

# Wendy J. Rodgers

*Assistant Professor  
Department of Counseling and Special Education  
School of Education  
Virginia Commonwealth University*

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## EDUCATION:

- 2017      **UNIVERSITY OF VIRGINIA**  
Ph.D., Special Education
- 2003      **VIRGINIA COMMONWEALTH UNIVERSITY**  
M.Ed., Special Education
- 1998      **BRIGHAM YOUNG UNIVERSITY**  
B.A., English Education

## PROFESSIONAL EXPERIENCE:

- 2021-      **Assistant Professor** – Virginia Commonwealth University, Department of Counseling and Special Education.
- 2017-2021      **Assistant Professor** – University of Nevada, Las Vegas, Department of Early Childhood, Multilingual, and Special Education. Taught and designed in-person and online undergraduate, masters, and doctoral courses. Advised masters and doctoral students. Served on department- and college-level committees.
- 2013-2017      **Research and Teaching Assistant** – University of Virginia, Department of Curriculum, Instruction, and Special Education. Taught live and online courses; designed and implemented single-case and randomized controlled trial studies; assisted in writing grant proposals; supervised teacher interns.
- 2014-2015      **Intern** – Institute of Education Science, National Center for Special Education Research, Washington, DC. Created reports for project officers and identified projects for consideration of promise by the What Works Clearinghouse.
- 2002-2013      **Teacher** – Powhatan High School, Powhatan, Virginia. Taught English and mathematics in 9<sup>th</sup>-12<sup>th</sup> grades within collaborative and self-contained settings.

## TEACHING

### UNIVERSITY:

- 2021- **Assistant Professor** – Virginia Commonwealth University, Department of Counseling and Special Education. Courses taught:  
SEDP 450 – High School Supervision (field experience)
- 2017-2021 **Assistant Professor** – University of Nevada, Las Vegas, Department of Early Childhood, Multilingual, and Special Education. Courses taught:  
EDSP 423 – Collaborative Consultation in Special Education  
ESP 701 – Introduction to Special Education (online)  
ESP 737i/ EDSP 481 – Practicum in a Resource Room  
ESP 707 – Theories of Learning Disabilities  
ESP 708 – Advanced Education Strategies for Students with Disabilities  
ESP 730 – Parent and Family Involvement (online)  
ESP 785 – Issues, Trends, and Futures in Special Education (doctoral)  
ESP 787 – Philosophical Perspectives of Special Education (doctoral)  
ESP 791 – Proposal Design and Analysis (doctoral)
- 2017 **Adjunct Instructor** – University of Virginia Department of Curriculum, Instruction, and Special Education. Courses taught (online):  
EDIS 5100 – Characteristics of Emotional and Behavioral Disorders  
EDIS 5110 – Characteristics of Learning Disabilities  
EDIS 5120 – Characteristics of Intellectual Disabilities
- 2015-2017 **Instructor**– University of Virginia Department of Curriculum, Instruction, and Special Education. Courses taught:  
EDIS 2010 – Teaching as a Profession  
EDIS 5141 – IEP and Transition Planning (online)  
EDIS 3887 – Field Experience – Special Education
- 2015-2018 **Guest Lecturer** – Introduction to Special Education and Legal Issues, University of Nevada, Las Vegas; Research in Counseling, and Methods of Instruction for Students with Disabilities, University of Virginia; Exceptional Learners, James Madison University
- 2013-2015 **Graduate Teaching Assistant** – University of Virginia, Department of Curriculum, Instruction, and Special Education. Assisted in planning, teaching, and grading masters-level education courses. Maintained course websites.
- K-12:**
- 2002-2013 **Special Education Teacher** – Powhatan High School; Powhatan, VA. Taught self-contained and collaborative English 9-12, Geometry, Algebra I classes. Served as Technology Trainer. Managed a case load of students with

disabilities. Developed IEPs and chaired meetings. Collected and reported student progress data. Taught online courses. Supervised a student teacher. Mentored new teachers. Served as department chair.

2000-2001 **Director of Education** – Sylvan Learning Center; Richmond, VA. Created personalized educational programs for students in grades K-12. Hired and trained teachers. Maintained database of students, attendance, and center statistics. Administered and scored diagnostic assessments.

#### **ADVISING:**

##### **Doctoral Students (Completed) – Committee Chair**

Jasa, S. (2021). *Factors affecting registered behavior technicians' (RBTs) intent to stay or leave: A Delphi study*. Department of Early Childhood, Multilingual, and Special Education, University of Nevada, Las Vegas.

##### **Doctoral Students (Current) – Committee Chair/ Co-chair**

Robinson, R. Department of Early Childhood, Multilingual, and Special Education, University of Nevada, Las Vegas. Anticipated graduation: 2022

##### **Doctoral Students (Completed) – Committee Member**

Feeney, D. (2019). *Using positive self-talk and goal-oriented thinking to improve behavioral outcomes for students with learning disabilities*. Department of Early Childhood, Multilingual, and Special Education, University of Nevada, Las Vegas.

##### **Doctoral Students (Current) – Committee Member**

Aal Ismail, H. Department of Early Childhood, Multilingual, and Special Education, University of Nevada, Las Vegas. Anticipated graduation: 2022

Antill, K. Department of Early Childhood, Multilingual, and Special Education, University of Nevada, Las Vegas. Anticipated graduation: 2022

Hammond, S. Department of Early Childhood, Multilingual, and Special Education, University of Nevada, Las Vegas. Anticipated graduation: 2022

Huff, S. Department of Early Childhood, Multilingual, and Special Education, University of Nevada, Las Vegas. Anticipated graduation: 2022

Morris, P. Department of Early Childhood, Multilingual, and Special Education, University of Nevada, Las Vegas. Anticipated graduation: 2022

Woods, W. Department of Early Childhood, Multilingual, and Special Education, University of Nevada, Las Vegas. Anticipated graduation: 2023

## RESEARCH

### FUNDED PROJECTS:

Jackson, I., Morgan, J., Bengochea, A., & **Rodgers, W. J.** (2021-2022). *Academy for leadership and licensure innovations for Nevada (ALL-IN)*. University of Nevada Las Vegas, College of Education. Co-Principal Investigator.

Varner, K., **Rodgers, W. J.**, Huerta, M., Leverett, P., Schrader, P. G., Vo, T., Ladd, S. (2020-2021). *Nevada Institute on Teaching & Educator Preparation (NITEP)*. Nevada State Legislature. Co-Principal Investigator. (\$700,000).

Youngs, P., Drake, C. J., Anagnostopoulos, D., Cohen, J. J., & Konstantopoulos, K. (2015-2019). *The development of ambitious instruction in elementary mathematics and English language arts*. (\$1,000,000) (Spencer Foundation). Graduate Research Assistant.

Kennedy, M. J. (2013-2017). *Using multimedia to improve middle school science and special education teachers' use of evidence-based vocabulary practices, and the impact on vocabulary performance of students with disabilities*. Institute of Education Sciences (\$400,000) (IES Award # R324B130023). Graduate Research Assistant.

### SUBMITTED PROPOSALS:

Morgan, J. M., **Rodgers, W. J.**, & Jackson, I. (2020). *Project ALL-IN. Supporting Effective Educator Development (SEED) Grant*, Office of Special Education Programs. Co-Principal Investigator. (\$4,351,061). Not funded.

Weiss, M. P., & **Rodgers, W. J.** (2019). *Project Three: Three elements, two teachers, one unique approach to instruction*. Institute for Education Sciences, National Center for Special Education Research. (\$1,400,000). Co-Principal Investigator. Not funded.

Brown, M., & Morgan, J. M. (2019). *Engaging leaders in inquiry and teacher education for exceptionalism and diversity (ELITE ED)*. U.S. Department of Education. (\$1,240,407). Co-Investigator. Not funded.

Spies, T., & **Rodgers, W. J.** (2018). *Project C2: Reducing inequity in science for EIs through collaboration and communication*. William T. Grant Foundation. (\$561,257.50). Co-Principal Investigator. Not funded.

**Rodgers, W. J.** (2018). *Validating a classroom observation instrument as a performance feedback tool for teachers*. Institute for Education Sciences, National Center for

Special Education Research (\$500,000). Principal Investigator. Not funded.

Mason-Williams, L., & Bettini, E. (2018). *Novice teachers' role, race, and school poverty: Relationships with social resources and commitment to teaching*. Spencer Foundation (\$50,000). Consultant. Submitted April 2018. Not funded.

Kennedy, M. J., & Mumba, F. (2016). *Evaluating impact of content acquisition podcasts on cognitive load, motivation, engagement, and science performance for students with and without disabilities*. National Science Foundation (\$1,500,000). Graduate Research Assistant. Submitted May 2016. Not funded.

Kennedy, M. J., & Downer, J. (2017-2020). *Developing a low-inference observation tool to provide big feedback to teachers of students with disabilities: Introducing the classroom teaching scan*. Institute of Education Sciences; National Center for Special Education Research (\$1,500,000). Graduate Research Assistant. Submitted August 2016. Not funded.

Kennedy, M. J., & Foegen, A. (2016-2021). *Supporting algebra achievement for middle school students with disabilities: Preparing teachers and students to use online CBMs and Content Acquisition Podcasts*. Office of Special Education and Rehabilitative Services, U.S Department of Education (\$2,500,000). Graduate Research Assistant. Submitted April 2016. Not funded.

Kennedy, M. J. & Lloyd, J. W. (2015-2020). *Teaching teachers to create Content Acquisition Podcasts: A professional development process*. Office of Special Education and Rehabilitative Services, U.S. Department of Education (\$2,500,000). Graduate Research Assistant. Submitted January 2015. Not funded.

## PUBLICATIONS:

### Peer-Reviewed Journal Articles:

**Rodgers, W. J.**, Mathews, H. M., Romig, J. E., & Bettini, E. (2021). Observation studies in special education: A synthesis of validity evidence for observation systems. *Review of Educational Research*. Advance online publication.  
<https://doi.org/10.3102/00346543211042419>

**Rodgers, W. J.**, Weiss, M. P., & Aal Ismail, H.\* (2021). Defining specially designed instruction: A systematic literature review. *Learning Disabilities Research & Practice*, 36(2), 96-109.  
<https://doi.org/10.1111/ldrp.12247>

More, C., & **Rodgers, W. J.** (2020). Promoting change within special education teacher preparation programs: A collision of needs [Invited manuscript to a special edition]. *Journal of Culture and Values in Education*, 3(1), 104-119.  
<https://doi.org/10.46303/jcve.03.01.7>

Weiss, M. P., & **Rodgers, W. J.** (2020). Instruction in secondary co-taught classrooms: Three elements, two teachers, one unique approach. *Psychology in the Schools*, 57(6), 959-972. <https://doi.org/10.1002/pits.22376>

Weiss, M., & **Rodgers, W. J.** (2020, Winter). Specialized instruction in co-taught secondary classrooms? An exploratory case study in Algebra I. *Journal of the American Academy of Special Education Professionals*, 119-133.

Kennedy, M. J., Romig, J. E., VanUitert, V. J., & **Rodgers, W. J.** (2020). Impact of the InferCabulary app on vocabulary knowledge of fifth grade students with disabilities. *Journal of Special Education Technology*, 35(4), 204-224.  
<https://doi.org/10.1177/0162643419858077>

**Rodgers, W. J.**, Kennedy, M. J., VanUitert, V. J., & Myers, A. M. (2019). Delivering performance feedback to teachers using technology-based observation and coaching tools. *Intervention in School and Clinic*, 55(2), 103-122.  
<https://doi.org/10.1177/1053451219837640>

**Rodgers, W. J.**, & Weiss, M. P. (2019). Specially designed instruction in secondary co-taught mathematics courses. *Teaching Exceptional Children*, 51(4), 276-285.  
<https://doi.org/10.1177/0040059919826546>

Romig, J. E., Sundeen, T., Thomas, C. N., Kennedy, M. J., Philips, J., Peeples, K., **Rodgers, W. J.**, & Mathews, H. (2018). Using multimedia to teach self-regulated strategy development to pre-service teachers. *Journal of Special Education Technology*, 33(2), 124-137. <https://doi.org/10.1177/0162643417746373>

- Kennedy, M. J., **Rodgers, W. J.**, Romig, J. E., Mathews, H. M., & Peeples, K. N. (2018). Introducing the Content Acquisition Podcast Professional Development (CAP-PD) process: Supporting vocabulary instruction for inclusive middle school science teachers [Special issue]. *Teacher Education and Special Education*, 41(2), 140-157. <https://doi.org/10.1177/0888406417745655>
- Alves, K. A., Kennedy, M. J., Kellems, R. O., Wexler, J., **Rodgers, W. J.**, Romig, J. E., & Peeples, K. N. (2018). Improving preservice teacher vocabulary instruction: A randomized controlled trial. *Teacher Education and Special Education*, 41(4), 340-356. <https://doi.org/10.1177/0888406417727044>
- Mathews, H. M., **Rodgers, W. J.**, & Youngs, P. (2017). Sense-making for beginning special educators: A systematic mixed studies review. *Teaching and Teacher Education*, 67, 23-36. <https://doi.org/10.1016/j.tate.2017.05.007>
- Kennedy, M. J., **Rodgers, W. J.**, Romig, J. E., Lloyd, J. W., & Brownell, M. T. (2017). Effects of a multimedia professional development package on inclusive science teachers' vocabulary instruction. *Journal of Teacher Education*, 68(2), 213-230. <https://doi.org/10.1177/0022487116687554>
- Kennedy, M. J., Hirsch, S. E., & **Rodgers, W. J.**, Bruce, A., & Lloyd, J. W. (2017). Supporting high school teachers' implementation of evidence-based classroom management practices. *Teaching and Teacher Education*, 63, 47-57. <https://doi.org/10.1016/j.tate.2016.12.009>
- Kennedy, M. J., Alves, K. D., & **Rodgers, W. J.** (2015). Innovations in the delivery of content knowledge in special education teacher preparation. *Intervention in School and Clinic*, 51(2), 73-81. <https://doi.org/10.1177/1053451215579268>

### **Book Chapters:**

- VanUitert, V. J., Kennedy, M. J., Romig, J. E., **Rodgers, W.J.**, & Alves, K. D. (2019). A multimedia professional development process for teacher education and professional development. In D. Polly, C. Martin, & K. Dililitas (Eds.) *Handbook of research on educator preparation and professional learning* (2<sup>nd</sup> ed.) (pp. 1-13). <https://doi.org/10.4018/978-1-5225-8583-1.ch00>
- Kennedy, M. J., **Rodgers, W. J.**, Gressick, W. T., Romig, J. E., & Alves, K. D. (2019). The Classroom Teaching (CT) Scan: A flexible observation tool for general and special education instruction. In D. L. Edyburn (Ed.), *App Development for Individuals with Disabilities: Insights for Developers and Entrepreneurs* (pp. 171-199). Knowledge by Design.

**Rodgers, W. J.**, Kennedy, M. J., Alves, K. D., & Romig, J. E. (2016). A multimedia tool for

teacher education and professional development. In C. L. Martin & D. Polly (Eds.) *Handbook of Research on Teacher Education and Professional Development* (p. 285-296). IGI Global. <https://doi.org/10.4018/978-1-5225-1067-3.ch015>

Romig, J. E., **Rodgers, W.**, Alves, K. D., & Kennedy, M. J. (2016). Open and free education resources for K-12 online and face-to-face classrooms. In S. Bryans-Bongey & K. J. Graziano (Eds.), *Online Teaching in K-12: Models, Methods, and Best Practices for Teachers and Administrators* (p. 245-261). Information Today.

Kennedy, M. J., Romig, J. R., & **Rodgers, W. J.** (2015). Using Content Acquisition Podcasts (CAPs) to improve vocabulary instruction and learning for students with disabilities and their teachers. In S. Sennott & S. Loman (Eds.) *Comprehensive Individualized Curriculum and Instructional Design*. <http://pdxscholar.library.pdx.edu/pdxopen/5/>

### **Other Publications:**

Benedict, A., Papacek, A., **Rodgers, W.**, Robinson, R., Wells, K., Koziarski, G., & Colpo, A. (in press). *Learning to Teach: Practice Based Approaches in Virtual Settings*. Online Teacher Education Policy Brief for the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center.

Weiss, M. P., & **Rodgers, W. J.** (2020). *Co-teaching in a virtual world: Ideas for teachers*. Training & Technical Assistance Centers (TTAC), Virginia Department of Education. <https://education.wm.edu/centers/ttac/documents/coteachingvirtualworld.pdf>

**Rodgers, W.**, Lewis, T., O'Neill, R., & Vannest, K. (2018). *Policy and position statement on single case research and experimental designs from the Division for Research Council for Exceptional Children*. Council for Exceptional Children. [https://higherlogicdownload.s3.amazonaws.com/SPED/b7acd4b4-bc4d-4c1f-a7d4-efab3d52da44/UploadedImages/Evidence%20Based%20Practice/CEC-DR\\_SCD\\_Policy.pdf](https://higherlogicdownload.s3.amazonaws.com/SPED/b7acd4b4-bc4d-4c1f-a7d4-efab3d52da44/UploadedImages/Evidence%20Based%20Practice/CEC-DR_SCD_Policy.pdf)

**Rodgers, W. J.**, & Rodgers, K. A. (2018, June). Using multimedia videos to enhance instruction. In K. Higgins & M. Brown (Eds.) *Building Bridges Refereed Conference Proceedings*. Paper presented at Building Bridges Conference, Belize City, Belize. ISBN 978-1-5323-7173-8.

Weiss, M. P., & **Rodgers, W. J.** (in press). *Co-teaching* (Document No. IC-XX). University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center (CEEDAR).



### **Multimedia and Other Publication Formats:**

Kennedy, M. J., Peeples, K. N., Romig, J. E., Mathews, H. M., & **Rodgers, W. J.** (2018). Welcome to our new series on high leverage practices for special education. <https://highleveragepractices.org/701-2-2/>

Kennedy, M. J., Peeples, K. N., Romig, J. E., Mathews, H. M., & **Rodgers, W. J.** (2018). High leverage practice #8 & #22: Provide positive and constructive feedback to guide students' learning and behavior. <https://highleveragepractices.org/701-2-3/>

Kennedy, M. J., Peeples, K. N., Romig, J. E., Mathews, H. M., & **Rodgers, W. J.** (2018). High leverage practice #12: Systematically design instruction towards learning goals. <https://highleveragepractices.org/701-2-4/>

Kennedy, M. J., Peeples, K. N., Romig, J. E., Mathews, H. M., & **Rodgers, W. J.** (2018). High leverage practice #16: Use explicit instruction. <https://highleveragepractices.org/701-2-2/>

Kennedy, M. J., Peeples, K. N., Romig, J. E., Mathews, H. M., & **Rodgers, W. J.** (2018). High leverage practice #18: Use strategies to promote active student engagement. <https://highleveragepractices.org/701-2-5/>

Kennedy, M. J., **Rodgers, W. J.**, & Romig, J. E. (2017). *The Classroom Teaching Scan* [Software and observation instrument]. Available at [classroomteachingscan.com/ctscan](http://classroomteachingscan.com/ctscan)

### **Publications in Progress:**

Morris Mathews, H., & **Rodgers, W. J.** (in preparation). *A Narrative Analysis of Special Educators' Experiences During COVID.*

**Rodgers, W. J.**, & Kennedy, M. J. (in preparation). *Instruction in high school co- and solo-taught classes: A comparison of instruction across settings.*

**Rodgers, W. J.**, & Koziarski, G. (in preparation). *Perceptions of co-teaching from secondary general educators, special educators, and administrators.*

### **SELECTED PRESENTATIONS:**

Weiss, M. P., & **Rodgers, W. J.** (2022, January 16-19). *Instruction in co-teaching: A three-element model for success.* Poster accepted at the Council for Exceptional Children conference, Orlando, Florida.

Koziarski, G.\*, & **Rodgers, W. J.** (2021, November, 2-5). *How teachers negotiate instructional*

roles in co-taught classes. Paper accepted at the Teacher Education Division of the Council for Exceptional Children conference, Fort Worth, Texas.

Benedict, A., Papacek, A., Colpo, A., **Rodgers, W. J.**, Koziarski, G.,\* & Robinson, R.\* (2021, November, 2-5). *Are we preparing our future special education teachers appropriately? Virtual learning environments within inclusive teacher preparation programs.* Paper accepted at the Teacher Education Division of the Council for Exceptional Children conference, Fort Worth, Texas.

Benedict, A., Papacek, A., Colpo, A., **Rodgers, W. J.**, Koziarski, G.,\* & Robinson, R.\* (2021, October 13-14). *Virtual practice-based approaches for teaching students with high incidence disabilities.* Panel accepted at the International Conference on Learning Disabilities, Las Vegas, Nevada.

Benedict, A., Papacek, A., **Rodgers, W. J.**, Robinson, R.\*, Koziarski, G.\*, & Colpo, A. (2021, February 14-17). *Inclusive teacher preparation in virtual environments: How do we ensure that our teacher candidates are learner ready?* Paper presented at the annual conference of the Association of Teacher Educators. Virtual.

Weiss, M. P., & **Rodgers, W. J.** (2020, February). *A new model for co-teaching: Defining roles and including specially designed instruction.* Poster presented at the Council for Exceptional Children conference, Portland, Oregon.

Morris-Mathews, H., & **Rodgers, W. J.** (2020, February). *Opportunities to learn instructional and collaborative High-Leverage Practices: Special education teacher candidates' experiences in preparation.* Single paper presented at the Council for Exceptional Children conference, Portland, Oregon.

Romig, J. E., **Rodgers, W. J.**, Morris Mathews, H., & Bettini, E. (2019, November). *What do we know about classroom observation research for students with disabilities?* Single paper presented at the Teacher Education Division of the Council for Exceptional Children conference, New Orleans, Louisiana.

Morris Mathews, H., & **Rodgers, W. J.** (2019, November). *Opportunities to learn in special education teacher preparation: Distinctions between instructional and collaborative practice.* Single paper presented at the Teacher Education Division of the Council for Exceptional Children conference, New Orleans, Louisiana.

Reed, D., Morgan, J., & **Rodgers, W. J.** (2019, October). *Establishing evidence on new practices for students with learning disabilities.* Panel presentation presented at the International Council on Learning Disabilities conference, San Antonio, Texas.

- Morgan, J., & **Rodgers, W. J.** (2019, October). *Integrating critical pedagogies of practice related to learning disabilities into alternative pathways to licensure programs*. Roundtable presentation presented at the International Council on Learning Disabilities conference, San Antonio, Texas.
- Mathews, H. M., **Rodgers, W. J.**, & Youngs, P. (2019, April). *Special education candidates' opportunities to learn instructional and collaborative practice: An examination of professional formation*. Roundtable presentation presented at the American Educational Research Association conference, Toronto, Canada.
- Rodgers, W. J.**, & Mathews, H. M. (2018, November). *Examining the social, political, cultural, and historical backdrop of special education observation research*. Single paper presented at the Teacher Education Division of the Council for Exceptional Children conference, Las Vegas, NV.
- Rodgers, W. J.**, Kennedy, M. J., Mathews, H. M., Romig, J. E., & Peeples, K. P. (2018, November). *A multimedia professional development process for improving inclusive secondary level teachers' literacy instruction*. Single paper presented at the Teacher Education Division of the Council for Exceptional Children conference, Las Vegas, NV.
- Rodgers, W. J.**, & Weiss, M. P. (2018, October). *A new framework for planning instruction in co-taught classrooms*. Poster presented at the Council for Learning Disabilities 40<sup>th</sup> International Conference on Learning Disabilities, Portland, OR.
- Rodgers, W. J.**, Kennedy, M. J., & Romig, J. R. (2018, February). *Using classroom observations systematically: A review of the literature and implications for practice*. Poster session presented at the Council for Exceptional Children conference, Tampa, FL.
- Rodgers, W. J.**, Weiss, M. P., Kennedy, M. J., & Romig, J. E. (2018, February). *Beyond the six models: Instruction in co-taught mathematics and social studies classrooms*. Multi-presentation session presented at the Council for Exceptional Children conference, Tampa, FL.
- Kennedy, M. J., Peeples, K., **Rodgers, W. J.**, & Romig, J. E. (2018, February). *TAM Showcase: Can the tortoise beat the hare? Shining light on an eternal problem within special education technology* [Invited session]. Presentation with Q&A presented at the Council for Exceptional Children conference, Tampa, FL.
- Romig, J. E., Kennedy, M. J., Peeples, K., & **Rodgers, W. J.** (2018, February). *Personalized professional development: Using a low-inference observation tool to categorize and describe instruction*. Multi-presentation session presented at the Council for Exceptional Children conference, Tampa, FL.

- Rodgers, W. J.** (2017, November). *Planning and implementation of co-teaching*. Single paper presentation presented at the Teacher Education Division of the Council for Exceptional Children conference, Savannah, GA.
- Romig, J. E., **Rodgers, W. J.**, Mathews, H. M., Peeples, K., & Kennedy, M. J. (2017, November). *Cluster analysis of instruction: An alternative method for determining professional development needs*. Single paper presentation presented at the Teacher Education Division of the Council for Exceptional Children conference, Savannah, GA.
- Bettini, E. A., Mason-Williams, L., Mathews, H. M., Boveda, M., & **Rodgers, W. J.** (2017, November). *Comparing novice teachers' access to supportive social contexts across shortage versus non-shortage areas*. Single paper presentation presented at the Teacher Education Division of the Council for Exceptional Children conference, Savannah, GA.
- Kennedy, M. J., Romig, J. E., **Rodgers, W. J.**, Mathews, H. M., Peeples, K. (2017, November). *A multimedia-based professional development process to support inclusive science teachers' vocabulary instruction*. Interactive paper presented at the Teacher Education Division of the Council for Exceptional Children conference, Savannah, GA.
- Kennedy, M. J., **Rodgers, W. J.**, Romig, J. E., Mathews, H. M., & Peeples, K. (2017, April). *The relationship between cognitive load and teacher performance: Exploring data from four experiments*. Presentation with Q&A presented at the Council for Exceptional Children Conference, Boston, MA.
- Weiss, M. P., & **Rodgers, W. J.** (2017, April). *Co-taught and solo-taught classes: case studies of similarities and differences*. Presentation with Q&A presented at the Council for Exceptional Children Conference, Boston, MA.
- Rodgers, W. J.**, & Weiss, M. P. (2017, March). *Specialized instruction in secondary co-taught classrooms: Implications for teacher training*. Individual paper session presented at the American Association of Colleges of Teacher Education conference, Tampa, FL.
- Rodgers, W. J.** (2017, February). *Classroom observations for improving instruction in co-taught classrooms*. Project presented at a Works-in-Progress session at the University of Virginia, Charlottesville, VA.
- Rodgers, W. J.**, Mathews, H. M., Peeples, K., Romig, J. E., & Kennedy, M. J. (2016, November). *Observation tools for special education classrooms: A review of the literature*. Single paper session presented at the Teacher Education Division of the Council for Exceptional Children conference, Lexington, KY.

- Rodgers, W. J., & Weiss, M. P.** (2016, November). *Instructional practices in secondary co-taught classes: How specialized are they?* Single paper session presented at the Teacher Education Division of the Council for Exceptional Children conference, Lexington, KY.
- Alves, K. D., Kennedy, M. J., **Rodgers, W. J.**, & Romig, J. E. (2016, April). *Improving teacher candidates' knowledge & skill for teaching vocabulary: A randomized control trial.* Multi-paper session presented at the Council for Exceptional Children conference, St. Louis, MO.
- Kennedy, M. J., **Rodgers, W. J.**, Romig, J. E., & Alves, K. D. (2016, April). *The co-teaching scan: Introduction and demonstration of a new classroom observation tool.* Demonstration presented at the Council for Exceptional Children conference, St. Louis, MO.
- Mathews, H. M., & **Rodgers, W. J.** (2016, April). *Exploring induction policy and sensemaking processes for beginning special educators.* Presentation with Q&A presented at the Council for Exceptional Children conference, St. Louis, MO.
- Rodgers, W. J.**, Kennedy, M. J., Romig, J. E., & Alves, K. D. (2016, April). *Professional development for improving evidence-based vocabulary instruction.* Multi-presentation presented at the Council for Exceptional Children conference, St. Louis, MO.
- Kennedy, M. J., Romig, J. E., **Rodgers, W. J.**, & Alves, K. D. (2016, April). *Using multimedia to improve science vocabulary performance of students in at-risk populations.* Paper Session presented at the American Educational Research Association conference, Washington, DC.
- Mathews, H. M., **Rodgers, W. J.**, & Youngs, P. (2016, April). *A systematic mixed studies review exploring induction and sensemaking processes for beginning special educators.* Poster Session presented at the American Educational Research Association conference, Washington, DC.
- Rodgers, W. J.**, Kennedy, M. J., Romig, J. E. (2016, April). *Using multimedia to improve vocabulary instruction for middle school science teachers.* Paper Session presented at the American Educational Research Association conference, Washington, DC.
- Alves, K. D., Kennedy, M. J., & **Rodgers, W. J.** (2016, February). *Improving teacher candidates' knowledge and skills for teaching vocabulary: A randomized controlled trial.* Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Rodgers, W. J.**, Romig, J. E., Kennedy, M. J., & Alves, K. D. (2016, February). *Using multimedia to improve science vocabulary performance of students in at-risk populations.* Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Alves, K. D., Kennedy, M. J., **Rodgers, W. J.**, & Romig, J. E. (2015, November). *Improving*

*teacher candidates' knowledge and skills for teaching vocabulary: A randomized controlled trial.* Paper presented at the Teacher Education Division of the Council for Exceptional Children conference, Tempe, AZ.

Kennedy, M. J., **Rodgers, W. J.**, Romig, J. E., & Alves, K. D. (2015, November). *The co-teaching scan: Introduction and demonstration of a new classroom observation tool.* Paper presented at the Teacher Education Division of the Council for Exceptional Children conference, Tempe, AZ.

**Rodgers, W. J.**, Kennedy, M. J., Romig, J. E., & Alves, K. D. (2015, November). *Vocabulary instruction in middle school science: Current practices and impacts of professional development.* Paper presented at the Teacher Education Division of the Council for Exceptional Children conference, Tempe, AZ.

**Rodgers, W. J.**, & Mathews, H. M. (2015, November). *Exploring induction and sensemaking processes for beginning special educators.* Paper presented at the Teacher Education Division of the Council for Exceptional Children conference, Tempe, AZ.

Alves, K. D., **Rodgers, W. J.**, Romig, J. E., & Kennedy, M. J. (2015, September). *Improving teacher candidates' knowledge and skills for teaching vocabulary: A random control trial.* Paper presented at the Virginia Education Research Association Conference, Charlottesville, VA.

**Rodgers, W. J.**, & Mathews, H. M. (2015, September). *Exploring induction and sensemaking for beginning special educators.* Paper presented at the Virginia Education Research Association Conference, Charlottesville, VA.

Alves, K., Kennedy, M. J., & **Rodgers, W. J.** (2015, April). *Teaching teachers to create multimedia-based instructional vignettes with embedded evidence-based practices.* Multi-presentation panel presented at the Council for Exceptional Children conference, San Diego, CA.

Kennedy, M. J., Alves, K., **Rodgers, W. J.**, & Romig, J. (2015, April). *Improving automaticity of EBP implementation by managing cognitive load and providing coaching and feedback.* Paper presented at the Council for Exceptional Children conference, San Diego, CA.

Alves, K., Kennedy, M. J., **Rodgers, W. J.**, & Romig, J. (2015, March). *Teaching teachers to create multimedia with embedded evidence-based practices.* Paper presented at the Virginia Council for Learning Disabilities conference, Blacksburg, VA.

Kennedy, M. J., Alves, K., **Rodgers, W. J.**, & Romig, J. (2014, November). *Improving automaticity of evidence-based practice implementation by managing cognitive load and feedback.* Paper presented at the Annual Meeting of the Teacher Education Division of the Council for Exceptional Children, Indianapolis, Indiana.

## SERVICE

### SERVICE AND LEADERSHIP:

#### National:

- 2018-2021 Co-chair, Local Arrangement Conference Planning Committee, Council for Learning Disabilities
- 2018-2019 Member, Communication Committee, Council for Learning Disabilities
- 2018- Membership Chair, Diversity Caucus, Teacher Education Division of the Council for Exceptional Children
- 2018 Professional training provider, University Center for Academic Excellence, University of North Carolina at Charlotte
- 2017 Chair, Policy Statement Subgroup, Working Group on Single Case Design, Division of Research of the Council for Exceptional Children
- 2016- Member, Diversity Caucus, Teacher Education Division of the Council for Exceptional Children
- 2016-2018 Member, Publications Committee, Teacher Education Division of the Council for Exceptional Children
- 2013- Member, Research Committee, Teacher Education Division of the Council for Exceptional Children

#### University:

- 2021- Member, Faculty Senate, Virginia Commonwealth University
- 2019-2021 Member, Hiring, Retention, and Assessment Task Force, Women's Council, University of Nevada, Las Vegas

#### College:

- 2020-2021 Assistant Chair, Committee on Diversity, Equity, Inclusion, and Justice, College of Education, University of Nevada, Las Vegas
- 2019 Member, Committee on Diversity, Equity, Inclusion and Justice, College of Education, University of Nevada, Las Vegas
- 2019 Member, TEACH Nevada Scholarship application review panel, College of Education, University of Nevada, Las Vegas
- 2018-2020 Member, Scholarship and Awards Committee, College of Education, University of Nevada, Las Vegas

#### Department:

- 2019-2020 Member, Doctoral Admissions Committee, Department of Early Childhood, Multilingual, and Special Education, University of Nevada, Las Vegas
- 2018-2019 Co-Chair, Search Committee, Department of Early Childhood, Multilingual, and Special Education, University of Nevada, Las Vegas
- 2018-2019 Member, Teacher Education and Field Experience Subcommittee, Department of Early Childhood, Multilingual, and Special Education, University of Nevada,

- Las Vegas
- 2017-2018 Member, Doctoral Admissions Committee, Department of Early Childhood, Multilingual, and Special Education, University of Nevada, Las Vegas
- 2017-2018 Member, Doctoral Development Committee, Department of Early Childhood, Multilingual, and Special Education, University of Nevada, Las Vegas

**Community:**

- 2017, 2019 Professional service provider, Nevada Partnership for Inclusive Education

**Prior Service:**

- 2014-2017 Volunteer Advocate, Court Appointed Special Advocates; Charlottesville, VA
- 2014-2016 Chair, Steering Committee, Curry Research Conference; University of Virginia
- 2013-2014 Member, Steering Committee, Curry Big Read; University of Virginia
- 2010-2012 Member, Virginia Department of Education VMAST Reading: EOC Committee

**REVIEWER EXPERIENCE:**

**Editorial Board Member:**

- 2020- Editorial Board Member, *Journal of Special Education Technology*
- 2019- Editorial Board Member, *Teacher Education and Special Education*
- 2019- Editorial Board Member, *TEACHING Exceptional Children*
- 2018- Editorial Board Member, *Intervention in School and Clinic*

**Grant Review Panels:**

- 2019 National Science Foundation

**Ad-Hoc Reviewer:**

Journals:

- 2021 *Review of Educational Research*
- 2020 *The Elementary School Journal*
- 2019 *education policy analysis archives*
- 2019 *Action in Teacher Education*
- 2019 *Teacher Education and Special Education*
- 2018 *Exceptional Children*
- 2018 *The Teacher Educators' Journal*
- 2016- *Journal of Teacher Education*
- 2019 *TEACHING Exceptional Children*
- 2018 *Intervention in School and Clinic*
- 2016-2020 *Journal of Special Education Technology*

Grant Awarding Organizations:

- 2018 Ad Hoc Reviewer, National Science Foundation



Conferences:

2022 Council for Exceptional Children Conference  
2019 American Educational Research Association  
2018 Council for Exceptional Children Conference  
2015-2018 Teacher Education Conference, Council for Exceptional Children

**PROFESSIONAL AFFILIATIONS:**

Council for Exceptional Children (Division for Culturally and Linguistically Diverse Exceptional Learners, Division for Research, Division for Learning Disabilities, Teacher Education Division)

International Council for Learning Disabilities

American Educational Research Association

Raven Society, University of Virginia

**AWARDS AND HONORS:**

2019 **Single-Case Design Research Institute**, Institute of Education Sciences  
2018 **Leadership Institute**, International Council of Learning Disabilities.  
2015 **Kaleidoscope Mentorship Project**, Teacher Education Division of CEC. Mentor: Dr. Charles Dukes, Florida Atlantic University.