

Sarah A. Nagro

Curriculum vita

George Mason University
College of Education and Human Development
Division of Special Education and Disability Research
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Education

2011-2015 Ed.D. Special Education, Johns Hopkins University, Baltimore, MD
2005-2006 M.S. Special Education, D'Youville College, Buffalo, NY
2005-2006 M.S. Childhood Education, D'Youville College, Buffalo, NY
2002-2005 B.A. Interdisciplinary Studies in Education, D'Youville College, Buffalo, NY

Professional Experience

2015- Assistant Professor, George Mason University, Fairfax, VA
2012-2015 Special Education Instructor, Johns Hopkins University, Baltimore, MD
2011-2015 Doctoral Fellow, Johns Hopkins University, Baltimore, MD Funded under OSEP Leadership Grant awarded to Dr. Laurie deBettencourt and Dr. Michael Rosenberg
2007-2011 Special Education Teacher, grades 1-6, Buffalo City Public Schools, Buffalo, NY
2010-2011 Special Education Program Coordinator, After School Program, Buffalo, NY
2006-2007 Coordinator of Special Education, Saint Mark Elementary School, Buffalo, NY

Honors and Awards

2019 Early Career Publication Award
Teacher Education Division, Council for Exceptional Children (TED)

2017 Outstanding Dissertation Award
American Association for Colleges of Teacher Education (AACTE)

2016 Outstanding Student Research Award
Special Education Research SIG, American Educational Research Association (AERA)

2015 Annual Dissertation Award
Teacher Education Division, Council for Exceptional Children (TED)

2015 Quantitative Research Award
Kaleidoscope, Council for Exceptional Children Annual Conference (CEC)

2015 Education Policy and Politics Doctoral Scholar
Higher Education Consortium of Special Education (HECSE)

Refereed Journal Publications

(^invited; *mentored student)

- Nagro, S. A.**, Hooks, S., & Fraser, D. W. (in press). Teachers in the driver's seat: Using teacher input to design school-wide professional development through a school-university partnership. *Journal of School University Partnerships*.
- O'Brien, K., Regan, K., Coogle, C., **Nagro, S. A.**, & Ottley, J. (in press). Impact of eCoaching with video-based reflection on special education teacher candidates' instructional skills. *Teacher Education and Special Education*. [Impact Factor: 1.841]
- Nagro, S. A.**, *Raines, A. R., Hooks, S., Fraser, D. W., & *Nagy, S. (2020). The connection between teacher candidate attitude and accuracy during performance-based self-evaluation activities. Advance online publication. *Journal of Special Education Technology*.
<https://doi.org/10.1177/0162643420947827>
- Stegenga, S. M., Skubel, A., Corr, C., & **Nagro, S. A.** (2020). Your voice matters: A practitioner's guide for engaging in policy through advocacy. *Young Exceptional Children*. Advance online publication. <https://doi.org/10.1177/1096250620950311>
- Nagro, S. A.**, Hirsch, S., & Kennedy, M. (2020). A self-led approach to improving classroom management practices using video analysis. *Teaching Exceptional Children*. Advance online publication. <https://doi.org/10.1177/0040059920914329>
- Hooks, S., **Nagro, S. A.**, & Fraser, D. W. (2020). Six strategies for effective family-practitioner communication through ACCESS. *Young Exceptional Children*. Advance online publication. <https://doi.org/10.1177/1096250620928330>
- Morin, K., Vannest, K. J., Hong, E. R., Haas, A., **Nagro, S. A.**, Ganz, J. B., & Lavadia, C. (2020). Using telehealth to train parents in video analysis procedures. *Journal of Behavioral Education* 29, 354–381. <https://doi.org/10.1007/s10864-019-09361-6> [Impact Factor: 1.348]
- Morin, K., **Nagro, S. A.**, Artis, J., Haas, A., Vannest, K. J., & Ganz, J. B. (2019). Differential effects of video analysis for special educators related to intervention characteristics, dependent variables, and student outcomes: A meta-analysis of single-case research. *Journal of Special Education Technology*. Advance online publication. <https://doi.org/10.1177/0162643419890250>
- Nagro, S. A.** (2020). Reflecting on others before reflecting on self: Using video evidence to guide teacher candidates' reflective practices. *Journal of Teacher Education*, 71(4) 420-433.
<https://doi.org/10.1177/0022487119872700> [Impact Factor: 3.600]
- Nagro, S. A.**, Shepherd, K. G., Knackstedt, K. M., West, J., & *Nagy, S. (2020). Bridging the gap between research and policy: Fostering advocacy and policy engagement in special education doctoral students. *Journal of Disability Policy Studies*, 30(4) 233-243.
<https://doi.org/10.1177/1044207319849930> [Impact Factor: 1.104]

- deBettencourt, L. U., & Nagro, S. A. (2019). Tracking special education teacher candidates' reflective practices over time to understand the role of theory in clinically-based teacher preparation. *Remedial and Special Education, 40*(5), 277-288. <https://doi.org/10.1177/0741932518762573> [Impact Factor: 2.617]
- Coogle, C., Nagro, S. A., Regan, K., O'Brien, K., & Ottley, J. (2019). Impact of eCoaching with video-based reflection on early childhood teacher candidates' use of communication strategies and on child's use of expressive language. *Topics in Early Childhood Special Education*. Advance online publication. <https://doi.org/10.1177/0271121419857142> [Impact Factor: 1.237]
- Morin, K., Ganz, J. B., Vannest, K. J., Haas, A., Nagro, S. A., Peltier, C., Fuller, M., & Ura, S. (2019). A meta-analysis of single-case studies using video analysis as an intervention with special educators: Effects on participant and instructional characteristics. *Journal of Special Education, 53*(1), 3–14. <https://doi.org/10.1177/0022466918798361> [5-Year Impact Factor: 2.755]
- Nagro, S. A., Hooks, S., & Fraser, D. W. (2019). Over a decade of practice: Are educators correctly using tertiary interventions? *Preventing School Failure: Alternative Education for Children and Youth, 63*(1), 52-61. <https://doi.org/10.1080/1045988X.2018.1491021> [CiteScore: 0.68]
- Nagro, S. A., Fraser, D. W., & Hooks, S. (2019). Lesson planning with engagement in mind: Proactive classroom management strategies for curriculum instruction. *Intervention in School and Clinic, 54*(3), 131–140. <https://doi.org/10.1177/1053451218767905> [5-Year Impact Factor: 0.776]
- Nagro, S. A., Shepherd, K. G., West, J., & *Nagy, S. (2019). Activating policy and advocacy skills: A strategy for tomorrow's special education leaders. *Journal of Special Education, 53*(2) 67-75. <https://doi.org/10.1177/0022466918800705> [5-Year Impact Factor: 2.755]
- Nagro, S. A., Hooks, S., Fraser, D. W., & Cornelius, K. E. (2018). Whole-group response strategies to promote student engagement in inclusive classrooms [Reprinted in Special Issue: Putting high-leverage practices into practice]. *Teaching Exceptional Children, 50*(4), 243-249. <https://doi.org/10.1177/0040059918757947>
- Francis, G. L., Haines, J. S., & Nagro, S. A. (2017). Developing relationships with immigrant families: Learning by asking the right questions. *Teaching Exceptional Children, 50*(2), 95-105. <https://doi.org/10.1177/0040059917720778>
- Nagro, S. A., & deBettencourt, L. U. (2017). Reviewing special education teacher preparation field experience placements, activities, and research: Do we know the difference maker? *Teacher Education Quarterly, 44*(3), 7-33.
- Nagro, S. A., deBettencourt, L. U., Rosenberg, M. S., Carran, D. T., & Weiss, M. P. (2017). The effects of guided video analysis on teacher candidates' reflective ability and instructional skills. *Teacher Education and Special Education, 40*(1), 7-25. <https://doi.org/10.1177/0888406416680469> [Impact Factor: 0.881]

- Nagro, S. A.**, Hooks, S., Fraser, D. W., & Cornelius, K. E. (2016). Whole-group response strategies to promote student engagement in inclusive classrooms. *Teaching Exceptional Children*, 48(5), 243-249. <https://doi.org/10.1177/0040059916640749>
- ^Rock, M. L., Spooner, F., **Nagro, S. A.**, Vasquez, E., Dunn, C., Leko, M., Luckner, J. L., Bausch, M., Donehower, C., & Jones, J. L. (2016). 21st century change drivers: Considerations for constructing transformative models of special education teacher development. [Special Issue] *Teacher Education and Special Education*, 39(2), 98-120. <https://doi.org/10.1177/0888406416640634> [Impact Factor: 0.881]
- Nagro, S. A.**, & Stein, M. L. (2016). Measuring accessibility of written communication for parents of students with disabilities: Reviewing 30 years of readability research. *Journal of Disability Policy Studies*, 27(1), 13-21. <https://doi.org/10.1177/1044207314557489> [Impact Factor: 1.191]
- Stein, M. L., & **Nagro, S. A.** (2015). The readability and complexity of district provided school choice information. *Journal of Education for Students Placed at Risk*, 20(3), 199-217. <http://dx.doi.org/10.1080/10824669.2015.1042105> [CiteScore: 0.62]
- Nagro, S. A.** (2015). PROSE checklist: Strategies for improving school-to-home written communication. *Teaching Exceptional Children*, 47(5), 256-263. <https://doi.org/10.1177/0040059915580031> [featured as a CEC “Tool of the Week”]
- Cornelius, K. E., & **Nagro, S. A.** (2014). Evaluating the evidence base of performance feedback in preservice special education teacher training. *Teacher Education and Special Education*, 37(2), 133-146. <https://doi.org/10.1177/0888406414521837> [Impact Factor: 0.881]
- Nagro, S. A.**, & Cornelius, K. E. (2013). Evaluating the evidence base of video analysis: A special education teacher development tool. *Teacher Education and Special Education*, 36(4), 312-329. <https://doi.org/10.1177/0888406413501090> [Impact Factor: 0.881]

Book Chapters

(^invited; ∴ refereed; *mentored student)

- ^**Nagro, S. A.**, Markelz, M., & *Davis, R. (in press). Students with exceptionalities are general education students first: Every student succeeds act (ESSA) as it applies to special education. In J. Rodriguez & W. W. Murawski, (Eds.), *Special Education Law and Policy: From Foundation to Application*. Plural Publishing, Inc.
- ^**Nagro, S. A.**, True, J., & Gaspard, C. (2019). Implementing UDL when teaching math. In W. W. Murawski & Kathy Lynn Scott, (Eds.), *What Really Works in Universal Design for Learning*. Sage Publications.
- ∴ **Nagro, S. A.**, & deBettencourt, L. U. (2018). Reflection activities within clinical experiences: An important component of field-based teacher education. In T. E. Hodges & A. C. Baum (Eds.), *The Handbook of Research on Field-Based Teacher Education* (pp 565-586). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-6249-8.ch024 [34% acceptance rate]

^.: Francis, G. L., & Nagro, S. A. (2017). The educational system: Building partnerships and inclusive communities. In B. S. Nelson Goff & N. P. Springer (Eds.), *Intellectual and developmental disabilities: A road map for families and professionals*. Routledge.

^Nagro, S. A., Weiss, M., & True, J. (2017). Getting past “I Hate Math!”. In W. W. Murawski & Kathy Lynn Scott, (Eds.), *What really works for students with disabilities* (pp 6-22). Sage Publications.

Non-refereed Publications

(^invited)

^Nagro, S. A. (2019, April). Do you see what I see? *2Teach Blog Post*.

<https://2teachllc.com/blog/f/do-you-see-what-i-see>

Duke, J., Francis, G. L., & Nagro, S. A. (2017, June). Student engagement across distance learning models. *Innovations in Teaching & Learning Conference Proceedings*, 9(1).

<http://dx.doi.org/10.13021/G8itlcp.9.2017.1849>

^Nagro, S. A. (2016, October). Whole group response strategies to promote student engagement in inclusive classrooms. *Teaching Exceptional Children Research-to-Practice Podcasts*.

<http://journals.sagepub.com/page/tcx/podcasts>

^Nagro, S. A. (2016, March). Video analysis techniques for the reflective practitioner. *New Times Division for Learning Disabilities Newsletter*.

Extramural Funded Grants & Projects

Kennedy, M. J., Nagro, S. A., & Hirsch, S. E., (2020-2024). *Project FRaME: Using Feedback, Reflection, and Multimedia Pedagogy to Teach Evidence-Based Practices in Classroom Management*. Institute of Education Sciences/National Center for Special Education Research (\$1,399,756). Co-Principal Investigator.

Thoma, C.A., Scott, L.A., & Nagro, S. A. (2019-2024). *Policy and Research Intensive Special Education (PRISE) cohort*. Doctoral Leadership Preparation in Special Education, U.S. Department of Education (\$2,333,000). Principal Investigator of sub-award.

Nagro, S. A., & Weiss, M. (2017-2018). *Training and Technical Assistance Center Region 4, Early Childhood (TTAC 619)*. Virginia Department of Education (\$447,488). Principal Investigator.

Nagro, S. A. (2017-2018). *Inclusive Practices in Early Childhood*. Virginia Department of Education (\$35,000). Principal Investigator.

Weiss, M., & Nagro, S. A. (2017-2018). *Training and Technical Assistance Center Region 4, School Age (TTAC 611)*. Virginia Department of Education (\$1,445,446). Co-Principal Investigator.

Nagro, S. A., & Weiss, M. (2016-2017). *Training and Technical Assistance Center Region 4, Early Childhood (TTAC 619)*. Virginia Department of Education (\$374,647). Principal Investigator.

Weiss, M., & Nagro, S. A. (2016-2017). *Training and Technical Assistance Center Region 4, School Age (TTAC 611)*. Virginia Department of Education (\$1,445,648). Co-Principal Investigator.

Intramural Funded Grants & Projects

Ferguson, D., Coogle, C., Rioux-Bailey, C., Nagro, S. A., Parker, A., & Parsons, S. (2020-2021). *Building Pedagogies of Undergraduate Teacher Education for Early Childhood, Elementary, and Special Education*. George Mason University, CEHD Research Seed Grant (\$9,650). Co-Principal Investigator.

Hooks, S., & Nagro, S. A. (2020-2021). *Effects of Live Role-Play to Train Teacher Candidates for Family Collaboration*. Towson University, Faculty Development and Research Grant (\$5,576). Methodology Consultant.

Nagro, S. A., Coogle, C., Parker, A. Parsons, S., & Zenkov, K. (2019-2020). *Leveraging School-University Partnerships to Strengthen Clinical Experiences through Enhanced Mentorship for Teacher Candidates Preparing to Educate Students with Disabilities in P-12 Settings*. George Mason University, CEHD Innovations in Program Development Grant (\$7,500). Principal Investigator.

Coogle, C., Nagro, S. A., Parker, A. Parsons, S., & Zenkov, K. (2019-2020). *Leveraging School-University Partnerships to Enhance Teacher Candidates' Use of Evidence-Based Practices related to Supporting Students with Disabilities within Pre-K through 12th Grade Classrooms*. George Mason University, CEHD Research Seed Grant (\$10,000). Co-Principal Investigator.

Satsangi, R., Nagro, S. A., & Francis, G. L. (2019-2020). *Studying Video Modeling for Mathematics Instruction with Special Education Students, Teachers, and Family Caregivers*. George Mason University, CEHD Research Seed Grant (\$9,975). Co-Principal Investigator.

Hooks, S., & Nagro, S. A. (2019- 2020). *Effects of Simulated Role Play on Training Teacher Candidates to Collaborate with Families*. Towson University, France-Merrick Research Grant (\$2,500). Methodology Consultant.

Weiss, M., Regan K., Nagro, S. A., & Evmenova, A. (2018- 2019). *Developing an Innovative Approach to a Special Education Add-On Endorsement Program for In-Service Teachers*. George Mason University, CEHD Innovations in Program Development Grant (\$10,000). Co-Principal Investigator.

Nagro, S. A., Coogle, C., Regan, K., & O'Brien, K. (2018- 2019). *eCoaching Plus Video Analysis: A Comprehensive Approach to Field-Based Special Education Teacher Preparation*. George Mason University, CEHD Research Seed Grant (\$9,900). Principal Investigator.

Nagro, S. A. (2016). *Understanding Defining Characteristics of Field Experiences in Special Education Teacher Preparation*. George Mason University, Summer Research Grant Award (\$4,900). Principal Investigator.

Nagro, S. A. (2014-2015). *The Effects of Guided Video Analysis on Teacher Candidates' Reflective Ability and Instructional Skills during Field Experiences including Students with Disabilities*. Johns Hopkins University, Dissertation Grant Award (\$1,736). Principal Investigator.

Presentations

(*invited)

Morin, K., **Nagro, S. A.**, Haas, A., Vannest, K. J., Artis, J. & Ganz, J. B. (2020, April). *Differential effects of video analysis related to intervention characteristics, dependent variables, and student outcomes*. Paper Session at the American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. <http://tinyurl.com/s8b42p8> (Conference Canceled)

Morin, K., Vannest, K. J., Haas, A., **Nagro, S. A.**, Hong, E., Ganz, J. B. & Lavadia, C. (2020, April). *Using remote delivery to train parents in video analysis procedures*. Roundtable Session at the American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. <http://tinyurl.com/t4uhmoo> (Conference Canceled)

Nagro, S. A., Kennedy, M. J., Israel, M., & Rock, M. (2020, February). *Four unique approaches to innovative technologies and teacher preparation*. Panel Presentation at the Council for Exceptional Children (CEC) Annual Convention, Portland, OR.

Nagro, S. A. (2020, February). *Activating advocacy and influencing special education policy: strategies for educators*. Paper Presentation at the Council for Exceptional Children (CEC) Annual Convention, Portland, OR.

***Nagro, S. A.** (2019, November). *Advancing teacher preparation practices to target the shortage: Understanding the effectiveness of video analysis on teacher candidates' reflective abilities and instructional skills*. Paper Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, New Orleans, LA

Nagro, S. A., & Hooks, S. (2019, November). *Teacher candidates' video analysis self-evaluation accuracy during student teaching*. Paper Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, New Orleans, LA

Nagro, S. A., Rodriguez, J., VanLone, J., Miller, K., & West, J. (2019, November). *Five unique approaches to activating advocacy and influencing special education policy*. Paper Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, New Orleans, LA

***Nagro, S. A.** (2019, July). *Expanding HECSE's mission by reaching more doctoral students*. Presentation at the HECSE Summer Institute. Vail, Colorado.

*Dantley, M. E., Easley J., & **Nagro, S. A.** (2019, June). *Stories from the hallowed halls of the capitol*. Panel Presentation at the American Association for Teacher Educator's Day on the Hill. Washington, DC.

Nagro, S. A. (2019, April). *Using video evidence to guide teacher candidates' reflection activities during student teaching*. Roundtable at American Educational Research Association. Toronto, Ontario, Canada.

- Coogle, C.G., **Nagro, S. A.**, Regan, K., O'Brien, K., & Ottley, J.R. (2019, April). *Innovation to Improve Teacher Preparation*. Roundtable at American Educational Research Association. Toronto, Ontario, Canada.
- Regan, K., Coogle, C.G., Nagro, S. A., O'Brien, K., & Ottley, J.R. (2019, April). *Was it something I said?* Roundtable at American Educational Research Association. Toronto, Ontario, Canada.
- Hooks, S., **Nagro, S. A.**, & Fraser, D. W. (2018, November). *Overcoming barriers to promote culturally responsive home-school communication: Practical strategies and clinical experiences for teacher candidates*. Paper Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Las Vegas, NV.
- Nagro, S. A.** (2018, November). *Reflecting on others before reflecting on self: Using video evidence to guide teacher candidates' reflection activities*. Paper Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Las Vegas, NV.
- Randolph, K., Cornelius, K. E., & **Nagro, S. A.** (2018, November). *Evaluating bug-in-ear technology to teach High-Leverage Practices in special education*. Paper Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Las Vegas, NV.
- Regan, K., & **Nagro, S. A.** (2018, November). *eCoaching plus video analysis: A comprehensive approach to field-based special education teacher preparation*. Paper Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Las Vegas, NV.
- Walther-Thomas, C., West, J. E., **Nagro, S. A.**, Rodriguez, J., & White, A. (2018, November). *What doctoral students need to know about advocacy and public policy development*. Panel Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Las Vegas, NV.
- Nagro, S. A.** (2018, March). *Video analysis techniques for the reflective practitioner*. Roundtable at the Society for Information Technology & Teacher Education (SITE) Annual Conference in Washington, D.C.
- Nagro, S. A.** (2018, March). *Reflecting on others before reflecting on self: Using video evidence to guide teacher candidates' reflection activities*. Paper Presentation at the Society for Information Technology & Teacher Education (SITE) Annual Conference in Washington, D.C.
- Nagro, S. A.**, Shepherd, K. G., West, J., Wilson, C., & White, A. (2018, February). *Expanding the profession beyond teaching, scholarship, and service: Developing doctoral scholars as special education policy advocates*. Panel Presentation at the Council for Exceptional Children (CEC) Annual Convention, Tampa, FL.
- Hooks, S., **Nagro, S. A.**, & Fraser, D. W. (2017, November). *Are educators correctly using tertiary interventions? Results from a pilot study*. Paper Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Savannah, GA.

Nagro, S. A. (2017, November). *Promoting learner buy-in to reflective practices within a special education context*. Paper Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Savannah, GA.

Nagro, S. A., deBettencourt, L. U., Kennedy, M., Yell, M., & Spooner, F. (2017, November). *Publishing in special education: Words of wisdom from current journal editors*. Panel Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Savannah, GA.

Walker, J., Berlinghoff, D., Bateman, D., & **Nagro, S. A.** (2017, November). *Putting the puzzle pieces together: Words of wisdom about navigating the tenure track*. Spotlight Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Savannah, GA.

Nagro, S. A., Shepherd, K. G., West, J., Knackstedt, K. M., & Nagy, S. (2017, April). *Bridging the gap between research and policy: Fostering advocacy and policy engagement in special education doctoral students*. Poster Presentation at the American Educational Research Association (AERA) Annual Meeting, San Antonio, TX.

***Nagro, S. A.** (2017, April). *Strategies for success for doctoral students completing their program and transitioning into a higher education faculty position*. Roundtable discussion at the Council for Exceptional Children (CEC) Annual Convention, Boston, MA.

Nagro, S. A., & Weiss, M. (2017, April). *"I hate math!" making mathematics more accessible for students with disabilities: What really works*. Paper Presentation at the Council for Exceptional Children (CEC) Annual Convention, Boston, MA.

Nagro, S. A., & Duke, J. (2017, April). *Looking outward: Seeking answers to student engagement challenges in distance education models*. Poster Presentation at the Council for Exceptional Children (CEC) Annual Convention, Boston, MA.

Francis, G. L., Haines, J. S., & **Nagro, S. A.** (2017, April). *Tiered family-professional partnerships: Strategies at the school- class- and individual-level*. Paper Presentation at the Council for Exceptional Children (CEC) Annual Convention, Boston, MA.

deBettencourt, L. U, & **Nagro, S. A.** (2017, February). *Preparing special educators to be reflective when working with students with LD*. Paper Presentation at the Learning Disabilities Association of America (LDA) Annual Conference, Baltimore, MD.

Nagro, S. A., & Francis, G. L. (2017, February). *Promoting family-professional partnerships: Strategies for school and home*. Paper Presentation at the Learning Disabilities Association of America (LDA) Annual Conference, Baltimore, MD.

deBettencourt, L. U, & **Nagro, S. A.** (2016, November). *Understanding preservice special educators' reflective practices*. Roundtable Discussion at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Lexington, KY.

- Nagro, S. A.** (2016, November). *Distance education: Understanding student engagement and instructor responsibilities*. Paper Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Lexington, KY.
- Nagro, S. A.,** deBettencourt, L. U., Kennedy, M., Collins, B., & Syeski, K. (2016, November). *Publishing in teacher education: Words of wisdom from four journal editors*. Panel at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Lexington, KY.
- Nagro, S. A.** (2016, October). *Reviewing special education teacher preparation field experience placements, activities, and research: Do we know the difference maker?* Paper Presentation at the California Council on Teacher Education (CCTE) Annual Fall Conference, San Diego, CA.
- *Nagro, S. A.** (2016, April). *Understanding the effects of guided video analysis on teacher candidates' reflective ability and instructional skills*. Invited Special Education Research SIG presentation at the American Educational Research Association (AERA) Annual Meeting, Washington, DC.
- Nagro, S. A.** (2016, April). *Improving reflective abilities and instructional skills using video technology*. Paper Presentation at the Council for Exceptional Children (CEC) Annual Convention, St. Louis, MO.
- Nagro, S. A.** (2016, April). *Using the PROSE checklist to improve school-to-home written communication*. Poster Presentation at the Council for Exceptional Children (CEC) Annual Convention, St. Louis, MO.
- Nagro, S. A.** (2016, February). *Evolving teacher education: Benefits and challenges to using video recording activities during student teaching internships*. Paper Presentation at the American Association of Colleges for Teacher Education (AACTE) Annual Meeting, Las Vegas, NV.
- Nagro, S. A.** (2016, February). *Investigating teacher candidate growth during field experiences based on level of guidance during video analysis*. Paper Presentation at the American Association of Behavioral and Social Sciences (AABSS) Annual Conference, Las Vegas, NV.
- *Nagro, S. A.** (2016, January). *Celebrating 40 years of IDEA and 40 years of HECSE: Reflecting on the past and looking to the future*. Invited Panelist at the Higher Education Consortium for Special Education (HECSE) Winter Summit, Washington, DC.
- Nagro, S. A.** (2015, November). *Successful development of doctoral students kaleidoscope forum: tips for a successful job search and application process*. Invited Panelist at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Phoenix, AZ.
- deBettencourt, L. U., & **Nagro, S. A.** (2015, November). *Preparing preservice special educators to be reflective practitioners*. Roundtable Discussion at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Phoenix, AZ.
- Nagro, S. A.,** Fraser, D. W., & Hooks, S. (2015, November). *Evolving teacher education: Benefits and challenges to using low-level, intermediate, and high-level technology innovations*.

Multiple Paper Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Phoenix, AZ.

Hooks, S., Fraser, D. W., & Nagro, S. A. (2015, April). *Strategies to meet the needs of non-responders*. Poster Presentation at the Council for Exceptional Children (CEC) Annual Convention, San Diego, CA.

Nagro, S. A. (2015, April). *The effects of guided video analysis on teacher candidates reflective abilities and instructional skills during field experiences including students with disabilities*. Poster Presentation at the Council for Exceptional Children Annual Convention, San Diego, CA.

Nagro, S. A., Hooks, S., & Fraser, D. (2015, April). *University-school partnerships, school-wide professional development, inclusive classrooms, and proactive student engagement strategies*. Poster Presentation at the Council for Exceptional Children (CEC) Annual Convention, San Diego, CA.

Gamble, R., **Nagro, S. A.**, Piotrowski, P., & March, C. C. (2015, February). *The perceived usefulness of teacher preparation field experiences that included edtpa activities*. Poster Presentation at the American Association of Behavioral and Social Sciences (AABSS) Annual Conference, Las Vegas, NV.

deBettencourt, L. U., & **Nagro, S. A.** (2014, November). *Teaching Educators to Become Reflective Practitioners*. Paper Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Indianapolis, IN.

Hooks, S., & Fraser, D., & **Nagro, S. A.** (2014, November). *A decade of practice: Are special educators using research-based tertiary interventions?*. Paper Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Indianapolis, IN.

Nagro, S. A. (2014, November). *How much do we know about effective field-based experiences in special education teacher preparation?*. Paper Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Indianapolis, IN.

True, J., **Nagro, S. A.**, Larson, K., Hooks, S., & Fraser, D. (2014, November). *Does instructor-pair collaboration improve special education teacher preparation?*. Paper Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Indianapolis, IN.

***Nagro, S. A.**, & Larson, K. (2014, October). *Engaging families of students with disabilities through parenting, communication, volunteering, learning at home, decision-making, and collaborating with community*. Breakout Session at the National Network of Partnership Schools (NNPSS) Annual Leadership Development Conference, Baltimore, MD.

Nagro, S. A. (2014, May). *Investigating the accessibility of print materials for low-income parents of students with disabilities: Using the PROSE checklist to improve school-to-home communication*. Paper Presentation at the Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.

- Nagro, S. A., & Cornelius, K. E.** (2014, May). *Determining evidence-based practices for training special education teachers*. Poster Presentation at the Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Nagro, S. A., Hooks, S., & Fraser, D.** (2014, May). *Proactive teacher strategies to promote student engagement and learning for hard to reach students in inclusive settings*. Paper Presentation at the Pacific Rim International Conference on Disability and Diversity, Honolulu, HI.
- Nagro, S. A.** (2014, April). *Modifying interactive mathematics homework for elementary students with learning disabilities: Involving parents and improving accessibility*. Division for Learning Disabilities Poster Presentation at the Council for Exceptional Children (CEC) Annual Convention, Philadelphia, PA.
- Nagro, S. A.** (2014, April). *The effects of video exemplar case-based learning on special education preservice teachers' ability to self-reflect during video analysis*. Poster Presentation at the Council for Exceptional Children (CEC) Annual Convention, Philadelphia, PA.
- True, J., **Nagro, S. A.**, Larson, K., Hooks, S., & Fraser, D. (2014, April). *Closing the gap: Does instructor-pair collaboration improve special education teacher preparation?* Poster Presentation at the Council for Exceptional Children (CEC) Annual Convention, Philadelphia, PA.
- Nagro, S. A.** (2014, February). *Modifying teachers involving parents in schoolwork (TIPS) for students with disabilities: Getting parents involved in math homework*. Paper Presentation at the Council for Exceptional Children Professional Development State Chapter Conference, Baltimore, MD.
- Nagro, S. A., & Cornelius, K. E.** (2013, November). *Systematically evaluating the evidence-base of special education teacher training techniques using quality indicators*. Multiple Paper Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Ft. Lauderdale, FL.
- Nagro, S. A., Hooks, S., & Fraser, D.** (2013, November). *Using teacher input and research-based training techniques to target proactive teaching strategies*. Paper Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Ft. Lauderdale, FL.
- Sandmel, K., & **Nagro, S. A.** (2013, November). *The effect of videotaped lessons and university supervisor evaluations on student interns' written self-reflections*. Paper Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Ft. Lauderdale, FL.
- ***Nagro, S. A., & Larson, K.** (2013, October). *Engaging families of students with special needs*. Breakout Session at the National Network of Partnership Schools (NNPSS) Annual Leadership Development Conference, Baltimore, MD.

Nagro, S. A. (2013, April). *Evidence-Base of video analysis as a development tool: Literature review & evaluation using quality indicators*. Poster Presentation at the Council for Exceptional Children (CEC) Annual Convention, San Antonio, TX.

Nagro, S. A. (2012, November). *Evaluating a summer book distribution program: Proposed modifications*. Poster Presentation at the Teacher Education Division of the Council for Exceptional Children (TED) Annual Conference, Grand Rapids, MI.

Leadership and Service National Level

Elected

2019-present Executive Board Member at Large, Higher Education Consortium for Special Education
 2017-present TED Board Executive Committee, Teacher Education Division of CEC
 2017-present Secretary, Teacher Education Division of CEC
 2016-2018 Chair, Early Career Special Interest Group, Teacher Education Division of CEC

Appointed

2020-present Journal Editorial Board Member, Journal of Special Education Technology, *12 Reviews*
 2016-present Journal Editorial Board Member, Teacher Education and Special Education, *15 reviews*
 2016-present Journal Editorial Board Member, Teacher Education Quarterly, *7 Reviews*
 2018-present Chair, Doctoral Student Involvement Committee, HECSE
 2017-present Archivist, Teacher Education Division of CEC
 2016-present Doctoral Short Course Instructor, HECSE
 2017-2019 Member, Policy and Advocacy Ad Hoc Committee, Teacher Education Division of CEC

Invited/Volunteered

2019-present Journal Reviewer, Action in Teacher Education, *3 Reviews*
 2018-present Journal Reviewer, Journal of Learning Disabilities Research & Practice, *3 Reviews*
 2016-present Journal Reviewer, Remedial and Special Education, *1 Review*
 2016-present Journal Reviewer, The New Educator, *1 Review*
 2015-present Journal Reviewer, Journal of Teacher Education, *8 Reviews*
 2015-present Conference Proposal Reviewer, TED Annual Conference, *48 reviews*
 2015-present Conference Proposal Reviewer, CEC Annual Convention, *35 reviews*
 2011-present Member, TED Research Committee
 2015-2020 Journal Reviewer, Journal of Special Education Technology
 2016-2018 Member, TED Publications Committee
 2015-2017 Award Reviewer, Teacher Education Division Outstanding Publication Award
 2017, *18 reviews*; 2016, *20 reviews*; 2015, *21 reviews*

Leadership and Service State/University Level

Appointed

2015-present George Mason University Voting Member, HECSE
 2016-2017 New Faculty Mentor, College of Education and Human Development

Invited/Volunteered

2016-present Journal Reviewer, The Teacher Educators' Journal, *1 review*
 2018-present Committee Member, G. W. Doctoral Dissertation Excellence in Special Education Award
 2018-present Course Lead, Leading Change in Special Education and Disability Policy (Doctorate Level)

2017-present	Course Lead, Introduction to Special Education (Master's Level)
2017-present	Course Lead, Elementary Curriculum and Strategies (Master's Level)
2018	Search Committee Chair, Early Childhood Special Education Specialist
2018	Search Committee Chair, Training and Technical Assistance Center Director
2017	Search Committee Member, Special Education Program Advancement Liaison
2016-2017	Committee Member, Hattie M. Strong Foundation 'Strong Scholars' Award
2014-2015	Doctoral Studies Committee Student Representative, Johns Hopkins University

Dissertation and Portfolio Committees (*Chair)

2020-present	Gino Binkert*
2020-present	Katherine Szocik*
2020-present	Morgan Strimel*
2020-present	Margret Gerry*
2020-present	Kevin Monnin*
2020-present	Christopher Claude*
2019-present	Alexandra Raines
2019-present	Anna Macedonia
2019-present	Clarissa Wade
2018-present	Richelle Davis*
2016-present	Gisselle Brown
2016-2017	Meghan Betz

Teaching and Professional Development

Courses Taught

Doctoral Level

George Mason University

Leading Change in Special Education and Disability Policy

Independent Study: *Theories of Policy Analysis and Federal Rulemaking on Significant Disproportionality*

Master's Level (*included advanced undergraduate student sections)

George Mason University

Elementary Curriculum and Strategies for Students who Access the General Education Curriculum*
[Course Lead]

Introduction to Special Education (online asynchronous and online on demand formats) [Course Lead]

Internship: Special Education in General Curriculum

Language Development and Reading for Students Accessing the General Curriculum*

Special Education Research

Johns Hopkins University

Mathematics: Methods for Students with Mild to Moderate Disabilities

Mild to Moderate Disabilities Internship: Induction-Elementary/Middle

Mild to Moderate Disabilities Internship: Culmination-Elementary/Middle

Mild to Moderate Disabilities Internship: Induction-Secondary/Adult

Mild to Moderate Disabilities Internship: Culmination-Secondary/Adult

Reading: Methods for Students with Mild to Moderate Disabilities

Reading, English, & Language: Methods for Secondary Students with Mild to Moderate Disabilities

Online Course Development

Doctoral Level

Johns Hopkins University
Evaluating Evidence Based Practices in Special Education
Special Education Policy

Master's Level

George Mason University
Introduction to Special Education

Guest Lectures

Doctoral Level

George Mason University
ABC's of Preparing a Practitioner Piece for Successful Review
Advancing Teacher Preparation Practices to Target the Shortage
Systematically Evaluating Evidence-Base Using Quality Standards
Successful Job Search, Application, and Interview Process
Understanding Quasi-Experimental Research

Master's Level

Johns Hopkins University
Partnering with Parents of Students with Disabilities, Online Module
The Importance of Reflection and Video Analysis during Culminating Field Placements
The Importance of Reflection and Video Analysis during Early Childhood Field Placements
The Importance of Reflection and Video Analysis during Field Placements in Inclusive Classrooms
The Importance of Reflection and Video Analysis during Induction Field Placements
Using Evidence-Based Practices to Differentiate Instruction, Online Module

Undergraduate Level

Minnesota State University, Mankato
Video Self-reflection: What it is, Why it Matters, and How to Engage

Professional Development

Math Curriculum Instruction

Virginia Public Schools Region 4, VA
Getting Past "I hate math!": What Really Works
Orange County Public Schools, Orange, VA
Using the Math Workshop Model to Promote Flexible Learner Engagement
Getting Past "I hate math!": What Really Works in Early Childhood Math Unit Planning
Getting Past "I hate math!": What Really Works in Elementary Math Unit Planning
Roanoke County Public Schools, Roanoke, VA
Getting Past "I hate Math!": Research-Based Approaches to Teaching Struggling Students Math

Classroom Management and Curriculum Instruction

Baltimore City Public Schools, Baltimore, MD
Proactive Teacher Strategies to Promote Student Engagement and Learning during Curriculum Instruction (two-part PD)
Evidence-Based Practices for First Year Special Education Teachers (12 sessions)
Snyder Independent School District, Snyder, TX
Instruction through Co-Teaching 101: What Really Works
Yorktown Public Schools, Yorktown, VA
Failure to Plan in Planning to Fail: Planning Stations using Differentiation, Strategy Instruction, and UDL in a Co-Taught Classroom

Professional Affiliations

National Level

2018-present AERA Teacher Induction Special Interest Group
2016-present Learning Disabilities Association of America (LDA)
2016-2018 AERA Self-Study Special Interest Group
2015-present Higher Education Consortium for Special Education (HECSE)
2015-present CEC Innovations in Special Education Technology (ISET) (formerly TAM)
2014-present American Educational Research Association (AERA)
2014-present AERA Special Education Research Special Interest Group
2014-present AERA Teaching and Teacher Education Division
2014-present TED Early Career Special Interest Group
2011-present American Associate for Colleges of Teacher Education (AACTE)
2011-present Council for Exceptional Children (CEC)
2011-present CEC Division for Learning Disabilities (DLD)
2011-present CEC Division for Research (DR)
2011-present CEC Teacher Education Division (TED)

State Level

2017-present VA-Teacher Education Division (TED)
2016-present Association of Teacher Educators in Virginia (ATE-VA)
2015-present VA-Virginia Council for Exceptional Children (CEC)