

KATHARINE G. SHEPHERD, Ed.D.
Dean and Levitt Family Green and Gold Professor
College of Education and Social Services
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EDUCATION

Ed.D. University of Vermont, Burlington, VT, 1997
Educational Leadership and Policy Studies, Special Education Concentration

M.Ed. University of Vermont, Burlington, VT, 1985
Elementary and Special Education Program

B.A. Middlebury College, Middlebury, VT, 1978
American Studies, *cum laude*

PROFESSIONAL EXPERIENCE

Dean

College of Education and Social Services, January 15, 2023, to present

Interim Dean

College of Education and Social Services, July 2021 to January 15, 2023

Associate Dean for Academic Affairs

College of Education and Social Services, July 1, 2017 to June 30, 2021

Interim Associate Dean for Academic Affairs and Research

College of Education and Social Services, February 1, 2017 to June 30, 2017

Vice Chair

Department of Education, September, 2016 – February 2017

Professor

Special Education Program, Department of Education
College of Education and Social Services, University of Vermont, September, 2015

Associate Professor

Special Education Program, Department of Education
College of Education and Social Services, University of Vermont, 2007 to 2015

Program Coordinator

Special Education Program, Department of Education
College of Education and Social Services, University of Vermont, 2012 to 2014

Assistant Professor

Special Education Program, Department of Education
College of Education and Social Services, University of Vermont, 2001 – 2007

Research Assistant Professor

Special Education Program, Department of Education
College of Education and Social Services, University of Vermont, 1997 - 2001

Project Coordinator and Field Research Coordinator

College of Education and Social Services
University Affiliated Program, University of Vermont, 1986-1999

Learning Resource Specialist

Duxbury Elementary School, Duxbury, Vermont, 1985 – 1986

HONORS AND AWARDS

2022 Rural Special Education Quarterly Research Article of the Year

2018-2019 President's Distinguished University Citizenship and Service Award, University of Vermont

Higher Education Consortium for Special Education (HECSE), Leadership and Service Award, 2016
(Presented in recognition of my leadership and service as HECSE President, July 2013-July 2015).

Levitt Family Green and Gold Professorship, College of Education and Social Services, 2014.
(Inaugural endowed professorship in the College of Education and Social Services, appointment made through the Office of the Provost based on a peer nomination process)

Kroepsch-Maurice Excellence in Teaching Award, Associate Professor Level, University of Vermont, 2012-2013.
(Awarded annually to a total of four instructors at the University of Vermont, one each in the ranks of Full Professor, Associate Professor, Assistant Professor, and Lecturer)

Nominee, Graduate Student Senate Award for Excellence in Advising, University of Vermont, May, 2012.
(Awarded annually to one member of the Graduate College through the Graduate Student Senate)

Nominee, Graduate Student Senate Award for Excellence in Teaching, University of Vermont, May, 2012.
(Awarded annually to one member of the Graduate College through the Graduate Student Senate)

Outstanding Scholarship and Service Award, Department of Education, Special Education Program, University of Vermont, 1985.

Graduate Research Fellowship, Special Education Program, University of Vermont, 1984 – 1985.

GRANTS

Externally-Funded Projects

Total Amount Funded Externally = \$3,608,935*

*This amount includes only those projects where I was the lead or co-lead grant writer and does not include additional funded projects where I played a smaller role in obtaining external funding.

Transformative Leadership for Special Education Administrators. U.S. Department of Education, Office of Special Education Programs, under the priority *Preparation of Special Education, Early Intervention, and Related Services leadership Personnel*, Type B project, January 2014 – December 2019, \$934,000. Project Director, Co-Principal Investigator and first author of grant proposal (with K. Killeen).

Collaborative Data Use by Teacher Decision-making Teams to Support Instructional Interventions for Struggling Students. Spencer Foundation, January 2014 – August 2017, \$299,430. Co-Principal Investigator and co-author of grant submission (with G. Salembier & T. Kolbe).

Parents as Collaborative Leaders: Improving Outcomes for Children with Disabilities. U.S. Department of Education, Office of Special Education Programs, October 2004 – September 2010, \$898,956. Co-Principal Investigator and primary grant author (with S. Hasazi & P. Goldberg).

A Study of the Impact of Vermont's Equal Educational Opportunity Act on Special Education Service Delivery and Expenditures. U.S. Department of Education, Office of Special Education and Rehabilitative Services, October 2000 – September 2003, \$539,917. Co-Principal Investigator and co-author of grant submission (with S. Hasazi).

A Longitudinal Study of the Policy Outcomes Associated with State Legislation for Reforming Special and General Education. U. S. Department of Education, Office of Special Education and Rehabilitative Services, October 1998 – September 2002, \$719,088. Co-Principal Investigator and co-author of grant submission (with S. Hasazi).

Enabling Futures Project: Utilizing Family and Community Networks. U.S. Department of Education, Office of Special Education and Rehabilitative Services, July 1990 – June 1993, \$217,574. Project Coordinator and co-author of grant submission (with S. Hasazi).

Internally Funded Projects (Total amount funded internally = \$115,118)

MAPS for the future: Promoting cultural reciprocity, family engagement, and student-centered learning through a person centered planning approach. College of Education and Social Services, University of Vermont, \$3,994, March 2013 – June, 2014. Principal Investigator and grant author (with S. Haines, C. Reyes, A. Tinkler, & B. Tinkler).

New Directions for Leadership and Collaboration among Parents of Children with Disabilities. Center for Disability and Community Inclusion, University of Vermont, March, 2012 – June, 2012, \$3,624. Principal Investigator and grant author (with Colby Kervick).

Instructional Incentive Grant. Center for Teaching and Learning, University of Vermont, June, 2011 – May, 2012, \$3,000. Co-Principal Investigator and co-author (with W. Williams, G. Salembier, & K. Swindlehurst).

Implementing and Sustaining a K – 12 Response to Intervention Model. James M. Jeffords Center for Policy Research, University of Vermont, September 2011– August, 2012, \$50,000. Co-Principal Investigator and co-author of grant submission (with G. Salembier).

Instructional Incentive Grant. Center for Teaching and Learning, University of Vermont, June, 2011 – May, 2012, \$5,000. Co-author of grant application (with W. Williams & G. Salembier).

Supporting Middle and High School Students through the Development of a Response to Instruction (RtI) Framework. James M. Jeffords Center for Policy Research, University of Vermont, September 2010 – August, 2011, \$49,500. Co-Principal Investigator and co-author of grant submission (with G. Salembier).

PUBLICATIONS

Note: Prior to 2006, I published under the name “Katharine Shepherd Furney.”

The publications listed on the following pages are presented chronologically within each of the following categories: (a) Books, (b) Journal Articles, (c) Book Chapters, (d) Encyclopedia Entries, (e) Book Reviews/Other, (f) Manuals and Web-Based Modules, (g) dissertation, and (h) Reports Associated with National and University Service.

Books

2. Turnbull, A., Turnbull, R., Francis, G.L., Burke, M., Kyzar, K., Haines, S.J., Gershwin, T., Shepherd, K.G., Holdren, N., & Singer, George, H.S. (2021). *Families and professionals: Trusting partnerships in general and special education, 8th ed.* Hoboken, NJ: Pearson.
1. Shepherd, K. G., Kervick, C. T., & Morris, D. (2017). *The art of collaboration: Lessons from families of children with disabilities*. Boston, MA: Sense Publishers.

Journal Articles

37. Kervick, C.T., Meyer, L.E., Swindlehurst, K.A., & Shepherd, K.G. (in press). A rural university's response to the polycrisis facing special education teacher preparation. *Rural Special Education Quarterly*.
36. Vannest, K.J. Swindlehurst, K., Bishop, P., & Shepherd, K.G. (2024). The evidence for personalized learning plans: a systematic review of the literature for student outcomes and measures grades 7–12. *On the Horizon*, 33 (1), 104-115. <https://doi.org/10.1108/OTH-09-2024-0053>.
35. West, J., McLaughlin, V., Shepherd, K.G., & Cokely, R. (2023). The Americans with Disabilities Act and the Individuals with Disabilities Education Act: Intersection, divergence, and the path forward. *Journal of Disability Policy Studies*, 34 (3) Advance online publication. Doi.org/10.177/1044207322114113.
34. Haines, S. J., Giangreco, M. F., Shepherd, K. G., Suter, J. C., & Moore, M. (2022). Examination and redesign of inclusive special education service delivery in a rural school. *Rural Special Education Research Quarterly*, 41(1), 25-38.* <https://doi.org/10.1177/87568705211052497>.

*2022 Rural Special Education Quarterly (RSEQ) Research Article of the Year

33. Kervick, C. T., Haines, S. J., Shepherd, K. G., Reyes, C., Green, A. E., & Moore, M.* (2021). Engaging interdisciplinary service providers to enhance collaboration to support refugee families whose children have special health care needs. *Educational Action Research Journal*, 30(5), 768-790. <https://doi.org/10.1080/09650792.2021.1877165>
32. Boscardin, M. L., & Shepherd, K.G., (2020). Leadership for evaluations responsive to disability and culture. *Journal of Educational Administration*. Advanced online publication. <https://www.emerald.com/insight/0957-8234.htm>
31. Swindlehurst, K.A., Kervick, C. T., & Shepherd, K.G. (2019). Examining the perspectives of elementary education teachers prepared through traditional and dual license programs. *Journal of Special Education Apprenticeship*, 8(1), Article 4.
30. Nagro, S. A., Shepherd, K.G., Knackstadt, K., West, J.E., & Nagy, S. (2019). Bridging the gap between research and policy: Fostering advocacy and policy engagement in special education doctoral students. *Journal of Disability Policy Studies*. DOI: 10.1177/1044207319849930.
29. Nagro, S.A., Shepherd, K.G., West, J.E., & Nagy, S. J. (October, 2018). Activating policy and advocacy skills: A strategy for tomorrow's special education leaders. *Journal of Special Education*. DOI: 10.1177/022466918800705.
28. Haines, S. J., Francis, G. L., Shepherd, K. G., Ziegler, M., & Mabika, G. (2018). Partnership bound: Using MAPS with transitioning students and families from all backgrounds. *Career Development and Transition for Exceptional individuals*, 41,(2) 122-126.
27. Haines, S.J., Francis, G.L., Mueller, T.J., Chun-Yu Chiu, Burke, Meghan H., Kyzar, Kathleen, Shepherd, K.G., Holdren, N., Aldersey, H.M., & Turnbull, A. P. (2017). Reconceptualizing family-professional partnership for inclusive schools: A call to action. *Inclusion*, 5 (4), 234-247.
26. Haines, S., Clark/Keefe, K., Tinker, A., Kotsiopoulos, A., Gerstl-Pepin, C., Shepherd, K., Woodside-Jiron, H., & Milhomens, M. (2017). "Let's Just Stop and Take a Breath": A Community-Driven Approach to Mindfulness Practice in a High Poverty Elementary School. *LEARNing Landscapes*, 10(2), 189-205.
25. Haines, S.J., Kervick, C.T., Shepherd, K.G., & Levitt (2017), Enhancing quality: Listening to participants' voices to improve our Master's program in special education. *Teaching and Teacher Education*, 66 (24-32).
24. Cornoldi, C., Capodiecì, A., Colomer Diago, C., Miranda, A., & Shepherd, K.G. (2016). Attitudes of primary school teachers in three western countries toward learning disabilities. *Journal of Learning Disabilities*, 1-12. DOI: 10.1177/0022219416678408.
23. Shepherd, K. G., & West, J. E. (2016). Changing times: Introduction to the special issue. *Teacher Education and Special Education*, 39 (2), 81-82. DOI: 10.1177/0888406416638515
22. West, J. E., & Shepherd, K. G. (2016). Closing reflections: Public policy, advocacy and special educators. *Teacher Education and Special Education*, 39(2), 150-153. DOI: 10.1177/0888406416638719

21. Shepherd, K. G., Fowler, S., McCormick, J., Wilson, C. L., Morgan, D. (2016). The search for role clarity: Challenges and implications for special education teacher preparation. *Teacher Education and Special Education*, 39(2), 83-97. DOI: 10.1177/0888406416637904
20. Shepherd, K. G., & Kervick, C. T. (2016). Enhancing collaborative leadership among parents of children with disabilities: New directions for policy and practice. *Journal of Disability Policy Studies*, 27(2), 32-42. DOI: 10.1177/1044207315576081
19. Swindlehurst, K., Shepherd, K. G., Salembier, G. and Hurley, S. (2015). Implementing Response to Instruction: Results of a survey of school principals. *Rural Special Education Quarterly*, 34 (2), 9-16.
18. Swindlehurst, K.A., Shepherd, K., & Salembier, G. (2014). Promises and challenges of schoolwide implementation of response to instruction (RtI): Principals' perspectives. *Journal of Ethical Educational Leadership*, 1(11), 1-16. Retrieved from: <http://www.cojeel.org>
17. Donovan, E., & Shepherd, K. G. (2013). Implementing multi-tiered systems of support in mathematics: Findings from two schools. *Journal of Special Education Apprenticeship*, 2 (1), 1-15. www.josea.info/archives/vol2no1-3-FT.
16. Donovan, E., & Shepherd, K. (2013). The implementation of multi-tiered systems of support for mathematics: Views from Vermont's math professionals. *Journal of Education Policy, Planning, and Administration*, 3 (1), 90-106. www.jeppa.org/wp-content.
15. Cook, B. G., Shepherd, K. G., Cook, S. C., & Cook, L. (2012). Facilitating the effective implementation of evidence-based practices through teacher-parent collaboration. *Teaching Exceptional Children*, 44 (3), 22-30.
14. Shepherd, K., & Salembier, G. (Fall, 2011). Improving schools through a response to intervention approach: A cross-case analysis of three rural schools. *Rural Special Education Quarterly*, 30 (3), 3-15.
13. Shepherd, K., & Salembier, G. (2010). Leading, learning, and literacy: Implementing a response to intervention approach in the Riverside elementary school. *New England Reading Association Journal* 46, (1), 38-49.
12. Shepherd, K. (2006). Supporting all students: The role of principals in expanding general education capacity through the use of response to intervention teams. *Journal of Special Education Leadership*, 19 (2), 30-38.
11. Furney, K. S., & Salembier, G. (2006). Scan and Run: Reading to learn. *New England Reading Association Journal*, 42 (1), 40-44.
10. Furney, K. S., Aiken, J., Hasazi, S. & Clark/Keefe, K. (2005). Meeting the needs of all students: Contributions of effective school leaders. *Journal of School Leadership*, 15, 546-570. Citations: 6 (Google Scholar).

9. Furney, K. S., Hasazi, S., & Clark/Keefe, K. (2005). Multiple dimensions of reform: The impact of state policies on special education and supports for all students. *Journal of Disability Policy Studies*, 16 (3), 169-176.
8. Furney, K. S., Godek, J., & Riggs, M. (2004). Leading for the success of all students. *Classroom Leadership*, 7 (8) www.ascd.org/publications/class_lead/200405.
7. Furney, K., Hasazi, S., Clark/Keefe, K., & Hartnett, J. (2003). A longitudinal study of shifting policy landscapes in general and special education reform. *Exceptional Children*, 70, 81-96.
6. Hasazi, S., Furney, K. S., & DeStefano, L. (1999). Implementing the IDEA transition mandates. *Exceptional Children*, 65, 555-566.
5. DeStefano, L., Heck, D., Hasazi, S., & Furney, K. (1999). Enhancing the implementation of the transition requirements of IDEA: A report on the policy forum on transition. *Career Development for Exceptional Individuals*, 22, 85-100.
4. Salembier, G., & Furney, K. S. (1998). Speaking up for your child's future. *Exceptional Parent*, 28 (7), 62-64.
3. Salembier, G., & Furney, K. S. (1997). Facilitating participation: Parents' perceptions of their involvement in the IEP/transition planning process. *Career Development for Exceptional Individuals*, 20 (1), 29-42.
2. Furney, K. S., Hasazi, S. B., & DeStefano, L. (1997). Transition policies, promises, and practices: Lessons from three states. *Exceptional Children*, 63, 343-356.
1. Salembier, G. & Furney, K. S. (1994). Promoting self-advocacy and family participation in IEP and transition planning. *Journal for Vocational Special Needs Education*, 17 (1), 12-17.

Manuscripts Under Review

1. Jewiss, J., Wood, V. F., Shepherd, K.G., Massey, D., Kleinman, A., & McInerney, C. Engaging in a Principles-Focused Approach with a Community of Neuro-diverse Individuals. *Evaluation and Program Planning* (Revise and Resubmit).

Manuscripts in Preparation

2. Swindlehurst, K. A., Meyer, L., Kervick, C., & Shepherd, K.G. Through the Eras: Reflecting back to look forward in special education teacher preparation.
1. Shepherd, K.G., Haines, S. J., & Kervick, C. 50 Years of Family and Professional Partnership: What have we learned from IDEA implementation? *Journal of Special Education Leadership*

Book Chapters

16. Haines, S. J., Kyzar, K. B., Francis, G. L., Aldersey, H. M., & Shepherd, K. G. (2022). Examining common theoretical orientations to family-school partnership research in special education to promote

equity. In CT. W. Farmer, E. Talbott, K. McMaster, D. Lee, and T. C. Aceves (Eds.) *Handbook of special education research, volume I: Theory, methods, and developmental processes* (pp. 262-275) Routledge.

15. Kervick, C.T., Shepherd, K.G., & Haines, S. J, (2019). Fostering inclusive and culturally responsive family professional partnership. In M. Scheulka, C. Johnstone, G. Thomas, & A. Artilles. (Eds.), *Sage handbook of inclusion and diversity in special education* (pp. 262-275). London: Sage.
14. Kolbe, T., Shepherd, K.G., & Sessions, J. (2018). Lessons learned from data-based decision-making teams in elementary schools. In N. Barnes & H. Fives (Eds.). *Cases of teacher data use* (pp. 148-194). New York: Routledge.
13. Boscardin, M. L., & Shepherd, K.G. (2018). Engaging evaluation to transform, build, and sustain special education programs and services. In J. B. Crockett, B. S. Billingsley, & M. L. Boscardin (Eds.), *Handbook of leadership and administration for special education*, 2nd ed. (pp. 478- 501). New York: Routledge.
12. Shepherd, K. G., Kervick, C. T., & Salembier, G. (2015). *Person-centered planning: Tools for promoting employment, self-direction and independence among persons with intellectual disabilities*. In *Way leads on to way: Employment of people with intellectual and developmental disabilities*. American Association on Intellectual and Developmental Disabilities.
11. Shepherd, K. G., Giangreco, M. F., & Cook, B. G. (2013). Parent participation in assessment and in development of Individualized Education Programs. In B. G. Cook & M. Tankersley (Eds.), *Research-based practices in special education* (pp. 260-271). Boston, MA: Pearson.
10. Hasazi, S., & Shepherd, K. (2009). Leading beyond labels: The role of the principal in leading through a social justice framework for students with disabilities. In R. G. Johnson (Ed.), *A Twenty-first century approach to teaching social justice: Educating for both advocacy and action* (pp. 91-106). New York, NY: Peter Lang.
9. Shepherd, K. G., Hasazi, S. B., & Aiken, J. (2008). Preparing school leaders to build and sustain engagement with families and communities. In R. Papa (Ed.), *Leadership on the frontlines: changes in preparation and leadership* (pp. 145-158). Lancaster, PA: ProActive Publications.
8. Shepherd, K., & Hasazi, S. B. (2007). Leading for social justice and inclusion: The role of school leaders. In L. Florian (Ed.), *Sage Handbook of Special Education* (pp. 475-485), Chapel Hill, NC: Sage Publications.
7. Shepherd, K., & Salembier, G. (2007). Transition from school to adult life. In M.F. Giangreco & M.B. Doyle (Eds.), *Quick guides to inclusion 3: Ideas for educating students with disabilities* (2nd ed.). Baltimore: Paul H. Brookes.
6. Godek, J., Furney, K. S., & Riggs, M. (2005). Changing views from the porch. In J. Thousand & R. Villa (Eds.), *Creating an inclusive school* (2nd ed., pp. 81 -89). Alexandria, VA: Association for Supervision and Curriculum Development.
5. Furney, K. S., & Salembier, G. (2000). Rhetoric and reality: A review of the literature on parent and student participation in the IEP and transition planning process. *Issues influencing the future of*

transition programs and services in the United States (pp. 111- 126). Minneapolis, MN: National Transition Network at the Institute on Community Integration

4. Hasazi, S. B., DeStefano, L., & Furney, K. S. (1999). Progress in implementing the transition requirements of IDEA: Promising strategies and future directions. *To assure the free appropriate public education of all children with disabilities* (pp. 53 – 72). Education Publications Center: U.S. Department of Education.
3. Salembier, G., & Furney, K. S. (1998). Transition from school to adult life. In M. F. Giangreco (Ed.), *Quick guides to inclusion 2: Ideas for educating students with disabilities* (pp. 113 - 139). Baltimore: Paul H. Brookes.
2. Hasazi, S. B., & Furney, K. S. (1996). Least restrictive environment: Overview and upper school. In R. Turnbull & A. Turnbull (Eds.), *Improving the implementation of the Individuals with Disabilities Education Act: Making schools work for all of America's children* (pp. 341 – 362). Washington, DC: National Council on Disability.
1. Hasazi, S. B., Furney, K. S., & Hull, M. (1995). Additional preparation for adulthood: Transition planning. In P.T. Cegelka & W.H. Berdine (Eds.), *Effective instruction for students with learning difficulties* (pp. 419-443). Needham Heights, MA: Allyn and Bacon.

Non-peer reviewed manuscripts

1. Meyers, H.; Hasazi, S.; Baege, M.; Gerstl-Pepin, C; Gordon, R.; MacKinnon, C.; Mitchell, C.; Rak, E.; Shepherd, K. G.; & Tolmie, B.C. (2007) Incarcerated women's initiative IWI). James M. Jeffords Center for Policy Research. 23. <https://scholarworks.uvm.edu/jmjcpr/23>

Encyclopedia Entries

2. Shepherd, K., & Hasazi, S. (2010). Lewis M. Terman. In T. C. Hunt, J. C. Carper, C. D. Raisch and T. J. Lashley II (Eds.), *Encyclopedia of educational reform and dissent, Volume 2* (pp. 884-886). Thousand Oaks, CA: Sage Publications.
1. Furney, K. S., & Hasazi, S.B. (2006). Values pluralism, in schools. In F. W. English (Ed.), *Encyclopedia of educational leadership and administration, Volume 2* (p. 1053), Chapel Hill, NC: Sage.

Book Reviews and Other Contributions to Journals

- Shepherd, K. (2013). Review of *Leadership strategies for successful schoolwide inclusion: The STAR approach*, by Dennis D. Munk and Thomas L. Dempsey. *American Journal on Intellectual and Developmental Disabilities*, 51 (3), 206-208. DOI: 10.1352/1934-9556.513.206.
- Shepherd, K. (2009). *Notes from the CEC-DR families committee*. Focus on Research (22) 4, Newsletter of the Division for Research (CEC-DR), *The Journal of Special Education*, Hammill Institute on Disabilities.
- Furney, K.S. (2001). Review of *Free appropriate public education: The law and children with disabilities*, by H. Rutherford & A. Turnbull. *Mental Retardation*, 39, 237–240.

White Paper

Aceves, T., Banks, T., Rao, K., Han, I., Diliberto, J., & Shepherd, K. (2015). *Increasing the involvement of culturally and linguistically diverse students in special education research*. Council for Exceptional Children, Division of Research.

Manuals and Web-Based Curriculum Modules

Shepherd, K., & Hasazi, S. (2008). *Parents as collaborative leaders: Ten modules for supporting the development of leadership skills*. Web-based curriculum modules, <http://www.uvm.edu/~pcl/index.php>.

Shepherd, K., Hasazi, S. B., Kucij, D., Brick, B., & Goldberg, P. (2007). *Parents as collaborative leaders: Improving outcomes for children with disabilities. Instructor manual*. Minneapolis, MN: PACER Center.

Shepherd, K., Hasazi, S. B., Kucij, D., Brick, B., & Goldberg, P. (2007). *Parents as collaborative leaders: Improving outcomes for children with disabilities. Participant manual*. Minneapolis, MN: PACER Center.

Shepherd, K. (2006). *Collaboration and teaming: Stages of team development and effective communication for collaboration*. Burlington, VT: National Institute on Leadership, Disability, and Students Placed At Risk www.uvm.edu/~NILDSPaR.

Shepherd, K., Hasazi, S. B., Kucij, D., Brick, B., & Goldberg, P. (2006). *Internship guidelines for parent leaders*. Minneapolis, MN: PACER Center.

Earle-Cruickshanks, J. E., Hubbard, B., Mooney, D., Osman, J., Pepler, L., Podhajski, B., Shepherd, K., & Stearns, P. (2006). *Instructional practices for students with learning disabilities*. Montpelier, VT: Vermont Department of Education, Vermont Learning Disabilities Task Force.

Shepherd, K.G. (2005). *Collaboration and teaming: An introduction to collaboration and its essential characteristics*. Burlington, VT: National Institute on Leadership, Disability, and Students Placed At Risk. www.uvm.edu/~NILDSPaR.

Furney, K. S., Carlson, N., Salembier, G., Cravedi-Cheng, L., & Blow, S. (1994). *Making dreams happen: How to facilitate the MAPS process*. Burlington, VT: University of Vermont, Vermont Transition Systems Change Project. Unpublished manual.

Furney, K. S., Carlson, N., Lisi, D., Yuan, S., Cravedi-Cheng, L. (1993). *Speak up for yourself and your future: A curriculum for building self-advocacy and self-determination skills*. Burlington, VT: University of Vermont, Enabling Futures Project. Unpublished manual.

Allen, K. S., Johnson, R., Hasazi, S. B., Hull, M., & Gordon, L. (1988). *Conducting a follow-up study*. Indianapolis, IN: Council of Special Education Administrators. Unpublished manual.

Allen, K. S., Patton, A., & Cobb, B. (1987). *Adapted Job Club Curriculum*. Burlington, VT: University of Vermont, Job Club Research Study. Unpublished manual.

Doctoral Dissertation

Furney, K. S. (1997). *Caring as the cornerstone of change: A cross-case analysis of three schools' experiences in implementing general and special education reform*. Burlington, VT: University of Vermont. Unpublished doctoral dissertation. *Citations: 1 (Google Scholar)*.

Major Reports Associated with National and University Service

Reyes, C., Shepherd, K.G., & Yin, A. (2018). *General Education Diversity Assessment Committee (GEDAC): Final Report of 2017-2018 Pilot Project Activities*.

Reyes, C. Shepherd, K.G., Flash, L. J., Kolan, M., McGowan, A., Paris, C., Vea-Fagnant, Yin, A. (2017). *Executive Summary of General Education Diversity Assessment Committee*.

Shepherd, K. G., & Tinkler, B. (2016). 2016 CAEP SPA Report, Special Education Program, Department of Education, University of Vermont. Document prepared in for NCATE-CAEP accreditation.

Shepherd, K.G., & McKinnon, C. (2014). 2014 NCATE-CAEP SPA Report, Special Education Program, Department of Education, University of Vermont. Document prepared in for NCATE-CAEP accreditation.

Kleinhammer-Tramill, J., Shepherd, K., Collins, B. Thomas, C., Kazarowski, T, Barton, J. (2014) *HECSE Quality Indicators for Doctoral Programs in Special Education* (2014). Prepared by the HECSE Quality Indicators Working Group of the Higher Education Consortium for Special Education.

Burke, P. L., Kleinhammer-Tramill, J., Robinson, S. R., Rock, M. L., Rude, H., Shepherd, K., Smith, D., Gillespie, P., Muller, E., Reder, N. (2013). *The federal investment in personnel preparations for special educators*. Alexandria, VA. National Association of State Directors of Special Education. Report prepared as a collaborative effort among representatives of CEC, NASDSE, CEC-TED, and HECSE.

Shepherd, K., Forehand, C., Heading-Grant, W., Johnson, Richard, & Parke, L. (2010). *Diversity Curriculum Review Committee Subcommittee on Assessment: Report of 2009-10 Activities and Findings*. Report accepted by the Faculty Senate of the University of Vermont, March, 2011.

Shepherd, K., Bunn, J., Forehand, C., Heading-Grant, W., Johnson, Richard, Parke, L., & Solomon, S. (2009). *Diversity Curriculum Review Committee Subcommittee on Assessment: Report of 2008 -09 Activities and Findings*. Report accepted by Faculty Senate of the University of Vermont, November, 2009.

PRESENTATIONS AND PROFESSIONAL ACTIVITIES

Selected presentations are included in the categories of 1) National Presentations and Keynotes; and 2) National, Regional and Local Workshops and Guest Lectures

Key: **R** = Refereed **I** = Invited **K** = Keynote Address **P** = Poster Session **W** = Workshop

Selected National Presentations and Keynotes

“Forge Ahead! Reimagining Undergraduate Special Education Teacher Preparation through a Birth-Age 21 Lens.” Presented at the 2024 Council for Exceptional Children-Teacher Education Division annual conference, Pittsburgh, PA with C. Kervick, L. Meyers, and K. Swindlehurst. **R**

“Engaging Interdisciplinary Service Providers to Enhance Collaboration to Support Refugee Families whose Children have Special Health Care Needs.” Presented at the 2021 Council for Exceptional Children annual conference, virtual presentation, with C. Kervick and K. Swindlehurst. **R**

“Engaging Families as Partners: Updates to the Parents as Collaborative Leaders Curriculum (PCL-2).” Presented at the 2021 Council for Exceptional Children annual conference, virtual presentation, with C. Kervick and K. Swindlehurst **R**

“Theoretical Foundations for Research on Family-Professional Partnerships.” Presented at the 2021 Council for Exceptional Children annual conference, virtual presentation, with S. Haines, K. Kyzar, and G. Francis. **R**

“Personalized Learning Plans: A Scoping Review of the Literature and Implications for Remote Learning Beyond COVID-19.” Presented at the 2021 American Association of Educational Research annual conference, virtual presentation, with K. Vannest, K. Swindlehurst, P. Bishop, and S. Bruhl. **B**

“Trusting family-professional partnerships: Essential research-based content for teacher preparation programs,” Presented at the 2018 Council for Exceptional Children annual conference, Tampa, FL, with N. Holdren, T. Mueller, S. Haines, & A. Massafra. **R**

“The incidence and effects of residential and school mobility on students with disabilities,” Presented at the 2018 Council for Exceptional Children annual conference, Tampa, FL, with L. Nugent & K. Killeen. **R**

“Expanding the profession beyond teaching, scholarship, and service: Developing doctoral scholars as special education policy advocates,” Presented at the 2018 Council for Exceptional Children annual conference, Tampa, FL, with S. Nagro, J.E. West, & K. Knackstedt. **R**

“The nexus of policy and practice: ESSA, educator preparation and policy engagement,” Presented at the 2017 Council for Exceptional Children annual conference, Boston, MA, with J.E. West, L. deBettencourt, F. Spooner, & J. Anderson. **R**

“Bridging the gap between research and policy: Fostering advocacy and policy engagement in special education,” Presented at the 2017 annual meeting of the American Educational Research Association, with S. Nagro & J. E. West. **R**

“The nexus of special education policy, practice, and scholarship: A call to action,” Panel presentation at the November, 2016 annual meeting of the Teacher Education Division of the Council for Exceptional Children, Lexington, KY, with J. West, C. Wilson, M. Rock, L. deBettencourt, & J. Anderson. **R**

"The art of collaboration: Lessons from families of children with disabilities," Presented at the November, 2016 annual meeting of the Teacher Education Division of the Council for Exceptional Children, Lexington, KY, with C. Kervick. **R**

"What Works": Key Characteristics of Effective Data-Based Decision-making Teams," Presented at the April, 2016 annual meeting of the Council for Exceptional Children, St. Louis, MO. **R**

"Partnerships for Student Success: Key Characteristics of Collaboration and Data-based Decision-making within MTSS teams," Presented at the November, 2015 annual meeting of the annual conference of the Teacher Education Division (TED), Council for Exceptional Children. **R**

"MAPS for Success: Engaging Families from Culturally and Linguistically Diverse Backgrounds," Presented at the April, 2015 annual meeting of the Council for Exceptional Children, San Diego, CA, with S. Haines. **R**

"Collaboration and Data-Based Decision-Making Among MTSS Pre-referral Teams," presented at the 2015 annual meeting of the Council for Exceptional Children, San Diego, CA, with G. Salembier. **R**

"Engaging Diverse Families in Planning for the Future: Multiple Perspectives on MAPS." New England Education Research Organization, April 2015, second author with S. Haines, M. Goma, & M. Ziegler. **R**

Haines, S.J., Shepherd, K.G., & Levitt, M. (2014, November). Continual forward progress: Our program's emerging framework for keeping up with the field. Paper presented at the Annual Meeting for the Teacher Education Division of the Council for Exceptional Children, Indianapolis, IN. **R**

"Promoting Collaboration with Families from Diverse Cultural and Linguistic Backgrounds." Day-long presentation at the Bresnahan-Halstead Special Education Symposium, Vail, CO, 7/2014. **I**

"The Federal Investment in Personnel Preparation for Special Educators: Exploring Our Past, Present and Future." Paper presented at the Office of Special Education Programs Project Directors' Meeting, 7/2014, with J. West & S. Robinson. **R**

"Developing Quality Indicators for Doctoral Programs." Paper presentation at the Office of Special Education Programs Project Directors' Meeting, 7/2014, second author with J. Kleinhammer-Tramill & B. Collins. **R**

"MAPS for the Future: Using Person-Centered Planning to Promote Participation among Families from Culturally and Linguistically Diverse Backgrounds." Paper presented at the Annual Meeting of the Council for Exceptional Children, Philadelphia, PA, 4/2014, with C.T. Kervick. **R**

"Constructing a Seat at the Table: Parent Perceptions of Collaboration with Schools." Poster presented at the Annual Meeting of the Council for Exceptional Children, Philadelphia, PA, 4/2014, second author with C.T. Kervick. **R**

- "Meeting the Needs of All Learners: New Teacher Perceptions of Their Preparation." Paper presented at the Annual Meeting of the Council for Exceptional Children, Philadelphia, PA, 4/2014, second author with K.A. Swindlehurst. **R**
- "Making it Happen: Effective Collaboration and Communication Skills for IEP Meetings." Invited presentation, Vermont Family Network Annual Conference, Burlington, VT, 4/2014. **I**
- "Implementation of Response to Intervention: A Statewide Survey." Paper presented at the Annual Meeting of the Council for Exceptional Children, San Antonio, TX, 4/2013, co-authored with K. A. Swindlehurst & G. Salembier, 4/13. **R**
- "Enhancing parent leadership and collaboration: Results of a five year study combining a curriculum in leadership and collaboration with internship experiences." Symposium presentation, New England Educational Research Organization (NEERO), Portsmouth, NH, 4/2013. **R**
- "Exploring the sustainability of school improvement." Paper presentation, New England Educational Research Organization (NEERO), Portsmouth, NH, 4/2013, second author with S. Hayes. **R**
- "Multiple Perspectives on Response to Instruction Approaches: Exploring Implementation Research at the State, Pre-School and K-12 Levels." Portsmouth, NH: Symposium conducted at Annual Meeting of the New England Educational Research Organization, 5/2012, co-authored with J. Hurley, G. Salembier, E. Donovan, & K. Swindlehurst. **R**
- "Parents as Collaborative Leaders: Results of a Five-year Study." National Harbor, MD: Presented at the Annual Meeting of the Council for Exceptional Children, 4/2011. **R**
- "Implementing a Response to Intervention Model at the Middle School Level." National Harbor, MD: Presented at the Annual Meeting of the Council for Exceptional Children, 4/2011, co-authored proposal with G. Salembier. **R**
- "Results of a Collaborative Family Leadership Forum." Washington, DC: Poster presented at Project Directors' Meeting, Office of Special Education Programs, 7/2010, co-authored proposal with P. Davies & D. Morris. **R**
- "Implementing Response to Intervention: Implications for Teacher Preparation." Nashville, TN: Poster presentation at the Annual Meeting of the Council for Exceptional Children, Nashville, TN, 4/2010, co-authored proposal with G. Salembier. **R**
- "Parents as Collaborative Leaders." Presentation and workshop for the Institute of the Technical Assistance ALLIANCE for Parent Centers, Washington, DC: 1/2010 with S. Hasazi. **I**
- "Forum on Family Leadership." Coordination and facilitation of a three-day national leadership forum conducted as part of Parents as Collaborative Leaders Project, in conjunction with OSEP-funded Parent Training Centers, and the National Deaf-Blind Consortium, Washington, D.D., 9/2009. **I**
- "Equal Partners and Leaders in Education: Parents' Voices and Strengths." Keynote Presentation, Discover Conference, Perkins School for the Blind, Watertown, MA, 10/ 2009 with S. LaVenture. **I**

- "Parents as Collaborative Leaders: A Leadership Training Model." Cincinnati, OH: Keynote at the Topical Meeting of the National Consortium on Deaf-Blindness, 5/2009. **I**
- "Leadership and Accountability: Symposium conducted at the Perspectives of Stakeholders and Impact on Practice." Orlando, FL: University Council for Educational Administration Annual Convention, 10/2008 panel presentation with A. G. Dikkers, S. B. Hasazi, D. Johnson, C. Johnstone, K. Stout, & K. Wahlstrom, K. **R**
- "Broadening the Policy Discourse: Fostering Collaborative Leadership Development among Parents of Children with Disabilities." Chicago, IL: Paper presented at the Annual Meeting of the American Educational Research Association, 3/2008 with S. Hasazi. **R**
- "Enhancing Social Justice and Instructional Leadership Content in Educational Leadership Preparation Programs through Web-Based Modules." Austin, TX: Paper presented at the Annual Meeting of the University Council for Educational Administration Annual Convention, 11/2006 with S. Hasazi. **R**
- "Parents as Collaborative Leaders: Results of Focus Groups and a National Survey on Parent Leadership." San Francisco, CA: Roundtable presentation at the Annual Meeting of the American Educational Research Association, 4/2006. **R**
- "Listening to the Voices of Parents of Children with Disabilities." Portsmouth, NH: Symposium conducted at the Annual Meeting of the New England Educational Research Organization, 4/2006. **R**
- "Beliefs and Practices of Democratic Leaders Who Meet the Needs of All Students." Nashville, TN: Paper presented at the Annual Meeting of the University Council for Educational Administration Annual Convention, 11/2005 with S. Hasazi. **R**
- "Enhancing Social Justice and Instructional Leadership Content in Educational Leadership Preparation Programs through Web-Based Modules." Washington, DC: Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration, 7/2005 with S. Hasazi. **R**
- "Leading for Social Justice and Effective Instruction for Students with Disabilities and Those Considered At-Risk." Montreal, Canada: Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada, 4/2005 with S. Hasazi. **R**
- "Connecting Leaders, Families, and Communities: Broadening Leadership Preparation through Community-Family Internships." Kansas City, MO: Symposium conducted at the Annual Meeting of the University Council of Educational Administrators, 11/2004, second author with S. Hasazi, A. DeLeon, P. Miller, F. Roberts, D. Gardner, C. Johnstone, & J. Alonzo, J. **R**
- "Enhancing Social Justice and Instructional Leadership Content in Educational Leadership Preparation Programs through Web-Based Modules." Kansas City, MO: Symposium conducted at the Annual Meeting of the University Council of Educational Administrators, 11/2004, fourth author with S. Hasazi, K. Killeen, C. Gerstl-Pepin, D. Conley, D. Johnson, N. Alexander, G. Crow, & K. Hesbol. **R**
- "Supporting Students with Disabilities and Students Placed At-Risk of School Failure in the General Education Curriculum: Indicators of Effective Prereferral Intervention Teams." San Diego, CA: Paper presented at the Annual Meeting of the American Educational Research Association, 4/2004 with S. Hasazi. **R**

- "Instructional Leadership for Diverse Learners." Portland, OR: Paper presented at the Annual Meeting of the University Council for Educational Administration, 11/2003 with S. Hasazi. **R**
- "Preparing Principals to Serve the Needs of All Students: A Collaborative Research Project." Paper presented at the 57th Annual Conference of the National Council of Professors of Educational Administration (NCPEA), 2003, second author with J. A. Aiken, K. Clark/Keefe, & S. B. Hasazi. **R**
- "Two Faces of Standards-based Reform: The Impact of State Policies on Special Education and Supports for All Students." Chicago, IL: Paper presented at the Annual Meeting of the American Educational Research Association, 4/2003 with S. Hasazi & K. Clark/Keefe. **R**
- "Meeting the Needs of All Students: A University, State Department of Education, and School District Collaborative Research Project." New Orleans, LA: Paper presented at the Annual Conference of the American Association of School Administrators, 2/2003, third author with J.A. Aiken, K. Clark/Keefe, & S.B. Hasazi. **R**
- "A Longitudinal Study of Policy Outcomes Associated with State Legislation for Reforming Special and General Education." New Orleans, LA: Paper presented at the Annual Meeting of the American Educational Research Association, 4/2002 with S. Hasazi, J. Hartnett, & K. Clark/Keefe. **R**
- "The Impact of Vermont's Equal Educational Opportunity Act on Special Education Service Delivery and Expenditures." Seattle, WA: Paper presented at the Annual Meeting of the American Educational Research Association, 4/2001 with S. Hasazi, K. Clark/Keefe, & J. Hartnett. **R**
- "School and Agency Implementation of the IDEA Transition Mandate." San Diego, CA: Paper presented at the Annual Meeting of the American Educational Research Association, 4/1998, second author with S. B. Hasazi & L. DeStefano. **R**
- "Special Education Policy Reform: Lessons Learned from Local Implementation Efforts." New York, NY: Paper presented at the Annual Meeting of the American Educational Research Association, 4/1996 with S. Hasazi. **R**
- "Issues in the Evaluation of a Multi-site Federal Systems Change Initiative." New Orleans, LA: Paper presented at the Annual Meeting of the American Educational Research Association, 4/1995, second author with S. Hasazi. **R**
- "Implementing Effective Transition Services: A Multi-State Study." New Orleans, LA: Paper presented at the Annual Meeting of the American Educational Research Association, 4/1994, third author with S. Hasazi & L. DeStefano. **R**
- "MAP Your Way to a Successful Transition." Chicago, IL: Workshop presented at the Annual Meeting of the Association for Persons with Severe Disabilities, 1993, second author with G. Salembier. **R**
- "Using MAPS in Person-Centered Transition Planning." Washington, DC: Paper presented at the Annual Meeting of the Association for Persons with Severe Disabilities, 1991 with D. Lisi-Baker, N. Carlson, & M. Pepin. **R**

"The Effects of an Adapted Job Club Curriculum on the Job-Finding Performance of Youth with Disabilities." Nashville, TN: Paper presented at the Council for Exceptional Children Career Division conference, 10/1987 with B. Cobb & A. Patten. R

Selected National, Regional and Local Workshops and Guest Lectures

"Challenges in Higher Education." Invited panel presentation, facilitated by Laurie Patton, President, Middlebury College, November 2024.

"Exploring the Integration of AI in K-12 Classrooms." Invited presentation, CFES Brilliant Pathways Global Conference, November, 2024, with R. McNulty.

"Post-COVID Challenges and Solutions for Students." Invited presentation, CFES Brilliant Pathways Global Conference, November 2023, with C. Gull and M. Wilkins.

"Collaborating with Families and IDEA: Cultivating intentional Engagement and Partnership." Invited presentation, University of Massachusetts-Amherst doctoral seminar, November, 2022, with D. Morris.

"Collaborating with Families and IDEA: Cultivating intentional Engagement and Partnership." Invited presentation, University of Massachusetts-Amherst doctoral seminar, November, 2020, with C. Kervick.

"Positive Approaches to Resolving Conflicts." Vermont Family Network, Invited Presentation with S.A. Palmer, Presented in April, 2016.

"Promoting Partnerships with Families and Schools: An Overview of the MAPS Process." VCHIP Learning Cooperative, March, 2016.

"MAPS for Your Future: Finding Your Leadership Voice." Presentation to the Vermont Family Network Leadership Training Series, April, 2015.

"Section 504 and the Rights of Persons with Disabilities." Vermont Education Law Institute, Invited Presentation with S.A. Palmer, April, 2015.

"Dispute Resolution in Special Education." Vermont Education Law Institute, Invited Presentation with S.A. Palmer, March, 2015.

"Communication and collaboration within the IEP process." Vermont Family Network, Williston, VT. Webinar, March, 2013.

"Learning Disabilities." Invited lecture presented to Generations, Medical Students, class of 2015, College of Medicine, University of Vermont. November, 2013.

"Train the Trainer Workshops, Part I: Developing Parent Leadership." One day workshop presented in collaboration with the New England Consortium of Deaf-Blind Projects, Watertown MA, October, 2013 with D. Morris.

“Train the Trainer Workshops, Part IV: Developing Parent Leadership.” One day workshop presented in collaboration with the New England Consortium of Deaf-Blind Projects, Watertown MA, May, 2012 with D. Morris.

“Train the Trainer Workshops, Part III: Developing Parent Leadership.” Two day workshop presented in collaboration with the New England Consortium of Deaf-Blind Projects, Watertown MA, February, 2012 with D. Morris.

“Train the Trainer Workshops: Developing Parent Leadership, Part II.” One day workshop presented in collaboration with the New England Consortium of Deaf-Blind Projects, Concord, MA, October, 2012 with D. Morris.

“Developing Parent Leadership, Part I.” Two day workshop presented in collaboration with the New England Consortium of Deaf-Blindness, Westford, MA, April, 2011 with D. Morris.

“Leading from Within” and “Understanding Conflict.” Workshops presented at “Leadership and Collaboration: A Conference for Families and Self-Advocates,” Rutland, VT and Fairlee, VT, September, 2010 with T. Glesner.

“The Parents as Collaborative Leadership Project: Presentation of Selected Modules.” Workshop presented at a conference hosted by the New York City Chapter of the National Association for Parents of Children with Visual Impairments (NAPVI), Bronx, NY, March, 2010.

“The Parents as Collaborative Leadership Project: Presentation of Selected Modules.” Workshop presented at a conference hosted by the New York City Chapter of the National Association for Parents of Children with Visual Impairments (NAPVI), Bronx, NY, March, 2009.

“Parents as Collaborative Leaders.” Washington, DC: Presentation at the 11th Annual National Conference of the Technical Assistance ALLIANCE for Parent Centers, January, 2008 with S. Hasazi.

“Collaborative Teaming, Parts I and II.” Workshop presentation at the Annual Early Childhood Conference, Rutland, VT, March, 2006.

“Collaborative Teaming: An Introduction.” Workshop presentation at the Vermont Higher Education Collaborative/TRIPSCY Conference, Montpelier, VT, October, 2005 with T. Loomis.

SERVICE TO THE PROFESSION

Current and previous service activities are presented in the following categories: (a) National, (b) State and Community, (c) University of Vermont, (d) College of Education and Social Services/Department of Education, and (e) Consultancies and Evaluation.

National

Past President, Higher Education Consortium of Special Education (HECSE), July, 2015 to July, 2017.

President, Higher Education Consortium of Special Education (HECSE), July, 2013 to July, 2015.

President-Elect, Higher Education Consortium of Special Education (HECSE), 2011 to 2013.

Member, Northeast Comprehensive Center Advisory Board, August 2013 to 2014.

Director, National Institute for Leadership, Disability, and Students Placed at Risk (NILDSPAR)
College of Education and Social Services, University of Vermont, 2011 to 2014

Chair, Committee on Children and their Families, Division of Research, Council for Exceptional Children, 2007 to 2012.

Board Member-at Large and Representative, Higher Education Consortium of Special Education, 2004 to 2011.

Faculty Fellow, National Institute on Leadership, Disability, and Students Placed at-Risk (NILDSPAR),
University of Vermont, 2003 to 2010.

Member, Committee on Children and Their Families Committee, Division of Research, Council for Exceptional Children, 2003 to 2006.

State and Community

Member, CEEDAR State Leadership Team, December 2020 to present.

External Doctoral Dissertation Committee Member, Leigh-Ann Brown, Castleton State College. Ph.D. student at Rutgers University, committee membership May 2014 to October 2015.

Member, Vermont Education Research Affiliation, Partnership of the Vermont Agency of Education and UVM College of Education and Social Services, September 2013 to June, 2018.

Member, New England Research RtI Cross-State Collaboration Group, 2012 to present.

Member, Response to Intervention/MTSS Steering Committee and Sub-Committee on Assessment, Vermont Department of Education, 2011 to 2013.

Member, Vermont Learning Disabilities Task Force, Vermont Department of Education, 2001 to 2005.

Member and research methods consultant, Advisory Board for the Vermont Effective Schools Study, Department of Education, Montpelier, VT, 2007 to present.

Member, Stakeholder Group for the Vermont Department of Education Continuous Improvement Monitoring Project, 2006 to 2010.

Research Team Member, Incarcerated Women's Project, Research Partnership of the Vermont Agency of Human Services and the College of Education and Social Services, 2006 to 2007.

Representative (governor-appointed) of Higher Education, Special Education Advisory Board, Office of the Governor, Montpelier, VT, 2003 to 2007.

Member, IDEIA Topic Group on Response to Intervention, Vermont Department of Education, 2005 to 2006.

Research Team Member, Act 150 Study (School Choice), Vermont Department of Education, Montpelier, VT, 2005.

Facilitator, Agency of Human Services Reorganization Focus Group for Special Education Administrators, Montpelier, VT, 2003.

Member, Committee on Special Education Endorsement, Vermont Department of Education, Montpelier, VT, 2001 to 2002.

University of Vermont

Search Committee Member. University of Vermont Presidential Search, October 2024 to present.

Member, President's Civil Discourse Leadership Collaborative, July, 2024 to present.

Member, Planetary Health Working Group, Spring 2023 to present.

Chair, Comprehensive 5th Year Review as Dean—Richard page, March 2023 to May 2023.

Member, Provost's Advisory Group—Search for the Interim Dean of RSNER, Spring, 2022.

Facilitator, Council of Associate Deans, University of Vermont. June, 2020 to June, 2021.

Member, UVM Strong Faculty and Academic Affairs Working Group of UVM Strong. June, 2020 to June, 2021.

Board Member, Morgan Horse Farm, College of Agriculture and Life Sciences, October, 2019 to present.

Faculty Advisor, Camp Kesem UVM, September, 2019 to present.

Member, General Education Alignment Task Force, Office of the Provost, June, 2019 to present.

Academic Director, Shepherd Higher Education Consortium on Poverty, UVM Affiliate Program, September, 2018 to present.

Chair, Honors College Dean Search, Office of the Provost, October to November, 2018.

Member, HERS Selection Committee, Human Resources, Diversity and Multicultural Affairs, May – June, 2018.

Member, NEASC Standard 4 Committee, Office of the Provost, September, 2017 to June, 2018.

Member, General Education Curriculum Committee, Office of the Provost, 2017 to present.

Co-Chair, General Education Assessment Committee: Diversity, Office of the Provost, March, 2016 to present.

Member, School of Business Administration Faculty Scholarship and Staff Recognition Awards Committee, 2014 to May, 2015.

Member, General Education Diversity Outcomes and Assessment Committee, Office of the Provost, 2012 to May, 2015.

Associate Chair, Institutional Review Board, Committee on Human Research in the Behavioral Sciences, Research Protections Office, University of Vermont, 2010 to 2013.

Member, UVM Developmental Disabilities Researchers, Center for Disability and Community Inclusion, 2012 to present.

Member, Institutional Review Board, Committee on Human Research in the Behavioral Sciences, Research Protections Office, 2009 to 2017.

Chair, Subcommittee on Assessment, University of Vermont Diversity Curriculum Review Committee, Office of the Provost, 2007 to 2012.

Member, University of Vermont Diversity Curriculum Review Committee, Office of the Provost, 2007 to 2012.

Member, President's Commission on Racial Diversity, University of Vermont, 2008 to 2010.

Member, University Planning Council Committee on Diversity, University of Vermont, 2008.

CESS Representative, Curricular Affairs Committee of the Faculty Senate, University of Vermont, 2002 to 2006.

Member of Panel of Experts, Special Education Administrative Management System (SEAMS) Project, University of Vermont, 2003 to 2004.

College of Education and Social Services/Department of Education

Member and Working Group Chair, CESS Diversity Strategic Action Committee, September, 2018 to 2019.

Chair, Search Committee, Social Work Chair and Faculty positions, Department of Social Work, November, 2016 to March, 2017.

Member, English Language Learner Committee, Department of Education, September, 2016 to present.

Chair, Search Committee, Special Education Lecturer position, Department of Education, February, 2016 to May, 2016.

Member, CESS Dean's Search Committee, College of Education and Social Services, October, 2015 to February, 2016.

Chair, Faculty Evaluation Committee, College of Education and Social Services, August, 2015 to September, 2016.

Chair, Research Initiatives Committee, Department of Education, 2014 to June, 2017.

Member, Faculty Evaluation Committee, College of Education and Social Services, 2012 to 2015.

Member, Research Initiatives Committee, Department of Education, 2012 to 2019.

Faculty Mentor to Shana Haines (Assistant Professor), 2013 to present.

Faculty Mentor to Youngok Jung (Assistant Professor), 2012 to present.

Chair, Search Committee for Special Education Program Assistant Professor, October 2012 to February, 2013.

Member, Program Coordinators' Committee, Department of Education, 2012 to 2014.

Member, Carnegie Project on the Education Doctorate Committee, College of Education and Social Services, 2012 to present.

Co-sponsor and Planning Committee Member, Burack Lecture Series, for Beth Harry, 2011 to 2012.

Member, Search Committee for Early Elementary/Elementary Education Literacy position, Department of Education, 2011 to 2012.

Member, Dual Endorsement Committee, Department of Education, 2010 to present.

Member, Jean S. Garvin Research Fellowship Committee, College of Education and Social Services, Center for Disabilities and Community Inclusion, 2009 to present.

Member, Doctoral Advisory Committee of the Educational Leadership and Policy Studies Program, 2001 to present.

Member, Doctoral Advisory Committee Admissions Committee, 2001 to present.

Faculty co-Advisor, Kappa Delta Pi Honor Society, College of Education and Social Services, 2004 to 2010.

Representative, Student Affairs Committee, College of Education and Social Services, 1997 to 2010.

Member, Search Committee for Chair of the Department of Education, 2007.

Member, Search Committee for Position of Assistant Professor in Early Childhood/Early Childhood Special Education, 2007.

Program Representative, Long Term Committee on Teacher Education, College of Education and Social Services, 2006 to 2007.

Member, Technology Committee, College of Education and Social Services, 2002 to 2003.

Advisory Committee Member, M. Ed./CAS Program in Educational Leadership, 1996 to 2001.

Consultancies and Evaluation

External Evaluator, Family Impact Project, University of Illinois, Urbana-Champaign, IL. October 2019 to present.

External Evaluator, STePS Project, University of Illinois, Urbana-Champaign, IL. October 2019 to present.

Member, Technical Working Group on Families, Institute for Education Sciences, Washington, D.C., October, 2018.

External Evaluator, Minnesota Statewide Family Engagement Center, PACER Center, Minneapolis, MN, September 2018 to present.

External reviewer for the Office of Special Education Program (OSEP) Leadership Consortium 3 + 2 Review, September, 2016.

Grant Evaluator, Pathways Grant (OSEP funded Special Education Leadership Preparation Grant), University of Massachusetts-Amherst, May 2015 to present.

Co-Evaluator, Annual Evaluation of National and Regional Technical Assistance to Parent Centers, Office of Special Education Programs, 2010 to 2014.

Consultant and presenter on collaboration, co-teaching and special education leadership. South Burlington School District, South Burlington, VT, 2009 to 2012.

Special Education Program Evaluator, Franklin Northwest Supervisory Union, Swanton, VT, 2006.

Special Education Program Evaluator, Orleans Central Supervisory Union, Orleans, VT, 2005.

Consultant, Orchard Elementary School, South Burlington, VT, 2003 to 2004.

Special Education Program Evaluator, Orleans Southwest Supervisory Union, Hardwick, VT, 2004.

Instructor, Snelling Institute: The Vermont School Leadership Project, Burlington, VT, 2004.

Co-facilitator, Williston High School Options Committee, Williston, VT, 2002.

EDITORIAL APPOINTMENTS

Journals

Guest Editor with M.L. Boscardin, Special Issue of *Journal of Educational Administration*, July, 2020.

Guest Editor with Jane E. West, Special Issue of *Teacher Education and Special Education*, May, 2016.

Reviewer, *Rural Special Education Quarterly*, 2013 to present.

Reviewer, *Teacher Education and Special Education*, 2016 to present.

Reviewer, *Remedial and Special Education*, 2015 to present.

Consulting Editor, *Journal of Special Education Leadership*, 2008 to present.

Field Reviewer, *Intellectual and Developmental Disabilities* (formerly known as *Mental Retardation*), 2001 to 2010.

Field Reviewer, *Exceptional Children*, 2001 to 2004.

Guest Reviewer, *Journal of the Association for Persons with Severe Handicaps*, (JASH), 2000.

Other Editorial and Review Activities

External reviewer for faculty member seeking promotion to associate professor with tenure, Queens College, September, 2019.

External reviewer for faculty member seeking promotion to clinical professor, University of Florida, September, 2019.

External reviewer for faculty member seeking promotion to full professor, University of Nevada-Reno, September, 2018.

External reviewer for faculty member seeking tenure and promotion, Trinity University, Texas, September, 2018.

External reviewer for faculty member seeking promotion, University of Southern Maine, September, 2016.

External reviewer for faculty member seeking tenure, University of Massachusetts-Amherst, January, 2016.

Review of selected chapters for the 2nd edition of the *Sage Handbook of Special Education* (edited by Lani Florian), 2014.

External reviewer for faculty member at the University of Florida, August, 2012.

Review of selected proposals submitted to the Division for Policy, Council for Exceptional Children, for annual CEC meetings, 2011 to present.

Review of selected proposals submitted to the Families strand, Council for Exceptional Children, for annual CEC meetings, 2011 to present.

Review of second edition of *Creating Effective Teams*, by Susan Wheelan, Sage Publications, 2009.

Review of selected proposals submitted to the Division of Research, Council on Exceptional Children, for annual CEC meetings, 2004 to present.

Review of research supporting standards related to collaboration, Council for Exceptional Children, 2006.

Peer reviewer of grants submitted to the Office of Special Education and Rehabilitation Services, Washington, DC, 2003 to 2005.

Peer reviewer of proposals submitted to New England Educational Research Organization, 2005 to 2008.

ADVISEMENT

Dissertation advisement

The list that follows includes doctoral students for whom I have served as the primary dissertation advisor (dissertation and/or program), beginning with the most recent graduates. The list does not include students who are current dissertation advisees who have not yet completed their dissertations (N= 7), or students for whom I have served or am serving on studies and/or dissertation committees (N= 16).

Key: Primary Dissertation Advisor: DA Program Advisor: PA

Komabu-Pomeyie, S. (2020). *The challenges of inclusive education policy implementation in Ghana: Stakeholder's perspectives* (unpublished doctoral dissertation). **DA, PA**

Townshend, C. L. (2021). *Vermont special educators' perceptions of the inclusion of students with disabilities in universal positive behavioral interventions and supports (PBIS)* (unpublished doctoral dissertation). **DA, PA**

Carter, N. (2018). *The heart and soul of MTSS: Examining one school's implementation of the problem-solving team process* (unpublished doctoral dissertation). **DA, PA**

Looby, W. (2017). *Praxis through action research: Exploring inclusive practices with a neighborhood school community* (unpublished doctoral dissertation). **Co-DA**

Patton, C. (2016). *Nonprofit leadership and the future of social change* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA, PA**

McNamara, T. (2015). *Services to youth with autism spectrum disorder: A study of educational practices in Vermont* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA, PA**

Hazard, L. (2014). *Changing public health policy in Vermont with newborn hearing screening for homebirth families: Midwives' perceptions* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA**

- Swindlehurst, K. A. (2014). *Meeting the needs of all learners: The impact of teacher education on teacher readiness* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA, PA**
- Donovan, E. (2014). *Peer sexual harassment in college: The relationship with status and college adjustment* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA, PA**
- Hayes, S. (2013). *"Roots of Success" re-visited: Exploring the sustainability of school improvement* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA, PA**
- Kervick, C. (2013). *Constructing a seat at the table: Parents' perceptions of collaboration with schools* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA, PA**
- Lax, L. (2012). *Beyond their obligation: The perspectives and experiences of Title IVE supported graduates after leaving public child welfare practice* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA, PA**
- Buckland-Parker, H. (2011). *Learning starts with design: Higher education faculty explore the use of Universal Design for Learning (UDL) to address the needs of all students* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA**
- Long, A. (2010). *Engaging and disengaging: A qualitative study of middle school girls and mathematics* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA, PA**
- Pontius, L. (2010). *The pride that's there: Reclaiming heritage and place through a museum partnership in rural tourism* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA, PA**
- Dubuque, M. (2009). *Using local assessment data to inform instruction: A qualitative study of classroom practices and school procedures* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA**
- LeBlanc, L. (2009). *Response to intervention: A cross-case analysis of three schools* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA, PA**
- Stanley, S. (2009). *Education policy for the 21st century: A post-modern perspective on governance and community* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA**
- Hodgdon, L. (2008). *To love and hate every moment of the first year of teaching: A case study of beginning teachers in three school districts* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA**
- Wells, V. (2007). *Educational support teams: Towards more consistent and effective teams across one supervisory union* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA, PA**
- Beatson, L. (2005). *Learning together: Exploring the influence of a professional learning community on women administrators' self-perceptions, new learning, and practice* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA, PA**

Bitner, B. (2004). *Supervision training in speech-language pathology: What are our university programs doing to support it?* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA, PA**

Russell, J. (2004). *Time sharing: Women's changing relationships with computer science* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA, PA**

Kirton-Robbins, S. (2003). *Small 'L' leaders: Women's leadership experiences in community-based grass-roots activities* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA**

Sullivan, M. (2002). *I just wanted you to know I'm Batman: Perceptions of disaffiliated adolescent males* (Unpublished doctoral dissertation). University of Vermont, Burlington, VT. **DA**

Honors College thesis advisement

Welch, Brianna (2017). *We're all heading to the same target, just at different speeds: Principals' perceptions of inclusion and high achievement*. University of Vermont, Burlington, VT.

Woodruff, Alice (2017). *There's no one box for any kid: Parents' experiences searching for and receiving a disability diagnosis for their child*. University of Vermont, Burlington, VT.

Ziegler, Meg (2015). *MAPping for understanding: Reflections on engaging families from diverse backgrounds*. University of Vermont, Burlington, VT.

GRADUATE AND UNDERGRADUATE COURSE INSTRUCTION

On-Load Courses

The following are courses I have taught over the last three years as part of my on-load responsibilities.

Course Number	Abbreviated Title	Graduate/ Undergraduate	Average Enrollment	Programs Served
EDSP 005 3 cr.	Issues Affecting Persons with Disabilities	Undergraduate	145 Co-taught	Required course for all education majors
EDSP 280 3 cr.	Assessment in Special Education	Graduate and dual licensure students	30	Required for M.Ed. and dual endorsement students in special education
EDSP 387/EDLP 320 3 cr.	Collaborative Consultation	Graduate	35	Required for M.Ed. students in special education, early childhood special education & leadership; Elective for doctoral students
EDSP 322 and 323 6 cr.	Internship in Special Education	Graduate	6	Required for M.Ed. students in special education
EDLP 491	Dissertation research	Graduate	3	Required for doctoral students

EDSP 295 1 – 6 cr.	Practicum	Undergraduate and graduate	8	Non-licensure practicum experiences for special education minors and M.Ed. students
EDSP/EDL P 397 3 cr.	Independent Study	Graduate	3	Self-designed graduate level independent studies for master's and doctoral level students

Additional On-Load and Off-Load Courses

The following are on-load courses that I taught over three years ago, as well as a variety of off-load graduate level courses that I have taught over time.

Course Number	Abbreviated Title	On-load or off-load	Average Enrollment	Audience
EDSP 201 3 cr.	History of Systems and Services to Individuals with Disabilities	On-load and summer course	20	Required for graduate students in special education
EDSP 297 3 cr.	Adolescent Literacy and Math Curriculum	On-load	15	Required for M.Ed. students in special education
EDSP 200 3 cr.	Formative and Summative Assessment	Off-load summer course	15	Elective for graduate students in special education, teacher education, and curriculum and instruction
EDSP 200	Co-teaching	Off-load and summer course	15	Elective for graduate level degree and non-degree students
EDLP 409	Advanced Research Methods	On-load	15	Required course for doctoral students
EDLP 380	Advanced Qualitative Research Methods	On-load	15	Off-campus doctoral program
EDLP 353	Organizational Leadership	On-load and Off-load	15	Required for M.Ed. program in leadership
EDLP 380	Women in Leadership	Off-load summer course	20	Elective for doctoral and master's level leadership students

PROFESSIONAL ASSOCIATIONS

American Educational Research Association

American Association of Colleges for Teacher Education

Council of Academic Deans from Research Education Institutions

Council for Exceptional Children
Division of Research
Teacher Education Division

Higher Education Consortium for Special Education

New England Educational Research Association