

Kelley Regan

OFFICE ADDRESS

George Mason University
 4400 University Drive
 MS 1F2, 201B Finley Building
 Fairfax, VA 22030
 (703) 993-9858 kregan@gmu.edu

Education

- Ph.D. 2005 **George Mason University**, Fairfax, Virginia
 Dissertation: *Promoting Expressive Writing Among Students with Emotional and Behavioral Disturbance via the Dialogue Journal*
- M.S. 1997 **Longwood College**, Longwood, Virginia
 Special Education
- B.S. 1996 **Longwood College**, Longwood, Virginia
 Psychology

Teaching Endorsements: K-12 Special Education (LD, ED, MMR)
 Digital Badge, Online Teaching Initiative (OTI) course, 2015, CEHD, George Mason University

University Experience

- | | |
|--|-------------|
| <u>Professor of Education</u> | present |
| College of Education and Human Development
George Mason University
Fairfax, Virginia | |
| <u>Associate Professor of Education</u> | 2014 - 2020 |
| College of Education and Human Development
George Mason University
Fairfax, Virginia | |
| <u>Assistant Professor of Education</u> | 2008 - 2014 |
| College of Education and Human Development
George Mason University
Fairfax, Virginia | |

Kelley Regan

Academic Program Coordinator

2013 - present

Teachers of Students who Access the General Education Curriculum
 Division of Special Education and disAbility Research
 College of Education and Human Development
 George Mason University

Co-Academic Program Coordinator

2011 - 2013

Teachers of Students who Access the General Education Curriculum
 Division of Special Education and disAbility Research
 College of Education and Human Development
 George Mason University

Assistant Director of Operations

Jan. 2008 – Aug. 2008

Kellar Institute of Human Disabilities (KIHD)
 College of Education and Human Development
 George Mason University

Assistant Professor of Education

2005 – 2007

The George Washington University, Washington, D.C.
 Graduate School of Education and Human Development
 Special Education & Disability Studies
 Special Education for Children with Emotional and Behavioral Disorders

Adjunct Instructor

2004 – 2008

George Mason University, Fairfax, VA
 The George Washington University, Washington, D.C.

K-12 Professional Experience**Special Education Teacher, 6th grade, self-contained**

2005 - 2001

Fairfax County Public Schools, Vienna, VA
 Marshall Road Elementary School

Lead Mentor Teacher, 6th grade, self-contained

2005 - 2003

Fairfax County Public Schools
 Professional Development School (PDS) model
 Marshall Road Elementary School

Special Education Teacher, 7th/8th grade, Public Day School

2001-1997

Prince William County Public Schools, Haymarket, VA
 PACE West

Substitute Teacher

Prince Edward County Public Schools, Farmville, VA

1997 – 1996

Publications**Refereed Journal Articles (published and in press)**

(AR: Acceptance rate, if reported; IF: Impact Factor, if reported; *denotes student)

Nagro, S. A., **Regan, K.**, Coogle, C., & O'Brien, K. M., *Raines, A. R., & *Wade, C. B. (2021).Promoting reflective ability through a comprehensive field experience that combined video analysis and bug-in-ear coaching. *Journal of Special Education**Technology. Advance online publication.* <https://doi.org/10.1177/01626434211022005>Brady, K., Evmenova, A., **Regan, K.**, Ainsworth, M., & Gufarov, B. (2021).Using a technology-based graphic organizer to improve the planning and persuasive paragraph writing by adolescents with disabilities and writing difficulties. *Journal of Special Education. Advance online publication.*<https://doi.org/10.1177/00224669211008256>**Regan, K.**, Evmenova, A. S., Hutchison, A., *Day, J., *Stephens, M., *Verbiest, C., & Gufarov, B. (2021). Steps for success: Making instructional decisions for students' essay writing.*TEACHING Exceptional Children. Advance online publication.* <https://doi.org/10.1177/00400599211001085>**Regan, K.**, Evmenova, A. S., Hughes, M. D., *Rybicki-Newman, M. P., Gufarov, B., & Mastropieri, M. A. (2021). Technology-mediated writing: It's not how much, but the thought that counts. *E-Learning and Digital Media*, 18(3), xxx-xxx.<https://doi.org/10.1177/2042753021996387>O'Brien, K., **Regan, K.**, Coogle, C. G., Ottley, J. R. & Nagro, S. A. (2021). Impact of eCoaching with video-based reflection on special education teacher candidates' instructional skills. *Teacher Education and Special Education. Advance online publication.* doi.org/10.1177/0888406420964732 (IF: 1.841)Evmenova, A., **Regan, K.**, Ahn, Soo Y., & Good, K. (2020). Teacher implementation of technology-based interventions for writing. *Learning Disabilities: A Contemporary Journal*, 18(1), 27-47. (IF: 1.486)Weiss, M. P., **Regan, K.**, & Baker, P. H. (2020). Supporting provisionally-licensed teachers using eCoaching in a distributed internship. *The Teacher Educator's Journal*, 13, 52-75. Retrieved from <https://www.ateva.org/journal-1>

- Evmenova, A., **Regan, K.**, Hutchison, A. (2020). AT for writing: Technology-based graphic organizers with embedded supports. *TEACHING Exceptional Children*, 52, <https://doi.org/10.1177/0040059920907571>
- Weiss, M., **Regan, K.**, & *Glaser, H. D. (2020). A case study of the development of an eCoach. *Journal of Special Education Apprenticeship*, 9(1), 1- 17. Retrieved from <http://www.josea.info/web/public/>
- Coogle, C. G., Nagro, S. A., **Regan, K.**, O'Brien, K., & Ottley, J. R. (2019). The impact of real-time feedback and video analysis on early childhood teachers' practice. *Topics in Early Childhood Special Education*. Advance online publication. doi.org/10.1177/0271121419857142 (IF: 1.615)
- Regan, K.**, Evmenova, A. S., MacVittie, N. P., Leggett, A., *Ives, S. T., *Schwartzter, J., Mastropieri, M., & *Rybicki-Newman, M. P. (2019). A case of early adopters of technology in a social studies classroom. *Contemporary Issues in Technology and Teacher Education*, 19(3). Retrieved from <https://www.citejournal.org/publication/volume-19/issue-3-19/> (AR: 29%)
- Boykin, A., Evmenova, A., **Regan, K.**, & Mastropieri, M. A. (2019). The impact of a computer-based graphic organizer with embedded self-regulated learning strategies on the argumentative writing of students in inclusive cross-curricula settings. *Computers & Education*, 137, 78-90. <https://doi.org/10.1016/j.compedu.2019.03.008> (IF: 5.627)
- Evmenova, A. & **Regan, K.** (2019). Supporting the writing process with technology for students with disabilities. *Intervention in School and Clinic*. Advance online publication. <https://doi.org/10.1177/1053451219837636> (IF: .682) **[Invited]**
- Regan, K.**, Evmenova, A. S., Sacco, D., *Schwartzter, J., Chirinos, D. S., & Hughes, M. D. (2019). Teacher perceptions of integrating technology in writing. *Technology, Pedagogy, and Education*, 28(1), 1-19. doi:10.1080/1475939X.2018.1561507 (IF: 1.712)
- Brawand, A., King-Sears, M., Evmenova, A., & **Regan, K.** (2019). Proportional reasoning word problem performance for middle school students with high-incidence disabilities (HID). *Learning Disability Quarterly*. Advance online publication. <https://doi.org/10.1177/0731948719837920> (IF: 2.132)
- Regan, K.** & Weiss, M. (2019). Bug-in-ear coaching for teacher candidates: What, why, and how to get started. *Intervention in School and Clinic*. Advance online publication. <https://doi.org/10.1177/1053451219842218> (IF: .682) **[Invited]**

- Hughes, M. D., **Regan, K.**, & Evmenova, A. S. (2019). A computer-based graphic organizer with embedded self-regulated learning strategies to support student writing. *Intervention in School and Clinic*, 55(1), 13-22. <https://doi.org/10.1177/1053451219833026> (IF: .682)
- McElwee, C., **Regan, K.**, Baker, P., & Weiss, M. (2018). Preservice teachers' perceptions: The influence of university coursework, context and relationships during the clinical teaching experience. *The Teacher Educators' Journal*, 11, 22-51. Retrieved from Retrieved from <https://www.ateva.org/journal-1> (AR: ~38%)
- Regan, K.**, Evmenova, A., Good, K., *Leggett, A., Ahn, S. Y., & Mastropieri, M. (2017). Persuasive writing with mobile-based graphic organizers in inclusive classrooms across the curriculum. *Journal of Special Education Technology*, 33(1), 3-14. doi: 10.1177/0162643417727292 (*2018 Article of the Year Award for JSET)
- Regan, K.**, Weiss, M., & Evmenova, A. S. (2017). Using eCoaching to improve practice of novice teacher educators. *Journal of Teaching and Learning with Technology*, 6(1), 45-64.
- Regan, K.**, Evmenova, A., Boykin, A., *Sacco, D., *Good, K., *Ahn, S. Y., *MacVittie, N., & *Hughes, M. D. (2016). Supporting struggling writers with class-wide teacher implementation of a computer-based graphic organizer. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 33(5), 428-448. DOI: 10.1080/10573569.2016.1221781 (IF: .934)
- Regan, K.**, Evmenova, A. S., *Kurz, L. A., *Hughes, M. D., *Sacco, D., *Ahn, S. Y., *MacVittie, N., *Good, K., *Boykin, A., *Schwartz, J., & *Chirinos, D. S. (2016). Researchers Apply Lesson Study: A Cycle of Lesson Planning, Implementation, and Revision. *Learning Disabilities Research and Practice*, 31(2), 113-122. DOI: 10.1111/ldrp.12101 (IF: 1.222)
- 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, 23-49. Retrieved from <https://www.ateva.org/journal-1>
- Evmenova, A., **Regan, K.**, *Boykin, A., *Good, K., *Hughes, M., *MacVittie, N., *Sacco, D., *Ahn, S. Y., & *Chirinos, D. (2016). Emphasizing planning for essay writing with a computer-based graphic organizer. *Exceptional Children*, 82(2), 144-169. doi: 10.1177/0014402915585483 (IF: 2.745)
- Weiss, M. P., Pellegrino, A., **Regan, K.**, *Mann, L. (2015). Beyond the blind date: Collaborative

- course development and co-teaching by teacher educators. *Teacher Education and Special Education*, 38(2), 88-104. doi: 10.1177/0888406414548599 (AR: 11-20%; IF: .881)
- Regan, K.**, S. Berkeley, *Hughes, M., *Brady, K. (2015). Understanding practitioner perceptions of responsiveness to intervention. *Learning Disability Quarterly*, 38(4), 234-247. DOI:10.1177/0731948715580437 (IF: .730)
- Pellegrino, A., Weiss, M. P., **Regan, K.**, & *Mann, L. (2015). Learning to collaborate: General and special educators in teacher education. *The Teacher Educator*, 50(3), 187-202.
- Mastropieri, M. A., Scruggs, T. E., Cerar, N. I., Guckert, M., *Thompson, T., Bronough, D. A., Jakulski, J., Abdulalim, L., Mills, S., Evmenova, A., **Regan, K.**, & Sanchez, Y. C. (2015). Strategic persuasive writing instruction for students with emotional and behavioral disabilities. *Exceptionality*, 23(3), 147-169. doi: 10.1080/09362835.2014.986605 (IF: 0.947)
- Regan, K.**, Berkeley, S., *Hughes, M., *Kirby, S. (2014). Effects of computer-assisted instruction for struggling elementary readers with disabilities. *Journal of Special Education*, 48(2), 106-119. doi:10.1177/0022466913497261 (AR: 12%; IF: 1.278)
- *Hauth, C. M., Mastropieri, M. A., Scruggs, T. E., & **Regan, K.** (2013). Can students with emotional and behavioral disabilities improve on planning and writing in the content areas of civics and mathematics? *Behavioral Disorders*, 38(3), 154-170. (AR: 21-30%)
- Regan, K.**, Berkeley, S., & Ray, S. (2013). Beyond teach and hope: Moving from data to action. *Teacher Education Quarterly*, 40(3), 123-141. (AR: 11-13%)
- Regan, K.**, & *Martin, P. J. (2013). Cultivating self-regulation for students with mild disabilities: WHAT'S UP? *Intervention in School and Clinic*. Advance online publication. doi: 10.1177/1053451213496163. (AR: 26%; IF: 0.302)
- Regan, K.**, Evmenova, A., Baker, P., Jerome, M. K., Spencer, V., Lawson, H., & Werner, T. (2012). Experiences of instructors in on-line learning environments: Identifying & regulating emotions. *The Internet and Higher Education*, 15(3), 204-212. (IF: 2.013)
- 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. (AR: 27%)
- Regan, K.**, & Berkeley, S. (2012). Effective reading and writing instruction: A focus on

modeling. *Intervention in School and Clinic*, 47(5), 276-282. (AR: 26%; IF: 0.302)

Regan, K., & *Michaud, K. (2011). Best practices to support student behavior. *Beyond Behavior*, 20(2), 40-47. (AR: 47%)

Mastropieri, M. A., Scruggs, T., *Mills, S., *Irby Cerar, N., *Cuenca-Sanchez, Z., *Allen Bronaugh, D., *Thompson, C., *Guckert, M., & **Regan, K.** (2009). Persuading students with emotional disabilities to write fluently. *Behavioral Disorders*, 35(1), 19-40. (AR: 21- 30%)

Regan, K. (2009). Improving the way we think about students with EBD in our classrooms. *TEACHING Exceptional Children*, 41(5), 60-65. (AR: 20%)

Regan, K., & Page, P. (2008). Character building: Using literature to connect with youth with emotional and behavioral disabilities. *Reclaiming Children and Youth*, 16(4), 37-43. (AR: 30%)

Regan, K. (2006). Service Learning among students with EBD. *Academic Exchange Quarterly*, 10, 155-159. (AR: 28%)

Regan, K., Mastropieri, M., & Scruggs, T. (2005). Promoting expressive writing among students with emotional and behavioral disturbance via the dialogue journal. *Behavioral Disorders*, 31, 35-52. (AR: 21-30%)

Regan, K. (2003). Using dialogue journals in the classroom: forming relationships with students with emotional disturbance. *TEACHING Exceptional Children*, 36 (2), 34-39.(AR: 20%)

Book Chapters

Evmenova, A. S., **Regan, K.**, Mastropieri, M. A., & Scruggs, T. E. (2018). Writing instruction: Meeting the needs of diverse learners. In N. D. Young, E. Jean, & T. A. Citro (Eds.) *Stars in the schoolhouse: teaching practices and approaches that make a difference* (pp. 111-126). Wilmington, Delaware: Vernon Press.

Mastropieri, M. A., Scruggs, T. E., **Regan, K.**, Evmenova, A., & Fontana, J. (2018). Mnemonic strategies: What are they? How can I use them? And how effective are they? In G.D. Sideridis, K. Bonanno-Sotiropoulos, & T.A. Citro (Eds.) *Paving the pathway for educational success: Effective classroom strategies for students with learning disabilities* (pp. 63-76). Lanham, MD: Rowman & Littlefield.

Mastropieri, M. A., Scruggs, T. E., Evmenova, A., & **Regan, K.** (in press). Memory-enhancing

strategies for students with learning disabilities: Lessons learned from 20 years of experimental research. In G.D. Sideridis, K. Bonanno-Sotiropoulos, & T.A. Citro (Eds.) *Paving the pathway for educational success: Effective classroom strategies for students with learning disabilities* (pp. 45-62). Lanham, MD: Rowman & Littlefield.

Regan, K. (2018). The detours and pit stops on the road to a high quality teacher preparation program. In Goeke, J. L., Mitchum, K. J., Kossar, K. R. (Eds.), *Redesigning special education teacher preparation: Challenges and solutions*. New York: Routledge Publishers.

Weiss, M. P., Pellegrino, A., & **Regan, K.** (2018). Collaboration in teacher training: Hurdles crossed, lessons learned. In Goeke, J. L., Mitchum, K. J., Kossar, K. R. (Eds.), *Redesigning special education teacher preparation: Challenges and solutions*. New York: Routledge Publishers.

Regan, K., Evmenova, A., Mastropieri, M. A., & Scruggs, T. E. (2015). Peer interactions in the content areas: Using differentiated instruction strategies. In K. R. Harris & L. Meltzer (Eds.), *The power of peers: Enhancing learning, development, and social skills*. New York: Guilford Press.

Regan, K., Evmenova, A., & Baker, P. (2014). Supporting instructors in online learning environments: Addressing the challenges. In P. Lowenthal, C. York, & J. Richardson (Eds.), *Online Learning: Common misconceptions, benefits, and challenges*. Hauppauge, New York: NOVA Publishers.

Regan, K., Scruggs, T. E., Mastropieri, M. A. (2009). Advances in literacy practices for students with emotional and behavioral disabilities. In T. E. Scruggs & M. A. Mastropieri (Eds.), *Applications of research methodology: Advances in learning and behavioral difficulties*. Vol. 22, pp. 317-341. Oxford, UK: Elsevier. **[Invited]**

Scruggs, T. E., Mastropieri, M. A., & **Regan, K.** (2006). Statistical analysis for single subject research designs. In T. E. Scruggs & M. A. Mastropieri (Eds.), *Applications of research methodology: Advances in learning and behavioral disabilities*. Vol. 19, pp. 315-335. Bingley, UK: Emerald. **[Invited]**

Equivalent Scholarly Products (* denotes student)

Regan, K. & Weiss, P. (2021). Bug-in-Ear Coaching Affinity Group of the CEEDAR Center (Collaboration for Effective Educator Development, Accountability, and Reform). <https://www2.gmu.edu/news/2021-03/mason-professors-promote-technology-based-coaching-method-special-education-teachers>

Rock, M. L., Smith, S. Thomas, C. N., **Regan, K.**, Vasquez III, E., Kennedy, M., Dieker, L., Evmenova, A., Okolo, C., & Bausch, M. (2017). Commentary: A response to an interview with Joseph South by the teacher education and technology and media divisions of the council for exceptional children. [Peer commentary on the paper "Reflections on preparing educators to evaluate the efficacy of educational technology: An interview with Joseph South," by G. Bull, M. Spector, K. Persichitte, & E. Meiers]. Retrieved from <http://www.citejournal.org/volume-17/issue-3-17/editorial/commentary-a-response-to-an-interview-with-joseph-smith-by-the-council-on-exceptional-children>.

Weiss, M., Regan, K., *Kurz, L., *Orenstein, A., & *Good, K. (2015). *Using Bug-In-Ear Coaching to Improve Instruction*. Innovations in Teaching & Learning Conference Proceedings, 7(1), Scholarship of Teaching & Learning (SoTL) Group Interactive Session: Lightning talks and roundtable. Retrieved from <http://journals.gmu.edu/ITLCP/article/view/639>

Pellegrino, A., Weiss, M. P., **Regan, K.**, & *Mann, L. (2014, March). *Learning to Collaborate: Exploring Collective and Individual Outcomes for Special and General Educators*. International Society for the Social Studies Annual Conference Proceedings, Volume 2014, Issue 1, 96-104. http://www.education.ucf.edu/iss/docs/ISSS_Proceedings2014.pdf

Regan, K. (2012, June). Five ways to...access evidence-based practices. LD Forum. Bi-monthly newsletter of the Council for Learning Disabilities. Retrieved from <http://www.cldinternational.org/Publications/Publications.asp>

Regan, K., & Mastropieri, M. (2009). Self-Regulated Strategy Development (SRSD) for Writing. *Current Practice Alerts*, 17, 1-4. Retrieved from <http://TeachingLD.org/alerts>

Regan, K. (2005). *Promoting expressive writing among students with emotional and behavioral disturbance via the dialogue journal*. Doctoral Dissertation: George Mason University.

Online Products/Modules (* denotes student)

*McElwee, C., & **Regan, K.** (2013). Teaching Students with Disabilities who Access the General Curriculum K-12: Graduate Certificate program [Scope and Sequence Module/Video]. Available from http://gse.gmu.edu/programs/sped/academics/cert_emotion

Regan, K., & Lemmons, C. (2012, July). *Getting Your First Grant* [video recording]. On the Office of Special Education Program (OSEP) Scholar Initiative Website. Available from <https://www.osepideasthatwork.org/Scholars/index.asp> **[Invited]**

*Betz, M., & **Regan, K.** (2012). Oral Language Development: Developing Speech and

Language Skills in the Classroom (Part III). [Online Training Module]. On the *Region 4 Training & Technical Assistance Webshops*, Available from <http://www.ttaconline.org>

Manuscripts in Progress/Under Review (* denotes student)

Evmenova, A., **Regan, K.**, Schladant, M., Sudduth, C., Buzhardt, J., Hall, T., Erickson, K., & Jackson, T. (2021). *Stepping-Up Technology Implementation - How does it Happen?* [Manuscript submitted for publication]. School of Education, George Mason University.

Billman, R. H., **Regan, K.**, Evmenova, A., Satsangi, R. (2021) *Using virtual manipulatives with technology-based graphic organizers to support students in solving proportion word problems.* [Manuscript submitted for publication]. School of Education, Towson University.

Regan, K., Coogle, C., Nagro, S., O'Brien, K., & Ottley, J. (in progress). Was it something I said?: Understanding eCoaching across settings.

Grant Funding (Total of ~\$8.8 million)

Federal Grants (~ \$6.5 million)

King-Sears, M. & Evmenova, A. S. (2019). Faculty Associate: Project ASPIRE: Advancing Special Education Pedagogy, Innovation, and Research toward Evidence-Based Practices (CFDA 325D) supported by the Special Education – Personnel Development to Improve Services and Results for Children with Disabilities/ Preparation of Leadership Personnel grant, Office of Special Education Programs, State Department of Education, Washington, D.C.,
(Faculty Associate, dollar amount NOT included in total)

Evmenova, A. S., **Regan, K.**, & Hutchison, A. (2018-2022). Co-Principal Investigator: WEGORIITE: Writing Efficiently with Graphic Organizers – Responsive Instruction while Implementing Technology Effectively (CFDA 84.327S) supported by the Technology and Media Services for Individuals with Disabilities: Stepping-Up Technology Implementation grant, Office of Special Education Programs, State Department of Education, Washington, D.C.

The purpose of WEGORIITE is to promote an effective integration of a technology-based graphic organizer (TBGO) with embedded evidence-based practices and video models to ultimately improve the quality of persuasive essay writing for students with high-incidence disabilities and struggling writers in grades 4th-6th. A high quality professional development (PD) model and resources will guide and support teachers to use the TBGO effectively via data-driven decision making (DDDM).

OSEP, \$2,498,627

Evmenova, A., & **Regan, K.** (2013-2018). Co-Principal Investigator: Project *WeGotIT!: Writing Efficiently with Graphic Organizers – Teachers Integrating Technology*. Technology and Media Services for Individuals with Disabilities—Stepping-Up Technology Implementation, U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS).

The purpose of this grant was to collaborate with special and general education teachers of students with mild disabilities to develop and implement lessons that integrate technology and enhance students' writing performance (computer-based graphic organizers with embedded self-regulated strategies). The goal of the grant was to improve the writing performance of middle school students with mild disabilities across essay genres (persuasive, narrative, and argumentative). I was Co-PI of this grant and my role was collaborative project management, including the professional development of teachers, instructional development and delivery, data collection/analysis, and dissemination.

USDOE, \$2,271,831

Regan, K., & Evmenova, A. (2012-2017). Inherited Principal Investigator as of 2014; (former Faculty Associate and co-author of proposal) Preparation of Leadership Personnel: *Project ASCEND: Applying Scholarship to Create and Evaluate Next Developments in Special Education*. U. S. Department of Education, Office of Special Education Programs (OSEP). (Awarded to: Margo Mastropieri & Tom Scruggs)

The purpose of Project ASCEND is to provide critically important offerings in a high quality doctoral program that substantially enhances the current special education doctoral program. This cohort doctoral program in high incidence disabilities will prepare scholars for special education positions in higher education. The grant proposal was collaboratively written. My role includes the development and teaching of new doctoral level special education courses, conducting doctoral seminars, advising/mentoring new scholars in their own teaching/research scholarship, and disseminating products from grant efforts.

USDOE, \$1,249,998

Regan, K. (2008 - 2014). Principal Investigator: *Special Education Pre-Service Training Improvement Grant*, U. S. Department of Education, Office of Special Education Programs (OSEP) CFDA 84.325T.

The purpose of the 325T grant is to prepare graduates with the knowledge and skills necessary to meet the highly qualified teacher requirements of IDEA and to assist children with high incidence disabilities to achieve state learning standards. Our focus for the general access special education program includes recruiting undergraduates, improving the curriculum and course content to include evidence based practices, and enhancing the clinical experiences embedded in the preparation program. My role as PI includes overall management, evaluating progress, constructing an effective recruitment plan for undergraduates, identifying and integrating evidence based practices into courses and field experiences, improving the supervision/mentoring supports, meeting with project personnel, designing & analyzing summative and formative assessments, dissemination, and monitoring the project's budget.

USDOE, \$499,995

State Grants (~ \$2.3 million)

Regan, K., Baker, P. H., & (Weiss, M. as Co-PI in 2016) (2011 – present). Principal Investigator. *A distance model for an endorsement in special education: General Curriculum K-12.* Sponsored by the Virginia Department of Education (VDOE) utilizing federal flow-through of IDEA, Part B funds; \$768,758 received to date.

The purpose of this funding originally was to provide tuition support for individuals seeking endorsement in one of two ways. Individuals could be part of the DCOP (Distance Cohort Outreach Program) accessing the program via videoconference or face-to-face throughout regions 4, 5, 6, and 7 or be enrolled in the DCOP online, on-demand courses offered via distance technologies. Recently the purpose has evolved to focus on the use of technology to support a Dynamic Coaching Outreach Program utilizing bug-in-ear technology for real-time coaching of teachers in their classrooms. My role as PI is overall project management, including the coordination of technology, and the delivery of the eCoaching model.

October 1, 2019 – September 30, 2020	\$ 20,600
October 1, 2018 – September 30, 2019	\$ 16,000
October 1, 2017 – September 30, 2018	\$ 16,000
October 1, 2016 – September 30, 2017	\$ 16,000
October 1, 2015 – September 30, 2016	\$ 84,885
October 1, 2014 – September 30, 2015	\$ 84,884
October 1, 2013 – September 30, 2014	\$ 84,885
October 1, 2012 – September 30, 2013	\$233,052
October 1, 2011 – September 30, 2012	\$233,052

Regan, K., & Baker, P. H., & (Weiss, M. as Co-PI in 2016; O'Brien, K. in 2019) (2011 – present). Principal Investigator. *Traineeships for the Endorsement of Special Education Personnel: General Curriculum K-12.* Sponsored by the Virginia Department of Education (VDOE) utilizing state funds to address teacher shortage; \$1,102,046 received to date.

The purpose of this grant is to provide tuition support for the endorsement of provisionally licensed teachers employed by Virginia schools. Most of our recipients are located predominantly in Region 4 and access the program in cohorts offered in partnership with local school districts. Candidates in Regions 3 and 5 can access the program via distance technologies. My role as PI is to be the primary contact with VDOE for communicating and providing reports/proposals, as needed. In addition, I coordinate any instructional support needed for faculty/adjuncts of the relevant programmatic course.

July 1, 2019 - June 30, 2020	\$ 58,650
July 1, 2018 – June 30, 2019	\$ 68,721
July 1, 2017 – June 30, 2018	\$ 107,376
July 1, 2016 – June 30, 2017	\$ 164,306
July 1, 2015 – June 30, 2016	\$ 125,864
July 1, 2014 – June 30, 2015	\$ 129,422
July 1, 2013 – June 30, 2014	\$ 186,898

July 1, 2012 – June 30, 2013	\$ 130,858
July 1, 2011 – June 30, 2012	\$ 129,951

Regan, K., & Werner, T. (2008-2011). Principal Investigator: *A Statewide Distance Model for Training Special Education Personnel*. Traineeships for Education of Special Education Personnel; Special Education: General Curriculum Endorsement Program through IDEA, Part B Funds.

October 1, 2010 – September 30, 2011	\$ 293,000
October 1, 2009 – September 30, 2010	\$ 293,052
October 1, 2008 – September 30, 2009	\$ 293,052

Regan, K., & Werner, T. (2008-2011). Principal Investigator: *Traineeships for Education of Special Education Personnel in Region IV: A Distance Model for an Endorsement in Special Education: General Curriculum*.

July 1, 2010 – June 30, 2011	\$75,000
July 1, 2009 – June 30, 2010	\$28,525
July 1, 2008 – June 30, 2009	\$75,000

University Grants (~\$23,000)

Weiss, M., **Regan, K.**, Nagro, S., & Evmenova, A. (2018). Co-Principal Investigator: *Innovation Academic Proposal: Special education add-on endorsement Program*. George Mason University Seed Grant Innovation Fund. GMU, 9,998

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

Regan, K. (2009). Principal Investigator. Summer Research Funding Seed Grant. *Writing Instruction for Students with EBD*. GMU, \$3,475

Grant Funding (submitted and/or not funded)

Regan, K., Baker, P. H., & Weiss, M. (2020). Principal Investigator. *A distance model for an endorsement in special education: General Curriculum K-12*. Sponsored by the Virginia Department of Education (VDOE). (under review)

Regan, K., & Baker, P. H., & Weiss, M., O'Brien, K. (2020). Principal Investigator. *Traineeships for the Endorsement of Special Education Personnel: General Curriculum K-12*. Sponsored by the Virginia Department of Education (VDOE). (under review)

Weiss, M., **Regan, K.**, & Coogle, C. (2020). Co-Principal Investigator: *Project STATT: Supporting Teachers Across Tiers with Technology*. Model Demonstration Project to Develop Coaching Systems. U. S. Department of Education, Submitted May, 2020. (under review)

Regan, K., Weiss, M. Beadles, N., & Rowe, E. (2019). Principal Investigator: *Project Synergy*. Interdisciplinary Preparation in Special Education, Early Intervention, and Related Services for Personnel Serving Children with Disabilities who have High-Intensity Needs - Focus Area B (CFDA 84.325K), Office of Special Education Programs, US Department of Education, Washington, D.C.
(\$1,244,041/5 years (PI), not funded)

Regan, K., Baker, P., & Weiss, M. (2019-2020). Co-Principal Investigator: *Dynamic Coaching Outreach Program - Endorsement in Special Education: General Curriculum*. Traineeships for Special Education Personnel Programs: IDEA, Part B Funds.

The purpose of this this project is to support both the 1-credit and 3-credit models of the teaching internship by using technologies in varied and dynamic ways to enhance the fall 2019, spring 2020, and summer 2020 internship experiences. (VDOE, \$20,208, under review)

Regan, K., Weiss, M. Beadles, N., & Rowe, E. (2018). Principal Investigator: *Project Synergy*. Interdisciplinary Preparation in Special Education, Early Intervention, and Related Services for Personnel Serving Children with Disabilities who have High-Intensity Needs - Focus Area B (CFDA 84.325K), Office of Special Education Programs, US Department of Education, Washington, D.C.
(\$1,189,671/5 years (PI), not funded)

King-Sears, M. & Evmenova, A. S. (2018). Faculty Associate: *Project ASPIRE: Advancing Special Education Pedagogy, Innovation, and Research toward Evidence-Based Practices* (CFDA 325D) supported by the Special Education – Personnel Development to Improve Services and Results for Children with Disabilities/ Preparation of Leadership Personnel grant, Office of Special Education Programs, State Department of Education, Washington, D.C.,
(\$1,246,071/5 years, faculty associate, not funded)

Hutchison, A., Evmenova, A. S., **Regan, K.**, & Tank, K. (2018). Co-Principal Investigator: *Project MADE for teachers: Making arguments with digital evidence* (DRL-Discovery Research K-12) supported by the National Science Foundation, Washington, D.C.
(\$2,933,785/4 years, not funded)

Evmenova, A. S., **Regan, K.**, & Hutchison, A. (2017). Co-Principal Investigator: *WEGO-DiGi-TaL: Writing Efficiently with Graphic Organizers – Data-driven decision making, Gaming, Technology and Learning (Argumentative Writing)* (CFDA 84.324A) supported by the National Center for Special Education Research, Technology for Special Education, U.S. Department of Education, Institute of Educational Sciences, Washington, D.C.
(\$1,399,773/4 years, not funded)

Evmenova, A. S., **Regan, K.**, & Hutchison, A. (2017). Co-Principal Investigator: *WEGO-DiGi-TaL: Writing Efficiently with Graphic Organizers – Data-driven decision making, Gaming, Technology and Learning (Persuasive Writing)* (CFDA 84.327S) supported by the Technology and Media Services for Individuals with Disabilities: Stepping-Up Technology Implementation grant, Office of Special Education Programs, State Department of Education, Washington, D.C.
(\$2,499,466/5 years, not funded)

Berkeley, S., **Regan, K.**, Dimitrov, D. (2012). Co-Principal Investigator: The Institute of Education Sciences (IES). FY 2013 Goal 2 competition. *Project SMARTER (Strategies for Monitoring And Reading comprehension of Textbooks, E-textbooks, and Related materials): Development & Application for Middle School Students with Disabilities*.
(\$1,191,537.21, not funded)

Berkeley, S., **Regan, K.**, & Dimitrov, D. (2011). Co-Principal Investigator: The Institute of Education Sciences (IES), FY 2012 Goal 2 competition. Reading, Writing, & Language Development. *Project SMART (Strategies for Monitoring And Reading comprehension of Textbooks): Development & Application for Middle School Students with Disabilities*.
(\$1,194,561, not funded)

Regan, K. (2010). Office of Special Education Programs (OSEP), Department of Education (DOE) mini-grant competition. Doing What Works (DWW) Technical Proposal. *Doing What Works: Improving the Supervision of Teachers in Training*. (\$50,000, not funded)

Berkeley, S., & **Regan, K.** (2010). Co-Principal Investigators. Spencer Preliminary Foundation Grant Proposal, Data Use and Educational Improvement. *Beyond 'Teach and Hope': Using Common Assessments and Data-Driven Instruction to Improve the Preparation of Special Education Teachers at Institutions of Higher Education*. (\$150,590, not funded)

Presentations

Refereed National/International

(*denotes student)

Regan, K., Evmenova, A., Hutchison, A., *Day, J., *Verbiest, C., & *Murnan, R. (2021, March 8-13). *I scored my student's essay, but how can this rubric help me with my writing lesson plan tomorrow?* [Poster Session]. Council for Exceptional Children Learning Interactive Virtual Event (CEC L.I.V.E). Virtual

Evmenova, A., **Regan, K.**, Hutchison, A., Hrisseh, R., Mergen, R., & Christy-Davila, A. (2021, March 8-13). *UDL in writing instruction: Technology-based interventions to support students with high-incidence disabilities* [Paper Session]. Council for Exceptional Children Learning Interactive Virtual Event (CEC L.I.V.E). Virtual

- Evmenova, A., **Regan, K.**, & *Verbiest, C. (2020). *Research-to-practice connections: Technology-based graphic organizers for writing*. Interactive presentation in the Tech Playground at the 2020 Council for Exceptional Children (CEC) Convention, Portland, OR.
- Weiss, M. & Regan, K. (2019, November). *eCoaching for specialized reading instruction*. Paper presented at the Teacher Education Division (TED) Conference. New Orleans, Louisiana.
- Regan, K. & Evmenova, A. (2019, November). *Designing writing instruction with and for teachers and students*. Paper presented at the Teacher Education Division (TED) Conference. New Orleans, Louisiana.
- Evmenova, A., Mason, L., & **Regan, K.** (2019, June). *Handwriting or typing: Controversy in writing instruction*. Round table presented at the International Association of Research on Learning Disabilities (IARLD). Heraklion, Crete, Greece.
- Coogle, C. G., Nagro, S. A., **Regan, K.**, O'Brien, K., & Ottley, J. R. (2019, April). *Innovation to Improve Teacher Preparation*. Round table presented at American Educational Research Association. Toronto, Ontario.
- Regan, K.**, Coogle, C. G., Nagro, S. A., O'Brien, K., & Ottley, J. R. (2019, April). *Was it something I said?* Round table presented at American Educational Research Association. Toronto, Ontario.
- Evmenova, A., **Regan, K.**, & *Ives, S. (2019, April). *Effects of technology-based graphic organizers with embedded self-regulated learning strategies on the quality of persuasive essay writing by struggling writers*. Paper presented at American Educational Research Association. Toronto, Ontario.
- Regan, K.**, & Weiss, P. (2019, February). *A dynamic coaching outreach project*. Paper presented at the 2019 The American Association of Colleges for Teacher Education (AACTE), Louisville, KY.
- Coogle, C., Nagro, S., O'Brien, K., Ottley, J., & **Regan, K.** (2019, February). *Comprehensive Coaching System to Enhance Teacher Preparation*. Paper presented at the 2019 The American Association of Colleges for Teacher Education (AACTE), Louisville, KY.
- Brady, K., Ainsworth, M., Evmenova, A., & **Regan, K.** (2019, January). *Using web-based graphic organizer instruction to improve the planning and persuasive paragraph writing of secondary students with intensive support needs*. Paper presented at the 2019 Council for Exceptional Children (CEC) Convention, Indianapolis, IN.

- Datchuk, S., Brady, K., Evmenova, A., Panos, K., **Regan, K.**, & Wagner, K. (2019, January). *High leverage instructional practices to improve the written expression of students with learning disabilities*. Paper presented at the 2019 Council for Exceptional Children (CEC) Convention, Indianapolis, IN.
- Ahn, S., & **Regan, K.** (2018, November). Brainstorming instruction for independent writing. Paper presented at the Teacher Education Division (TED) Conference, Las Vegas, NV.
- Regan, K.**, & Sarah, N. (2018, November). *eCoaching plus video-analysis: A comprehensive approach to field-based special education teacher preparation*. Paper presented at the Teacher Education Division (TED) Conference, Las Vegas, NV.
- Regan, K.**, & Evmenova, A. (2018, October). *Lessons learned from Students and Teachers: Writing with Technology*. Presentation at the 40th International Conference on Learning Disabilities (CLD). Portland, Oregon.
- Weiss, M. & **Regan, K.** (2018, November). *Innovative Approaches in Teacher Education and Professional Development: eCoaching with "bug-in-ear"*. Presentation at the 2018 Research Colloquium at The Association for Persons with Severe Handicaps (TASH). **[Invited]**
- Evmenova, A. S., **Regan, K.**, *Ives, S., *Bruyning, A., *Schwartz, J. (2018, April). *Using web-based graphic organizers to improve persuasive essay writing for students struggling with writing*. Paper presented at the 2018 American Education Research Association Annual Meeting, New York, NY.
- Evmenova, A. S., **Regan, K.**, *Rana, S., Ahn, S., & *Hammer, R. (2018, February). *Innovative technology-based graphic organizers for struggling writers: Design research process*. Paper presented at the 2018 Council for Exceptional Children (CEC) Convention, Tampa, FL.
- Good, K., Evmenova, A. S., *Rana, S., **Regan, K.**, Ahn, S. (2018, February). *The power of the cursor: 21st-century technology tools for elementary writing of students with HID*. Paper presented at the 2018 Council for Exceptional Children (CEC) Convention, Tampa, FL.
- Regan, K.**, Evmenova, A. S., *Hammer, R. (2017, November). *Peers provide performance feedback on writing in inclusive classrooms*. Paper presented at the 40th Annual Teacher Education Division (TED) Conference, Savannah, GA.
- Weiss, M., **Regan, K.**, & *Glaser, H. (2017, November). *eCoaching: What do teachers the coaches do?* Paper presented at the Teacher Education Division (TED) Conference, Savannah, GA.

- Weiss, M., **Regan, K.**, & *Glaser, H. (2017, October). *Using eCoaching to improve instruction for new special educators*. Roundtable session presented at the 39th International Conference on Learning Disabilities (CLD), Baltimore, MD.
- Regan, K.**, Evmenova, A. S., Ahn, S. Y., & *Hammer, R. (2017, October). Improving student writing with a web-based graphic organizer. Roundtable session presented at the 39th International Conference on Learning Disabilities (CLD), Baltimore, MD.
- *Hughes, M., Gumpert, M., **Regan, K.**, & Evmenova, A. S. (2017, October). *Solutions to writing challenges for students with learning disabilities*. Poster session presented at the 39th International Conference on Learning Disabilities (CLD), Baltimore, MD.
- *Ahn, S. Y., Evmenova, A. S., & **Regan, K.** (2017, July). *Students with learning disabilities using technology-based graphic organizers: Planning and writing*. Poster presented at the International Academy for Research in Learning Disabilities (IARLD) conference, Brisbane, Queensland, Australia.
- Evmenova, A., **Regan, K.**, *Rana, S., *Schwartz, J., & *Good, K. (2017, April). *Improving access to quality writing instruction for high school students with learning disability through computer-based graphic organizers*. Paper presented at the 2017 American Educational Research Association (AERA) conference, San Antonio, TX.
- Evmenova, A., **Regan, K.**, Ahn, S., *Stride, A., *Hughes, M., *Hammer, R. (2017, April). *Features built-into a technology-based graphic organizer (TBGO) providing differentiated supports for struggling writers*. Panel presentation at the 2017 Council for Exceptional Children National Conference, Boston, MA.
- *Good, K., *Ahn, S. Y., **Regan, K.**, Evmenova, A., (2017, April). *Seeing the classroom in a different light: Rubric-based reflections in practice*. Poster presented at the 2017 Council for Exceptional Children National Conference, Boston, MA.
- Regan, K.**, Evmenova, A. S., *Sacco, D., *Ahn, S., *Schwartz, J. (2016, November). *Teacher readiness for integrating technology into the writing classroom*. Paper presented at the 39th Annual Teacher Education Division (TED) Conference, Lexington, KY.
- *Good, K., *Rana, S., *Hughes, M., Evmenova, A. S., & **Regan, K.** (2016, October). *High-schoolers get it WRITE with a computer-based graphic organizer*. Poster presented at 2016 Council for Learning Disabilities (CLD) conference, San Antonio, TX.
- *Ahn, S. Y., **Regan, K.**, & Evmenova, A. (2016, October). *Factors that influence teachers' continued use of intervention after participating in research*. Poster presented at the 38th

International Conference on Learning Disabilities by the Council for Learning Disabilities (CLD), San Antonio, TX.

- Evmenova, A. S. & **Regan, K** (2016, August). *Technology implementation: Project WeGotIT!*. Poster presented at the annual meeting of OSEP Project Directors, Washington, D.C.
- Regan, K.**, *Rana, S., & *Ahn, S. Y. (2016, June). *The development of special education leaders*. Discussion roundtable presented at the 2016 Office of Special Education Programs (OSEP) Project Director's Conference, Washington, D. C.
- *Ahn, S., *Good, K., **Regan, K.**, & Evmenova, A. S. (2016, April). *Refining expectations: Assessing teaching quality in a writing intervention*. Poster presented at the 2016 Council for Exceptional Children (CEC) conference, St. Louis, MO.
- Regan, K.**, Weiss, M., & *Kurz, L. (2016, April). *Preparing doctoral students to be effective teacher educators with bug-in-ear coaching*. Paper presented at the 2016 Council for Exceptional Children (CEC) conference, St. Louis, MO.
- Evmenova, A.S., **Regan, K.**, *Good, K., *Hughes, M. (2016, April). *Supporting struggling writers with classwide teacher implementation of a technology-based graphic organizer (TBGO in language arts)*. Paper presented at the 2016 Council for Exceptional Children (CEC) conference, St. Louis, MO.
- Evmenova, A. S., **Regan, K.**, *Hughes, M., *Sacco, D., & *Ahn, S. Y. (2016, April). *Integrating evidence-based strategies and technology to support essay writing for struggling writers*. Paper presented at the 2016 American Educational Research Association (AERA) conference, Washington D.C.
- Evmenova, A. S., **Regan, K.**, & Neuber, K. (2016, February). *Writing on laptops vs. writing on iPads*. Paper presented at the Assistive Technology Industry Association Conference, Orlando, FL.
- Regan, K.**, Evmenova, A., S., *MacVittie, N., & *Bruyning, A. (2015, November). *Teachers as implementers of technology-based intervention: How much support do they need?* Paper presented at the 38th Annual Teacher Education Division (TED) Conference, Phoenix, AZ.
- *Sacco, D., *Boykin, A., Evmenova, A. S., & **Regan, K.**, (2015, November). *Why are we writing in science? Technology writing for inclusive classrooms*. Paper presented at the 38th Annual Teacher Education Division (TED) Conference, Phoenix, AZ.

- Evmenova, A. S., & **Regan, K.** (2015, November). *Design research cycles: Development and testing of the innovative technology-based writing intervention for struggling writers with and without disabilities*. Paper presented at the 2015 International Conference of Education, Research, and Innovation (ICERI), Seville, Spain.
- Regan, K.**, Evmenova, A. S., *Good, K., & *Ahn, S. (2015, October). *The relationship between student writing outcomes and quality of implementation*. Panel presentation presented at the 37th International Conference on Learning Disabilities by the Council for Learning Disabilities (CLD), Las Vegas, Nevada.
- Evmenova, A. S., **Regan, K.**, *Hughes, M., *Boykin, A., *Sacco, D., & *Ahn, S., (2015, April). *Implementing innovative technology to improve essay writing for diverse struggling writers*. Paper presented at the 2015 American Educational Research Association (AERA) conference, Chicago, IL.
- Regan, K.**, Evmenova, A. S., *Sacco, D., *Kurz, L. A., & *Ahn, S. (2015, April). *The cycles of planning, implementing, reflecting, and revising of lessons*. Paper presented at the 2015 Council for Exceptional Children (CEC) conference, San Diego, CA.
- Evmenova, A. S., **Regan, K.**, *Boykin, A., *Good, K., & *Prickett, N. (2015, April). *Students with high incidence disabilities using computer-based graphic organizers: Planning versus writing*. Paper presented at the 2015 Council for Exceptional Children (CEC) conference, San Diego, CA.
- Evmenova, A. S., & **Regan, K.** (2015, January). *Research and development of innovative technology-based writing intervention for students with high-incidence disabilities*. Paper presented at Hawaiian International Education Conference, Honolulu, HI.
- Regan, K.**, Evmenova, A. S., *Sacco, D., & *Prickett, N. (2014, November). *Researchers and teachers use lesson study to improve practice*. Paper presented at the 37th Annual Teacher Education Division (TED) Conference, Indianapolis, IN.
- Regan, K.**, Evmenova, A. S., *Hughes, M., *Good, K., *Prickett, N., & *Sacco, D. (2014, October). *Project WeGotIT! Writing Efficiently with Graphic Organizers – Teachers Integrating Technology*. Panel presentation presented at the 36th International Conference on Learning Disabilities by the Council for Learning Disabilities (CLD), Philadelphia, PA.
- Regan, K.**, & *Prickett, N. (2014, July). *Legitimizing the role of clinical supervisors in teacher preparation programs*. Presentation at the Office of Special Education (OSEP) Project Director's Conference, Washington D.C.

- Evmenova, A., **Regan, K.**, *Boykin, A., *Good, K., *Hughes, M., *Prickett, N., & *Sacco, D. (2014, July). *How can teachers across the curriculum effectively integrate technology into quality writing instruction?* Presentation at the Office of Special Education (OSEP) Project Director's Conference, Washington, D.C.
- Evmenova, A., **Regan, K.**, *Hughes, M., *Sacco, D., *Boykin, A., *Prickett, N., *Good, K., Mastropieri, M. (2014, April). *Integrating writing across subject areas supported by innovative technology: A national survey.* Paper presented at the 2014 American Educational Research Association (AERA) conference, Philadelphia, PA.
- Pellegrino, A., Weiss, P., **Regan, K.**, *Mann, L. (2014, April). *Learning to collaborate: Exploring collective and individual outcomes of special and general educators.* Paper presented at the 2014 American Educational Research Association (AERA) conference, Philadelphia, PA.
- Regan, K.**, Berkeley, S., *Hughes, M., & *Brady, K. (2014, April). *RTI framework of one school district: Who, what, when, & how.* Paper presented at the 2014 Council for Exceptional Children (CEC) conference, Philadelphia, PA.
- Evmenova, A., **Regan, K.**, Boykin, A., *Good, K., *Hughes, M., *Prickett, N., *Sacco, D., M. Mastropieri (2014, April). *Supporting writing for students with high incidence disabilities: Technology.* Paper presented at the 2014 Council for Exceptional Children (CEC) conference, Philadelphia, PA.
- Regan, K.**, Berkeley, S., Ray, S. (2013, November). *The beyond teach and hope project: Preparing teachers to teach reading.* Paper presented at the 36th Annual Teacher Education Division (TED) Conference, Ft. Lauderdale, FL.
- Regan, K.**, & *McElwee, C. (2013, November). *The clinical teaching experience: A program's facelift.* Paper presented at the 36th Annual Teacher Education Division (TED) Conference, Ft. Lauderdale, FL.
- Regan, K.**, Evmenova, A., & *Boykin, A. (2013, October). *Writing instruction for students with LD: The technology teachers use!* Presentation at the 35th Annual International Conference on Learning Disabilities, Austin, TX.
- Harn, B., **Regan, K.**, Burrell, B., & Snyder, S. (2013, July). *Does pre-service preparation matter? Lessons learned from intentional redesign.* Panel Presentation at the Office of Special Education (OSEP) Project Director's Conference, Washington D.C. **[Invited]**
- Evmenova, A., & **Regan, K.** (2013, July). *Project WeGotIT!: Writing efficiently with graphic organizers-teachers integrating technology.* Presentation at the Office of Special Educ

ation (OSEP) Project Director's Conference, Washington D.C.

- Regan, K., & *McElwee, C.** (2013, July). *Linking special education teacher preparation coursework to clinical practice*. Presentation at the Office of Special Education (OSEP) Project Director's Conference, Washington D.C.
- Evmenova, A., **Regan, K.**, & Mastropieri, M. A. (2013, June). *Supporting Writing for Students with Learning Disabilities: What Technological Implementation Challenges Exist?* Presentation at the International Academy for Research in Learning Disabilities (IARLD), Boston, MA.
- Berkeley, S., **Regan, K.**, *Brady, K., *Hughes, M., Brigham, R. (2013, April). *Understanding Knowledge and Practice Within a School District's RTI Initiative*. Presentation at the 2013 American Educational Research Association (AERA) conference, San Francisco, CA.
- Regan, K.**, Berkeley, S., & Ray, S. (2013, April). *Using a Common Assessment in a Teacher Preparation Course of Reading Instruction*. Presentation at the 2013 Council for Exceptional Children Convention and Expo, San Antonio, TX.
- Mastropieri, M. A., Scruggs, T. A., *Gukert, M., & **Regan, K.** (2013, April). *What Have we Learned About Teaching Students with Emotional and Behavioral Disabilities to Express Their Opinions?* Presentation at the 2013 Council for Exceptional Children Convention and Expo, San Antonio, TX.
- *Hauth, C., Mastropieri, M. A., Scruggs, T. A., **Regan, K.** (2013, April). *Teaching Middle School Students with EBD to Write Across Content Areas*. Presentation at the 2013 Council for Exceptional Children Convention and Expo, San Antonio, TX.
- Regan, K.** (2013, January). *Lessons Learned: Cohort II*. National Webinar Presentation to the Office of Special Education Programs (OSEPs) 325T grantee recipients. **[Invited]**
- Regan, K.**, & *McElwee, C. (2012, November). *Perceptions of University Supervisors in a Teacher Training Program*. Presentation at the 35th Annual Teacher Education Division (TED) Conference, Grand Rapids, MI.
- Regan, K.**, Berkeley, S., & *Hughes, M. (2012, October). *Computer-Assisted Instruction for Struggling Elementary Readers with Learning Disabilities*. Presentation at the 34th Annual International Conference on Learning Disabilities (CLD), Austin, TX.
- Regan, K.**, & Lemmons, C. (2012, July). *The Elusive First Grant: What you need to Know to Get One*. Presentation, Office of Special Education (OSEP) Project Director's Confe

- rence, Washington D. C. [Invited] <https://osepideasthatwork.org/node/77>
- Regan, K., & *McElwee, C.** (2012, July). *Moving Towards a Better Model of Clinical Supervision for SPED Teachers in Training*. Poster Session, Office of Special Education (OSEP) Project Director's Conference, Washington, D.C.
- Regan, K., Evmenova, A., & Baker, P.** (2012, April). *Experiences of Instructors in Online Learning Environments: Identifying and Regulating Emotions*. Presentation at the 2012 American Educational Research Association (AERA) conference, Vancouver, Canada.
- Berkeley, S., **Regan, K.**, Dimitrov, D. M., & *Guckert, M. (2012, April). *Validation of the Common Assessment for Special Education Teachers: Reading (CAST-R)*. Presentation at the 2012 American Educational Research Association (AERA) conference, Vancouver, Canada.
- *Martin, P., **Regan, K.**, & Berkeley, S. (2012). *Teachers and Administrators Talk: Early Impressions of Response to Intervention*. Panel presentation at the 2012 Council for Exceptional Children (CEC) Convention and Expo, Denver, CO.
- Regan, K.** (2012). *Being an Effective Reviewer*. Panel presentation at the 2012 Council for Exceptional Children (CEC), Teacher Education Division (TED) Kaleidoscope Conference Session, Denver, CO.
- McKee, A., Reschly, D., & **Regan, K.** (2011, July). *Improving the Efficacy of Teacher Preparation Programs*. Large Group Panel Session. Office of Special Education (OSEP) Project Directors' Conference, Washington, D.C. [Invited]
- Regan, K., & *Michaud, K.** (2011, July). *Identifying Best Practices for Managing Student Behaviors*. Presentation at the 2011 Office of Special Education Programs (OSEP) Project Director's Conference.
- Regan, K., & *Martin, P.** (2011, April). *WHAT'S UP: An Interactive Writing Strategy for Students with Emotional and Behavioral Disorders (EBD)*. Presented at the 2011 Council for Exceptional Children (CEC) Convention and Expo, National Harbor, MD.
- Regan, K., & *Michaud, K.** (2011, April). *Developing Evidence-Based Practitioners: A Process for Improving a University Pre-service Training Program*. Lecture presented at the 2011 Council for Exceptional Children (CEC) Convention and Expo, National Harbor, MD.
- Regan, K.** (2010, October). *Developing an Interactive Writing Strategy: Considerations*

for Students with EBD. Lecture presented at the 34th Annual Teacher Educators for Children with Behavioral Disorders (TECBD) Conference, Tempe, Arizona.

Regan, K., Berkeley, S., Ray, S. (2010, October). *Evidence-Based Practices in Reading: From Syllabi to Classroom Implementation*. Presentation at the 32nd International Conference on Learning Disabilities sponsored by the Council for Learning Disabilities (CLD), Myrtle Beach, South Carolina.

Regan, K., Peter L. Kozik, *Michaud, K., & Baillargeon, A. M. (2010, July). *Linking Teacher Preparation and the Field Using Evidence Based Practice*. Breakout Lecture Presentation at the 2010 Office of Special Education Programs (OSEP) Project Director's Conference.

Regan, K., & *Michaud, K. (2010, July). *Year 2 on The Road to HQT: Improving, Restructuring, and Recruiting Undergraduates to the Field of Special Education*. Poster Presentation at the 2010 Office of Special Education Programs (OSEP) Project Director's Conference.

Regan, K., & *Martin, P. J. (2010, May). *Self-Regulated strategy instruction for interactive dialogue writing among students with EBD*. Poster presentation at the American Educational Research Association (AERA) National Convention, Denver, Colorado.

Werner, T., & **Regan, K.** (2010, April). *Special education pre-service training improvement program*. Poster Presentation at the Council for Exceptional Children (CEC) National Convention and Expo, Nashville, Tennessee.

Regan, K. (2010, March). *Special education pre-service training improvement project: Improving course content and syllabi revision*. National Webinar Presentation to the Office of Special Education Programs (OSEPs) 325T grantee recipients.

Kohler, F., Daniels, L. S., & **Regan, K.** (2009, July). *Incorporating evidence-based practices into teacher education: A discussion of concerns and priorities*. Breakout Lecture Presentation at the 2009 Office of Special Education Programs (OSEP) Project Director's Conference.

Regan, K., *Michaud, K., & *Leins, P. (2009, July). *The Road to HQT: Improving, Restructuring, and Recruiting undergraduates to the field of special education*. Poster Presentation at the 2009 Office of Special Education Programs (OSEP) Project Director's Conference.

Regan, K. (2008, November). *Why Minimal Output? Task Analyzing the Complexity of*

the Writing Process. Presentation at the Teacher Educators for Children with Behavioral Disorders (TECBD) Conference, Tempe, Arizona.

Rice, E. & **Regan, K.** (2008, November). *Alumni of EBD Teacher Training Programs: An Evaluation Study*. Presentation at the Teacher Educators for Children with Behavioral Disorders (TECBD) Conference, Tempe, Arizona.

Regan, K., & Steverson, P. (2007, April). *Authentic Learning and Acquisition of Social Skills: A Service-Learning Initiative*. Paper presented at the Council for Exceptional Children (CEC) National Convention and Expo, Louisville, KY.

Regan, K., Mastropieri, M. A., & Scruggs, T. (2006, April). *Promoting Expressive writing among students with EBD via dialogue journals*. Paper presented at the American Education Research Association (AERA) National Convention, San Francisco, CA.

Rice, E., Page, P., Martin, C., Ihrig, K., Gresham, D., **Regan, K.**, Oaks, M. (2003, February). *The Impact of an Established PDS on the Work of Teachers: Voices from the Field*. Roundtable Presentation at THE HOLMES PARTNERSHIP 7th Annual conference, Washington, D.C.

Regan, K. (2003, February). *The Effect of Dialogue Journal Use in a Classroom of Students with Emotional Disturbance*. Roundtable Presentation at THE HOLMES PARTNERSHIP 7th Annual Conference, Washington, D.C.

State and Regional

O'Brien, K. M., Ray, S., McElwee, C., **Regan, K.**, & Weiss, M. P. (2018, March). *Redesigning special education clinical experiences through partnership building, quality university supervision, and technology-based coaching*. Virginia Association of Colleges of Teacher Education/Association of Teacher Educators in Virginia (ATE-VACTE): 2018 Spring Conference, Williamsburg, VA.

Regan, K., Lively, M., & McConnell, W. (2018, March). *Meet the editors of The Teacher Educator's Journal*. Virginia Association of Colleges of Teacher Education/Association of Teacher Educators in Virginia (ATE-VACTE): 2018 Spring Conference, Williamsburg, VA.

Weiss, M. P. & **Regan, K.** (2017, March). *Using eCoaching with bug-in-ear technology to provide feedback during a university special education internship*. The Association of Teacher Educators in Virginia and the Virginia Association of Colleges of Teacher Education (ATE-VACTE), Roanoke College, VA.

Regan, K., & Weiss, M. P. (2015, March). *Developing an eCoaching Model to promote high Quality teaching*. The Association of Teacher Educators in Virginia and the Virginia Association of Colleges of Teacher Education (ATE-VACTE), Roanoke College, VA.

*Prickett, N., *Ahn, S., *Bruyning, A., *Schwartzter, J., Evmenova, A., & **Regan, K.** (2015, March). *Project WeGotIT! Technology-based graphic organizers to support student writing*. Paper presented at the Virginia Council for Learning Disabilities Symposium, Blacksburg, VA.

Regan, K., Berkeley, S., & Ray, S. (2011, April). *Development of a common course assessment to prepare students for the VRA (Virginia Reading Assessment)*. The Association of Teacher Educators in Virginia and the Virginia Association of Colleges of Teacher Education (ATE-VACTE), Sweet Briar College, VA.

Regan, K. (2004, February). *Starbucks kids-a service learning project for students with ED*. Round Table Presentation at the 45th Virginia Federation Council for Exceptional Children, Charlottesville, Virginia.

Regan, K. (2003, April). *Dialogue journals: A path to social skill development*. Table Session presentation at the 12th Annual Teacher Researcher Conference, Fairfax, Virginia.

Local

Regan, K. & Weiss, M. (2019, April). *Virtual observation and eCoaching of inservice teachers in real-time*. CEHD Teaching Through Technology Discovery Fair, George Mason University.

Weiss, M., **Regan, K.**, *Kurz, L. A., *Orenstein, A., & *Good, K. (2015). *Using bug-in-ear coaching to improve instruction*. Innovations in Teaching and Learning Conference (ITL). George Mason University.

Regan, K. & Evmenova, A. (2013). *Unpacking research based strategies to support classroom writing instruction for diverse learners*. Summer Literacy Institute. Fairfax County Public Schools. Clifton, VA. **[Invited]**

Berkeley, S. & **Regan, K.** (2013). *Strategies Students Need to Access Social Studies Content*. Summer Literacy Institute. Fairfax County Public Schools. Clifton, VA. **[Invited]**

Berkeley, S., **Regan, K.**, *Brady, K., *Hughes, M., & Brigham, F. (2013 February). CEHD Research Symposium. *Understanding Knowledge and Practice within a School District's RTI Initiative*. CEHD Research Symposium, George Mason University.

- Regan, K., Evmenova, A., & Baker, P.** (2011, October). *Experiences of Instructors in On-Line Learning Environments: Regulating our Emotions to Enhance Instruction*. Innovations in Teaching and Learning Conference (ITL). George Mason University.
- Regan, K.** (2011, March). *Reading and Writing Instruction for Students with Learning and Emotional Disabilities*. Presented for Mason Osher Life-long Learning Institute (OLLI), Fairfax, VA.
- Regan, K., & *Martin, P. J.** (2010, February). CEHD Research Symposium. *Interactive Writing to Problem Solve: A Piloting of Materials and Methods with a Student At-Risk*. CEHD Research Symposium, George Mason University.
- Regan, K., & Page, P.** (2007, December). *Instructional Strategies for Students with Emotional and Behavioral Difficulties*. Lecture Presentation at Marshall Road Elementary School, Fairfax County, Virginia.
- Page, P. & **Regan, K.** (2005, November). *Strategies for students with EBD in the mainstream classroom*. In-service for Fairfax County Schools and The Ridge School, Silver Spring, MD.

Invited University Presentations

- Regan, K.** (2021, Spring). *Application of Qualitative Research and Analysis* (EDRS 810). Instructor: Dr. Christan Coogle. George Mason University, Fairfax, VA.
- Regan, K.** (2021, Spring). *Research in Teacher Preparation* (EDSE 845). Instructor: Dr. Margaret (Peggy) Weiss. George Mason University, Fairfax, VA.
- Regan, K.** (2020, Fall). *OSEP Personnel Preparation Grants* (EDSE 885). Instructor: Dr. Sheri Berkeley. George Mason University, Fairfax, VA.
- Regan, K.** (2019, Spring). *Personnel Preparation Grants: An Overview* (EDSE 845), Instructor: Dr. Margaret (Peggy) Weiss. George Mason University, Fairfax, VA.
- Regan, K.** (2019, Spring). *Quality Indicators applied for a Mixed Methods study* (EDSE 842), Instructor: Dr. Peggy King-Sears. George Mason University, Fairfax, VA.
- Regan, K.** (2018, Fall). *Students with Emotional and Behavioral Disabilities* (EDSE 540), Instructor: Dr. Margaret (Peggy) Weiss. George Mason University, Fairfax, VA.
- Regan, K.** (2018, Spring). *Qualitative Research Examples and Quality Indicators* (EDSE 842),

Instructor: Dr. Peggy King-Sears. George Mason University, Fairfax, VA.

Regan, K. (2015, Spring). *Single Subject Research Methodology: Quality Indicators*. Speaker for doctoral level special education research course (EDSE 842), Instructor: Anya Evmenova, George Mason University, Fairfax, VA.

Regan, K. (2013, Spring). *Single Subject Research Methodology: An Introduction*. Speaker for doctoral level special education research course (EDSE 842), George Mason University, Fairfax, VA.

Regan, K. (2011, Fall). *The Community of Higher Education: Personnel Preparation Projects*. Speaker for doctoral level education course (EDUC 805), George Mason University, Fairfax, VA.

Regan, K. (2011, Summer). *Survey Research: Design, Results and Introduction to Analysis*. Speaker for Master's level research education course (EDSE 590). George Mason University, Fairfax, VA.

Regan, K. (2009, March). *Navigating the Community of Higher Education*. Speaker for doctoral level education course (EDUC 805), George Mason University, Fairfax, VA.

Regan, K. (2009, February). *Single Subject Method: Dissertation Overview*. Speaker for doctoral level special education course (EDSE 842). George Mason University, Fairfax, VA.

Regan, K. (2009, October). *Special Education: Putting the Pieces Together*. Speaker for Master's level education course (EDUC 672/372). George Mason University, Fairfax, VA.

Regan, K. (2009, Fall). *Center for Teaching Excellence: Strategies for Success: Teaching at Mason*. Panel Speaker for new faculty. George Mason University, Fairfax, VA.

Honors, Awards, & Recognitions

- Dissertation Chair for award winning dissertation student, Rachel Hammer Billman: *Gerald Wallace Dissertation in Special Education Award*. George Mason University (2019)
- 2019 Teacher of Distinction Award, George Mason University, Stearns Center for Teaching and Learning

- 2018 Article of the Year award for the *Journal of Special Education Technology*. Lead author of “Persuasive Writing with Mobile-Based Graphic Organizers in Inclusive Classrooms Across the Curriculum”
- Dissertation Chair (and nominator) for Dr. Rachel Hammer who was invited to join the 11th cohort of the Council for Exceptional Children’s *Division for Research Doctoral Student Scholars* (DRDSS), an internationally competitive process. (2018)
- George Mason University *Thank-A-Teacher* Program Recognition (2018)
- *Janette Klingner IARLD (International Academy for Research in Learning Disabilities) Conference Poster Award* for Poster entitled “Students with Learning disabilities using technology-based graphic organizers: Planning and writing” by Soo J. Ahn, Anya Evmenova, and Kelley Regan (2017, July, Brisbane, Queensland, Australia)
- *Career Connection Faculty Award* for making a positive impact on students’ career goals, employment plans, or graduate school preparation (2017)
- Dissertation Chair for award winning dissertation student, Christine McElwee: *Gerald Wallace Doctoral Dissertation Excellence in Special Education*. George Mason University (2015)
- Dissertation Committee Member for Dr. Anne Brawand, recipient of the *Council for Learning Disabilities (CLD) Outstanding Research Award* (Fall 2015)
- Nomination for *George Mason’s Emerging Researcher/Scholar/Creator Award* (2014)
- George Mason’s top 5 federal grant awardees (2012-2013); Project WeGotIT!
- Selected Member of the International Academy for Research in Learning Disabilities <http://www.iarld.com/> (IARLD) (2013)
- Selected as Participant in the Summer Research Training Institute: *Single-Case Intervention Research Design and Analysis*, sponsored by the National Center for Special Education Research (NCSEER), Institute of Education Sciences (IES), U.S. Department of Education. (2012)
- Faculty Mentor for award winning Bachelor of Individualized Studies (BIS) student, Pamela Martin: *Outstanding BIS Project in the Public Interest, 2011*. George Mason University. (2011, May)
- Invitation to participate as a *Faculty Mentor* for 2011 Division C Graduate

Student Seminar of The American Educational Research Association (AERA) Convention, New Orleans. (2011, April)

- The RITA IVES Award from The George Washington University in recognition of outstanding performance in the field of emotional disturbance. (2004, May)

University Teaching

George Mason University

Undergraduate

EDSE 341 Language Acquisition and Reading and Writing Development, '20, '21
BIS 489 Directed Readings Course: Secondary At-Risk Student

Retention, Fall 2017

EDSE 403 Language Development and Reading, 2008-2012

EDSE 428 Elem. Read. Curriculum Strategies for Mild Disabilities, 2008-2012

Faculty Mentor for 2 undergraduates of the College of Humanities and Social Sciences (CHSS) seeking a Bachelor of Individualized Studies (BIS), 2009 – 2011

Faculty Mentor for 1 undergraduate seeking a Bachelor of Individualized Studies (BIS), 2017

Graduate

EDSE 502 Classroom Management and Applied Behavior Analysis, Spring 2019

EDSE 783 Internship in Special Education, General Curriculum, Spring 2019, Spring 2020

EDSE 790 Internship in Special Education, General Curriculum, Spring 2018

EDSE 790 Internship in Special Education, Spring 2016, Summer 2016

EDSE 503 Language Development and Reading, 2008 - 2012

EDSE 628 Elem. Read. Curriculum Strategies for Mild Disabilities, 2008-2012, 2017, Spring 2018, Spring 2020

EDSE 782 Comprehensive Topics in Special Education: Trends and Issues, 2012

EDSE 590 Research in Special Education, 2004

Doctoral

EDUC 994 Internship, Amy Christy-Davila, *Apprentice Teaching*, Fall 2021

EDRS 810 Problems and Methods in Education Research, Fall 2015, Fall '18, '19

EDUC 994 Internship, *Gisselle Brown*, College Teaching, Fall, 2017

EDUC 897 Lit. Review: Technology-Based Math Interventions, *Rachel Hammer*, Summer, 2017

EDUC 890 Internship, *Rachel Hammer*, College Teaching, Spring, 2017

EDUC 890 Internship, *Soo Ahn*, College Teaching, Spring, 2016

EDSE 845 Personnel Preparation Programs in Special Education, Spring, '14, '15, '17

EDUC 897 Independent Study, *Soo Ahn*, Pathway to Early Career Faculty, Spring, 2016

EDUC 994 Internship, *Soo Ahn*, Leading PD in a High Needs School, Fall, 2015

EDSE 794 Special Topics – Seminar for Project Ascend, 2014-2016

EDUC 890 Internship, *Nichole Prickett MacVittie*, College Teaching, Spring, 2015

EDUC 994 Internship, *Nichole Prickett MacVittie*, Field Based Research Lead, Spring, 2015

EDUC 994 Internship, *Donna Sacco*, Field Based Research Lead, Fall, 2014

EDUC 994 Internship, *Melissa Hughes*, Field Based Research Lead, Fall, 2014

EDUC 994 Internship, *Andrea Boykin*, College Teaching, Spring, 2014

EDSE 842 Applications of Research Methodology in Special Education, 2010-2015, spring 2021

EDUC 897 Independent Study, *Christine McElwee*, Perspectives of the Internship Process: A Pilot Study, Spring 2013

EDUC 994 Internship, *Kelly Brady*, College Teaching, Fall, 2012

EDUC 994 Internship, *Jeannine Bagnall*, College Teaching, Sum 2012

EDUC 897 Independent Study, *Christine McElwee*, QualityTeacher Program Improvement Project, Spring, 2012

EDUC 994 Internship, *Christine McElwee*, University Supervisor Process, Spring, 2012

EDUC 994 Internship, *Anne Brawand*, College Teaching, Fall, 2011

EDUC 994 Internship, Supervisor for *Brittany Hott*, College Teaching, Fall, 2010

Doctoral Dissertation Committee Chair (9)

Jillian Lynch – Special Education

Rachel Hammer – Special Education

Virtual manipulatives with technology-based graphic organizers (VM+TBGO): A combined mathematics intervention to support secondary students with learning disabilities to solve proportion word problems

Defended Fall 2018

Gerald Wallace Doctoral Dissertation Excellence in Special Education Award

Kelly Brady – (Co-Chair) Special Education

Using web-based graphic organizer instruction with embedded self-regulated learning

strategies and additional brainstorming supports to improve the planning and persuasive writing of secondary students with complex intellectual profiles. Available from ProQuest Dissertation and Theses Global database (UMI No. 10812835)
Defended Spring 2018

Nichole P. MacVittie – Special Education
Guided self-reflection with video and changes in teacher instructional behaviors.
Available from ProQuest Dissertation and Theses Global database (UMI No. 10811845)
Defended Spring 2018

Melissa Hughes – Special Education
Examining the role of self-regulated learning instruction on the performance and self-efficacy beliefs of struggling writers. Available from ProQuest Dissertation and Theses Global database (UMI No. 10817537)
Defended Fall 2017

Soo Ahn – Special Education
Using a mobile-based graphic organizer with embedded procedural facilitation for idea generation to support persuasive essay writing for middle school students with emotional and behavioral disorders. Available from ProQuest Dissertation and Theses Global database (UMI No. 10685724)
Defended Summer 2017

Trent McLaurin – Special Education
The effects of a self-monitoring strategy with a cross-age peer mentoring component on the disruptive behaviors of young students with emotional and behavioral disabilities. Available from ProQuest Dissertation and Theses Global database (UMI No. 10246866)
Defended Fall 2016

Christine McElwee – Special Education
Pre-service special education teachers' perceptions of what influences their appropriation of university course work, knowledge, and skills during the clinical teaching internship experience. Available from ProQuest Dissertation and Theses Global database (UMI No. 10027474)
Defended Fall 2015
Gerald Wallace Doctoral Dissertation Excellence in Special Education Award

Damali Hay Dayne – Special Education
Beyond mathematics interventions: A look at the perceptions and thought processes of secondary students with learning disabilities or at risk for mathematics difficulties. Available from ProQuest Dissertations and Theses Global database. (UMI No.3706988)
Defended Spring 2015

Doctoral Dissertation Committee Member (18)

Michelle Dunaway (2020)

Ashley Stride (2019)

Amina Ghannam

Rachel Hamberger (2015-2017; 2019-present)

Kevin Good

The pen or the cursor: A single-subject comparison of a paper-based graphic organizer and a computer-based graphic organizer to support the persuasive writing of students with emotional and behavioral disorders or mild autism

Defended fall 2019

Darren J. Ritson

Game-based learning and science classrooms: How a content-based video game can support students with emotional behavioral disabilities in a public day school earth science classroom

Defended spring 2019

Shalu Rana

The impact of a computer-based graphic organizer with embedded technology features on the personal narrative writing of upper elementary students with high-incidence disabilities. Available from ProQuest Dissertation and Theses Global database (UMI No.

13420322)

Defended winter 2018

Nancy Emanuel

Multiple-case designs of secondary special educators teaching students with high-incidence disabilities in self-contained settings: Rationales for instructional strategy choices and perspectives on evidence-based practices. Available from ProQuest Dissertation and Theses Global database (UMI No. 10277046)

Defended spring 2017

Kim Michaud

Does a multi-media program enhance job matching for a population with intellectual disabilities? A social validity study. Available from ProQuest Dissertation and Theses Global database (UMI No. 10275626)

Defended fall 2016

Andrea Boykin

The impact of computer-based graphic organizers with self-regulated learning strategies on the content area argumentative writing by typical and struggling writers. Available from ProQuest Dissertations and Theses Global database. (UMI No.3720658)
Defended summer 2015

Jeannine Bagnall

The attitudes and beliefs of middle school general education teachers toward and interactions with their students with disabilities. Available from ProQuest Dissertation and Theses Global database (UMI No. 3624965)

Defended spring 2014

Pat Leins

The effects of self-regulated strategy development for persuasive writing on the planning and written language performance of high school students with disabilities.

Defended spring 2014

Catherine Creighton Thompson

What do parents of children with autism spectrum disorders think? Available from ProQuest Dissertation and Theses Global database (UMI No. 3624386)

Defended spring 2014

Christina (Tina) Diamond

What are elementary general and special educators reading and response to intervention practices? A survey of teachers. Available from ProQuest Dissertation and Theses Global database (UMI No. 3591035)

Defended summer 2013

Anne Brawand

Proportional reasoning word problem performance for students with high-incidence disabilities. Available from ProQuest Dissertations and Theses Global database. (UMI No.3591028)

Defended spring 2013

Dannette A. Bronaugh

The effects of self-regulated strategy development on the written language performance of students on the autism spectrum. Available from ProQuest Dissertation and Theses Global database (UMI No. 3562266)

Defended spring 2013

Sara Mills

The effects of instruction in peer-revision on the persuasive writing of students with emotional and behavioral disabilities. Available from ProQuest Dissertation and Theses Global database (UMI No. 3548708)

Defended fall 2012

Clara Hauth

The effects of self-regulated strategy development with content area prompts for persuasive essays on the planning and written language performance of students with emotional and behavioral disabilities. Available from ProQuest Dissertation and Theses Global database (UMI No. 3505218)

Defended spring 2012

Doctoral Program Advisory Chair or Committee Member

Esther Shin - Chair (2021)

Kelly Durso - (2020)

Rachel Terlop (2020)

Jamie Day – Member (2020 - present)

Stacie Harmer – Member (2017- present)

Gisselle Brown – Chair (2017 – present)

Completed:

Wendy Zajack – Member (2020- 2021)

Jillian Lynch – Chair (2014-2018)

Darren Ritson – Member (2016-2018)

Maimoona Al Abri – Member (2016-2018)

Ashley Stride – Member (2015-2018)

Faridah Turkistani – Member (2016 – fall, 2018)

Kelly Brady – Co-Chair (2016-2018)

Rachel Hammer - Chair (2015-2017)

Shalu Rana – Member (2015-2017)

Soo Ahn – Co-Chair (2014-2017)

Trent McLaurin – Chair (2011-2015)

Kelly Liu (2014) - Member

Andrea Boykin – Member (2013-2014)

Nichole Prickett – Chair (2014-2016)

Kevin Good – Member (2014-2016)

Melissa Hughes – Chair (2014-2016)

Donna Sacco- Chair (2014-2015)

Jeannine Bagnall – Member (2011-2013)

Damali Hay - Member (2011-2013)

Christine McElwee – Member (2011-2013)

Mary Gukert – Member (2011-2012)

Laura Guillion – Member (2009-present)

Amina Ghannam – Member (2009-2016)

Masters Thesis Committee Member

Kristin Carpenter (Spring 2019), Applied Developmental Psychology

George Washington University

Graduate

TRED 211 Elementary School Curriculum and Methods: Language Arts
 SPED 271 Interdisciplinary Systems Impacting the Lives of Children with
 Emotional Disturbance
 TRED 224 Diagnostic Teaching of Reading
 SPED 281/282 Supervision of field-based teaching Internships
 EDUC 295 Research Methods and Data Analysis

Service

National/International

American Educational Research Association

- **Panel Speaker** AERA annual conference, Division C: Learning and Instruction Graduate Student Seminar “*How to Secure Funding/Tricks of the Trade (What to expect as new faculty)*” (2015)
- **Proposal Reviewer**, AERA annual conference, Division K: Teaching and Teacher Education (2012)
- **Faculty Mentor**, AERA annual conference. Division C: Graduate Student Seminar (2011; Invited)
- **Proposal Reviewer**, AERA annual conference, Special Education Research SIG (2010)
- **Proposal Reviewer**, AERA annual conference, Division C: Learning and Instruction (2008)
- **Proposal Reviewer**, AERA annual conference, Division C: Learning and Instruction (2007)

Promotion Review

- External Promotion and Tenure Review, University of Kansas (2020)
- External Promotion and Tenure Review, University of Massachusetts, Boston (2019)
- External Promotion and Tenure Review, Villanova University (2018)

Council for Learning Disabilities (CLD)

- Conference **Proposal Reviewer**, CLD conference (2019)

Council for Exceptional Children (CEC)

Council for Children with Behavior Disorders (CCBD)

- Conference **Proposal Reviewer**, CEC conference (2008)
- Conference **Proposal Reviewer**, CEC conference (2007)

Division of Learning Disabilities (DLD)

- **Committee Member**, Professional Development, Standards, & Ethics (2018 - present)

Teacher Education Division (TED)

- Conference **Proposal Reviewer**, CEC Convention and Expo Annual Conference (2015-present)
- Publication **Committee Member** (2014-present)
- Invited **Panel Speaker**, CEC Conference, "Becoming an Effective Reviewer: The Things to Avoid or Contemplate" (2012)
- **Reviewer** of the doctoral student Kaleidoscope Poster session for the 2012 Teacher Education Division meeting at the Council for Exceptional Children conference (2012; Invited)

Technology and Media Division (TAM)

Innovations in Special Education Technology (ISET) (new name)

- Elected **Board Member-at-Large**, Board of the Technology and Media (TAM) Division of the Council for Exceptional Children (CEC) (2015-2017)
- **Proposal Reviewer**, CEC Convention and Expo Annual Conference (2015-2021)
- Nominations **Committee Member**, (2017)
- Membership **Committee Chair**, (2015-2017)

Editorial Boards

- **Editor** of *The Teacher Educators' Journal*, of the Virginia Association of Teacher Educators (VA-ATE) (2018 – 2021)
- Editorial board of *Journal of Special Education Technology* (2015-present)
- Editorial Board for *Exceptional Children* (2013-2016)
- Editorial Board for *Intervention in School and Clinic* (2011-present)

Field Reviewer

- *Journal of Special Education Preparation* (2021)
- *Computers & Education* (2020)
- *Teaching and Teacher Education* (2019)
- *Journal of Teacher Education* (2017-2019)
- *Reading and Writing Quarterly: Overcoming Learning Difficulties* (2015-present)
- *Teacher Education Quarterly* (2015-present)
- *Remedial and Special Education* (2015-present)
- *Learning Disabilities Research and Practice* (2015-present)
- *Education and Treatment of Children* (2011-2013; Invited)
- *The Internet and Higher Education* (2013-present)

- *Behavioral Disorders* (2006, 2008, 2010; Invited)

Book Reviews

- Reviewer of Book chapters considered for publication, Pearson Higher Education www.pearsonhighered.com (2014; Invited)
- Reviewer, Pearson Publishing, Carnine, D. W., Silberg, J., Kame'enui, E. J., Tarver, S. G., & Jungjohann, K. *Teaching Struggling and At-Risk Readers: A Direct Instruction Approach* (1st edition) (2010)

Grant Reviews

- [Invite] 2021 Ohio Deans COMPACT Incentive Grant Panel **reviewer**
- [Invite] 2015 **Critical Friend** Team Member (with Bonnie Utley and Thomas Bellamy) for J. Goeke's 325T's Special Education Program Improvement Grant, Project RePPriSE at Montclair State University in NJ.
- **Panel Reviewer** for 2010 Department of Education (OSERS) 325T Pre-service Training Improvement Grant Proposal Competition (2010)

State

- Proposal Reviewer for the VACTE/ATE-VA 2019 spring conference, University of Richmond
- *The Teacher Educators' Journal*, Editor **Board Member** of the Virginia Association of Teacher Educators (VA-ATE) (2018-2021)
- **Secretary**, VA-CCBD (Council for Children with Behavioral Disorders) (2015-present)
- Nominated **Committee Member**, Standard Setting Committee for Reading for Virginia Educators (RVE) Assessment (2011)
- Advisory **Board Member** of the CSEEP (Commonwealth Special Education Endorsement Programs) and DCOP (Distance Cohort Outreach Program) annual meeting. Charlottesville, VA (2009)
- Special Education **Subject Matter Expert**, the American Board for Certification of Teacher Excellence (ABCTE), Standard Setting, Alexandria, VA (2006)

George Mason University, College of Education and Human Development

- The Winant Endowed Scholarship **Committee Member**, 2020
- Elected **Co-Chair** of Graduate School of Education **Faculty Evaluation Committee** (FEC) (2018-2019)
- Graduate School of Education **Faculty Evaluation Committee** (FEC) (2017-2019)
- **Academic Program Coordinator** (APC) of the mild disabilities program in the Division of Special Education and disAbility Research (2014-present)
- First Tier Promotion **Committee Chair**, Dr. Kristy Park (2017)
- First Tier Promotion **Committee Member**, Dr. Jodi Duke (2017)
- Search **Committee Member** for hiring of CEHD's Director of Post Awards (2016)

- Clinical Practice **Committee Member** for Special Education (2016-present)
- **Elected Member** of CEHD's Promotion and Tenure Committee (2015)
- Search **Committee Member** for Senior Faculty Member in Special Education (2015)
- **Selected Member** of CEHDs CAEP Accreditation Working Group with School Partners (2014-2015)
- *Special Education Tenure-line* Faculty Search **Committee Member** (2014-2015)
- **Selected Member** of CEHD Task Force on Review of Proposed State Approved Program Regulations Revisions (2013)
- Special Education Instructional Faculty (Applied Behavior Analysis) Search **Committee Member** (2013)
- **Appointed Member**, GSE Dispositions Task Force (2012-2014)
- Elected **Chair** of GSE Curriculum Committee (2012-2013)
- Tenure Track Special Education Faculty Search **Committee Member** (2012)
- **Reviewer**, *Innovations in Teaching and Learning Conference*, George Mason's Center for Teaching Excellence (2012)
- Elected **Committee Member**, GSE Curriculum Committee, 2-year term (2011-2013)
- Appointed Co-Academic **Program Coordinator** (APC) of the mild disabilities program in the Division of Special Education and disAbility Research (2011-present)
- Cohort **Outreach Coordinator**, Faculty Search Committee member (2011)
- **Faculty Representative**, George Mason University doctoral candidate interviews (2009-present)
- Tenure Track Special Education Faculty Search **Committee Member** (2009)

Professional Organizations

- The American Educational Research Association (AERA)
 - Special Education Research
 - Division C: Learning and Instruction
- Council for Exceptional Children (CEC)
 - Council for Children w/ Emotional and Behavioral Disorders, (CCBD)
 - Teacher Education Division (TED),
 - Division for Learning Disabilities (DLD)
 - Innovations in Special Education Technology (ISET)/ formerly Technology and Media Division (TAM)
- The International Reading Association (IRA)
- Association for Supervision and Curriculum Development (ASCD)