletes with learning disabilities. 2007-2009.

Book Reviewer. Reviewer for submitted manuscripts for consideration for book publication, Pro-Ed, 2004-2006.

Member. AAAS Equity in Education Collaboration Advisory Committee. 1995-96.

Consulting Editor. *Intervention in School and Clinic*. 1993-95.

Consulting Editor. *Teaching Exceptional Children*. 1993-95.

Editorial Board Member. *Teacher Education and Special Education*. 1994-97.

Consulting Editor. *Teacher Education and Special Education*. 1992-1994.

Guest Editor. Topical Issue of *Teacher Education and Special Education*. Summer, 1993.
Topic: Personnel Supply and Demand in Special Education.

Guest Editor. Topical Issue of *Teacher Education and Special Education*. Winter, 1991.
Topic: Educating Culturally and Linguistically Diverse Exceptional Learners.

Chairperson. TED Publications Committee, 1988-89.

Member. CEC Task Force on Research and Publications, 1987-88.

Faculty Advisor. The University of Texas at Tyler student chapter of the Council for Exceptional Children, 1984 to 1989.

Chair, Internal Review Committee. Internal self-study committee designed to study the library facilities at the University of Colorado at Boulder. Committee consisted of five faculty and two student members, 1983.

Committee Member: NCA and NCATE self-study committees, University of Colorado, Boulder, 1982.

CEC delegate to Arizona Federation State CEC Conference, March, 1980.

President. Gila County Chapter of the Council for Exceptional Children, 1979-1980 school year.

Peer Consultant. Member of SUPPORT which was an organization designed to provide Technical assistance in special education to school districts in the state of Arizona, 1979-1980 school year. SUPPORT was a project developed by the Arizona Department of Education, Special Education Division.

