

JERAE KELLY CURRICULUM VITAE

EDUCATION

Ph.D. **Special Education.** University of Maryland, College Park (2022).

M.S. **Special Education.** Lesley University (2014).

B.A. **Interdisciplinary Studies.** The Evergreen State College (2011).

PROFESSIONAL EXPERIENCE

2022–2025 **Visiting Assistant Professor.** Virginia Commonwealth University, Richmond, VA.

2022–2025 **Assistant Clinical Professor.** University of Hawai‘i at Mānoa, Honolulu, HI.

2015–2016 **Self-Contained Special Educator and Co-Teacher: Algebra.** Baltimore City Public Schools.

2013–2015 **Self-Contained Special Educator: Grades 6th–8th, English, Social Studies, Science, Mathematics.** Baltimore City Public Schools.

PUBLICATIONS

Simpson-Steele, J., Okamura, A., **Kelly J.**, McMullen, J., Sickle, A., & Muccio, L. Ho'oulu: Growing professional disposition in a teacher education program to reflect a Native Hawaiian place of learning (in press). *Intersection: A Journal at the Intersection of Assessment and Learning*

Simpson Steele, J., Okamura, 'A., & **Kelly, J.** (2025). *Ho'oulu: An equity-minded analysis of a professional disposition instrument for teacher education*. Emerging Dialogues in Assessment, Association for the Assessment of Learning in Higher Education (AALHE). <https://www.aalhe.org/emerging-dialogues---ho-oulu--an-equity-minded-analysis>

Kelly, J., & Cummings, K. (2024). Teaching Theme Using Theory of Mind during Interactive Read Alouds. *Reading Psychology*, 45(3), 261–289. <https://doi.org/10.1080/02702711.2023.2276571>

Miller, R.D., Gerzel-Short, L., **Kelly, J.**, Uphold, N., Hsiao, Y-J., Hovey, K.A., & Wei, Y. (2024). Preparing teachers to be culturally responsive: A review of the literature. *Multicultural Learning and Teaching*, 19(2), 249–268. <https://doi.org/10.1515/mlt-2023-0004>

Kelly, J., Kunkel, A. K., Smith, A., Gerzel-Short, L., Park, S., & Moore, A. (2023). The Role of Culture in Reading Comprehension Interventions for Students with Learning Disabilities: A Systematic Review. *Learning Disabilities: A Contemporary Journal*, 21(1), 17-36.

Wei, Y., Hovey, K. A., Gerzel-Short, L., Hsiao, Y. J., Miller, R. D., & **Kelly, J. H.** (2023). Culturally responsive and high-leverage practices: Facilitating effective instruction for English learners with learning disabilities. *TESOL Journal*, 14(2) e697. <https://doi.org/10.1002/tesj.697>

Wei, Y., Hovey, K. A., Gerzel-Short, L., Miller, R. D., **Kelly, J. H.**, & Hsiao, Y. J. (2022). Self-determination strategies for students with disabilities from culturally and linguistically diverse backgrounds. *Journal of the American Academy of Special Education Professionals*, 71, 84.

Kelly, J. H. & Taboada-Barber, A. (2021). Interactive read alouds with narrative text: Teaching inferencing Using Theory of Mind. *Teaching Exceptional Children*. 54(2), 106-115. <https://doi.org/10.1177/0040059920987876>

Shelton, A., **Kelly, J. H.**, & Sanchez Valdes, X. (2021). An Overview of Disability Identification and Special Education Teacher Preparation in Cuba. *Intervention in School and Clinic*, 57(1), 62-66. <https://doi.org/10.1177/1053451220914899>

Kelly, J. H. (2020). Multicultural education and culturally and linguistically diverse field placements: Influence on pre-service teacher perceptions. *The Journal of Special Education Apprenticeship*, 9(2), 5.

Hovey, K. A., Miller, R. D., Kiru, E. W., Gerzel-Short, L., Wei, Y., & **Kelly, J. H.** (2019). What's a middle school teacher to do? Five evidence-based practices to support English learners and students with learning disabilities. *Preventing School Failure: Alternative Education for Children and Youth*, 63(3), 220-226. doi: [10.1080/1045988X.2019.1565753](https://doi.org/10.1080/1045988X.2019.1565753)

Invited Publications

Kelly, J. H. & Barrio, B. (2021). Disability at the Intersections: Expanding Critical Disability Reflective Practices. *Journal of Special Education Preparation*, 1(2), 6-15. <https://doi.org/10.33043/JOSEP.1.2.6-15>

Book Chapters

Gerzel-Short, L., **Kelly, J. H.**, Hovey, K. A., Hsiao, Y. J., & Wei, Y. (2023). Culturally Responsive Special Education: Using Cultural Liaisons to Increase Family Engagement. In *Advocating and Empowering Diverse Families of Students with Disabilities Through Meaningful Engagement* (pp. 1-17). IGI Global.

Taboada-Barber, A, Klauda, S. L., Canizales, M., & **Kelly, J. H.** The Power of Multimodal

Narrative Texts for Perspective Taking and Theory of Mind in Emergent Bilinguals. (2022). *Multimodal Literacies in Young Emergent Bilinguals: Speaking Back to Print-Centric Practices*

Manuscripts in progress

*Authorship subject to change

***Kelly J.**, McMullen, J., & Sickle, A. (under review). Assessment design through a sense of community. *Higher Education for the Future*.

Shelton, A., **Kelly, J. H.** & Ramirez, I. (in preparation). Through a Science of Reading Lens: A Review of Reading Instruction for Socioculturally Marginalized Students Identified with Disabilities and Reading Difficulties. *Review of Educational Research*.

Kelly, J., Cummings, K.D., Silverman, R., Strycker, L. A., & Taboada-Barber, A. Investigating the Impacts of Integrated Curricula on Literacy Instruction in Grade 1 Classrooms. (in preparation). *Early Childhood Education Journal*.

***Kelly, J.**, Cummings, K.D., Pentimonti, J., & Zucker, T. A Comprehension-Oriented View of the Prevalence and Purpose of Mental-State Language in Early Childhood Interactive Read-Aloud Instruction. (in preparation). *Early Childhood Research Quarterly*.

SCHOLARLY PRESENTATIONS

Referred Presentations

Dazzeo, R., Haggerty, N., **Kelly J.** (October, 2025). *Beyond One-Size-Fits-All Literacy Instruction: AI Tools for Personalized Reading Intervention*. Panel discussion presentation at the Association for Educational Communications and Technology International Convention, Las Vegas, NV..

Simpson-Steele, J., **Kelly J.**, Sickle, A., & Furuta, S. (April, 2025). *Ho 'oulu Lehua: Developing Culturally Responsive Professional Dispositions to Reflect a Native Hawaiian Sense of Place*. Paper presented for the Association for Advancing Quality Education Preparation annual symposium, Phoenix, AZ.

Wei., Y., Hsiao, Y. J., Hovey, K. A., Gerzel-Short, L., **Kelly, J. H.** & Miller, R. D., (October, 2023). *Facilitating Effective Instruction for Multilingual Learners with Learning Disabilities*. Panel presentation for the Council for Learning Disabilities International Conference on learning disabilities, Denver, CO.

Kunkle, A., Moore, A., **Kelly, J. H.**, Gerzel-Short, L., Park, S., Smith, A. R. (October 2021). *Reading Comprehension, Learning Disabilities, and Cultural Intersections: A Systematic Review*. Panel presentation for Council for Learning Disabilities International Conference, Las Vegas, NV.

Kelly, J., & Cummings, K. D. (August 2021). *Theory of Mind and reading comprehension: What do we know and where do we go from here?* Standard presentation for the Society for Text and Discourse International Virtual Conference.

Kelly, J., Cummings, K.D., Silverman, R., & Taboada-Barber, A. (Cancelled) *Investigating the impacts of integrated curricula on literacy instruction.* Accepted poster presentation for the American Educational Research Association Conference, San Francisco, CA.

Kelly, J., Hovey, K. A., Gerzel-Short, L., & Wei, Y. (October 2019). *Forming, storming, and performing: E-collaborative writing groups.* Roundtable presented for Council for Learning Disabilities International Conference, San Antonio, TX.

Shelton, A.E. & **Kelly, J.** (April 2019). *Special Education in Cuba: Insights from a Cross-cultural Exchange.* Paper presented for American Educational Research Association Conference, Toronto, Canada.

Kelly, J., & Cummings, K. (February 2019). *Social Cognition and Narrative Comprehension: A Research Synthesis.* Poster presented for Pacific Coast Research Conference, San Diego, CA.

Kelly, J., & Taboada-Barber, A. (January 2019). *Using mental-state verbs to structure interactive read alouds for accurate inference generation.* Poster presented for Council for Exceptional Children International Conference, Indianapolis, IL.

Kelly, J. (October 2018). *An Exploration of pre-service special and general educator perceptions.* Poster presented for Council for Learning Disabilities International Conference, Portland, OR.

Kelly, J. (February 2018). *An exploration of pre-service special educator perceptions.* Poster presented at the 2018 Council for Exceptional Children Conference, Tampa, Florida.

Sherlock, D. R., Cummings, K. D., **Kelly, J.**, Gatlin, B., & Smith, A. (October 2017). *Curriculum-based measurement and English language learners.* Poster presented for Council for Learning Disabilities International Conference, Baltimore, MD

Invited Presentations

Kelly, J. (March 2025). Lōkahi in Action: Faculty-driven change in special education teacher preparation. Poster presented at the virtual University of Hawai‘i Assessment for Curricular Improvement Poster Exhibit.

Kelly, J., Miller, R. D., Hovey, K., Gerzel-Short, L., Wei, Y., Hsiao, Y. (Oct. 2020). *Understanding yourself: The first step in cultural competency.* Panel presentation at the International Council for Learning Disabilities Virtual Conference.

Kelly, J., McCatharn, J., Archer, C. (January 2019). *Exploring the contribution of executive functions and social cognition to literacy development*. Roundtable presented for University of Maryland Winter Storm Language and Literacy Workshop, College Park, MD.

Shelton, A., & **Kelly, J.** (May 2018). *Special education identification and teacher training in Cuba*. Paper presented for University of Maryland Global Classroom Showcase, College Park, MD.

Non-referred Presentations

Shelton, A.E. & **Kelly, J.** (April 2019). *Special Education in Cuba: Insights from a Cross-cultural Exchange*. Paper presented for College of Education Graduate Research Symposium, College Park, Maryland.

Shelton, A., & **Kelly, J.** (April 2018). *Special education identification and teacher training in Cuba*. Paper presented for University of Maryland Graduate Research Appreciation Day, College Park, MD.

Kelly, J. (November 2017). *Exploring the relation between Theory of Mind and reading comprehension*. Presented for University of Maryland Language Science Center, College Park, MD.

Kelly, J. (October 2017). *Adventures in Research-Practitioner Partnerships in Language and Literacy*. Poster presented for Language Science Day at University of Maryland, College Park, MD.

TEACHING

**course was developed or redesigned*

Virginia Commonwealth University:

Note. ^denotes in-person classes. All other classes were taught synchronously online.

Undergraduate Courses Taught

SEDP 282: Multicultural Perspectives and Disability. Fall 2025.

^SPED 405: Collaborative Practices to Support Inclusion for Children and Youth with Disabilities. Fall 2025.

SPED 315: Classroom Management and Behavior Support for Students with Disabilities. Fall 2025.

Field Supervision Classes Taught

SEDP 450: Special Education High School Supervision. Fall 2025

University of Hawai‘i at Mānoa:

Note. All spring and fall semester courses were taught online with a mix of synchronous and asynchronous classes. All classes except SPED 444 and field supervision classes also contained two face-to-face sessions during the semester.

Master's Courses Taught

SPED 613: Advanced Curriculum and Assessment. Spring 2024.

Post-Baccalaureate Courses Taught

*SPED 421: Strategies for Reading Difficulties. Summer 2024/2025.

SPED 603: Principles of Behavior. Spring 2023.

Undergraduate Courses Taught

SPED 461: Assessment, Planning, and Instruction for Students with Mild/Moderate Disabilities.
 Spring 2025

SPED 304: Foundations of Inclusive Schooling. Summer 2023.

*SPED 487: Characteristics/Strategies for Teaching At-Risk Youth. Fall 2022/2023.

SPED 444: Educating Exceptional Students in the Elementary Classroom. Fall 2022/2023.

Field Supervision Classes Taught

*SPED 400B: First Semester Field Training in Special Education. Fall 2024

SPED 400C: Second Semester Field Training in Special Education. Spring 2024

SPED 390: Student Teaching in Special Education. Spring 2025

SPED 628: First Semester Reading Interventionist Program Clinical Practicum. Summer 2024

SPED 629: Second Semester Reading Interventionist Program Clinical Practicum. Fall 2024

SPED 526: Field Experience in Special Education-Post Baccalaureate. Spring 2023

SPED 528a: Internship in Special Education-Post Baccalaureate Programs. Fall 2022

SPED 528b: Student Teaching in Special Education-Post Baccalaureate Programs. Spring 2023

University of Maryland:

Note. All courses were taught online asynchronously

Master's Courses Taught

EDSP 625: Evidence-Based Practices for Students with Severe Disabilities. Fall 2025

EDSP 615: Assessment Techniques and Practices in Special Education. Spring 2024/2025

*EDSP 613: Principles and Practices in Positive Behavior Interventions and Classroom Supports.
 Summer 2019-2025; Spring 2022

Undergraduate Courses Taught

*CHSE 205: Disability: From Stigma and Sideshow to Mainstream and Main Street. Summer 2021-2024

EDSP 220: Disability in Community: Access, Accommodation, and Adaptation. Summer 2020

EDSP 210: Intro to Special Education. Summer 2019

GUEST LECTURES

Fall 2024 Adult Basic Education Teaching and Instruction in Incarcerated Settings: Connection to Behavioral Supports in Schools. *Principles and Practices in Positive Behavior Interventions and Classroom Supports*. University of Maryland. College Park, MD.

Spring 2024 Culturally Responsive Instruction in Special Education. *Methods and Strategies for Students with Mild/Moderate Disabilities*. University of Hawai‘i at Mānoa. Honolulu, HI.

SERVICE AND OUTREACH

WORKSHOPS

Kelly, J., & Black, R. (July 2024). *Identifying and Establishing a Foundational Behavior Management System*. St. Louis High School, Honolulu, HI.

Kelly, J., & Black, R. (April 2025). *Understanding disability and what it means to be inclusive*. Punahoa School, Honolulu, HI.

AD-HOC REVIEWER

*Member of the Journal Review Board

Peer-Reviewed Journals

Action in Teacher Education (1), *Emerging Voices in Education* (2), *Exceptional Children* (1)
TEACHING Exceptional Children (2), *The Journal of Special Education Apprenticeship* (1)

**Journal of Special Education Preparation* (2)

Peer-Reviewed Conferences

American Educational Research Association Annual Meeting, Special Interest Group: Special and Inclusive Education Research (2019, 2023, 2024); *Council for Learning Disabilities Annual Conference* (2020-2022)

COMMITTEES

University of Hawai‘i at Mānoa

Special Education Department Committees

2023-present **Chair.** Bachelor of Arts in Special Education Program Committee

Fall 2024 **Member.** Extensive Support Needs Clinical Faculty Member Search Committee

2023-2025 **Member.** Center for Innovation Design, and Digital Learning (CIDD) Team

2023-Present **Member.** Students with Extensive Support Needs Curriculum Committee Member

2024-Present **Member.** Reading Interventionist Program Committee Member

2023-2024 **Member.** Tenure-Track Faculty Search Committee: Culturally Responsive Reading Instruction.

2022-Present **Member.** Mild/Moderate Disabilities Curriculum Committee Member

College of Education Committees:

2023-Present **Member.** Assessment Revision Working Group

2023-Present **Member.** Teacher Education Committee

University Committees:

2023-2024 **Reviewer.** Learning Management Platform Adoption Committee

Non-University Committees

2024-present **Member.** City Teaching Alliance Alumni Council

2019-present **Member.** Council for Learning Disabilities Diversity Committee

2018 **Delegate.** *Búsquedas Investigativas: Investigación de la Práctica Educativa Cubana* [Academic Explorations: Researching Cuban Educational Practices].

OTHER PROFESSIONAL EXPERIENCE

2023-Present **Bachelors of Arts in Special Education Program Coordinator and Advisor.** University of Hawai‘i at Mānoa, Honolulu, HI.

2021-2022 **Corrections Education Specialist,** Hawai‘i Department of Public Safety, Honolulu, HI

2016-2021 **Graduate Research Assistant.** University of Maryland, College Park
Supervisors: Kelli Cummings Ph.D, NCSP, Ana Taboada-Barber Ph.D

2017-2018 **Site Coordinator.** The University of Maryland and Anne Arundel County Public Schools Partnership, Department of Counseling, Higher Education, and Special Education, The University of Maryland, College Park, MD

Summer 2017 **Doctoral Intern.** Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC.

Spring 2017 **Lead Assessor.** *Project LEARN*, Department of Counseling, Higher Education, and Special Education, The University of Maryland, College Park, MD

2013-2018 **Volunteer Academic Reading and Writing Tutor.** The Goucher Prison Education Partnership, Goucher College, Baltimore, MD.

CERTIFICATION AND LICENSURE

Knowledge and Practice Examination for Effective Reading Instruction (KPEERI) Passed

Hawai‘i State Teaching License: Special Education Grades 6-8 Active

PROFESSIONAL DEVELOPMENT

2024 Selected as a participant for the University of Hawai‘i Assessment Leadership Institute.

Participated in a selective comprehensive program focused on developing expertise in program learning assessment and collaborative leadership skills. Engaged in hands-on training, facilitated assessment projects, and received ongoing support, culminating in the presentation of my project at the Assessment for Curricular Improvement Poster Exhibit.

2021 Selected as a participant for the University of Würzburg Summer School "How Stories Affect our Lives: The Psychology of Narrative Impact" virtual class.

The Wurzburg summer school offering is a selective opportunity for advanced masters and doctoral students to access rich and diverse curriculum with stimulating keynote lectures, seminar-like hot-topic sessions, and skill-focused workshops led by internationally recognized experts.

2018-2020 Selected for the Council for Learning Disabilities Leadership Academy: Cohort 7. Mentor: Dr. Brittany Hott, University of Oklahoma

The Council for Learning Disabilities Leadership Academy is a selective group of graduate students and early career researchers that the organization identifies as burgeoning leaders. The academy is a two-year commitment during which the selected participants are provided mentorship from leaders in the organization and work collaboratively to complete a project.

2017 Selected as a participant for the Council for Learning Disabilities Leadership Institute

The Council for Learning Disabilities Leadership Institute is a selective group of graduate students and early career researchers that the organization invites to attend a pre-conference workshop which prepares selected participants to apply for the Council for Learning Disabilities Leadership Academy.

GRANTS & FELLOWSHIPS

2021 *Support Program for Advancing Research and Collaboration (SPARC) Grant Recipient.*

A competitive grant awarded to graduate students across the University of Maryland. The grant awards selected grantees with up to \$1,000 (\$625 awarded) to put towards dissertation related expenses.

2021 *Laura Bassi Tier 2 Editing Award*

A competitive award that honors selected applicants 25% off dissertation editing services.

2020 *Ann G. Wylie Dissertation Fellow*

A competitive grant awarded to graduate students across the University of Maryland. The fellowship awards selected fellows with a \$15,000 stipend to complete dissertation data collection and writing over one semester.

Awards/Honors

University of Hawai‘i at Mānoa

2024-2025 **Winner.** Innovation & Transformation Award. (Awarded as a member of the Assessment Revision Working Group)

2024-2025 **Excellence in Teaching Award Nominee,** (student-nominated after two years teaching; ineligible due to minimum three years teaching requirement)

PROFESSIONAL MEMBERSHIP

American Educational Research Association, Special Interest Group: Special and Inclusive Education Research; Council for Exceptional Children, Council for Learning Disabilities, Literacy Research Association