

COMPREHENSIVE PROFESSIONAL VITA

RUTH E. JEFFERSON, Ed.D.

(JONES)

EDUCATION

- 2002 **License:** *Director of Special Education*
- 1981 Ed.D. in Elementary Education, Ball State University, Muncie, IN
Specialization: Teaching Reading K-12
- Cognate:** Learning Disabilities
- Dissertation Chair:** J. David Cooper, Ph.D.
- License:** *Reading Specialist (K-12)*
- 1978 M.A.E. in elementary education, Ball State University, Muncie, IN
Specialization: Elementary Education
- License:** *Learning Disabilities (K-12)*
- 1973 B.S. in elementary education, Ball State University, Muncie, IN
Endorsement: Special Education
- License:** *Elementary Education (K-8)*
 Mental Retardation (K-12)

PROFESSIONAL EXPERIENCES

PROFESSIONAL EXPERIENCE IN PUBLIC EDUCATION

- Includes: Special Education (self-contained, working with children with intense needs)
- Elementary Education (K-6)
- Special Education (reading, math, working with students with learning disabilities)
- School Administration (directed special education and remedial education programs, other administrative duties)

PROFESSIONAL EXPERIENCE IN HIGHER EDUCATION

2016-present Participant, Cohort 6, Interactive Learning Space Initiative, Teachers College, Ball State University, Muncie, Indiana.

2015-present President's Entrepreneurial and Immersive Learning Fellow, Teachers College, Ball State University, Muncie, Indiana.

2014-15 President's Immersive Learning Fellow, Teachers College, Ball State University, Muncie, Indiana.

2010-Present Assistant Professor, Special Education Department, Ball State University, Muncie, Indiana, tenure-track position.

Teaching responsibilities include: Teaching undergraduate-level majors in special education and elementary education. Specifically, **SPCE 302**, Teaching Students with Disabilities in General Education; **SPCE 200**, Exceptional Children and Adults; **SPCE 201**, Introduction to Students with Exceptional Needs for Teaching Majors; **SPCE 202**, Legal and Procedural Foundations of Special Education; **SPCE 299X**, Seminar in Special Education; **SPCE 371**, Introduction to Mild Disabilities; **SPCE 375**, Assessment in Special Education; teaching graduate-level courses in special education, specifically **SPCE 606**, Response to Intervention: A Seminar in the Basics; **SPCE 607**, Tracking Student Progress; **SPCE 687**, Assessment: Mild Intervention; and **SPCE 636**, Research in Special Education.

2008-2010 Assistant Professor, Special Education Department, Ball State University, Muncie, IN, contract position.

Teaching responsibilities included: Teaching undergraduate-level majors in special education and elementary education. Specifically, **SPCED 375**, Assessment in Special Education; **SPCED 302**, Teaching Students with Disabilities in General Education; and **SPCED 202**, Legal and Procedural Foundations of Special Education. Proficiencies in Blackboard and other technologies were developed and strengthened. I also worked collaboratively with Blackford Schools, Jay Schools and the Educational Psychology Department at Ball State University, collecting data on a Response to Intervention research project.

1986+ Assistant Professor, Ball State University, Muncie, IN.

Taught general education and reading methods courses at both graduate and undergraduate levels. After being employed full-time for one year; returned to the Muncie Schools and continued to teach night courses for several years at Ball State.

PROFESSIONAL EXPERIENCE IN PUBLIC EDUCATION

2006-2008 Director of Special Services/Title I, Blackford County Schools, Hartford City, IN.

Responsibilities included: Directing services for students with disabilities, all areas, preschool through 12th grade; developing programs for students across the continuum of services, from life skills to summer remediation; designing and administering “Reading and Ropes” summer program; supervising certified and classified staff; serving on Superintendent’s cabinet; providing oversight to psychological and other related services; maintaining student records; collaborating with general education staff in programming for ISTEP remediation; initiating Response to Intervention (RTI) planning models; writing and implementing Title I grants, including Pilot Program for Supplemental Educational Services (SES); working with a wide variety of community providers to assist families and students; implementing various grant projects.

1999-2006 Program Supervisor, Delaware/Blackford Special Education Cooperative, Muncie, IN.

Coordinated special education programs for Blackford County Schools; supervised staff, maintained up-to-date and appropriate records for all students with disabilities; conducted and chaired case conferences; interpreted legal issues relating to special education; worked in close collaboration with cooperative staff; provided inservice opportunities for staff in various disciplines, including reading and other literacy issues; worked with parents and teachers; provided oversight to programs in local private school settings; and served on various committees and boards to provide extended services to students with disabilities.

1973-1999 Classroom Teacher, Muncie Community Schools, Muncie, IN.

Taught special education students pre-school through high school; (included self-contained classroom, pre-vocational program, pre-school itinerant, private school consultation, learning disabilities resource services); consulted with teachers and parents; wrote curriculum; implemented school-wide reading remediation programs; supervised and trained paraprofessional staff. (Leaves of absence, 1979-1980, 1986-1987).

CONSULTANT EXPERIENCE

2010-Present Administrative and Programming Consultant, various districts in East Central Indiana.

Responsibilities include: ongoing professional development in the areas of Response to Intervention, progress monitoring, data-based decision making, choosing appropriate and targeted interventions, training interventionists, determining eligibility for special education; and collaborating with school- and district-level administrators.

2008-2010 Program Specialist Consultant, Jay Schools, Portland, IN, part-time position.

Responsibilities included: Coordinating early intervening services (CEIS) (Response to Intervention) as those services were implemented in the district; providing inservice training to staff regarding CEIS ; assisting local staff in identifying and implementing current and new interventions in reading and math; coordinating services provided by school psychology staff, both local and through Ball State University partnerships; implementing procedural changes through Article 7 in the district; providing inservice to staff on Article 7; implementing ISTART7 process for compliance with Article 7 and case conference procedures; and developing new forms for Article 7 compliance and CEIS process.

UNIVERSITY LEVEL TEACHING ACTIVITIES

GRADUATE

- 2016-present Instructor, *Research in Special Education (SPCED 636)*, Ball State University
- 2015-present Instructor, *Response to Intervention: Tracking Student Progress (SPCED 607)*, Ball State University
- 2011-present Instructor, *Response to Intervention: A Seminar in the Basics (SPCED 606)*, Ball State University
- 2009-present Instructor, *Educational Assessment, Mild Interventions (SPCED 687)*, Ball State University
- Spring 2015 **QM Revision**, *Response to Intervention: Seminar in the Basics (SPCED 606)*, Ball State University
- Fall 2014 **QM Revision**, *Response to Intervention: Tracking Student Data (SPCED 607)*, Ball State University
- Spring, 2014 Instructor, *Developing Student Understanding and Mastery of Lesson Objectives (Professional Educators Initiative 2.1)*.

UNDERGRADUATE

- 2016-present Instructor, *Exceptional Children and Adults (SPCE 200)*, Ball State University
- 2015-present Instructor, *Teaching Students with Disabilities in the General Education Classroom (SPCED 302)*, Ball State University: a special, designated section of this course is being offered for students from various majors as an immersive learning experience for the **TEAM2** project at the Youth Opportunity Center. The course has been redesigned to include not only curricular goals but also to provide reading intervention services to at-risk students as a field experience.
- 2014-present Instructor, *Introduction to Mild Disabilities (SPCE 371)*, Ball State University
- 2013-present Instructor, *Introduction to Students with Exceptional Needs for Teaching Majors (SPCE 201)*, Ball State University
- 2011-present Instructor, *Seminar in Special Education Topics (SPCE 299X)*, Ball State University, summer Immersive Learning course
- 2008-present Instructor, *Legal and Procedural Foundations of Special Education (SPCED 202)*, Ball State University, various semesters
- 2008-2015 Instructor, *Assessment in Special Education (SPCED 375)*, Ball State University, each fall and spring, and summer semester
- 2008-present Instructor, *Teaching Students with Disabilities in the General Education Classroom (SPCED 302)*, Ball State University, various semesters
- 1987-1991 Adjunct Instructor, Elementary Education Department, various courses, Ball State University
- 1986-1987 Instructor, *Teaching of Reading in Today's Schools (EDRDG 400)*, Ball State University, fall and spring semesters
- 1986-1987 Instructor, *Corrective Reading (EDRDG 430)*, Ball State University, fall and spring semesters

INTERACTIVE LEARNING EXPERIENCE

- 2016-present Participant, *Interactive Learning Space (ILS)* initiative, Ball State University, summer and fall semesters, 2016; course redesign, training and research exploration; teaching in the ILS will begin spring semester 2017.

ENTREPRENEURIAL/IMMERSIVE LEARNING LEADERSHIP AND TEACHING EXPERIENCE

- 2015-present President's Entrepreneurial and Immersive Learning Fellow for Teachers College
- 2014-present Teachers College Immersive Learning Mini-Grant Committee
- 2014-2015 President's Immersive Learning Fellow for Teachers College
- 2014 Member, University Immersive Learning Awards Committee
- 2016-present A federally funded project, *TEAM2*, has begun as an immersive learning course. This project runs from summer 2016 through spring semester, 2018. The projected outcomes of this project will be enhanced reading skills for youth who are in the juvenile justice system, and receiving services at the local Youth Opportunity Center. Marketing has targeted students from a variety of majors for this collaborative, community-centered project. Students will enroll in a special section of **SPCE 299X** or **SPCE 302** each semester.
- 2016 Funding was secured for the sixth year of the *High Riding Art and Equestrian Camp*, summer 2016. Sixteen students registered for this team. Marketing targeted **SPCE 302** students and other students in majors outside of education, as well as other students within Teachers College. In addition, a second instructor was added to the project. This person has background and research interest in equestrian topics. The BSU Research Design Institute was an important research partner in camp 2016. Thirty campers were served.
- 2015 The fifth year of the *High Riding Art and Equestrian Camp (SPCE 299X)* was a pilot year for the addition of **SPCE 302** as an option for Elementary Education majors, who are required to take this single course in working with children with mild disabilities. Feedback indicated that this course was very valuable in giving future elementary teachers hands-on experience in a quasi-educational setting. Camp was funded by a Discovery Grant and various other donors. A new technology van experience was added, with campers accessing technology for fun and educational purposes at least twice each camp day. Immersive learning students participated in a Ball State University Showcase, December 2015.
- 2014 **GATE-way to Camping: High Riding Art, Science, Sports and Equestrian Camp: Guiding, Achieving, Transforming, Empowering.** Blackford County, IN.
- The fourth year of this camp (**SPCED 299X**) brought new challenges and opportunities. Community partners, Gannett Publishers, private donors, and the Provost Immersive Learning Grant program provided funding. Additional cross-departmental collaboration resulted in

participation by Counseling Psychology graduate students who presented and taught on the topic of career awareness for a portion of the camp. Immersive learning students participated in a Ball State University Showcase, December 2014.

2013 High Riding Art, Science, Sports and Equestrian Camp: Guiding, Achieving, Transforming, Empowering, Blackford County, IN.

The camp's third year, (**SPCED 299X**), designed to create a camp for children with mild disabilities, was expanded to two weeks, adding more science, art, sports and swimming experiences at the local high school facility. Campership doubled from 13 campers in 2012 to 24 campers in 2013. Funding was provided via several sources, including a BSU Immersive Learning Provost's Grant. Immersive learning students participated in a Ball State University Showcase, December 2013.

2012 Hamer and Phyllis Shafer Fellows High Riding Art and Equestrian Camp, Blackford County, IN.

Implemented second year of recreational camp for children with mild disabilities; Immersive Learning course (**SPCED 299X**). Fifteen Ball State University students from several majors across campus planned and staffed the camp in its second year. An autism research component was added. Partnership with Hillcroft Association was an additional aspect of the camp. Immersive learning students participated in a Ball State University Showcase, November 2012.

2011 High Riding Art and Equestrian Camp, Blackford County, IN.

Created and implemented an Immersive Learning course (**SPCED 299X**) that included extensive training and preparation with 11 Ball State University students from eight majors across campus. In collaboration with Blackford County Community Foundation personnel, students planned and implemented a week-long equestrian camping experience for thirteen campers from the Blackford County area. Student and camper outcomes were very positive. BSU student growth data indicated statistically significant results. Immersive learning students participated in a Ball State University Showcase, November 2011.

COURSE REVISION

Fall 2016 Interactive Learning Space revision **SPCE 371**

Spring 2015 Quality Matters revision **SPCE 606**

Fall 2014 Quality Matters revision **SPCE 607**

RESEARCH EXPERIENCES

JOURNAL EDITOR

Guest Editor, *Psychology in the Schools* special issue, 49, Increasing Efficiency and Effectiveness of Response to Intervention.

REFEREED PUBLICATIONS

- Albrecht, S. F., Mathur, S., **Jones, R. E.**, & Alazemi, S. (2015). Effects of a school-wide tiered model of social skills intervention on school climate. *Education and Treatment of Children with Behavior Disorders*, 38(4), 565-586.
- Clarke, L. S., Embury, D. C., **Jones, R. E.**, & Yssel, N. (2014). Supporting students with disabilities during school crises: A teacher's guide. *TEACHING Exceptional Children*, 46(6), 169-178.
- Harvey, M., Yssel, N. & **Jones, R. E.** (2014). Response to intervention preparation for preservice teachers: What is the status for Midwest institutions of higher education. (*Teacher Education and Special Education*, published online before print, September 3, 2014). DOI: 10.1177/08884064145448598
- Jefferson, R. E.**, Grant, C. E., & Sander, J. B. (2016). Effects of tier I differentiation and reading intervention on reading fluency, comprehension, and high-stakes measures. (*Reading Psychology*, published online before print, October 10, 2016). DOI: 10.1080/02702711.2016.1235648
- Jones, R. E.** & Ball, C. R. (2012). Introduction to the Special Issue: Addressing response to intervention implementation: Questions from the field. *Psychology in the Schools*, 49, 207-209.
- Jones, R. E.**, Hadadian, A., & Yssel, N. (2014). College teaching: Marching to the tune of technology. *Journal of Technologies in Education*, 10, 1-9.
- Jones, R. E.**, Yssel, N., & Grant, C. E. (2012). Reading instruction in tier 1: Bridging the gap by nesting evidence-based interventions within differentiated instruction. *Psychology in the Schools*, 49, 210-218.
- Latz, A. O., Bolin, J., Quick, M., **Jones, R.**, & Chapman, A. (2015). Empowering future educators through environmental sustainability. *International Journal of Sustainability in Higher Education*, 16(3), 296-309.
- Pufpaff, L. A., Clarke, L. S., & **Jones, R.** (2015). The effects of rater training on inter-rater agreement. *Midwestern Educational Researcher*, 27(2), 117-141.

Quick, M., **Jones, R.**, Spengler, E., & Rugsaken, D. (2015). Transforming elevator riders into stair climbers: Impact of a “take-the-stairs” campaign. *Academy of Educational Leadership Journal(AELJ)*, 19(3). 235-247.

Yssel, N., Adams, C., Clarke, L. S., & **Jones, R. E.** (2014). Applying an rti model for gifted students with learning disabilities. *TEACHING Exceptional Children*, 46(3), 42-52.

MANUSCRIPTS SUBMITTED

Jefferson (Jones), R. E., Grant, C. E., Bassette, L., Rye, L. K., Stuve, M., Heinesen, R., Effects of a service-learning summer equestrian camp on university students’ dispositions: More than just horsing around. Submitted to Gateways International Journal of Research and Engagement, September 30, 2016.

MANUSCRIPTS IN PREPARATION

Jones, R. E. & Timmerman, L. (in preparation) Parallel experiences of individuals involved in recreational camping for students with disabilities.

Jefferson (Jones), R. E., Bassette, L., Rye, L. K., Stuve, M., Heinesen, R., Effects of responding to video reflections on college students’ self-perceptions.

UNPUBLISHED MANUSCRIPTS

Jones, R. E. & Grant, C. E. (2013). Immersive and service-learning opportunities: changes in attitudes regarding individuals with disabilities after an undergraduate immersive learning experience.

Jones, R. E. & Sachs, N. (2013) Changes in core knowledge and attitudes of volunteers regarding children with disabilities as a result of planning and participating in an immersive experience – an art and equestrian day camp.

Jones, R. E. (2012) Long-term changes in attitudes and outcomes of college students regarding career choices, educational pursuits and service activities as a result of planning and participating in an immersive experience – an art and equestrian day camp.

Jones, R. E. (2008). Teachers do make a difference – just ask James and his family!

Jones, R. E. (1997). Report on statistical analysis of washington-carver reading program. Unpublished manuscript.

Jones, R. E. (1990). Effects of schoolwide corrective reading interventions on achievement levels of struggling and proficient readers. Unpublished manuscript.

Jones, R. E. (1981). Patterns of three selected groups of learning disabled and non-learning disabled children on the reading miscue inventory. Unpublished doctoral dissertation, Ball State University, Muncie, IN. (First dissertation to be funded through Ball State Teachers College by a federal grant from Department of Education, Bureau of the Handicapped, Grant #G008100030.)

MANUSCRIPT REVIEW EXPERIENCES

“Round Robin Reading: Stories of Disenchanted Readers” for *Reading Research Quarterly*. April, 2015.

"Intervention in Reading Difficulties: The Implementation of a Problem-Solving Model" for *Reading & Writing Quarterly: Overcoming Learning Difficulties*. September, 2014.

Reviewer, *Reading & Writing Quarterly: Overcoming Learning Difficulties*. 2014-2015.

RESEARCH FELLOWSHIP

Study of Teaching and Learning (SoTL) Fellowship 2012-2013, Ball State University; week-long workshop series May 7-11, 2012 that culminated in a research proposal submitted to the Institutional Review Board: Long-term changes in attitudes and outcomes of college students regarding career choices, educational pursuits and service activities as a result of planning and participating in an immersive experience – an art and equestrian day camp.

PEER-REVIEWED PRESENTATIONS

INTERNATIONAL/NATIONAL CONFERENCES

Sander, J.B. & **Jefferson, R.E.** *Reading Intervention Research with Court-Placed Youth*. Roundtable Session and Paper, Thursday, November 17, 2016, The American Society of Criminology, 2016 Annual Meeting, New Orleans, Louisiana.

Jones, R.E. & Timmerman, L. *Anxiously Anticipating! A Parallel Journey to an Art and Equestrian Camp for Children with Disabilities*. Poster Session, Wednesday, April 20, 2016, The Research and Scholarship Symposium 2016 Conference, Cedarville University, Cedarville, Ohio.

Jones, R.E. & Timmerman, L. *Anxiously Anticipating! Galloping toward equestrian camp!* Poster Session, Thursday, November 19, 2015, Ohio Center for Autism

and Low Incidence Conference (OCALICON) 2015 Conference, Columbus, Ohio.

Timmerman, L. & **Jones, R.E.** *Battling the homework beast! Strategies for improving organizational skills.* Interactive Papers Session, Thursday, November 19, 2015, Ohio Center for Autism and Low Incidence Conference (OCALICON) 2015 Conference, Columbus, Ohio.

Timmerman, L., **Jones, R.E.**, Stoffel, B., & Sachs, N. *Happy Campers: A summer camp partnership that works for all involved.* Interactive Papers Session, Wednesday, November 19, 2014, Ohio Center for Autism and Low Incidence Conference (OCALICON) 2014 Conference, Columbus, Ohio.

Albrecht, S. F., Mathur, S., **Jones, R. E.**, *Results of a 3-Year Study of a Three-Tiered Social Skills and Behavioral Intervention Model.* Paper presentation, Thursday, April 10, 2014, Council for Exceptional Children 2014 Convention and Expo, Philadelphia, Pennsylvania.

Jones, R. E., *Early intervening services: Use of differentiation strategies in tier I reading.* Lecture, Friday, April 11, 2014, Council for Exceptional Children 2014 Convention and Expo, Philadelphia, Pennsylvania.

Hadadian, A., **Jones, R. E.**, & Yssel, N. *Marching to the Tune of Technology.* Virtual lecture, February 6, 2014, 10th International Conference on Technology, Knowledge and Society, Madrid, Spain.

Harvey, M. W., Yssel, N., **Jones, R. E.**, & Choi, YoungKyung. *Preservice teachers and response to intervention: What school administrators need to know.* Interactive Papers Session, Thursday, April 4, 2013, Teacher Education Division of Council for Exceptional Children 2013 Convention and Expo, San Antonio, Texas.

Harvey, M. W., Yssel, N., **Jones, R. E.**, & Choi, YoungKyung. *Preservice teachers and response to intervention: What school administrators need to know.* Interactive Papers Session, Friday, November 9, 2012, Teacher Education Division of Council for Exceptional Children 2012 TED Conference, Grand Rapids, Michigan.

Pufpaff, L. A., **Jones, R. E.**, & Clarke, L. S. *Why should we be worried about rubric reliability?* Interactive Papers Session, Friday, November 9, 2012, Teacher Education Division of Council for Exceptional Children 2012 TED Conference, Grand Rapids, Michigan.

Jones, R. E., & Grant, C. E. *Effects of Tier 1 Differentiation and Intervention on Third Grade Students' Skills – How did they score in reading fluency, word recognition, and comprehension?* Shared Session, Monday, October 29, 2012, 2012 Assessment Institute in Indianapolis, Indianapolis, Indiana.

Jones, R. E. & Page, S., *Howzzat again? improving communication between student and teacher.* Presented to the International Reading Association Annual Convention, April, 1981, New Orleans, Louisiana.

STATE/REGIONAL/LOCAL CONFERENCES

Jefferson, R.E, Grant, C.E., Hunter, E., & Brandon, A. *Tiered Differentiation and Intervention: The Effects on Third-Grade Students' Reading Fluency, Word Recognition, and Comprehension.* Session presentation, Friday, October 29, 2016, Kentucky Reading Association Annual Conference, Louisville, Kentucky.

Jones, R. E., & Grant, C. E. *Reading Fluency: A general education tier I intervention that gets results!* Breakout Session, Monday, December 7, 2015, Tennessee Reading Association (TRA), 2015 Conference, Murfreesboro, Tennessee.

Quick, Marilynn, **Jones, R. E.,** & Spengler, Elliot, *Impact of a 'Take the Stairs' Campaign on University Employees.* Paper Presentation, Eastern Educational Research Association, February 25-28, 2015, Tampa, Florida.

Jones, R. E., & Grant, C. E., *The Preventative Model in Tier I: Differentiated Intervention Effects on Third Grade Students' High Stakes Measures.* Paper Presentation, Mid West Educational Research Association, November 6-9, 2013, Evanston, Illinois.

Latz, A. O., Bolin, J. H., Quick, M. M., **Jones, R. E.,** & Chapman, D. A. *Empowering Future Educators through Environmental Sustainability.* Paper Presentation, Mid West Educational Research Association, November 6-9, 2013, Evanston, Illinois.

Pufpaff, L. A., **Jones, R. E.,** & Clarke, L. S. *Why Should We be Worried about Rubric Reliability? Using Rater Training to Increase Inter-Rater Agreement.* Interactive Papers Session, October 27-29, 2013, Assessment Institute in Indianapolis, Indianapolis, Indiana.

OTHER PRESENTATIONS AND WORKSHOPS CONDUCTED

November, 2015 *"Positive Behavior Interventions and Supports,"* Presented to Mrs. Stacey Allred's EDEL 350 class, Ball State University, Muncie, Indiana.

September, 2015 *"Positive Behavior Interventions and Supports,"* Presented to Mrs. Stacey Allred's EDEL 350 class, Ball State University, Muncie, Indiana.

April, 2015 *"Improving Reliability of Student Outcomes by Improving Rubrics,"* Invited Presentation to Ball State University Assessment Forum, Ball State University, Muncie, Indiana.

April, *"Positive Behavior Interventions and Supports,"* Presented to Mrs. Stacey

- 2015 Allred's EDEL 350 class, Ball State University, Muncie, Indiana.
- October, 2014 "*Positive Behavior Interventions and Supports*," Presented to Mrs. Stacey Allred's EDEL 350 class, Ball State University, Muncie, Indiana.
- September, 2014 "*Education – and Life – Redefined*," Presentation to Teachers College Dean's List Reception, Ball State University, Muncie, Indiana.
- December, 2013 "*Update on Sustainability in Teachers College*," Presentation to Teachers College Committee on the Environment, Ball State University, Muncie, Indiana.
- 2009-Present Present Various workshops and presentations provided to local and area schools: worked with several school districts in providing workshops to staff regarding interventions, progress monitoring, eligibility of students with disabilities, and additional topics related to children with disabilities, East Central Indiana.
- November, 2009 "*RTI – Response to Intervention*," Presentation to Student Council for Exceptional Children and Kappa Delta Pi Service Organization, Ball State University, Muncie, Indiana.
- July, 2009 "*Response to Intervention and Progress Monitoring*," Presentation to general education and special education administrative staffs of Adams-Wells Special Education Cooperative, Bluffton, Indiana.
- March, 2008 "*Response to Intervention*," Presentation to University Supervisors, Ball State University, Muncie, Indiana.
- 1998-Present *Ongoing RTI and Reading Professional Development*, Various districts in Central Indiana.
- December, 1982 "*Reading methodology across the curriculum*," Presentation to elementary education staff, South Bend Community Schools, South Bend, Indiana.
- November 1980 "*Reading and the young child*," Presentation to elementary education staff, Beech Grove Community Schools, Beech Grove, Indiana.
- October, 1980 "*Reading and learning disabilities*," Presentation to elementary education staff, Versailles Community Schools, Versailles, Indiana.

GRANTS

GRANTS AWARDED

Ball State University Foundation Grant, (March, 2016). Highriding art and equestrian camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Community Foundation, Blackford County Schools, and Hurley-McCammon Farm - \$5,000.)

Ball State University, Provost's Immersive Learning Grant (November, 2015). Highriding art and equestrian camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Community Foundation, Blackford County Schools, and Hurley-McCammon Farm - \$7,100.)

United States, Juvenile Justice Grant (September, 2015). Building and Enhancing Researcher-Practitioner Partnerships solicitation: Reading Intervention, Academic and Behavioral Outcomes for Adolescents: A Community Agency and University Partnership Project. Submission Date: April 20, 2015. Grants.gov Number: NIJ-2015-573; Award Number: 2015-IJ-CX-0011 (Collaboration with J. Sander, \$388,478).

Discovery Group Grant (September, 2015). Highriding art and equestrian camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Community Foundation, Blackford County Schools, and Mackey-McCammon Farm - \$20,000.) *Discovery Group Grant carry-over for 2016 camp.*

Discovery Group Grant (March, 2015). Highriding art and equestrian camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Community Foundation, Blackford County Schools, and Mackey-McCammon Farm - \$20,000.)

Ball State University, Provost's Immersive Learning Grant (January, 2015). Highriding art and equestrian camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Community Foundation, Blackford County Schools, and Mackey-McCammon Farm - \$5,000.)

Ball State University, Summer Assessment Grant (April, 2014). To produce evidence of consistency and accuracy of outcome data being used by department undergraduate program for accreditation, evaluation, and program improvement and to evaluate training materials in using and understanding of rubric-based outcome assessments. (\$1000; Collaboration with L. Pufpaff & L. Clarke).

Ball State University, Provost's Immersive Learning Grant (October, 2013). Highriding art and equestrian camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Community Foundation, Blackford County Schools, and Hillcroft Association - \$13,400.)

Ball State University, Summer Assessment Grant (May, 2013). To produce evidence of consistency and accuracy of outcome data being used by department undergraduate

program for accreditation, evaluation, and program improvement and to produce training materials in using and understanding of rubric-based outcome assessments. (\$1000; Collaboration with L. Pufpaff & L. Clarke).

Ball State University, Provost's Immersive Learning Grant (November, 2012). GATEway to Camping: Highriding Art and Equestrian Camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Community Foundation, Blackford County Schools, and Hillcroft Association - \$17,600.)

Ball State University, Summer Assessment Grant (May, 2012). To produce evidence of consistency and accuracy of outcome data being used by department undergraduate program for accreditation, evaluation, and program improvement and to produce training materials in using and understanding of rubric-based outcome assessments. (\$1000; Collaboration with L. Pufpaff & L. Clarke).

Ball State University, Hamer and Phyllis Shafer Fellows Grant (February, 2012). Highriding Art and Equestrian Camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Community Foundation, Blackford County Schools, and Hillcroft Association – \$12,300.)

Ball State University, Provost Immersive Learning Grant (December, 2010). Highriding Art and Equestrian Camp for students with mild disabilities. (A collaborative Immersive Learning project with Blackford County Community Foundation - \$14,950.)

Indiana Criminal Justice Institute, Youth Division (September, 2010). Skillstreaming the elementary child.

United States Department of Education. (1980, July). Patterns of three selected groups of learning disabled and non-learning disabled children on the reading miscue inventory (funded dissertation).

GRANTS SUBMITTED (NOT FUNDED)

United States, Juvenile Justice Grant (May, 2014). Criminal Justice Researcher-Practitioner Placement Program: Reading Intervention: Academic and Behavioral Outcomes for Adolescents: A Community Agency and University Partnership Project. Submission Date: May 28, 2014. Grants.gov Number: NIJ-2014-3724. OMB No. 1121-0329 (\$455,000; Collaboration with J. Sander).

United States, Juvenile Justice Grant (May, 2013). Reading Intervention for Youth In Residential Placement: A Researcher-Practitioner Partnership Examining Academic and Behavioral Outcomes. Submission Date: May 31, 2013. Grants.gov Number: HIJ-2013-3468. OMB No. 1121-0329 (\$655,000; Collaboration with J. Sander).

HONORS AND AWARDS

- 2014 Outstanding Teaching Award, Department of Special Education, Ball State University, Muncie, Indiana.
- 2014 Outstanding Teaching Award, Teachers College Faculty, Ball State University, Muncie, Indiana.
- 2014 Immersive Learning Award, Recognized by University Provost, Ball State University, Muncie, Indiana

COMMUNITY SERVICE

- 2015-present Member, Strategic Planning/Human Resources and Professional Development: Recruiting, Retention, Diversity, Muncie Community Schools. Invited to be University representative, providing input and expertise.
- 2013-2014 Member, Caring Arts Advisory Board. This program provides respite services and art experiences for students with autism and behavior disorders. This is a collaborative effort of local schools, community partners, and Ball State University School Psychology Program.
- 2011-present Member, Blackford County Steering Committee for *High Riding Art and Equestrian Camp*: planning and securing funding for camping experiences for children with disabilities in the community. Recruiting volunteers, counselors, families, campers, and community support personnel.
- 2003-2008 Member, Caring Arts Advisory Board. This program provides respite services and art experiences for students with autism and behavior disorders. This is a collaborative effort of local schools, Ball State University School Psychology Program and Hillcroft, Inc.
- 2000-2001 Member, Board of Directors, United Cerebral Palsy, Muncie, IN.

PROFESSIONAL ASSOCIATION MEMBERSHIPS

Council for Exceptional Children

Teacher Education Division

Division for Learning Disabilities

Phi Delta Kappa

Association for Supervision and Curriculum Development