

# CURRICULUM VITAE

**LaRon Scott, Ed.D., B.C.S.E**

Date of Preparation: October, 2020

## **PERSONAL INFORMATION**

**Name:** LaRon Scott

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## **LICENSES/CERTIFICATIONS**

Virginia Postgraduate Professional License  
*Special Education K-12*  
Mental Retardation (Intellectual Disability)

Professional Board Certified Special Educator (B.C.S.E.)  
Diplomate, American Academy of Special Education Professionals

## **EDUCATION**

Ed.D. (Administrator Leadership for Teaching and Learning/Special Education), July 2011,  
Walden University (NCATE Accredited)

M.Ed. (Special Education), May 2006, Virginia Commonwealth University, (NCATE and CEC  
Accredited)

B.A. (Criminal Justice), May 2002, Radford University

## **ACADEMIC APPOINTMENTS AND OTHER WORK EXPERIENCE**

### **Employment at the University Level:**

**Associate Professor** Department of Counseling & Special Education, Virginia  
Commonwealth University, August 2020 – present

**Principal Investigator/Executive Director** – Minority Educators  
Recruitment, Retention & Equity Center ([MERREC](#)). Developed  
university-level and approved center aimed at providing mentoring and

induction support, research/data collection, co-curricular experiences, and professional development to Black educators.

**Co-Principal Investigator** – Preparing Research Intensive Special Educators (PRISE), OSEP Grant. Duties include co-leading leadership training grant aimed at preparing future faculty for roles related to teaching, research, and policy advocacy related to teacher licensure pathways.

**Director** – [Teacher Retention & Transition Lab](#) - developed research lab for doctoral students and faculty to conduct extensive work related to issues to special education teacher shortages, and transition education for youth with disabilities. It is our goal to inform and advocate for greater outcomes in these two interrelated areas in order to contribute to the enhanced quality of life for all students.

**Interim Co-Chair  
& Associate  
Professor**

**Department of Counseling & Special Education, Virginia Commonwealth University, August 2019 – August 2020**

**Principal Investigator/Executive Director** – Minority Educators Recruitment, Retention & Equity Center (MERREC). Duties include overseeing center and grant initiative aimed at providing mentoring and induction support, research/data collection, co-curricular experiences, and professional development to Black educators.

**Co-Principal Investigator** – Preparing Research Intensive Special Educators (PRISE), OSEP Grant. Duties include co-leading leadership training grant aimed at preparing future faculty for roles related to teaching, research, and policy advocacy related to teacher licensure pathways.

**Associate Professor  
(tenured)**

**Department of Counseling & Special Education, Virginia Commonwealth University, July 2019 - present**

**Assistant Professor**

**Department of Counseling & Special Education, Virginia Commonwealth University, 2016 – May 2019**

- **Principal Investigator/Director** – Certifying Online Virginia Educators program. Duties include development of annual grant to recruit and retain provisionally licensed special education teachers across Virginia and train for full licensure requirements. Collect, analyze, and use data to drive decisions for preparing Virginia special education teachers.
- **Co-Principal Investigator/Director** - School Counseling and Special Education Transition OSEP Grant. Duties include training school counselors to work with special education students during the

secondary transition process. Collect, analyze, and use data to drive decision-making.

- Duties include conducting high quality research, with a focus on community engagement. Teach masters and doctoral level courses in special education general education, with a particular focus on high incidence disabilities. Seek external funding appropriate for research and teaching efforts. Contribute to service at all levels.

**Assistant Professor** **Department of Special Education & Disability Policy**, Virginia Commonwealth University, 2011 – 2016

- Duties included a focus on teaching graduate and doctoral level courses in special education general education. Meet expectations for some research and other scholarly activities appropriate for the role. Contribute to other teaching, research, and service activities.

**Project Coordinator** **Department of Special Education & Disability Policy**, Virginia Commonwealth University, 2010-2011

- Provided technical assistance to participants of OSEP grant. Provided professional development intervention to special education teachers in training. Teach, mentor, and advise master students in special education general program.

**Clinical Instructor** **Department of Special Education & Disability Policy**, Virginia Commonwealth University, 2010

- Provided mentoring and advising to special education teachers in training.

### **Relevant Employment at the K-12 Public School Level:**

**Transition Cord.** Special Education Department, Henrico County Public Schools, 2010

- Provided administrative transition support to teachers of students with disabilities, as student's transition from school-to-adult life. Provided transition assessments to understand interests, abilities, and aptitudes. Developed and supported school and county-based transition programs.

**Dept. Chair** J.R. Tucker High School Special Education Department, Henrico County Public Schools, 2008-2010

- Provided instructional leadership to teachers in the special education department. Coordinated and developed special education department activities (e.g., IEP and student evaluation). Developed teacher and student schedule, assessments, and monitored and evaluated special education programs for legal compliance. Budgeted departmental funds. Served on principal leadership team.

- Sped. Teacher** J.R. Tucker High School, Henrico County Public Schools, 2006-2010
- Designed and implemented instruction for students with high and low incidence disabilities. Planned and delivered individual education plans (IEPs), communicated with parents and other stakeholders, and maintained a compliant caseload.
- Inst. Assistant** Brookland Middle School, Henrico County Public Schools, 2005-2006
- Provided a variety of instructional tasks and supports to individuals with moderate to severe disabilities. Assisted teacher with a variety of classroom support needs.
- In-home Counselor** Family Transitions, Inc., Chesterfield County, 2005-2008
- Provided comprehensive services to children who were at-risk and students with disabilities, and their families. Facilitated community resources to the family.
- Case Manager** St. Joseph's Villa, Richmond, Virginia, 2003-2006
- Provided client-centered case management services to individuals with mental retardation (intellectual disability). Managed and coordinated health and safety needs of clients.
- Crisis Counselor** St. Joseph's Villa, Richmond, Virginia, 2002-2003
- Provided one-to-one instructional support counseling for student with intensive academic and behavior needs. Managed and coordinated safety and behavioral reports for classroom teacher.

### **AREAS OF SPECIAL INTEREST**

- Secondary transition for students with disabilities
- Evidence-based practices and frameworks for transition planning: including universal design for transition and universal design for learning
- Teacher preparation, including diversity in recruiting and retaining special education teachers
- Intersection of race and gender on recruitment and retention of special educators
- Special education teacher shortage and attrition

## **SCHOLARSHIP**

### **BIBLIOGRAPHY**

\* Doctoral student collaboration

### **Guest Editorial Activity**

**Scott, L.A.**, Cormier, C., Boveda, M. (special issue forthcoming, 2021). Critical issues for the preparation and workforce development of racialized special educators. *Teacher Education and Special Education*.

Trainor, A., Bettini, E., & **Scott, L.A.** (2019). Special series on a necessary step in pursuit of equity: Developing a racially/ethnically diverse special education teaching workforce. *Remedial and Special Education*, 40(4), 195-264.

### Peer Reviewed Journal Articles (=30):

Ruiz, A., & **Scott, L.A.** (accepted). Guiding questions for a culturally responsive framework during pre-employment transition. *TEACHING Exceptional Children*.

Bruno, L., **Scott, L.A.**, & Thoma, C. (accepted). Exploring the role of professional development on secondary special educators self-efficacy and use of evidence-based transition practices. *Journal of Vocational Rehabilitation*.

Cormier, C., & **Scott, L.A.** (accepted). Castaways on Gilligan's island: Special education teachers of color advocating for an inclusive workspace. *Teaching Exceptional Children*.

**Scott, L.A.**, \*Brown, A., Wallace, W., \*Powell, C., Cormier, C. (accepted). If we're not doing it, then who? A qualitative study of Black special educators' persistence. *Exceptionality*. (impact factor 1.364).

\*Marshall, D., Love, S., & **Scott, L.** (2020). It's not like he was being a robot: Student perceptions of video-based writing feedback in online graduate coursework. *International Journal for the Scholarship of Teaching and Learning*, 14(1), 1-10.  
<https://doi.org/10.20429/ijstl.2020.140110>

\*Weade, J., & **Scott, L.**, & \*Temple, P. (2020). Strategies used by historically Black colleges and universities to recruit African American teachers. *The Teachers' Educator Journal*, 13(1), 76-104.

Rodriguez, A., Taub, D., **Scott, L.A.**, Williams-Diehm, K., Landmark, L., Thoma, C.A.,... Black, R.S. (2020). Reflecting on joint position statement of AAIDD and The Arc: Position paper from the education interest network of AAIDD. *Inclusion*, 8(1), 6-26.  
<https://doi.org/10.1352/2326-6988-8.1.6>

**Scott, L.A.**, \*Puglia, L., \*Gotika, T., & Thoma, C.A., (2019). Teacher candidates' ability to develop universal design for learning and universal design for transition lesson plans. Submitted to *International Journal of Inclusive Education*. 1-15. DOI: 10.1080/13603116.2019.1651910 (impact factor 1.053)

Trainor, A., Bettini, E., & **Scott, L.A.** (2019). A necessary step in pursuit of equity: Developing

- a racially/ethnically diverse special education teacher workforce. *Remedial and Special Education*, 40(4), 195-198. <https://doi.org/10.1177/0741932519843176> (acceptance rate=11-20%; impact factor 2.617)
- Scott, L.A.**, & Quentin Alexander (2019). Strategies for recruiting and retaining Black male special education teachers. *Remedial and Special Education*, 40(4), 236-247. <https://doi.org/10.1177/0741932517732636> \***special issue** (acceptance rate=11-20%; impact factor 2.617)
- Scott, L.A.**, & \*Bruno, L. (2019). Certifying online Virginia special educators: perceptions of an alternate route teacher preparation program. *Journal of the National Association for Alternative Certification*, 14(1), 3-24.
- Scott, L.A.** & \*Puglia, L. (2019). Special education teachers' perceptions of linking academic and transition goals and the universal design for transition framework. Submitted to *Journal of Vocational Rehabilitation* 49(51), 287-298. (acceptance rate=30%; impact factor not reported).
- Scott, L.A.** (2019). Experience of Black male special education teachers: Are alternative licensure programs the desired route for recruitment and preparation? *Education and Urban Society*, 51(3), 332-350. DOI: 10.1177/0013124517719971 (acceptance rate =20-25%; 5yr impact factor 1.023)
- Scott, L.A.**, & \*Bruno, L. (2018). Universal design for transition: A conceptual framework for blending academics and transition content. *Journal of Special Education Apprenticeship*, 7(3), 1-16.
- Scott, L.A.** (2018). Barriers to implementing a universal design for learning framework. *Inclusion*, 6(4), 274-286. <https://doi.org/10.1352/2326-6988-6.4.274> (acceptance rate=30%; impact factor not reported)
- \*Bruno, L., **Scott, L.A.**, \*Willis, C. (2018). A national survey of alternative and traditional special education teachers' perception of preparedness. *International Journal of Special Education*, 33(2), 295-312.
- Scott, L.A.** (2018). Recruiting and retaining Black students for special education teacher preparation inclusion programs. *Inclusion*, 6(2), 143-157. <https://doi.org/10.1352/2326-6988-6.2.143> (acceptance rate=30%; impact factor not reported) **special issue**
- Scott, L.A.** & \*Pattah, P. (2017). Student engagement in an online special education-general education graduate program. *Journal of the American Academy of Special Education Professionals*.
- Scott, L.A.**, Thoma, C.A., \*Puglia, L., \*Temple, P.E. (2017). Implementing a UDL Framework:

A study of current personnel preparation practices. *Intellectual and Developmental Disabilities*, 55(1), 25-36. DOI: 10.1352/1934-9556-55.1.25 \***special issue** (acceptance rate=; impact factor 1.630; 5yr impact 2.051)

**Scott, L.A.**, (2016). Where are all the black male special education teachers? *Perspectives on Urban Education*, 13(1), 42-48.

**Scott, L.A.**, \*Temple, P., Coles, M. (2016). A conceptual framework for building UDL in a special education distance education course. *Journal of Educators Online*, 14(1). (acceptance rate =20-25%; impact factor not reported)

Thoma, C.A., Agran, M., & **Scott, L.A.** (2016). Transition for black youth with disabilities: What do we know and what do we need to know? *Journal of Vocational Rehabilitation*, 45(2), 149-158. DOI: 10.3233/JVR-160819 (acceptance rate=30-35%; impact factor not reported)

**Scott, L.A.**, \*Temple, P., \*Marshall, D. (2015). Students' perception of universal design for learning in online college courses. *Online Learning Consortium*, 19(5), 99-120. (acceptance rate 25%; impact factor not reported)

**Scott, L.A.**, Fritton, S., McKelvey, S., Gentry, R., Thoma, C. (2015). Preparing reflective evidence-based special educators: Evaluation of efforts to infuse evidence-based practices in university coursework. *International Journal of Academic Research and Reflection*, 3(3), 57-72.

Agran, M., Hughes, C., Thoma, C.A., & **Scott, L.A.** (2014). Employment social skills: What skills are really valued? *Career Development and Transition for Exceptional Individuals*. 39(2), 111-120. <https://doi.org/10.1177/2165143414546741> (acceptance rate=21%; impact factor .808)

**Scott, L.A.**, Alexander, Q., Fritton, S., Thoma, C. (2014). Evaluation to improve and expand culturally responsive practices in special education for preservice educators. *Journal of Curriculum and Teaching*, 3(2), 79-93. <http://dx.doi.org/10.5430/jct.v3n2p79> (acceptance rate=40-50%; no impact factor reported).

**Scott, L.A.**, Gentry, R., Phillips, M. (2014). Making preservice teachers better: Examining the impact of a practicum placement in a preservice teacher preparation program. *Educational Research and Reviews*, 9(10), 294-301. DOI: 10.5897/ERR2014.1748

Dawson, H., & **Scott, L.** (2013). Teaching students with disabilities efficacy scale: Development and validation. *Inclusion*, 1(3), 181-196. <https://doi.org/10.1352/2326-6988-1.3.181> (acceptance rate=30%; impact factor not reported)

**Scott, L.A.** (2012). Teacher self-efficacy with teaching students to lead IEP meetings: A correlation study on administrator support. *I-manager's Journal on Educational Psychology*, 5(3), 9-20. (global impact factor .765)

**Scott, L.A.**, Thoma, C.A., Saddler, S., Bartholomew, C.A., Alder, N., & Tamura, R. (2011). Universal design for transition: A single subject research study on the impact of UDT on student achievement, engagement and interest. *I-manager's Journal on Educational Psychology*, 4(4), 21-31. (global impact factor .765)

### **Non-Peer Reviewed Publications (=2)**

Thoma, C.A., & **Scott, L.A.** (2018). Introduction to the special issue: Education strand of the national goals 2015. *Inclusion*, 6(2), 1-2.

Thoma, C.A., & **Scott, L.A.** (2018). Part II: Education strand of the national goals 2015. *Inclusion*, 6(2) 1-2.

### **Books Published (= 2)**

**Scott, L.A.**, Thoma, C.A. (2017). Universal design for distance education: A guide for online course development. Charlotte: XanEdu Publishing

Thoma, C.A., Bartholomew, C.A., & **Scott, L.A.** (2009). Universal design for transition: A roadmap for planning and instruction. Baltimore: Paul H. Brookes.

### **Book Chapters Published (=14)**

**Scott, L.A.**, Ruiz, A.B., & Powell, C. (2020). Deconstructing racial and ethnic inequalities in special education: Perceptions from a Black professor and Black doctoral students. In R. Gargiulo & E. Bouck (Eds.). *Special Education in Contemporary Society*. SAGE Publishing.

Willis, C.B., Bruno, L.P., **Scott, L.A.**, & Bateman, D. (accepted). Identifying the least restrictive environment. In Murawski, W., & Rodriguez, J. (Eds.). *Special Education Law and Policy*. San Diego: Plural Publishing.

Thoma, C.A., Wehman, P., \*Taylor, J., **Scott, L.A.**, Avellone, L., & Pickover, G. (in press). IEP development that supports the transition to adult life for youth with disabilities. In M.L.Wehmeyer & K. Shogren (Eds.) *Handbook of Adolescent Transition Education for Youth with Disabilities* (2<sup>nd</sup> ed.). New York: Routledge.

**Scott, L.A.**, Willis, C., Bruno, L., Brendli, K., Walsh, R., Thoma, C.A. (2020). Recruiting, preparing, and retaining a diverse emotional and behavioral disorders educator workforce. T. Farmer, M. Conroy, B. Farmer, K. Sutherland (Eds.). *Handbook of Research on Emotional & Behavioral Disabilities: Interdisciplinary Developmental Perspectives on Children and Youth*. New York: Taylor & Francis.

Thoma, C.A., Browder, D., Lemons, C., Thurlow, M., Morningstar, M., Agran, M., Goode, T., Carlson, D., Lowrey, A., **Scott, L.A.**, Terpstra, J., Thompson, J., Johnson, D.R., & Cain, I. (2016). National goals for educating students with intellectual disability. In K.Lane



(Ed.). *National Goals for Research, Policy, & Practice for Intellectual Disability*. Washington, DC: AAIDD.

- Thoma, C.A., Wolowiec-Fisher, K., Hall, S., **Scott, L.**, \*Cain, I., \*Wojcik, A., \*Sterret, B. (in press). High-quality programs for students with intellectual disability in middle and junior high: In K. Shogren & M.L. Wehmeyer (Eds.) *Research-based practices for educating students with intellectual disability*. New York: Routledge.
- Thoma, C.A., \*Cain, I., Wojcik, A.J., Best, K., **Scott, L.A.** (2017). Universal design for transition for students on the autism spectrum. In D. Zager, D.L. Cihack, & A. Stone-MacDonald (Eds.). *Autism Spectrum Disorders; Identification, education, and treatment*, (4<sup>th</sup> Ed.) (pp. 285-311). New York: Routledge.
- Scott, L.A.** (2016). Check all that apply: Identify, Choice, & Balance. In K.C. Mansfield, A.D. Welton, & P. Lee (Eds). *Identity Intersectionalities, Mentoring, and Work-Life (Im)Balance: Educators (Re)Negotiate the Personal, Professional, and Political*. Charlotte, NC: Information Age Press.
- Best, K., **Scott, L.A.**, & Thoma, C.A., (2015). Starting with the end in mind: Inclusive education designed to prepare students for adult life. In E. Brown, R.G. Craven, & G. McLean (Eds.). *International Advances in Education: Global Initiatives for Equity and Social Justice: Vol. 9, Inclusive education for students with intellectual disabilities*. Charlotte, NC: Information Age Press.
- Scott, L.A.** (2012). Applications for youth with intellectual disabilities. In P. Wehman, *Life beyond the classroom: Transition strategies for young people with disabilities* (5<sup>th</sup> ed.). Baltimore: Paul H. Brookes.
- Thoma, C.A., Saddler, S., Purvis, B., & **Scott, L.** (2010). Essentials of the student-directed IEP process: In C.A. Thoma & P. Wehman (Eds). *Making the most out of IEPs: An educator's guide to the student-directed approach*. Baltimore: Paul H. Brookes.
- Scott, L.A.**, & Thoma, C.A., (2010). Student awareness of the IEP process: In C.A. Thoma & P. Wehman (Eds). *Making the most out of IEPs: An educator's guide to the student-directed approach*. Baltimore: Paul H. Brookes.
- Thoma, C.A., Purvis, B., **Scott, L.A.** (2010). What is a student-directed IEP approach and why is it important? In C.A. Thoma & P. Wehman (Eds). *Making the most out of IEPs: An educator's guide to the student-directed approach*. Baltimore: Paul H. Brookes
- Submitted for Publication (=14):**
- Scott, L.A.** (under review). Three buckets and eight strategies: Recruiting, supporting, and retaining a racially diverse special education teacher workforce. Submitted to *Intervention in School and Clinic*.

- Taylor, J., Whittenburg, H., Rooney, M., Thoma, C., & **Scott, L.A.** (under review). Implementation of pre-employment transition services: Content analysis of workforce innovation and opportunity act state plans. Submitted to *Career Development and Transition for Exceptional Individuals*.
- Scott, L.A.**, Thoma, C.A., Gokita, T., Taylor, J., Ruiz, A., Brendli, K., Bruno, L., & Vitullo, V. (under review). What more evidence do you need? Self-determination factors from Black students with IDD and their family. Submitted to *Inclusion*.
- Brendli, K., **Scott, L.A.**, Xu, Y., Thoma, C.A., & Holzberg, D. (under review). Self-advocacy Intervention for Black youth with IDD. Submitted to *Inclusion*.
- Houston, D., Cormier, C., Petchauer, E., & **Scott, L.A.** (under review). Black students earning education degrees: Trends at HBCUs & non-HBCUs. Submitted to *Educational Researcher*.
- Scott, L.A.**, Powell, C., Oyefuga, O.E., Cormier, C., Padhye, I. (under review). Complementary review of the literature on special education teachers of color attrition and retention: What we know and how do we move forward. Submitted to *Multiple Voices*.
- Brendli, K., **Scott, L.A.**, Xu, Y., Thoma, C.A., & Holzberg, D. (under review). A Review of Self-Advocacy Interventions for College Students with Intellectual and Developmental Disabilities. Submitted to *Journal of Postsecondary Education and Disability*.
- Scott, L.A.**, Powell, C., Bruno, L., Cormier, C., Hall, K., Taylor, J., Brendli, K., Padhye, I. & Vitullo, V. (revise and resubmit). The other fifty percent: Expressions from special education teachers about why they persist in the profession. Submitted to *Teacher Education and Special Education*.
- Cormier, C.J., Houston, D.A., **Scott, L.A.**, Monda-Amaya, L.E., & Trent, W. (under review). Diversity in Preservice Teacher Preparation: Examining 20 Years of Degree Attainment in Special Education. Submitted to *Teacher College Record*.
- Scott, L.A.**, Morgan, J.J., Brendli, K., & Catherine, E. (revise and resubmit). A review of state policies regulating special education alternative pathways to licensure requirements. Submitted to *Exceptionality*
- Scott, L.A.**, Taylor, J., Padhye, I., Bruno, L., Brendli, K., Wallace, W., Vitullo, V. (revise and resubmit). Why do they stay? Factors associated with special education teachers' persistence. *Remedial and Special Education*
- Scott, L.A.** (revise and resubmit). Reason early career Black special education teachers quit. Submitted to *Teachers College Record*
- Scott, L.A.**, Gnilka, P., \*Bruno, L., \*Kozachuk, L., & \*Vitullo, V. (under review). Personality profiles of special education teachers. *Psychology in the Schools*

**Scott, L.A.,** Brendli, K., Taylor, J., Ruiz, A., Powell, C., & Mehtjai, M (revise and resubmit). Won't stop, can't stop: Alternative route to licensure special education teachers' persistence in their careers. *Action in Teacher Education*.

**Manuscripts in Development (=4):**

\*Willis, C.B., & Scott, L.A. (in preparation). Principals' expectations of first-year alternate route special education teachers.

**Scott, L.A.** (in preparation). First-year alternate route special education teachers' efficacy to teach students with disabilities.

**Scott, L.A.** (in preparation). First-year readiness of early-career alternate route special education teachers.

Gibson, D., **Scott, L.A.**, Brendli, K. (in preparation). A conceptual framework to prepare school counselors as transition services providers for students with disabilities.

**Other/Technical Reports (=9):**

**Scott, L.A.** (2018). Annual report, Final report. COVE. A report to the VA. Department of Education, Traineeships for Education of Special Education Personnel Projects, June 2017.

**Scott, L.A.** (2017). Annual report, Final report. COVE. A report to the VA. Department of Education, Traineeships for Education of Special Education Personnel Projects, June 2017.

**Scott, L.A.** (2016). Annual report, Final report. COVE. A report to the VA. Department of Education, Traineeships for Education of Special Education Personnel Projects, June 2016.

**Scott, L.A.** (2015). Annual report, Final report. COVE. A report to the VA. Department of Education, Traineeships for Education of Special Education Personnel Projects, June 2015.

**Scott, L.A.** (2014). Annual report, Final report. COVE. A report to the VA. Department of Education, Traineeships for Education of Special Education Personnel Projects, June 2014.

**Scott, L.A.** (2013). M.Ed. Special Education General Education E-Portfolio Handbook. Special Project.

**Scott, L.A.** (2013). M.Ed. Special Education General Education Handbook. Special Education-General Education program handbook, April, 2013.

**Scott, L.A.** (2013). Annual report, Year II: Project PREP: A report to the U.S. Department of Education, Personnel Preparation Improvement Projects (325T), April, 2013.

**Scott, L.A.** & Thoma, C.A. (2012). Annual report, Year II: Project PREP. A report to the U.S. Department of Education, Personnel Preparation Improvement Projects (325T), April, 2012.

Thoma, C.A. & **Scott, L.A.** (2011). Annual report, Year II: Project PREP. A report to the U.S. Department of Education, Personnel Preparation Improvement Projects (325T), April, 2011.

### **Media Reports (=2)**

Scott, L.A. (2020). Universal design for learning and transition: What are special education personnel preparation programs doing to infuse these frameworks into coursework? Reported in UDL in 15 Minutes by Dr. Loui Lord Nelson

Scott, L.A. (2019). The Push to Get More Teachers of Color in Special Education Classrooms. Reported in *EdWeek* by Madeline Will and Corey Mitchell.

### **REFEREED PROFESSIONAL PRESENTATIONS (=52):**

Thoma, C.A., **Scott, L.A.**, Brendli, K., Gokita, T., & Brown, A. (2020, accepted but conference cancelled due to coronavirus). *The role of self-determination in the transition from school to adult life for Black youth with intellectual disability*. AAIDD. Pittsburgh, PA.

Thoma, C.A., **Scott, L.A.**, & Palmer, S. (2020, accepted, but conference cancelled due to coronavirus). *Technology to Support the Transition from School to Adult Life*. AAIDD. Pittsburgh, PA.

Powell, C., Brown, A., & **Scott, L.A.** (2020). *Our voices matter: What motivates us to stay?* 2020 Research Colloquium. VCU School of Education.

**Scott, L.A.**, Ruiz, A., & Powell, C. (2020). *Special education teachers of color: What motivates them to stay*. VEA Teacher of Color Conference. Richmond, VA.

**Scott, L.A.**, Morgan, J.J., Brendli, K., Catherine, E. (2019, Nov). *A Review of State Policies Regulating Special Education Alternative Routes to Licensure Requirements*. Teacher Education Division Conference, New Orleans.

**Scott, L.A.**, Brendli, K., Taylor, J., Wallace, J., Brown, A. (2019, Nov). *Despite the Barriers: A Look Into Early Career Special Educators' Persistence*. Teacher Education Division Conference, New Orleans.

**Scott, L.A.**, Padhye, I., Brendli, K., Bruno, L. (2019, Nov). *The Similarities Between Personality*

*Profile and Career Choice for Special Education Teachers*. Teacher Education Division Conference, New Orleans.

- Thoma, C., **Scott, L.**, Gokita, T., Brown, A., & Brendli, K. (2019, Oct). *Perceptions of self-determination for Black transition-aged youth with intellectual disability*. DCDT, Seattle, WA.
- Scott, L.A.**, Thoma, C.A., & Brendli, K. (2019, June). *Perceptions of self-determination for black transition-aged youth with intellectual disability*. AAIDD Conference, St. Paul, MN.
- Brendli, K., **Scott, L.**, Morgan, J., & Catherine, E. (2019, March). *A review of state policies regulating special education alternative routes to licensure requirements*. National Association for Alternative Certification (NAAC) 29th Annual Conference, Washington, D.C.
- Gibson, D., & **Scott, L.A.** (2019, March). *The school counselor's role in transition planning*. WASET Conference. Paris
- Bruno, L., **Scott, L.** Gnilka, P. Kozachuk, L., & Vitullo, V. (2018, November). *The similarities between personality profile and career choice for special education teachers*. CEC: Teacher Education Division conference. Las Vegas.
- Pickover, G., Whittenburg, H., Taylor, J., D'Aguilar, A., Gokita, T., Thompson, M., Thoma, C.A., **Scott, L.A.** (2018). *WIOA, Pre-ETS, and Interagency Collaboration*. Division on Career Development and Transition. Cedar Rapids
- Bruno, L., **Scott, L.** Gnilka, P. Kozachuk, L., & Vitullo, V. (2018, June). *Investigating the Profile of Special Educators: Who is Entering the Program and Who Leaves*. Poster presented at the American Association on Intellectual and Developmental Disabilities, St. Louis, MO.
- Xu, Y., **Scott, L.A.**, Wright, J. (2018). *Using cultural heritage exploration to prepare special educators for multicultural educational settings*. AERA: New York
- Puglia, L., **Scott, L.A.**, Gnilka, P., Vitulio, V., Kozachuk, L., & Brendli, K. (2018). *Profiling special educators: An initial prediction of attrition and retention*. VACTE/ATE Conference: Williamsburg, VA.
- Catherine, E., & **Scott, L.A.** (2018). *Gender composition of special education and general education teacher workforce*. VACTE/ATE Conference: Williamsburg, VA.
- James, W., **Scott, L.A.**, & Temple, P. (2018). *Effective practices to attract and retain minority pre-service teachers*. VACTE/ATE Conference: Williamsburg, VA.
- Scott, L.A.** (2018). *Strategies for recruiting and retaining Black male special education*

- teachers*. Hawaii International Conference of Education: Honolulu, HI.
- Gibson, D., & **Scott, L.A.** (2018). *A collaborative model of preparing school counseling students as related service providers to students with disabilities*. Hawaii International Conference of Education: Honolulu, HI
- Scott, L., Gibson, D. (2017). *Preparing school counseling students as related service providers to students with disabilities*. VA CEC: Richmond, VA.
- Puglia, L., **Scott, L.**, Willis, C., Thoma, C. (2017). *A nationwide investigation of UDL and UDT frameworks in teacher preparation programs*. TED: Savannah, GA.
- Scott, L.A.**, Puglia, L., Willis, C., (2017). *Developing universal design for learning and transition lesson plans: Linking academic and transition goals*. TED: Savannah, GA.
- Scott, L.A.**, Puglia, L., Gotika, T., & Thoma, C.A. (2017). *Developing universal design for learning and transition plans: linking academic and transition goals*. DCDT: Milwaukee, WI.
- Temple, P., Puglia, L., **Scott, L.A.**, Thoma, C.A. (2017). *Are we practicing what we preach? An analysis of UDL/UDT inclusion in college coursework*. DCDT: Milwaukee, WI.
- Temple, P., Puglia, L., **Scott, L.A.**, Thoma, C.A. (2017). *Are teachers being taught to implement a UDL framework? A review of current personnel preparation practices*. Council for Exceptional Children: Boston, MA.
- Puglia, L., Willis, C., & **Scott, L.A.**, (2017). *Implementing a UDL framework: A study of current personnel preparation practices*. VACTE/ATE Conference; Williamsburg, VA.
- Marshall, D., Love, S., **Scott, L.** (2017). *Students' perception of feedback in the writing process for an online graduate research methods course*. Conference on Higher Education Pedagogy; Blacksburg, VA.
- Scott, L.A.** & De Arment, S. (November, 2016). *How teachers of students with ID are being taught to implement a UDL framework*. Virginia CEC Conference: Richmond.
- De Arment, S. & **Scott, L.A.** (November, 2016) *Virginia special educators' problem-solving in practice*. Virginia CEC Conference: Richmond.
- Scott, L.A.** (November, 2016). *Student engagement in an online teacher preparation and special education program*. TED Conference: Kentucky.
- Scott, L.A.** (November, 2016). *Where are all the black male special education teachers?* TED Conference: Kentucky.

- Pattah, P., **Scott, L.A.** (pending 2016, November). *Student engagement in online teacher preparation program in special education*. OLC Accelerate Conference; Orlando, FL.
- Scott, L.A.**, Walther-Thomas, C., Terpstra, J. (2016). *Teacher preparation implications of the 2015 education national goals 2015*. AAIDD Conference; Atlanta, GA.
- Temple, P. & **Scott, L.A.** (2016). *A conceptual framework for long-distance special education coursework*. Virginia Association of Colleges for Teacher Education/Association of Teacher Educators- Virginia Conference; Roanoke, VA.
- Marshall, D., Love, S., **Scott, L.** (2016). *Students' perception of feedback in the writing process for an online graduate research methods course*. Conference on Higher Education Pedagogy; Blacksburg, VA.
- Scott, L.A.**, Temple, P., Marshall, D. (2015). *Universal design for distance education*. Clute Conference; Las Vegas, NV.
- Scott, L.A.**, Temple, P., Marshall, D., Bartholomew, C. (2015). *Preparing special education teachers online: A study on a higher education program's transition*. Hawaii International Conference on Education; Honolulu, Hi.
- Scott, L.A.**, Best, K., Thoma, C. (2013, November). *Innovative research: Teaching universal design for transition to bridge academic and transition goals*. Division on Career Development and Transition Conference; Williamsburg, Va.
- Reed, E., Wetzel, A.P., DeArment, S., **Scott, L.** (2013, November). *Building SET learning communities with teacher candidates, faculty, and experienced teachers through ePortfolios*. Council for Exceptional Children: Teacher Education Division; Fort Lauderdale, Florida.
- Scott, L.A.** & Gentry, R. (2013, October). *Preparing Special Educators in the Use of Evidence-Based Instructional Practices*. Teacher Education Division Conference; Ft. Lauderdale, FL.
- Scott, L.A.** & Thoma, C.A. (2013, July). *Establishing effective practicum experiences for preservice teachers*. OSEP Project Directors' Conference; Washington D.C.
- Scott, L.A.** (2013, February). *Universal design for transition*. Wisconsin Transition Conference; Wisconsin Dells, Wi.
- Scott, L.A.** (2013, February). *Universal design for transition: Linking academic and transition instruction to improved outcomes for CLD students with disabilities*. Wisconsin Transition Conference; Wisconsin Dells, Wi.
- Scott, L.A.** & Thoma, C.A. (2012, July). *Project PREP: Using social media for program*

*advising and performance-based improvement for the preservice teacher.* OSEP Project Directors' Conference; Washington D.C.

**Scott, L.A.** & Thoma, C.A. (2012, July). *Project PREP: Strengthening the preparation for highly qualified preservice teachers.* OSEP Project Directors' Conference; Washington D.C.

**Scott, L.A.** & Thoma, C.A. (2011, July). *Preparing reflective evidence-based practitioners for 21<sup>st</sup>-century educational response.* OSEP Project Directors' Conference; Washington D.C.

Thoma, C.A., Tamura, R., Doval, E., **Scott, L.**, & Bartholomew, C. (April, 2009). *Universal design for transition: An idea whose time has come.* Council for Exceptional Children Convention; Seattle, WA.

**Scott, L.A.** (2008, April). *Post-secondary educational needs and visions.* Council for Exceptional Children (DCDT); Boston, MA.

### **INVITED, KEYNOTE, & NON-REFEREED PROFESSIONAL PRESENTATIONS (=20):**

Thompson, J., Symons, F., **Scott, L.A.**, Thoma, C.A. (2020). Writing for Publications. American Association for Individuals with Intellectual Disabilities. Webinar:

Scott, L.A. (2019). Virginia State-level Efforts to Address the Shortages: Shortages of Black Teachers Across Virginia. Webinar

Thoma, C.A., Dymond, S., **Scott, L.A.**, (2017). Universal design for learning. Invited Guest: UDL IRN Network and Learning Series.

**Scott, L.A.** (2015). *Universal design for transition: What's the why?* **Keynote Address:** New York/New Rochelle Public Schools.

**Scott, L.A.** (2015). *Universal design for transition planning and instruction.* New York/New Rochelle Public Schools.

**Scott, L.A.** (2013, February). Universal design for transition. Pennsylvania State Conference; Hershey, Pa.

**Scott, L.A.** & Thoma, C.A. (2011, July). *Universal design for transition.* Arizona Annual Transition Conference; Scottsdale, AZ.

**Scott, L.A.** & Batalo, C. (2011, October). *Preparing reflective evidence-based practitioner's: Co-teaching and collaboration.* Henrico County Public Schools; training at Laburnum Elementary School.

**Scott, L.A.** & Batalo, C. (2011) In-service training on co-teaching and collaboration.



Professional development series to help special education teachers and general education teachers with co-teaching and collaboration practices to support preservice teachers. Henrico County Public Schools, Virginia.

**Scott, L.A.** & Thoma, C. (2011). *Inclusion & Collaboration*. Professional development workshop series developed to help both special education teachers and general education teachers with inclusion and collaboration practices. Richmond Public Schools, Virginia.

Thoma, C.A. & **Scott, L.A.** (2011, February). *Universal design for learning*. Richmond City Schools, training at Binford Elementary School.

Thoma, C.A. & **Scott, L.A.** (2011, January). *Inclusive education: Collaboration for instruction*. Richmond City Schools, training at Binford Elementary School.

Thoma, C.A. & **Scott, L.A.** (2010, March). *Universal design for transition*. Two-day training as part of Utah State Transition Forum, Salt Lake City, UT.

**Scott, L.A.** (2010, June). *Universal design for learning and transition planning*. Henrico County Public Schools. Full-day presentation/staff development training. Henrico Co., VA.

**Scott, L.A.** & Taylor, T. (2010, August). *Person-centered planning & student-directed IEP approach*. Henrico County Schools. Full-day presentation/staff development training, Henrico Co., VA.

**Scott, L.A.** (2009, October). *Effective communication for instructional assistants*. Full-day presentation and staff development training, Henrico Co., VA.

Thoma, C.A. & **Scott, L.** (2009, March) *Universal design for transition*. Two-day training as part of the Utah State Transition Forum. Salt Lake City, UT.

Thoma, C.A., Bartholomew, C. Tamura, R., **Scott, L.A.**, & Terpstra, J. (2008, April). *UDT: Applying a universal design approach to link transition and academics*. Full-day pre-conference workshop, Council for Exceptional Children Conference, Boston, MA.

**Scott, L.A.** (2008, July). *Student-led IEPs*. Henrico County Public Schools. Full-day presentation and staff development training, Henrico Co., VA.

**Scott, L.A.** (2008, July). *Universal design for learning*. Full-day presentation and staff development training, Henrico Co., VA.

## **GRANTS AND CONTRACTS**

### **Internal Grants Funded (=3; \$49,640):**

Thoma, C.A., & **Scott, L.A.** (2020). Universal design intervention for effective transition outcomes for students with disabilities. *VCU Presidential Research Quest Fund*. Role: Co-Principal Investigator (\$35,400).

**Scott, L.A.** (2017). Teachers of Color Institute. *Office of the VP for Research and Investigation*, Virginia Commonwealth University. (\$10,000). Role: Principal Investigator

Wetzel, A., Reed, E., & **Scott, L.** (2012). Engaging expert teachers with prospective teachers to promote adaptive expertise. *Center for Teaching Excellence*, Virginia Commonwealth University. (\$4,240). Role: Co-Principal Investigator.

#### **Internal Grants non-Funded (total =2)**

Scott, L.A., Chen, C., Hooper, B. (2012, October). Online Education and Universal Design for Transition Model. Proposed budget: \$5,000 (not awarded). CTE

Scott, L.A. (2011, October). Increasing Collaborative Partnerships to Establish Effective Practicum Experiences for Preservice Teachers. Proposed budget: \$5,000 (*not awarded*). *VCU Center for Teacher Excellence*.

#### **External Grants Funded (total =13; \$6,066,894)**

**Scott, L.A., & Dozier, T.** (2020). Black Teacher Educator Project. National Center for Teacher Residency. **Funded:** \$301,000. Role on grant is Principal Investigator

**Scott, L.A.** (2019). Transforming *COVE* through a Universal Design for Learning Model of Instruction. Virginia Department of Education Traineeships for Education of Special Education Personnel. Virginia Department of Education. **Funded:** \$99,200, for one year. Role on grant is Principal Investigator.

Thoma, C.A., **Scott, L.A.**, Nagro, S., & Chow, J. (2019-2024) Policy and Research Intensive Special Education (PRISE) cohort. Doctoral Leadership Preparation in Special Education, U.S. Department of Education. **Funded:** \$2,333,000. Role on grant is Principal Investigator

Dozier, T., & **Scott, L.A.** (2019). RTR Black Teacher Educator Project. National Center for Teacher Residency. **Funded:** \$439,659. Role on grant is Principal Investigator

**Scott, L.A.** (2018). Transforming *COVE* through a Universal Design for Learning Model of Instruction. Virginia Department of Education Traineeships for Education of Special Education Personnel. Virginia Department of Education. **Funded.** \$127,443, for one year. Role on grant is Principal Investigator.

**Scott, L.A.** (2017). Transforming *COVE* through a Universal Design for Learning Model of Instruction. Virginia Department of Education Traineeships for Education of Special Education Personnel. Virginia Department of Education. **Funded.** \$107,337, for one year. Role on grant is Principal Investigator.

**Scott, L.A.** (2016). Transforming *COVE* through a Universal Design for Learning Model of

Instruction. Virginia Department of Education Traineeships for Education of Special Education Personnel. Virginia Department of Education. **Funded**. \$81,000, for one year. Role on grant is Principal Investigator.

Gibson, D., **Scott, L.A.** (2016). A collaborative model of preparing school counseling students as related service providers to students with disabilities. U.S. Department of Education, Office of Special Education Programs. August 1, 2016 – July 30, 2021. (**Funded** – \$1,250,000). Role on grant is co-Principal Investigator.

Thoma, C.A., \***Scott, L.A.** (2015). Research to Policy Practice. Leadership Training Proposal to OSEP. U.S. Department of Education. August 1, 2015-July 31, 2020. Amount Funded: \$1.2 million. \*Co-PI Year 4-5 of grant.

**Scott, L.A.** (2015). Transforming *COVE* through a Universal Design for Learning Model of Instruction. Virginia Department of Education Traineeships for Education of Special Education Personnel. Virginia Department of Education. Submitted for Review. \$108,008, for one year (**Funded** - \$105,000). Role on grant is Principal Investigator.

**Scott, L.A.** (2014). Transforming *COVE* through a Universal Design for Learning Model of Instruction. Virginia Department of Education Traineeships for Education of Special Education Personnel. Virginia Department of Education. Submitted for Review. \$96,000 for one year (**Funded** - \$54,455). Role on grant is Principal Investigator.

**Scott, L.A.** (2013). Transforming *COVE* through a Universal Design for Learning Model of Instruction. Virginia Department of Education Traineeships for Education of Special Education Personnel. Virginia Department of Education. Submitted for Review. \$96,000 for one year (**Funded** - \$68,000). Role on grant is Principal Investigator.

Thoma, C.A. & Xu, Y. (2008). Project PREP (Preparing Reflective Evidence-based Practitioners). Special Education Preservice Personnel Improvement Grant. Office of Special Education and Rehabilitation Services, U.S. Department of Education. August 1, 2008 – July 30, 2013. Amount funded totals: \$499,047. Role on grant is Project Coordinator.

### **External Grants under Review**

**Scott, L.A.**, Thoma, C.A., Shogren, K., & Hagiwara, M. (under review). An Examination of Cultural and Ecological Factors that Facilitate Self-Determination of Black Students with High-Incidence Disabilities in Transition. Institute of Education Sciences (IES), U.S. Department of Education. Proposed Budget: \$1,700,000

### **External Grants non-Funded (total =7)**

Thoma, C.A., & **Scott, L.A.** (2018). Policy and Research Intensive Special Education (PRISE) cohort. Doctoral Leadership Preparation in Special Education, U.S. Department of Education. Proposed Budget: \$1,200,000.

**Scott, L.A.,** Dozier, T. (2017). Project Certifying Online Virginia Educators (Project COVE). Personnel Preparation in Special Education, U.S. Department of Education. Proposed Budget: \$1,250,000.

**Scott, L.A.** (2017). Project Certifying Online Virginia Educators (Project COVE). Personnel Preparation in Special Education, U.S. Department of Education. Proposed Budget: \$1,250,000.

**Scott, L.A.** (2015). Project Certifying Online Virginia Educators (Project COVE). Personnel Preparation in Special Education, U.S. Department of Education. Proposed Budget: \$1,250,000.

**Scott, L.A.** (2015). Research-based Transition Education Modules for Online Learners. Google. Proposed Budget: \$87,250

Institute of Education Sciences (IES, 2012) – An examination of cultural and ecological factors that facilitate self-determination of students with disabilities of color (\$1,500,000). **Role on grant was tentative Project Coordinator.**

Office of Special Education Programs (2011, January) “Doing What Works” (DWW) to evaluate reading interventions as evidence-based practices. Proposed budget: \$20,000

## **TEACHING AND ADVISING**

### **UNIVERSITY TEACHING ASSIGNMENTS**

- SEDP 707      Critical Issues in Special Education, Department of Counseling & Special Education, Virginia Commonwealth University (face-to-face) (Doctoral course, Fall 2017, Fall 2018, Fall 2020)
- SEDP 772      Teaching Internship (Doctoral Internship), Department of Special Education & Disability Policy, Virginia Commonwealth University (face-to-face) (Doctoral course, Fall 2014, Summer 2015)
- SEDP 630      Trends in Special Education, Department of Counseling & Special Education, Virginia Commonwealth University (online) (Master’s course; Summer 2015, Summer 2016, Summer 2017, Summer 2018, Summer 2019)
- SEDP 630      Trends in Special Education, Department of Counseling & Special Education, Virginia Commonwealth University (face-to-face) (Master’s course; Summer 2014)
- SEDP 601      Methods of Teaching I: Teaching Special Education – General Education (Math), Department of Counseling & Special Education, Virginia Commonwealth University (face-to-face) (Master’s course; Fall 2013)

- SEDP 601 Methods of Teaching I: Teaching Special Education – General Education (Math), Department of Counseling & Special Education, Virginia Commonwealth University (online) (Master’s; Fall 2014 section 1, Fall 2014 section 2, Fall 2015 section 1, Fall 2015 section 2; Fall 2016 section 1, Fall 2016 section 2)
- SEDP 700 Student Teaching Externship/Internship, Department of Special Education & Disability Policy, Virginia Commonwealth University (face-to-face) (Master’s course; Fall 2011)
- SEDP 602 Methods of Teaching II: Teaching Special Education – General Education (Math; Online), Department of Special Education & Disability Policy, Virginia Commonwealth University (Master’s course; Spring 2015 section 1, Spring 2015 section 2, Spring 2016 section 1, Spring 2016 section 2, Spring 2018 section 1, Spring 2018 section 2)
- SEDP 602 Methods of Teaching II: Teaching Special Education – General Education (face-to-face), Department of Special Education & Disability Policy, Virginia Commonwealth University (Master’s course; Spring 2012, Spring 2014)
- SEDP 531 Education Foundations for Collaboration & UDL, Department of Special Education & Disability Policy, Virginia Commonwealth University (face-to-face) (Master’s course; Spring 2012)
- SEDP 531 Education Foundations for Collaboration & UDL, Department of Special Education & Disability Policy, Virginia Commonwealth University (online) (Master’s course; Summer 2014 section 1; Summer 2014 section 2, Spring 2015 section 1, Spring 2015 section 2, Summer 2015 section 1, Spring 2016)
- SEDP 651 Seminar in Counseling and Special Education, Department of Special Education & Disability Policy, Virginia Commonwealth University (face to face) (Master’s course; Fall 2016, Spring 2017, Fall 2017, Spring 2018, Fall, 2018)
- ESE 691 Behavior Management in the Classroom, Special Education Department, Ashford University
- ESE 633 Collaborative Relationship & Transition, Special Education Department, Ashford University
- EDU 695 Capstone, Special Education Department, Ashford University
- EDU 673 Instr. Strategies for Differentiated Teaching and Learning, Special Education Department, Ashford University
- SPED 907 Secondary Curriculum & Academic Instruction for Transition, Special Education Department, University of Kansas

## Course Development

SEDP 200-400	Developed several new undergraduate courses for special education undergraduate preparation program.
SEDP 501	Characteristics of Students with Disabilities (developed asynchronous course for distance education via Blackboard and Google), Virginia Commonwealth University
SEDP 630	Trends in Special Education (developed asynchronous course for distance education via Blackboard and Google), Virginia Commonwealth University
SEDP 611	Secondary Education and Transition (developed asynchronous course for distance education via Blackboard and Google), Virginia Commonwealth University
SEDP 601	Methods of Teaching Students in Special Education – General Education I (developed asynchronous course for distance education via Blackboard and Google), Virginia Commonwealth University
SEDP 602	Methods of Teaching Students in Special Education – General Education II (developed asynchronous course for distance education via Blackboard and Google), Virginia Commonwealth University
SEDP 700	Student Teaching Externship (developed asynchronous course for distance education via Blackboard and Google), Virginia Commonwealth University
SEDP 502	Special Education Seminar I (developed asynchronous course for distance education via Blackboard and Google), Virginia Commonwealth University
SEDP 503	Special Education Seminar II (developed asynchronous course for distance education via Blackboard and Google), Virginia Commonwealth University
SEDP 651	Seminar in Counseling and Special Education (developed in-person course for grant), Virginia Commonwealth University
SPED 907	Secondary Curriculum & Academic Instruction for Transition (developed asynchronous course for distance education via Moodle), University of Kansas
EDU 673	Instr. Strategies for Differentiated Teaching and Learning (developed asynchronous course for distance education via online platform), Ashford University

## Teaching Program Development (developed and directed these programs)

Fall/Spring 2018/2019	Special Education Bachelors Program (approved); Virginia Commonwealth University
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- Spring 2017 Special Education K-12 Certificate (approved); Virginia Commonwealth University
- Fall 2016 Ed.D. Educational Leadership – special education specialization track (developed asynchronous online distance education track); Virginia Commonwealth University
- Sum 2014 M.Ed. Special Education-General Education (developed and directed asynchronous online special education program for distance education; university and state-approved), Virginia Commonwealth University
- Spring 2013 Certifying Online Virginia Educators (redesigned program using Google platform), Virginia Commonwealth University
- Sum 2014 M.Ed. Special Education-General Education Richmond Teacher Residency track, (developed and directed special education residency program Teacher Leadership program), Virginia Commonwealth University
- Fall 2016 Ed.D. Education Leadership – special education specialization track (developed asynchronous online distance education track); Virginia Commonwealth University

### **Teaching Seminar Development**

- Fall 2014 *Navigating the Expectations of the First Few Years of Teaching* (developed and hosted at VCU for Masters and COVE participants)
- Fall 2014 *Building Effective IEP's and SPED Documentation* (developed and hosted at VCU for Masters and COVE participants)
- Fall 2014 *Teaching Mathematics to Students with Disabilities* (developed and hosted at VCU for Masters and COVE participants)
- Spring 2015 *Positive Behavior Support & Classroom Management* (developed and hosted at VCU for Master and COVE participants)
- Spring 2015 *Teaching English/Language Arts to Students with Disabilities* (developed and hosted at VCU for Master and COVE participants)
- Fall 2015 *Building Effective IEPs and SPED Documentation* (developed and hosted at VCU for Master and COVE participants)
- Fall 2015 *Co-teaching Strategies and Implementation* (developed and hosted at VCU for Master and COVE participants)
- Fall 2015 *Response to Intervention* (developed and hosted at VCU for Master and COVE participants)

- Spring 2016 *Content Instruction – Math for Students with Disabilities* (developed and hosted at VCU for Master and COVE participants)
- Spring 2016 *Addressing Challenging Behaviors and Classroom Management* (developed and hosted at VCU for Master and COVE participants)
- Spring 2016 *Content Instruction – Literacy for Students with Disabilities* (developed and hosted at VCU for Master and COVE participants)

### **Other Major Teaching Experiences**

- 2018 Consulted with lead SPA accreditation special education team for M.Ed. in Special Education program at VCU
- 2011 Co-lead SPA accreditation (Council for Exceptional Children) for M.Ed. in Special Education-General program at VCU
- Fall 2015 Increased enrollment in online programs by 110%
- Fall 2016 Increased the number of minority candidates in graduate programs
- Fall 2014 Developed program handbook for M.Ed. program

### **DOCTORAL COMMITTEES**

- 2017-P Dissertation Chair – Katherin Brendli (*finished 9/2020*)
- 2018-P Dissertation Chair – Weade Wallace (*finished 5/2020*)
- 2016-P Dissertation Chair – Cassandra Willis (*finished 5/2019*)
- 2019-P Dissertation Committee – Tonya Gokita
- 2017-P Doctoral Committee – Vivian Vitullo
- 2018-P Dissertation Committee – Lindsay Kozachuk (*finished 5/2020*)
- 2018-P Doctoral Committee – Joshua Taylor
- 2017-P Doctoral Committee – Evandra Catherine (*finished 7/31/19*)
- 2017-P Doctoral Committee – Tonya Gokita
- 2017-P Co-chair of dissertation committee– \*Lauren Puglia (*finished 8/18*)
- 2015-P Dissertation Committee - \*Kimberly Boyd (*finished 12/18*)
- 2016-P Co-chair of dissertation committee – \*Peter Temple



2017 Dissertation Committee – Priyadarshini Pattath – (*finished 6/17*)

## **SERVICE**

### **National Committees:**

- 2020-P Advisor, Committee on Educator Diversity, American Association of Colleges for Teacher Education (AACTE)
- 2020-P Co-Chair, Project 20/20 DEI in all of CEC (Goal 1), Council for Exceptional Children
- 2019-P Co-Editor, *Inclusion*, Journal of the American Association on Intellectual and Developmental Disabilities (AAIDD),
- 2020-P Vice-President, Education Interest Network, American Association on Intellectual and Developmental Disabilities
- 2019-P Invited Committee Member, DDEL Research and Professional Issues
- 2019-P Secretary, Education Interest Network, American Association on Intellectual and Developmental Disabilities.
- 2017-P Education Committee, American Association on Intellectual and Developmental Disabilities, Member
- 2015 Invited Committee Member, American Association on Intellectual and Developmental Disabilities, National Goals, 2015 Committee Education Strand
- 2012-15 Council for Exceptional Children (CEC), Elections Committee

### **Regional Committees:**

- 2017- P Co-Founder & Vice President, Virginia Teacher Education Division
- 2015- P Committee Member, NBC 12 Excellence in Teaching

### **University Committees:**

- 2018-P GenEd30, Virginia Commonwealth University
- 2018-P Faculty Senate, (3-year term), Virginia Commonwealth University
- 2018-P Professional Education Coordinating Council (PECC)

- 2017- P Search Committee Member, ALT Lab, Senior Instructional Technologist, Virginia Commonwealth University
- 2105-2016 NICHE marketing campaign participant, Virginia Commonwealth University
- 2013-2014 Committee Member, Great Place Initiative, Virginia Commonwealth University
- 2012- 2013 Committee Member, VCU Online Portfolio Initiatives, Faculty Learning Community selected to research and establish online portfolio activities for school of education, Virginia Commonwealth University
- 2012-2013 Committee Member, VCU Center for Teaching Excellence, Pilot program to study online education initiatives at the university, Virginia Commonwealth University

**School Committees:**

- 2020-P Search Committee Chair, Tenure Track Professor, Special Education, Virginia Commonwealth University
- 2020-P Search Committee Chair, Term Professor, Special Education, Virginia Commonwealth University
- 2020-P Promotion and Tenure Committee
- 2019-P Committee Member, FACR
- 2020 Search Committee Member, Post-doc, Virginia Commonwealth University
- 2019 Search Committee Member, SEA Systems Coach, Virginia Commonwealth University
- 2019 Search Committee Member, LEA Systems Coach, Virginia Commonwealth University
- 2018-P Search Committee Member, Early Childhood Special Education Assistant Professor, Virginia Commonwealth University
- 2018-P Search Committee Member, Executive Director of Strategic Engagement, Virginia Commonwealth University
- 2017-P Committee Member, Teacher Pipeline Task Force, Virginia Commonwealth University
- 2017 –P Search Committee Member, Ruth Harris Endowed Professorship, Virginia Commonwealth University
- 2017 Search Committee Member, Chair of Counseling & Special Education, Virginia Commonwealth University

- 2017 Search Committee Member, Ed. Leadership Professor, Virginia Commonwealth University
- 2017 Search Committee Member, Counseling Professor, Virginia Commonwealth University
- 2016-2017 Committee Member, Online Program Task Force, Virginia Commonwealth University
- 2016 Committee Member, CAEP Rubric Subcommittee, Virginia Commonwealth University
- 2016 Search Committee Member, VCU T/TAC Director position, Virginia Commonwealth University
- 2016 Search Chair, Special Education Assistant Professor Term Faculty, Counseling & Special Education Department, Virginia Commonwealth University
- 2016 Search Chair, Special Education Assistant Professor Term Faculty, Counseling & Special Education Department, Virginia Commonwealth University
- 2016 Search Chair, Special Education Assistant Professor Term Faculty, Counseling & Special Education Department, Virginia Commonwealth University
- 2015 Search Committee Member, T/TAC Training and Technical Assistance Center, Special Education Assistant Professor Term Faculty, Counseling & Special Education Department, Virginia Commonwealth University
- 2015 Search Committee Member, Project Coordinator Special Education Grant Position, Special Education Assistant Professor Term Faculty, Counseling & Special Education Department, Virginia Commonwealth University
- 2014-2015 Technology Committee Member, Virginia Commonwealth University
- 2014-2015 Committee Member, Great Place task force member, Virginia Commonwealth University
- 2013-P Scholarship Committee Member, Virginia Commonwealth University
- 2013-2014 Diversity Committee Member, Virginia Commonwealth University
- 2011-2012 Chair, Diversity Committee, Virginia Commonwealth University
- 2011-2012 Assessment and Data Committee Program Representative, Virginia Commonwealth University

### **Department Committees**

- 2020-P Program Coordinator, Special Education Minor Program, Virginia Commonwealth University

2018-P	Program Coordinator, Special Education Undergraduate Program, Virginia Commonwealth University
2012-P	Program Director, Certifying Online Virginia Educators, Virginia Commonwealth University
2018-P	Program Coordinator, Special Education Certificate Program, Virginia Commonwealth University
2015-P	Committee Member, Special Education & Disability Policy PHD program, Virginia Commonwealth University
2013-2014	Program Director, VCU Center for Teacher Leadership, Special Education-General, Virginia Commonwealth University
2011-2016	Program Coordinator, Special Education-General Education, Program Coordinator, Virginia Commonwealth University
2011-2012	Committee Member, Faculty Learning Committee for Portfolio Planning, Virginia Commonwealth University
2010-P	Committee Member, Special Education-General Education Program Group, Virginia Commonwealth University

### **OTHER EDITORIAL SERVICE ACTIVITY**

2020-P	Editorial board – <i>Journal of Vocational Rehabilitation</i>
2020-P	Reviewer – <i>International Journal on Inclusive Education</i>
2020-P	Reviewer – <i>Education Policy</i>
2020-P	Editorial board – <i>Remedial and Special Education</i>
2020-	Editorial board – <i>Teaching and Teacher Education</i>
2017-P	Co-Editor special issue – <i>Inclusion (AAIDD)</i>
2017-P	Co-Editor special issue – <i>Remedial and Special Education</i>
2016-P	Editorial Board, <i>Inclusion (AAIDD)</i>
2016-P	Editorial Board, <i>Journal of Emotional and Behavioral Disorders</i>
2017-P	Reviewer, <i>Focus on Autism</i>
2017-P	Reviewer, <i>Journal of Teacher Education</i>
2014-5	Reviewer, <i>Journal of Emotional and Behavioral Disorders</i>
2014-2015	Reviewer, <i>Education Research and Reviews</i>

- 2014-2015 Reviewer, *Science Domains International - Advances in Research/British Journal of Education*
- 2012-2013 Strategic Planning Committee, *Miles Jones Elementary School*, Richmond Public Schools

### **HONORS AND AWARDS**

- 2019 Recipient, *Award of Excellence*, School of Education, Virginia Commonwealth University
- This award recognizes a combination of distinguished teaching, scholarship, and service based on the components as outlined in the VCU SOE Promotion and Tenure guidelines stated for the individual awards.
- 2017 Recipient, *Charles P. Ruch Excellence in Teaching Award*, School of Education, Virginia Commonwealth University
- Student nominated and recognizes faculty that stimulates learning and encourages intellectual growth, including current knowledge and research findings, modeling effective teaching methods, supportive and accessible to students, and exerts a positive influence on students.
- 2016 Recipient, *Award for Distinguished Service*, School of Education, Virginia Commonwealth University
- This award recognizes distinguished service based on excellent performance in department, school, university, community, and professional, service.
- 2014 Recipient, *Award for Distinguished Teaching*, School of Education, Virginia Commonwealth University
- This award recognizes distinguished teaching based on excellent performance in instruction reflective of best practice, advising, program development, accreditation, clinical supervision, and community engagement.
- 2015 Keynote Speaker, *Universal Design for Transition: What's the Why*, New York/New Rochelle Public Schools
- Invited as keynote to deliver talk to NY/NRPS teachers and administrators about the UDT framework.
- 2008 Division on Career Development & Transition (DCDT), *Teacher of the Year for Transition Planning (Special Education)* – presented at Council for Exceptional Children Conference

- Awarded to an educator, including a higher education professional, who has demonstrated outstanding commitment and service to the career education and transition of students with disabilities

2008-2009 Who's Who Among American Teachers 2008 – 2009

### **MEMBERSHIPS IN ORGANIZATIONS AND SOCIETIES**

Council of Exceptional Children

Teacher Education Division

Division on Career Development and Transition

Council of Administrators of Special Education

Division for Research

Division for Culturally and Linguistically Diverse Exceptional Learners

Virginia CEC Division (Vice President)

National Association of Special Education Teachers

American Association of Intellectual and Developmental Disabilities

American Education Research Association

Special Education Research