

SHERI BERKELEY

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EDUCATION

- Doctor of Philosophy in Education; George Mason University** May 2007
Special Education: primary specialization
Educational Psychology: secondary specialization
Dissertation: Reading Comprehension Strategy Instruction and Attribution
Retraining for Secondary Students with Disabilities.
- Master of Science in Education; Northern Illinois University** May 1998
Adapted Physical Education
- Bachelor of Science in Education; Northern Illinois University** December 1995
Special Education

UNIVERSITY EXPERIENCE

- George Mason University, VA** 2009-Present
 - Associate Professor in Division of Special Education & disAbility Research
 - Assistant Professor in Division of Special Education & disAbility Research
- The University of Georgia, GA** 2007 - 2009
 - Assistant Professor in Dept. of Communication Sciences & Special Education
- George Mason University, VA** 2004 - 2007
 - Graduate Research Assistant (for Drs. Margo Mastropieri & Thomas Scruggs)
 - Adjunct Instructor
- Northern Illinois University, IL** 1996 - 1998
 - Coordinator/Supervisor: Special Education Teaching/Research Clinics
 - Graduate Teaching Assistant (for Dr. Laurie Zittel)

K-12 TEACHING EXPERIENCE

- Fairfax County Public Schools, VA** 1999 - 2006
 - Reading Resource Teacher, Mount Vernon High School
 - Special Education Reading Focus Teacher, Whitman Middle School
 - LD Resource Teacher (Reading, English), Hayfield Secondary School
 - Autism & Cross Categorical Pre-School Teacher, FCPS Summer School
 - LD Resource Teacher, William Halley Elementary School
 - Autism, ED & PD Itinerant / Kindergarten Inclusion, Rose Hill Elementary
- Charlotte Mecklenburg Schools, NC** 1998 - 1999
 - Self-Contained Autism Teacher, Morehead Elementary School

HONORS, AWARDS, & RECOGNITIONS

- Mason's Emerging Researcher/Scholar/Creator Award; George Mason University (2015)
- Selected Participant in the Early Career Workshop; Division of Research for the Council for Exceptional Children (2010)
- DLD Dissertation Award for Outstanding Doctoral Level Research; Division of Learning Disabilities for the Council for Exceptional Children (2008)
- Outstanding Achievement and Academic Excellence for PhD in Education Award; George Mason University (2007)
- Graduate School of Education Dissertation Fellowship Award; George Mason University (2006)
- Kellar Institute Fellowship Award; George Mason University (2005)
- Selected fellow for Office of Special Education Programs, U.S. Department of Education Doctoral Leadership Training Grant H234D020020 Fellowship (2004 - 2007)
- Graduate School of Education Fellowship Award; George Mason University (2004, 2005, 2006, 2007)
- Kappa Delta Pi, International Education Honor Society; George Mason University (2004 - present)

PUBLICATIONS

* indicates student author

Contracted Books

Berkeley, S., & Ray, S. (under contract). *Fundamentals of Reading Instruction for Students with Learning Difficulties* [working title]. New York, NY: Routledge.

Berkeley, S., & Taboada Barber, A. (2015). *Maximizing effectiveness of reading comprehension instruction in diverse classrooms*. Baltimore, MD: Brookes Publishing.

Peer Reviewed Journal Articles

Berkeley S., & *Menditto, A. (in press). Fostering self-regulation of students with learning disabilities: Insights from 30 years of reading comprehension intervention research. *Learning Disabilities Research & Practice*. [**Impact Factor: 1.25**]

Hott, B., **Berkeley, S.**, *Fairfield, A., & *Raymond, L. (2017). Intervention in School and Clinic: An analysis of 25 years of guidance for practitioners. *Learning Disability Quarterly*, 40, 54-64. [**Impact Factor: 1.028**]

Berkeley, S., Regan, K., Dimitrov, D., *Guckert, M., & Ray, S. (2016). Teachers' basic knowledge of reading instruction: Insights from a teacher preparation program. *The Teacher Educators' Journal*, 9, 23-48. [**not indexed**]

- Berkeley, S.,** King-Sears, M., *Vilbas, J., & *Conklin, S. (2016). Textbook characteristics that support or thwart comprehension: The current state of social studies texts. *Reading & Writing Quarterly*, 32, 247-242. **[Impact Factor: 0.697]**
- Berkeley, S.,** *Kurz, L., *Boykin, A., & Evmenova, A. (2015). Improving comprehension with digital text: A meta-analysis of interventions. *International Journal for Research in Learning Disabilities*, 2, 8-43. **[not indexed]**
- Regan, K., **Berkeley, S.,** *Hughes, M. & *Brady, K. (2015). Understanding practitioner perceptions of responsiveness to intervention. *Learning Disability Quarterly*, 38, 234-247. **[Impact Factor: 1.028]**
- King-Sears, M. E., *Johnson, T., **Berkeley, S.,** Weiss, M., Peters-Burton, E. E., Evmenova, A., *Menditto, A., & *Hursh, J. (2015). An exploratory study of universal design for teaching chemistry to students with and without disabilities. *Learning Disability Quarterly*, 38, 84-96. **[Impact Factor: 1.028]**
- Graff, H. J., **Berkeley, S.,** Evmenova, A. S., & Park, K. (2014). Autism retrospective: An analysis of research trends over 12 years. *Exceptionality*, 22, 158-172. **[Impact Factor: 1.139]**
- Regan, K., **Berkeley, S.,** *Hughes, M., & *Kirby, S. (2014). Computer-assisted instruction for struggling elementary readers with learning disabilities. *Journal of Special Education*, 48, 106-119. **[Impact Factor: 1.415]**
- Berkeley, S.,** King-Sears, M. E., *Hott, B. L., & *Bradley-Black, K. (2014). Are history textbooks more “considerate” after 20 years? *Journal of Special Education*, 47, 217-230. **[Impact Factor: 1.415]**
- Regan, K., **Berkeley, S.,** & Ray, S. (2013). Beyond “teach and hope”: Using common assessment in a teacher preparation course of reading instruction. *Teacher Education Quarterly*, 40, 123-142. **[not indexed]**
- Berkeley, S.,** & Riccomini, P. J. (2013). QRAC-the-Code: A comprehension monitoring strategy for middle school social studies textbooks. *Journal of Learning Disabilities*, 46, 154-165. **[Impact Factor: 1.901]**
- *Lai, S. A., & **Berkeley, S.** (2012). High stakes test accommodations: Research & practice. *Learning Disability Quarterly*, 35, 158-169. **[Impact Factor: 1.028]**
- Brigham, F., **Berkeley, S.,** & *Walker, E. (2012). Navigating the measurement and monitoring maze. *Exceptionality*, 20, 133-142. **[Impact Factor: 1.139]**
- Regan, K., & **Berkeley, S.** (2012). Effective reading and writing instruction: A focus on modeling. *Intervention in School & Clinic*, 47, 276-282. **[Impact Factor: 0.306]**

- Berkeley, S., Lindstrom, J. H., Regan, K., Nealy, A., *Southall, C., & *Stagliano, C. (2012).** Evaluation of supplemental reading instruction for at-risk middle school readers. *Middle Grades Research Journal*, 7, 1-16. **[not indexed]**
- Berkeley, S., Marshak, L. R., Mastropieri, M. A., & Scruggs, T. E. (2011).** Improving student comprehension of social studies text: A self-questioning strategy for inclusive middle school classes. *Remedial & Special Education*, 32, 105-113. **[Impact Factor: 1.742]**
- Berkeley, S., & Lindstrom, J. H. (2011).** Technology for the struggling reader: Free and easily accessible resources. *Teaching Exceptional Children*, 43, 48-55. **[not indexed]**
- Berkeley, S., Mastropieri, M. A., & Scruggs, T. (2011).** Reading comprehension strategy instruction and attribution retraining for secondary students with learning and other mild disabilities. *Journal of Learning Disabilities*, 44, 18-32. **[Impact Factor: 1.901]**
- Berkeley, S., Scruggs, T. E., & Mastropieri, M. A. (2010).** Reading comprehension instruction for students with learning disabilities, 1995-2006: A meta-analysis. *Remedial & Special Education*, 31, 423-436. **[Impact Factor: 1.742]**
- Scruggs, T. E., Mastropieri, M. A., **Berkeley, S.**, & Graetz, J. E. (2010). Do special education interventions improve learning of secondary content? A meta-analysis. *Remedial & Special Education*, 31, 437-449. **[Impact Factor: 1.742]**
- Mastropieri, M. A., **Berkeley, S.**, McDuffie, K. A, Graff, H. J., Marshak, L., Conners, N. A., Diamond, C. M., Simpkins, P., Bowdey, F. R., Fulcher, A., Scruggs, T. E., & Cuenca-Sanchez, Y. (2009). What is published in the field of special education? An analysis of 11 prominent journals. *Exceptional Children*, 76, 95-109. **[Impact Factor: 2.745]**
- Berkeley, S., Bender, W. N., *Peaster, L. G., & *Saunders, L. (2009).** A snapshot of progress toward implementation of responsiveness to intervention (RTI) throughout the United States. *Journal of Learning Disabilities*, 42, 85-95. **[Impact Factor: 1.901]**
- Berkeley, S. (2007).** Middle schoolers with reading disabilities in book club? *Teaching Exceptional Children Plus*, 3(6), Article 5. **[not indexed]**
- Mastropieri, M. A., Scruggs, T.E., Norland, J. J., **Berkeley, S.**, McDuffie, K., Halloran Tornquist, B., & Conners, N. (2006). Differentiated curriculum enhancement in middle-school science: Effects on classroom and high-stakes tests. *Journal of Special Education*, 40, 130-137. **[Impact Factor: 1.415]**
- Berkeley, S., Zittel, L. L., Pitney, L. V., & Nichols, S. E. (2001).** Locomotor and object control skills of children diagnosed with autism. *Adapted Physical Activity Quarterly*, 18, 405-416. **[Impact Factor: 1.079]**

Invited Book Chapters

Berkeley, S., & Riccomini, P. J. (2017). Academic progress monitoring. In J. M. Kauffman, D. P. Hallahan, & P.C. Pullen (Eds.), *Handbook of special education (2nd edition)*. New York, NY: Routledge.

Berkeley, S., & Riccomini, P. J. (2011). Academic progress monitoring. In J. M. Kauffman & D. P. Hallahan (Eds.), *Handbook of special education*, 334-347. New York, NY: Routledge.

Berkeley, S. (2007). Reading comprehension instruction for students with learning disabilities. In T. E. Scruggs & M. A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities: Vol. 20, International perspectives*, 79-99. Oxford, UK: Elsevier.

Invited Journal Articles

Scruggs, T. E., Mastropieri, M. A., **Berkeley, S.**, & Marshak, L. (2010). Mnemonic strategies: Evidence-based practice and practice-based evidence. *Intervention in School & Clinic*, 46, 79-86. [**Impact Factor: 0.306**]

Mastropieri, M. A., **Berkeley, S.**, Scruggs, T. E., & Marshak, L. (2008). Strategies for improving content area instruction: Findings from recent research. *Insights on Learning Disabilities*, 5, 73-88. [**not indexed**]

Mastropieri, M. A., Scruggs, T. E., & **Berkeley, S.** (2007). Peers helping peers. *Educational Leadership*, 64(5), 54-58. [**Impact Factor: 0.230**]

Reprinted as Mastropieri, M. A., Scruggs, T. E., & **Berkeley, S.** (2010). Peers helping peers. In M. Scherer (Ed.), *Keeping the whole child healthy and safe: Reflections on best practice in learning, teaching and leadership*, 150 – 159. Alexandria, VA: ACSD.

Invited Equivalent Publications

Berkeley, S. (2011). Expert connection: Self-questioning. *Division for Learning Disabilities (DLD) of the Council for Exceptional Children*, <http://www.teachingld.org>.

Berkeley, S., & Scruggs, T. E. (2010). Current practice alerts: A focus on vocabulary instruction. *Division for Learning Disabilities (DLD) and Division for Research (DR) of the Council for Exceptional Children, Issue 18*.

Berkeley, S., & Mastropieri, M. A. (2010). Hotsheet 4: Effective practices for reading comprehension. *Division for Learning Disabilities (DLD) and Division for Research (DR) of the Council for Exceptional Children*.

Scruggs, T. E., Mastropieri, M. A., & **Berkeley, S.** (2008). Peer tutoring. In E. Anderman & L. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia (vol. 2)*, 689-690. Detroit, MI: Macmillan.

Brigham, F. J., **Berkeley, S.**, Simpkins, P., & Brigham, M. S. P. (2007). Current practice alerts: A focus on reading comprehension strategy instruction. *Division for Learning Disabilities (DLD) and Division for Research (DR) of the Council for Exceptional Children, Issue 12.*

Online Modules

Betz, M., & **Berkeley, S.** (2011). Oral language development (part II): Typical development. *Region 4 Training & Technical Assistance Webshop Module*, <http://www.ttaonline.org>.

Betz, M., & **Berkeley, S.** (2011). Oral language development (part I): Language Foundations. *Region 4 Training & Technical Assistance Webshop*, <http://www.ttaonline.org>.

Manuscripts in Progress

Stribling, S., **Berkeley, S.**, *Kurz, L., & *Luh, A. (revise and resubmit). *Critically reading a middle school STEM project through a gender lens.*

Hott, B., **Berkeley, S.**, & *Campbell, L. (revise and resubmit). *What do 30 years of practitioner publications provide? An analysis of prominent special education journals.*

King-Sears, M.A., **Berkeley, S.**, *Arditi, O., Hott, B., *Vilbas, J., & *Menditto, A. (under review). *Visual representations in middle school U.S. history textbooks.*

Calhoon, M., **Berkeley, S.**, & Scanlon, D. (manuscript in progress). *Foundation for failure? The quest to provide FAPE to students with LD.*

Berkeley, S., *Menditto, A., *Luh, A., & Yin, R. (manuscript in progress). *Self-regulation of middle school students with learning disabilities during a complex project-based science activity.*

Berkeley, S., *Whitehead, A., *Menditto, A., *Kurz, L., & Annetta, L. (manuscript in progress). *Science engagement and knowledge application of middle-school students with learning disabilities through student-created serious educational games.*

Berkeley, S., *Sutton, J., & *Sacco, D. (data analysis in progress). *A snapshot of RTI implementation a decade later: New picture, same story?*

Berkeley, S., *Sutton, J., Wexler, J., & Swanson, L. (data analysis in progress). *Reading comprehension interventions for students with learning disabilities: A synthesis of syntheses*

Berkeley, S., Regan, K., *Betz, M., *Hughes, M., & Hott, B. (data analysis in progress). *Improving word reading skills of students with disabilities with Lexia.*

Graff, H., *Sutton, J., & **Berkeley, S.** (data analysis in progress). *Improving reading outcomes of post-secondary students with intellectual disabilities.*

GRANTS

Awarded

- **Principal Investigator:** Berkeley, S., & Annetta, L. (Awarded 2014-2017: \$813,329). *Self-Regulation of Science Learning in the Context of Educational Game Creation: A Study of Middle School Students with Learning Disabilities*. National Science Foundation.
 - **Principal Investigator:** Research Experiences for Undergraduates (REU) Supplement (Awarded 2015-2016: \$11,534). National Science Foundation.
 - **Principal Investigator:** Research Experiences for Undergraduates (REU) Supplement (Awarded 2016-2017: \$17,258). National Science Foundation.
- **Key Personnel:** Mastropieri, M. A., & Scruggs, T. E. (Awarded 2012-2017: \$1,249,998). *Preparation of Leadership Personnel: Project ASCEND: Applying Scholarship to Create and Evaluate Next Developments in Special Education*. Office of Special Education and Rehabilitative Services, Department of Education.
- **Principal Investigator:** Berkeley, S., & Evmenova, A. (Awarded 2013: \$3,000). *Digital Text Research Synthesis*. CEHD Dean's Seed Grant
- **Key Personnel:** Regan K., & Baker, P. (Awarded 2013-2014: \$84,884; 2012-2013: \$233,052; 2011-2012: \$233,052). *A State-wide Distance Model for Training Special Education Personnel*. Commonwealth of Virginia Department of Education.
- **Key Personnel:** Baker, P., & Regan, K. (Awarded 2011-2012: \$129,951). *Traineeships for Endorsement of Special Education Personnel: General Curriculum K-12*. Commonwealth of Virginia Department of Education.
- **Principal Investigator:** Berkeley, S. (Awarded 2010: \$4,000). *Analysis of Middle School History Textbooks*. George Mason University Provost Seed Grant.

Under Review

- **Principal Investigator:** Research Experiences for Undergraduates (REU) Supplement (Submitted Summer 2017: \$7,000). National Science Foundation.
- **Co-Principal Investigator:** Mason, L., Berkeley, S., Ciullo, S., & Collins, A. (Submitted Summer 2017: \$1,387,226). *Writing in Middle School Science and Social Studies: Exploring Instruction and Support for Students with Disabilities*. Institute of Education Sciences.

Consulting

- **Consultant:** Doabler, C., Powell, S., Sampson, V., & Therrien, W. (Awarded 2017-2021: \$1,141,108). *Promoting Scientific Explorers Among Students with Learning Disabilities: The Design and Testing of a Grade 2 Science Program Focused on Earth's Systems*. National Science Foundation.
- **Consultant:** Evmenova, A., & Regan, K. (Awarded 2012-2017: \$2,081,823). *Project WeGotIt!: Writing Efficiently with Graphic Organizers – Teachers Integrating Technology*. Office of Special Education and Rehabilitative Services, Department of Education.

PRESENTATIONS

* indicates student author

Invited National Presentations

Berkeley, S., Deemer, E., Lin, X., Schneider, B., Shumow, L., Want, M., & Wang, X. (2015, December). *Key interpersonal competencies*. Invited panel presentation at the National Academies of Sciences, Engineering, and Medicine Symposium on Hard-to-Measure Cognitive, Intrapersonal and Interpersonal Competencies, Washington, DC.

Dufault, C., **Berkeley, S.**, & Brownell, M. (2014, July). *Effective teacher preparation starts with effective teaching: Strategies from cognitive psychology about learning and memory*. Invited panel presentation at the Annual Office of Special Education Programs Project Directors' Conference, Washington, DC.

Berkeley, S. (2008, April). *Reading comprehension strategy instruction and attribution retraining for secondary students with disabilities*. Invited paper on Division of Learning Disabilities Dissertation Award for Outstanding Doctoral Level Research presented at the Annual Conference of the Council for Exceptional Children, Boston, MA.

Peer Reviewed National/International Presentations

*Kurz, L., & **Berkeley, S.** (accepted). *LINKS (literacy integrated with kindergarten science): An Investigation of impacts of inclusive kindergarten classrooms*. To be presented at the Annual Meeting of the American Education Research Association, New York, NY.

Berkeley, S., *Sutton, J., & *Sacco, D. (accepted). *A snapshot of RTI implementation a decade later: New picture, same story?* To be presented at the annual meeting of the Council for Exceptional Children, Tampa, FL.

*Sacco, D., & **Berkeley, S.** (accepted). *Special educators' instruction for English learners in three settings: Urban, suburban, and rural*. To be presented at the annual meeting of the Council for Exceptional Children, Tampa, FL.

*Sutton, J., Graff, H., & **Berkeley, S.** (accepted). *Outcomes and implications from systematic reading instruction for postsecondary students with IDD*. To be presented at the annual meeting of the Council for Exceptional Children, Tampa, FL.

Hott, B., **Berkeley, S.**, & *Campbell, L. (accepted). *25 plus years of translating research to practice: A systematic review of behavioral interventions published in prominent special education practitioner journals*. To be presented at the annual meeting of the Council for Exceptional Children, Tampa, FL.

Berkeley, S., Calhoon, M., & Scanlon, D. (2017, October). *The "appropriateness" of special education for students with LD?* Presented at the 39th International Conference on Learning Disabilities, Baltimore, MD.

- *Sutton, J., **Berkeley, S.**, Wexler, J., & Swanson, H.L. (2017, October). *Reading Comprehension Interventions for Students with Learning Disabilities: A Review*. Presented at the 39th International Conference on Learning Disabilities, Baltimore, MD.
- Kressler, B., Miller, K., Morano, S., Isbell, L., Costa, L.C., & **Berkeley, S.** (2017, October). *Lessons learned with multi-tiered systems of support: Using history to inform our future*. Presented at the 39th International Conference on Learning Disabilities, Baltimore, MD.
- Berkeley, S.**, Basham, J. D., Marino, M. T., Vasquez, E., *Whitehead, A., *Luh, A., Gallegos, B., Israel, M., & Annetta, L. (2017, April). *Lessons from a decade of video game research for students with disabilities in science education*. Symposium presented at the Annual Meeting of the National Association for Research in Science Teaching (NARST). San Antonio, TX.
- Berkeley, S.**, *Whitehead, A., *Menditto, A., *Kurz, L., & Annetta, L. (2017, April). *Science engagement and knowledge application of middle-school students with learning disabilities through student-created serious educational games*. Paper presented at the Annual Meeting of the American Education Research Association, San Antonio, TX.
- Berkeley, S.**, *Menditto, A., *Luh, A., & Yin, R. (2017, April). *Self-regulation of middle school students with learning disabilities during a complex project-based science activity*. Paper presented at the Annual Meeting of the American Education Research Association, San Antonio, TX.
- *Cones, I., *Menditto, A., & **Berkeley, S.** (2017, April). *Goal setting to foster self-regulation of students with learning disabilities in science*. Presented at the Annual meeting of the Council for Exceptional Children, Boston, MA.
- Graff, H., *Sutton, J., & **Berkeley, S.** (2017, April). *Improving reading outcomes of post-secondary students with intellectual disabilities*. Paper presented at the Annual meeting of the Council for Exceptional Children, Boston, MA.
- Berkeley, S.**, *Sutton, J., Boykin, A., & *Sacco, D. (2016, October). The state of RTI implementation: A national study. Paper presented at 38th International Conference on Learning Disabilities, San Antonio, TX.
- Berkeley, S.**, & *Menditto, A. (2016, June). *Insights into the learning of students with learning disabilities: A synthesis of 30 years of intervention research on self-regulation of reading comprehension strategies*. Paper presented at the International Association of Research in Learning Disabilities Conference, Austin, TX.
- Annetta, L., *Shapiro, M., Stribling, S., *Menditto, A., *Kurz, L.A., **Berkeley, S.**, & *Luh, A. (2016, April). *Developing a project based learning progression in a serious educational game design and development project*. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (NARST). Baltimore, MD.

- Berkeley, S., Hott, B., & *Sacco, D.** (2016, April). *What do 30 years of practitioner publications provide? An analysis of prominent special education journals.* Paper presented at the Annual Meeting of the American Education Research Association, Washington, DC.
- Stribling, S., **Berkeley, S., *Kurz, L., *Luh, A., & *Menditto, A.** (2016, April). *Critically reading a middle school STEM project through a gender lens.* Paper presented at the Annual Meeting of the American Education Research Association, Washington, DC.
- Berkeley, S., Annetta, L., & Stribling, S.** (2015, October). *Understanding how students with learning disabilities self-regulate learning of science.* Paper presented at 37th International Conference on Learning Disabilities, Las Vegas, NV.
- *Menditto, A., *Whitehead, A., & **Berkeley, S.** (2015, October). *Promoting self-regulation of students with learning disabilities within project-based learning.* Paper presented at 37th International Conference on Learning Disabilities, Las Vegas, NV.
- *Kurz, L., King-Sears, M.E., & **Berkeley S.** (2015, October). *Creating success for students with learning disabilities in science.* Paper presented at 37th International Conference on Learning Disabilities, Las Vegas, NV.
- King-Sears, M.A., **Berkeley, S., *Arditi, O., Hott, B., *Vilbas, J., & *Menditto, A.** (2015, October). *Visual representations in middle school U.S. history textbooks.* Paper presented at 37th International Conference on Learning Disabilities, Las Vegas, NV.
- Berkeley, S., *Boykin, A., *Kurz, L., & Evmenova, A.** (2015, April). *Improving comprehension with digital text: A meta-analysis of interventions.* Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.
- King-Sears, M.E., *Johnson, T., **Berkeley, S., Weiss, M., Peters-Burton, E.E., Evmenova, A., *Menditto, A., & *Hursh, J.** (2015, April). *An exploratory study of universal design for teaching chemistry to students with and without disabilities.* Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.
- Berkeley, S., Hott, B., *Liu, K., & *Lambert** (2014, October). *Promoting evidence-based practice: A review of CLD's Intervention in School and Clinic.* Paper presented at 36th International Conference on Learning Disabilities, Philadelphia, PA.
- Ray, S., **Berkeley, S., Regan, K., & *Betz, M.** (2014, October). *Enhancing teacher preparation in reading instruction through oral language modules.* Presented at 36th International Conference on Learning Disabilities, Philadelphia, PA.
- Evmenova, A., **Berkeley, S., *Boykin, A., & *Kurz, L.** (2014, April). *Maximizing students' access to general education curriculum through digital text.* Presented at the annual meeting of the Council for Exceptional Children, Philadelphia, PA.

- Regan, K., **Berkeley, S.**, *Hughes, M., & *Brady, K. (2014, April). *One school district's RTI framework: Who, what, when, and how?* Presented at the annual meeting of the Council for Exceptional Children, Philadelphia, PA.
- King-Sears, M.E., & **Berkeley, S.** (2014, January). *Are digital texts more comprehensible than traditional textbooks for adolescents with reading problems?* Presented at the Hawaii International Conference on Education, Honolulu, HI.
- Regan, K., **Berkeley, S.**, & Ray, S. (2013, November). *The beyond teach and hope project: Preparing teachers to teach reading.* Presented at the Teacher Education Division Conference, FL.
- Berkeley, S.**, Riccomini, P., *Kurz, L., & Brigham, F. (2013, October). *Peer assisted assessment in reading: An exploratory study.* Paper presented at the 35th International Conference on Learning Disabilities, Austin, TX.
- Berkeley, S.**, Regan, K., *Brady, K., *Hughes, M., & Brigham, F. (2013, April). *Understanding knowledge and practice within a school district's RTI initiative.* Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.
- Regan, K., **Berkeley, S.**, & Ray, S. (2013, April). *Using a common assessment in a teacher preparation course of reading instruction.* Paper presented at the annual meeting of the Council for Exceptional Children, San Antonio, TX.
- Regan, K., **Berkeley, S.**, & *Hughes, M. (2012, October). *Computer-assisted instruction for struggling elementary readers with learning disabilities.* Paper presented at the 34th International Conference on Learning Disabilities, Austin, TX.
- Berkeley, S.**, King-Sears, M.E., *Vilbas, J., & *Conklin, S. (2012, April). *Textbook characteristics that support or thwart comprehension: An evaluation of social studies texts.* Paper presented at the annual meeting of the American Education Research Association, Vancouver, Canada.
- Berkeley, S.**, King-Sears, M.E., *Hott, B., & *Bradley-Black, K. (2012, April). *Examining history textbooks: Are texts more "considerate" after 20 years?* Paper presented at the annual meeting of the American Education Research Association, Vancouver, Canada.
- Berkeley, S.**, Regan, K., Dimitrov, D., & *Guckert, M. (2012, April). *Validation of the common assessment for special education teachers: Reading (CAST-R).* Paper presented at the annual meeting of the American Education Research Association, Vancouver, Canada.
- *Martin, P., Regan, K., & **Berkeley, S.** (2012, April). *Teachers and administrators talk: Early impressions of response to intervention.* Paper presented at the annual meeting of the Council for Exceptional Children, Denver, CO.

- Berkeley, S.**, King-Sears, M. E., Hott, B., *Held, J., *Bradley-Black, K., & *Conklin, S. (2011, October). *Establishing reliability: Lessons learned from three sequential analyses of textbooks*. Presented at the 33rd International Conference on Learning Disabilities, Austin, TX.
- Berkeley, S.**, & Graff, H. (2011, April). *Publication and authorship in special education: A survey of faculty*. Paper presented at the annual meeting of the Council for Exceptional Children, National Harbor, MD.
- *Lai, S., & **Berkeley, S.** (2011, April). *High stakes test accommodations: Research and practice*. Paper presented at the annual meeting of the Council for Exceptional Children, National Harbor, MD.
- King-Sears, M. E., & **Berkeley, S.**, *Hott, B., *Held, J., *Conklin, S., & *Bradley-Black, K. (2011, April). *Middle school social studies textbooks: Accessibility for all!* Presented at the annual meeting of the Council for Exceptional Children, National Harbor, MD.
- Berkeley, S.**, Brigham, F., *Walker, E., *Drohan, M., & *Tawia, R. (2011, April). “*Equivalent*” *state test options: Friend or faux for students with disabilities?* Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA.
- Graff, H.J., **Berkeley, S.**, Evmenova, A.S., & Park, K. (2011, January). *Autism retrospective: An analysis of research trends over 12 years*. Paper presented at the annual Autism Conference of the Association of Behavior Analysis International, Washington DC.
- Regan, K., **Berkeley, S.**, & Ray, S. (2010, October). *Evidence based practices in reading: From syllabi to classroom implementation*. Presented at the 32st International Conference on Learning Disabilities, Myrtle Beach, SC.
- Berkeley, S.**, Lindstrom, J.H., Nealy, A., *Southall, C., & *Stagliano, C. (2010, April). *Evaluation of supplemental remedial reading instruction for at-risk middle school readers*. Paper presented at the annual meeting of the American Education Research Association, Denver, CO.
- Berkeley, S.**, Riccomini, P.J., Nealy, A., & *Stagliano, C. (2010, April). *Are your students reading on PAAR? Progress monitoring at the secondary level*. Presented at the annual meeting of the Council for Exceptional Children, Nashville, TN.
- Berkeley, S.**, & Riccomini, P.J. (2010, April). *Promoting comprehension monitoring during social studies: Helping students QRAC-the-code*. Presented at the annual meeting of the Council for Exceptional Children, Nashville, TN.
- Lindstrom, J.H., & **Berkeley S.** (2009, October). *Easily accessible technology to help students comprehend digital text*. Presented at the 31st International Conference on Learning Disabilities, Dallas, TX.

- Berkeley, S., & Riccomini, P.J.** (2009, April). *QRAC the code: A tier 1 comprehension monitoring strategy for middle school social studies textbooks*. Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.
- Berkeley, S.** (2008, April). *Motivating secondary students to use reading comprehension strategies with expository text*. Paper presented at the annual meeting of the Council for Exceptional Children, Boston, MA.
- Mastropieri, M.A., & **Berkeley, S.** (2008, April). *What do we REALLY know about how to teach content area instruction?* Paper presented at the annual meeting of the Council for Exceptional Children, Boston, MA.
- Berkeley, S., Mastropieri, M.A., & Scruggs, T.E.** (2008, March). *Reading comprehension strategy instruction and attribution retraining for secondary students with disabilities*. Paper presented at the annual meeting of the American Education Research Association, New York, NY.
- Berkeley, S., Marshak, L., Mastropieri, M.A., & Scruggs, T.E.** (2008, March). *Improving student comprehension of social studies text: A self-questioning strategy for inclusive middle school classes*. Paper presented at the annual meeting of the American Education Research Association, New York, NY.
- Berkeley, S., Scruggs, T.E., & Mastropieri, M.A.** (2007, April). *An updated synthesis of intervention research on reading comprehension for LD students (1995-2005)*. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.
- Scruggs, T.E., Mastropieri, M.A., Graetz, J., & **Berkeley, S.** (2007, April). *Does special education improve learning of secondary content? A meta-analysis*. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.
- Berkeley, S., Scruggs, T.E., & Mastropieri, M.A.** (2007, April). *Effective reading comprehension strategies: Practical implications from meta-analyses*. Paper presented at the annual meeting of the Council for Exceptional Children, Louisville, KY.
- Mastropieri, M.A., **Berkeley, S., Bowdey, B., Graetz, J., & Scruggs, T.E.** (2007, April). *What does DI really look like? Examples from recent research*. Presented at the annual meeting of the Council for Exceptional Children, Louisville, KY.
- Berkeley, S.** (2006, April). *Middle schoolers with reading disabilities in book club?* Paper presented at the annual meeting of the Council for Exceptional Children, Salt Lake City, UT.
- Berkeley, S.** (2006, April). *Reading comprehension instruction for students with learning disabilities: A research meta-analysis*. Student paper presented at the annual meeting of the Council for Exceptional Children, Salt Lake City, UT.

Mastropieri, M.A., McDuffie, K., **Berkeley, S.**, Graff, H.J., Marshak, L., Conners, N., Diamond, C., Simpkins, P., Fulcher, A., & Bowdey, R. (2006, April). *What has been published: A seventeen year analysis of 10 journals*. Paper presented at the annual meeting of the Council for Exceptional Children, Salt Lake City, UT.

Mastropieri, M.A., Scruggs, T.E., Marshak, L., **Berkeley, S.**, & McDuffie, K. (2006, April). *Teachers talk to teachers: Implementing research based practices in inclusive middle school science and social studies classes*. Presented at the annual meeting for the Council for Exceptional Children, Salt Lake City, UT.

Mastropieri, M.A., **Berkeley, S.**, Bowdey, R., McDuffie, K., Conners, N., Diamond, C.M., Fulcher, A., Marshak, L., Simpkins, P., Graff, H.J., & Scruggs, T.E. (2006, April). *What does the field of special education publish? A 17-year analysis*. Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.

Mastropieri, M.A., Scruggs, T.E., Norland, J.J., & **Berkeley, S.** (2006, April). *Differentiated curriculum enhancement in middle-school science: Effects on classroom and high-stakes tests*. Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.

Mastropieri, M.A., Scruggs, T.E., Simpkins, P., **Berkeley, S.**, Conners, N., McDuffie, K., Norland, J., Halloran, B., & Marshak, L. (2005, April). *Making science fun for everyone! Strategies for enhancing success of students with disabilities*. Pre-convention workshop presented at the annual meeting of the Council for Exceptional Children, Baltimore, MD.

Berkeley, S. (1998, April). *Children with high-functioning autism: How motor ability affects communication*. Paper presented at the annual meeting of the Council for Exceptional Children, Minneapolis, MN.

Berkeley, S., & Zittel, L.L. (1998, March). *Teaching the child with autism in physical education*. Presented at Achieving a Balance: The 6th National Conference on Adapted Physical Activity, Malcolm, IL.

Zittel, L.L., Stefely, C., McCarthy, T., & **Berkeley, S.** (1998, March). *Curriculum design and activities for early childhood: Pre-kindergarten through third grade*. Presented at Achieving a Balance: The 6th National Conference on Adapted Physical Activity, Malcom, IL.

Invited State Presentations

Berkeley, S., & King-Sears, M.E. (2016, March). *Maximizing effectiveness of reading comprehension instruction and approaches for co-teaching*. Invited presentation at the Virginia Council for Learning Disabilities Spring Symposium, Harrisonburg, VA.

Peer Reviewed State Presentations

Regan, K., **Berkeley, S.**, & Ray, S. (2011, April). *Development of a common course assessment to prepare students for the VRA*. Presented at The Association of Teacher Educators in

Virginia and the Virginia Association of Colleges of Teacher Education Spring Conference, Sweet Briar, VA.

Berkeley, S., & *Peaster, L.G. (2009, February). *Implementation of responsiveness to intervention (RtI): A snapshot of progress.* Paper presented at the annual meeting of the Georgia Federation of the Council for Exceptional Children, Athens, GA.

*Haegar, K., *Lee, Y.K., & **Berkeley, S.** (2009, February). *Math interventions for students with learning disabilities: A literature review.* Paper presented at the annual meeting of the Georgia Federation of the Council for Exceptional Children, Athens, GA.

Brigham, F.J., **Berkeley, S.**, Simpkins, P., & Brigham, M.S.P. (2006, October). *Comprehension strategies: Best practices for recall and understanding.* Paper presented at the annual meeting of the Virginia Federation of the Council for Exceptional Children, Charlottesville, VA.

Berkeley, S., & Simpkins, P. (2005, March). *Reading comprehension strategies in action.* Presented at the Virginia Council for Learning Disabilities Spring Symposium, Reston, VA.

Berkeley, S., & McCarthy T. (1997, November). *Children with autism participating in games and activities: Communication materials to assist.* Presented at the annual meeting of the Illinois Association for Health, Physical Education, Recreation and Dance, Schaumburg, IL.

Invited Local Presentations

Berkeley, S. (2007, October). *Improving motivation and reading for older students with LD.* Speaker for county in-service for special education reading teachers, Fairfax County Public Schools, Alexandria, VA.

Berkeley, S., & Liu, K. (2006, March). *Motivating reluctant readers who have learning disabilities.* Presented at the Closing the Achievement Gap Conference, George Mason University, Fairfax, VA.

Berkeley, S. (1997b, November). *Games for children to play with siblings who have autism.* Workshop for Siblings of Children with Autism, Northern Illinois University, DeKalb, IL.

Invited University Presentations

Berkeley, S. (2016, March). *The hidden curriculum of grant writing.* Speaker for doctoral level research course. Temple University, Philadelphia, PA.

Berkeley, S. (2011, May). *Reflection on “reading comprehension strategy instruction and attribution retraining for secondary students with disabilities.”* Speaker for doctoral level education research course, George Mason University, Fairfax, VA.

- Berkeley, S.** (2011, March). *Improving the reading and learning of secondary students with disabilities*. Presented for Mason Osher Life-long Learning Institute (OLLI), Fairfax, VA.
- Berkeley, S., King-Sears, M., Bradley-Black, K., & Hott, B.** (2011, February). *Examining history textbooks: Has content improved in 20 years?* Presented at Annual CEHD Research Symposium, Fairfax, VA.
- Berkeley, S.** (2010, September). *Reading instruction for students with learning disabilities*. Presented for Visiting International Teachers of the Humanities from Greece, Fairfax, VA.
- Berkeley, S., & Graff, H.J.** (2010, February). *Publication and authorship special education: A survey of faculty*. Presented at Annual George Mason University College of Education and Human Development Research Symposium, Fairfax, VA.
- Berkeley, S.** (2007, October). *Reading comprehension strategy instruction and attribution retraining for secondary students with disabilities: A dissertation*. Speaker for a master's level special education research course, George Mason University, Fairfax, VA.
- Berkeley, S., & Conners, N.** (2007, March). *The dissertation process: Start to finish*. Speaker for doctoral level education research course, George Mason University, Fairfax, VA.
- Berkeley, S., Fulcher, A., Marshak, L., & Simpkins, P.** (2005, July). *Collaboration in schools*. Panel speaker for master's level special education course on consulting and collaboration, George Mason University, Fairfax, VA.
- Berkeley, S.** (2005, February; 2006, June). *Reading in the secondary school*. Speaker for master's level special education course on secondary methods, George Mason University, Fairfax, VA.
- Berkeley, S., & Zittel, L.L.** (1998, May). *Adapted physical education for children with autism*. Speaker for undergraduate physical education course on adapted physical education, North Central College, Naperville, IL.
- Berkeley, S.** (1998, October; 1997, October). *Teaching children with autism*. Speaker for undergraduate physical education course on adapted physical education, Northern Illinois University, DeKalb, IL.
- Zittel, L.L., & **Berkeley, S.** (1998, February; 1997, February; 1996, February). *Modification for games in physical education for children with disabilities*. Speakers for undergraduate physical education course on adapted physical education, Kishwaukee College, DeKalb, IL.
- Berkeley, S.** (1997, October; 1996, October). *Inclusion of children with mental retardation*. Speaker for undergraduate physical education course on adapted physical education, Northern Illinois University, DeKalb, IL.

TEACHING

George Mason University, VA

Doctoral Level Courses

Overall Course Ratings: M = 4.75, Median = 4.95

- EDSE 847: Problem Solving in Contemporary Issues in Special Education
- EDSE 844: Current Issues in Special Education
- EDSE 841: Intervention Research in Special Education
- EDRS 810: Problems and Methods in Educational Research

Master's Level Courses

Overall Course Ratings: M = 4.62; Median = 4.8

- EDSE 501: Introduction to Special Education
- EDSE 503: Language Development and Reading
- EDSE 590: Special Education Research
- EDSE 744: Current Issues in Special Education

The University of Georgia, GA

Master's Level Courses

- SPED 7120: Characteristics of Learning Disabilities
- SPED 7220: Methods for Teaching Academic Skills (didactic, online, & blended)
- SPED 7250: Methods for Written Language

Undergraduate Level Courses

- SPED 4200: Methods for Individuals with Mild Disabilities

SUPERVISION OF STUDENT RESEARCH

George Mason University, VA

Doctoral Dissertation Chair

- In Progress ($n = 3$):
 - M. Betz [*dissertation defense scheduled December 2017*]:
Professional Development with Optional Components for Educators of English Language Learners: A Mixed-methods Study of Educators' Changes in Knowledge and Experiences
 - L. Kurz [*will defend dissertation Spring 2018*]:
LINKS (Literacy Integrated with Kindergarten Science): An Investigation of Impacts of Kindergarten Students Including Those With, or At-Risk for Learning Disabilities
 - D. Sacco [*will defend dissertation Spring 2018*]:
Special Educators' Culturally and Linguistically Responsive Instruction for English Learners

Doctoral Dissertation Committee

- In progress ($n = 1$):
 - L. Siko [*projected dissertation proposal defense Spring 2018*]

- Defended Dissertation ($n = 4$):
 - J. Buxton [*will graduate Winter 2017*]
 - M. Frye (graduated Winter 2015)
 - L. Horton (graduated Summer 2014)
 - K. Bradley-Black (graduated Spring 2013)

Master's Thesis Committee

- Defended Thesis ($n = 2$):
 - M. Gnoleba (graduated Summer 2015)
 - S. Conklin (graduated Spring 2011)

Doctoral Level Mentoring

- EDUC 897: Independent Study
 - Spring 2017 (3): P. Pierce, M. Willer, A. Menditto
 - Fall 2016 (2): J. Sutton, A. Menditto
 - Summer 2016 (1): K. Liu
 - Spring 2016 (1): P. Pierce
 - Fall 2015 (2): A. Menditto, M. Gorden
 - Summer 2015 (2): L. Kurz, A. Whitehead
 - Summer 2013 (1): M. Betz
 - Fall 2012 (1): K. Brady
 - Summer 2012 (1): M. Maxon
 - Fall 2011 (1): M. Guckert
 - Summer 2011 (2): J. Vilbas; M. Betz
- EDUC 994: Doctoral Internship
 - Spring 2017 (1): J. Sutton
 - Spring 2016 (3): P. Pierce, A. Menditto, M. Rehberg
 - Summer 2015 (1): A. Luh
 - Summer 2013 (1): M. Betz

Master's Level Mentoring

- EDSE 782: Field Research
 - Fall 2012 (1): A. Curtice
 - Spring 2012 (3): A. Curtice; M. Hughes; L. Kurz
 - Fall 2011 (1): M. Hughes

Undergraduate Level Mentoring

- Bachelor of Individualized Study (BIS) Project Faculty Mentor
 - Fall 2014 (1): H. Bencherki

The University of Georgia, GA

Dissertation/Thesis/Applied Project Chair

- Ph.D. ($n = 1$); Ed.S. ($n = 2$); M.A. ($n = 2$); M.Ed. ($n = 5$)

Dissertation/Thesis/Applied Project Committees

- Ph.D. ($n = 1$); M.Ed. ($n = 1$); Education Specialist (Communication Sciences) ($n = 1$)

Doctoral Level Mentoring

- SPED 8000: Directed Study ($n = 5$)
- SPED 9930: College Teaching in Special Education ($n = 1$)

Master's Level Mentoring

- SPED 7650: Applied Project in Special Education ($n = 1$)
- SPED 6000: Directed Study ($n = 2$)

ADVISING

George Mason University, VA

Doctoral Program of Study Chair

- In Progress ($n = 5$):
 - K. Liu [*projected to complete Portfolio 3 Fall 2017*]
 - J. Sutton [*projected to defend Portfolio 3 Fall 2017*]
 - P. Pearce [*projected to defend Portfolio 3 Spring 2018*]
 - M. Willer [*projected to defend Portfolio 3 Spring 2018*]
 - C. Christopher [*projected to defend Portfolio 3 Spring 2018*]
- Defended Cumulative Portfolio ($n = 4$):
 - A. Menditto (Spring 2017)
 - L. Kurz (Summer 2015)
 - M. Betz (Fall 2013)
 - K. Machaud (Fall 2011)

Doctoral Program of Study Committee

- Defended Cumulative Portfolio ($n = 6$):
 - L. Siko (Spring 2017)
 - A. Luh (Summer 2016)
 - K. Bradley-Black (Spring 2012)
 - M. Guckert (Summer 2012)
 - K. Brady (Spring 2013)
 - M. Frye (Spring 2014)

The University of Georgia, GA

Program of Study Advising

- Ph.D. ($n = 1$); Ed.S. ($n = 2$); M.A. ($n = 2$); M.Ed. ($n = 5$)

SERVICE

National

2017 – Present	<i>President Elect:</i> International Council for Learning Disabilities (CLD)
2016 – Present	<i>Member:</i> Executive Committee of CLD
2015 - Present	<i>Member:</i> Board of Trustees of CLD
2015 – Present	<i>Grant Reviewer:</i> National Science Foundation

2017 – Present	Editorial Board Member: Learning Disabilities Research & Practice (LDRP)
2010 - Present	Editorial Board Member: Learning Disability Quarterly (LDQ)
2014 - Present	Invited Journal Reviewer: Reading & Writing Quarterly (RWQ)
2013 - Present	Invited Journal Reviewer: Exceptionality
2011 - Present	Invited Field Reviewer: Exceptional Children (EC)
2009 - Present	Invited Journal Reviewer: Remedial & Special Education (RASE)
2016 – 2017	Vice-President: Executive Committee of CLD
2016 - 2017	Program Chair: 39 th International Conference on Learning Disabilities
2015 - 2016	Co-Chair: Leadership Development Committee of CLD
2015	Grant Reviewer: Office of Special Education Programs
2014 - 2015	Invited Mentor: CLD Leadership Academy Cohort 4
2013 - 2014	Invited Mentor: CLD Leadership Academy Cohort 3
2007 - 2014	Invited Journal Reviewer: Teaching Exceptional Children (TEC)
2007- 2013	Conference Proposal Reviewer: Council for Exceptional Children (CEC) National Convention: Division for Research (DR)
2011	Invited Research Methods Textbook Reviewer: Sage Publications
2011	Invited Journal Reviewer: Journal of Languages and Culture (JLC)
2009 - 2011	Invited Journal Reviewer: Exceptional Children (EC)
2009 - 2010	Invited Journal Reviewer: Learning Disability Quarterly (LDQ)
2009	Conference Proposal Reviewer: American Education Research Association (AERA) Special Education Special Interest Group (SIG)
2006 - 2008	Committee Member, Division of Learning Disabilities (DLD) / Division for Research (DR) of the Council for Exceptional Children (CEC) Research Committee
2006	Conference Proposal Reviewer: Council for Exceptional Children (CEC) National Convention: Teacher Education Division (TED)
<u>State</u>	
2011	Contributor, Reading for Virginia Educators: Elementary and Special Education Teachers practice test development
2010	Contributor, Reading for Virginia Educators: Elementary and Special Education Teachers study guide development
2010	Committee Member, Elementary and Special Education Reading for Virginia Educators Committee

University

- 2016 - Present *Committee Member*, Academic Program Review (APR) Peer Review Committee [nominated by Dean of CEHD]
- 2015 - Present *Committee Member*, Grievance Committee
- 2014 - Present *Committee Member*, Institutional Review Board [nominated by CEHD Associate Dean for Research]
- 2012 - 2015 *Committee Member*, Academic Appeals Committee
- 2011 - 2012 *Committee Member*, Academic Appeals Committee

College

- 2016 - 2017 *Committee Member*, Tenure Track Annual Review Committee (TTARC)
- 2016 *Invited Speaker*, CEHD Research Roundtable
- 2013 - 2014 *Committee Member*, Cross-Disciplinary Coursework Taskforce
- 2012 - 2014 *Committee Member*, CEHD Council (to the Dean of CEHD)
- 2011 *Invited Discussant*, Intervention Research Brownbag
- 2011 *Invited Speaker*, Doctoral Seminar in Education
- 2010 - 2011 *Faculty Representative*, Graduate School of Education doctoral candidate interviews
- 2010 *Invited Speaker*, CEHD Professional Development Committee Round Table
- 2009 *Member*, Graduate Student Research Conference Faculty Advisory Committee (UGA)
- 2008 - 2009 *Mentor*, Young Dawgs (high school interns) (UGA)
- 2005 - 2007 *Student Representative*, Graduate School of Education doctoral candidate interviews (GMU)

Division/Department

- 2009 - Present *Course Lead*, EDSE 403/503: Language Development and Reading
- 2011 - 2015 *Course Lead*, EDSE 401/501: Introduction to Special Education
- 2009 - 2015 *Course Lead*, EDSE 590: Research Methods in Special Education
- 2011 - 2014 *Co-Coordinator*, Mild Disabilities Program
- 2011 - 2014 *Member*, Division of Special Education and disAbility Research Leadership Team
- 2011 *Invited Participant*, Doctoral Cohort Roundtable
- 2008 - 2009 *Committee Member*, Special Education Accreditation Steering Committee (UGA)
- 2008 - 2009 *Co-Coordinator*, Special Education Master's Program at Gwinnett (UGA)

- 2008 - 2009 *Committee Member*, CSSE Student Recruitment Team (UGA)
- 2008 - 2009 *Committee Member*, CSSE Doctoral Program Task Force (UGA)
- 2007 - 2009 *Committee Member*, Admissions Committee for PhD in Education at Athens (UGA)
- 2007 - 2009 *Committee Member*, Admissions Committee for Special Education Master's Program at Athens (UGA)
- 2007 - 2009 *Committee Member*, Admissions Committee for Special Education Master's Program at Gwinnett (UGA)
- 2007 - 2008 *Committee Member*, Admissions Committee for Special Education Undergraduate Adapted Program at Athens (UGA)

PROFESSIONAL ORGANIZATIONS

- International Council for Learning Disabilities (CLD)
- International Academy for Research in Learning Disabilities (IARLD)
- Council for Exceptional Children (CEC):
 - Division for Research
 - Division for Learning Disabilities
- American Educational Research Association (AERA):
 - Learning and Instruction
 - Research in Reading and Literacy SIG
 - Special Education Research SIG
 - Meta-analysis SIG