

AMBER E. BENEDICT
*(**Amber Seto is my married name)*

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Educational Background

- Ph. D. University of Florida, Gainesville, Florida (2014)
Majors: Special Education (Literacy, Learning Disabilities
Special Education Teacher Quality)
- M. A. University of Northern Iowa, Cedar Falls, Iowa (2006)
Major: Special Education
- B. A. University of Northern Iowa, Cedar Falls, Iowa (2004)
Major: Elementary Education
Minor: Special Education

Professional Experience

- 2019- Assistant Professor, Mary Lou Fulton Teachers College, Arizona State University, Tempe, AZ.
- 2017-2019 Clinical Assistant Professor of Research, Department of Special Education, School Psychology and Early Childhood Studies, College of Education, University of Florida, Gainesville, FL.
- 2016- 2017 Visiting Assistant Professor, Department of Special Education, School Psychology and Early Childhood Studies, College of Education, University of Florida, Gainesville, FL.
- 2014- 2016 Post-Doctoral Associate, Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR Center), Department of Special Education, University of Florida, Gainesville, FL.
- 2010-2014 Research Assistant, Project ReQuEST: Research on Quality in Special Education Teachers, supervised by Dr. Mary Brownell, Dr. Paul Sindelar, and Dr. Erica McCray, Department of Special Education, College of Education, University of Florida, Gainesville, FL.
- 2010-2012 Research Assistant, The Influence of Collaborative Professional Development Groups and Coaching on the Literacy of Upper Elementary Special Education Teachers, supervised by Dr. Mary Brownell, Department of Special Education, College of Education, University of Florida, Gainesville, FL.
- 2009-2010 Special Education Teacher, students with varying exceptionalities grades 1-4, Grove Park Elementary, Orange Park, FL.

- 2008-2009 Supervisor, special education student teacher and practicum students at Old Vail Middle School, Vail, AZ.
- 2006-2009 Special Education Teacher, for students with high incidence disabilities grades 5-8, Old Vail Middle School, Vail, AZ.
- 2004-2006 Supervisor, pre-service special education teachers' practicum experiences, Northern Iowa Instructional Center, University of Northern Iowa, Cedar Falls, IA.
- 2004-2006 Substitute Teacher, students aged K-6 grade, Cedar Falls Public Schools, Cedar Falls, IA.
- 2004 Teaching Assistant, students with severe emotional disabilities ages 7-14, Extended School Year Services, Castle Hills and River Hills Schools, Cedar Falls, IA.

Awards and Recognition

- 2018 Distinguished Lecturer – San Diego State University, San Diego, California.
- 2018 Featured Scholar – University of Washington, Seattle, Washington.
- 2016 Research Fellowship – University of Washington, Friday Harbor Laboratories, San Juan Islands, Washington.
- 2016 Journal of Postdoctoral Research – Postdoc-of-the-Month award (July).
University of Washington, Seattle – Research Fellowship.
- 2015 Council of Exceptional Children – Division for Research Student Research Award for the Qualitative Design Method Category for the paper *Learning Together: Teachers' Evolving Understandings During Ongoing Collaborative Professional Development*
- 2014 Council of Exceptional Children – Division for Research's Doctoral Student Scholar
- 2013 University of Florida Outstanding Graduate Professional Practice Award
- 2010-2014 University of Florida Project ReQuEST (Research on Quality in Special Education Teachers) Research Fellowship
- 2004-2006 University of Northern Iowa Graduate Assistantship

Refereed Publications

An asterisk (*) after an author's last name to denotes a student author at the time of the publication's acceptance.

- (24) **Benedict, A. E.**, Lauterbach, A. A., Brownell, M. T., Park, Y. (accepted). What can students' with disabilities voices tell us about their teachers' reading instruction?
- Submitted to *Remedial and Special Education*.
 - 11-20% acceptance rate (Cabell's, Retrieved 1/26/22)
 - H-5-index: 36, h-5 median: 58 (Google Scholar, Retrieved 1/26/22)
 - Impact Factor: 5.196 (Found on journal's webpage)
- (23) Wusylko, C., Xu, Z., Dawson, K.M., Antonenko, P. D., Koh, D. H., Lee, M., **Benedict, A. E.**, Bhunia, S. (2022). Using a comic book to engage students in a cryptology and cybersecurity curriculum. *Journal of Research on Technology in Education*, DOI: [10.1080/15391523.2022.2150726](https://doi.org/10.1080/15391523.2022.2150726)
- (22) **Benedict, A. E.**, & Williams, J.,* Brownell, M. T., & Chapman, L. (2022). Using lesson study to change teacher knowledge and practice within response to intervention frameworks: A review of the literature. <https://doi.org/10.1016/j.tate.2022.103951>
- Submitted to *Teaching and Teacher Education*.
 - H-5-index: 123 (Google Scholar, Retrieved 1/26/22)
 - Impact Factor: 3.272 (Found on journal's webpage)
- (20) **Benedict, A. E.**, Blanton, L., Brownell, M., West, J. (2022). Deans as agents of change for inclusive teacher education. *The Teacher Educator*. <http://dx.doi.org/10.1080/08878730.2022.2122093>
- 11% acceptance rate (Found on journal's webpage)
 - H-5-index: 20 (Google Scholar, Retrieved 1/26/22)
 - Impact Factor: 3.18 (Google Scholar, Retrieved 1/26/22)
 - I conceptualized study, implemented study, analyzed data, and wrote all aspects. Blanton and Brownell: contributed to article conceptualization and data triangulation. West collected data.
- (19) **Benedict, A. E.**, Brownell, M. T., Bettini, E. A., & Sohn, H.* (2021). Learning together: Teachers' evolving understanding of coordinated word study instruction within an RTI Framework. *Teacher Education and Special Education*, 44(2), 134-159. <https://doi.org/10.1177/0888406420930686>
- Times cited: 5 (Google Scholar, Retrieved 1/26/22)
 - H-5-index: 25, h-5 median: 40 (Google Scholar, Retrieved 1/26/22)
 - Impact Factor: 2.776 (Found on journal's webpage)
 - I conceptualized study, implemented study, analyzed data, and wrote all aspects. Brownell: contributed to article conceptualization and data triangulation. Bettini and Sohn supported with editing and APA formatting.
- (18) DeMatthews, D., Knight, D., Reyes, P., **Benedict, A.**, & Callahan, R. (2020). From the field: Educational research during a pandemic. *Educational Researcher*. 49(6), 398-402. <https://doi.org/10.3102/0013189X20938761>
- Times cited: 36 (Google Scholar, Retrieved 1/26/22)
 - 11% acceptance rate (Cabell's, Retrieved 1/26/22)
 - H-5-index: 53, h-5 median: 93 (Google Scholar, Retrieved 1/26/22)

- Impact Factor: 7.217 (Found on journal's webpage)
- Engaged in initial conceptualization with DeMatthews, then DeMatthews took lead. I wrote section related to modifying or adjusting existing research.

(17) Lauterbach, A., **Benedict, A.**, Yakut, A.,* & Garcia, A. (2020). Improving student outcomes in inclusive secondary science classrooms through design-based professional development. *Journal of Science Teacher Education*, 31(1), 56-74.

<https://doi.org/10.1080/1046560X.2019.1661738>

- Times cited: 4 (Google Scholar, Retrieved 1/26/22)
- 26% acceptance rate (Cabell's, Retrieved 1/26/22)
- H-5-index: 26, h-5 median: 34 (Google Scholar, Retrieved 1/26/22)
- Conceptualized and co-authored with Lauterbach. Co-lead development and implementation of professional development and data analysis.

(16) Brownell, M., **Benedict, A.**, Leko, Peyton, D*., Pua, D.*., Richards-Tutor, C. (2019). A continuum of pedagogies for preparing teachers to use high-leverage practices (HLPs). *Remedial and Special Education*. 40(6), 338-355.

<https://doi.org/10.1177%2F0741932518824990>

- Times cited: 30 (Google Scholar, Retrieved 1/26/22)
- 11-20% acceptance rate (Cabell's, Retrieved 1/26/22)
- H-5-index: 36, h-5 median: 58 (Google Scholar, Retrieved 1/26/22)
- Impact Factor: 5.196 (Found on journal's webpage)
- Conceptualized and co-authored with Brownell and Leko. Authorship order reflects contribution.

(15) Park, Y., Kiely, M. T., Brownell, M. T., & **Benedict, A. E.** (2019). Relationships among special education teachers' knowledge, instructional practice and students' performance in reading fluency. *Learning Disabilities Research and Practice* 34(2), 85-96.

<https://doi.org/10.1111/ldrp.12193>

- Times cited: 6 (Google Scholar, Retrieved 1/26/22)
- 26% acceptance rate (Cabell's, Retrieved 1/26/22)
- Impact Factor: 2.861 (Found on journal's webpage)
- Parks and Kiely conceptualized study. Brownell supported in conceptualization. Parks and I wrote the paper.

(14) Roberts, C.A., **Benedict, A. E.**, Kim, S.Y.*., & Tandy, J.* (2018). Using lesson study to prepare preservice educators to teach students with high-incidence disabilities. *Intervention in School and Clinic*. 53(4), 237-244.

<https://doi.org/10.1177%2F1053451217712974>

- Times cited: 8 (Google Scholar, Retrieved 1/26/22)
- H-5-index: 23, h-5 median: 41 (Google Scholar, Retrieved 1/26/22)
- Impact Factor: 1.280 (Found on journal's webpage)
- Roberts and I conceptualized and co-authored equally.

(13) Park, Y., Brownell, M. T., Bettini, E. A., & **Benedict, A. E.** (2017). Multiple dimensions of instructional effectiveness in reading: A review of classroom observational studies and implications for special education classrooms. *Exceptionality: A Special Education Journal* 27(1), 1-17. <https://doi.org/10.1080/09362835.2017.1283628>

- Times cited: 9 (Google Scholar, Retrieved 1/26/22)

- 25% acceptance rate (Cabell's, Retrieved 1/26/22)
 - H-5-index: 19, h-5 median: 23 (Google Scholar, Retrieved 1/26/22)
 - Impact Factor: 2.512 (Found on journal's webpage)
 - Authorship order reflects contribution.
- (12) Bettini, E., Jones, N. D., Brownell, M. T., Conroy, M., Park, Y., Leite, W., Crockett, J., & **Benedict, A. E.** (2017). Workload manageability among novice special and general educators: Relationships with emotional exhaustion and career intentions. *Remedial and Special Education, 38*(4), 246-256. <https://doi.org/10.1177/0741932517708327>
- Times cited: 93 (Google Scholar, Retrieved 1/26/22)
 - 11-20% acceptance rate (Cabell's, Retrieved 1/26/22)
 - H-5-index: 36, h-5 median: 58 (Google Scholar, Retrieved 1/26/22)
 - Impact Factor: 5.196 (Found on journal's webpage)
 - Authorship order reflects contribution.
- (11) Brown, C. L., Park, Y., Schell, R., & **Benedict, A. E.** (2017). Portfolio assessment for English learners: A magnifier to look deep into students' learning needs in literacy. *New England Reading Association Journal, 52*(1), 81-93.
- Times cited: 5 (Google Scholar, Retrieved 1/26/22)
 - Authorship order reflects contribution.
- (10) Bettini, E., A., **Benedict, A. E.**, Thomas, R., Kimerling, J., Choi, N. *, & McLeskey, J. (2017). Cultivating a community of effective special education teachers: Local special education administrators' roles. *Remedial and Special Education, 38*(2), 111-126. <https://doi.org/10.1177%2F0741932516664790>
- Times cited: 54 (Google Scholar, Retrieved 1/26/22)
 - 11-20% acceptance rate (Cabell's, Retrieved 1/26/22)
 - H-5-index: 36, h-5 median: 58 (Google Scholar, Retrieved 1/26/22)
 - Impact Factor: 5.196 (Found on journal's webpage)
 - Bettini and I conceptualized and co-authored equally. All research team participated in data analysis.
- (9) **Benedict, A. E.**, Park, Y., Brownell, M. T., & Bettini, E. A. (2016). When knowing isn't enough: Understanding teachers' pedagogical content knowledge for teaching reading fluency to students with specific learning disabilities. *Journal of Postdoctoral Research, 4*(7), 3-25.
- I conceptualized study, implemented study, and engaged in data analysis with Park. Brownell and Bettini provided feedback and editing support. Benedict and Park wrote article.
- (8) Bettini, E., Park, Y., **Benedict, A.**, Kimerling, J., & Leite, W. (2016). Situating special educators' instructional quality and their students' outcomes within the conditions shaping their work. *Exceptionality, 24*(3), 176-193. <https://doi.org/10.1080/09362835.2015.1107831>
- Times cited: 25 (Google Scholar, Retrieved 1/26/22)
 - 25% acceptance rate (Cabell's, Retrieved 1/26/22)
 - H-5-index: 19, h-5 median: 23 (Google Scholar, Retrieved 1/26/22)
 - Impact Factor: 2.512 (Found on journal's webpage)
 - Bettini conceptualized and led article. Park analyzed data. I wrote aspects of the paper that related to reading instruction.

- (7) DeMatthews, D., & **Benedict, A. E.** (2016). Envisioning the future of leadership preparation: A collaborative dialogue. *UCEA Review*, 57(3), 18-20.
- DeMatthews and I conceptualized and co-authored equally.
- (6) **Benedict, A. E.**, Brownell, M. T., Park, Y., Bettini, E. A., & Lauterbach, A. A. (2014). Taking charge of your professional learning: Tips for cultivating special educator expertise. *Teaching Exceptional Children*, 46(6), 147-157.
- 20% acceptance rate (Cabell's, Retrieved 1/26/22)
 - H-5-index: 25, h-5 median: 36 (Google Scholar, Retrieved 1/26/22)
 - I conceptualized and led paper. Authorship order reflects contribution.
- (5) Park, Y., **Benedict, A.**, & Brownell, M. T. (2014). Identification of sub-skills of CORE phonics survey: What are the practical Implications for assessing students with reading difficulties? *Exceptionality: A Special Education Journal*, 22(1), 33-50.
- 25% acceptance rate (Cabell's, Retrieved 1/26/22)
 - H-5-index: 19, h-5 median: 23 (Google Scholar, Retrieved 1/26/22)
 - Impact Factor: 2.512 (Found on journal's webpage)
 - Park conceptualized study. Park and I co-authored paper equally. Brownell provided feedback.
- (4) Brownell, M. T., Lauterbach, A., Dingle, M. P., Boardman, A. G., Urbach, J. E., Leko, M., **Benedict, A. E.**, & Parks, Y. (2014). Individual and contextual factors influencing special education teacher learning in literacy learning cohorts. *Learning Disability Quarterly*, 37(1), 31-44. <https://doi.org/10.1177/0731948713487179>
- Times cited: 55 (Google Scholar, Retrieved 1/26/22)
 - 28% acceptance rate (Cabell's, Retrieved 1/26/22)
 - H-5-index: 25, h-5 median: 52 (Google Scholar, Retrieved 1/26/22)
 - Impact Factor: 2.968 (Found on journal's webpage)
 - Authorship order reflects contribution.
- (3) **Benedict, A.**, Parks, Y., Brownell, T. M., Lauterbach, A. A., & Kiely, M. T. (2013). Using lesson study to align elementary literacy instruction within the RTI framework. *Teaching Exceptional Children*, 45(5), 22-31. <https://doi.org/10.1177%2F004005991304500503>
- Times cited: 52 (Google Scholar, Retrieved 1/26/22)
 - 20% acceptance rate (Cabell's, Retrieved 1/26/22)
 - H-5-index: 25, h-5 median: 36 (Google Scholar, Retrieved 1/26/22)
 - I conceptualized and led paper. Authorship order reflects contribution.
- (2) **Benedict, A.**, Thomas, R., Kimerling, J., & Leko, C. (2013). Trends in teacher evaluation: What every special education teacher should know. *Teaching Exceptional Children*, 45(5), 60-68. <https://doi.org/10.1177/004005991304500507>
- Times cited: 87 (Google Scholar, Retrieved 1/26/22)
 - 20% acceptance rate (Cabell's, Retrieved 1/26/22)
 - H-5-index: 25, h-5 median: 36 (Google Scholar, Retrieved 1/26/22)
 - I conceptualized and led paper. Authorship order reflects contribution.
- (1) Roberts, C., **Benedict, A.**, & Thomas, R. (2014). Cooperating teachers' role in preparing preservice teachers: Moving beyond sink or swim. *Intervention in School and Clinic*, 49(3), 174-180. <https://doi.org/10.1177%2F1053451213496162>

- Times cited: 35 (Google Scholar, Retrieved 1/26/22)
- H-5-index: 23, h-5 median: 41 (Google Scholar, Retrieved 1/26/22)
- Impact Factor: 1.280 (Found on journal's webpage)
- Roberts and I conceptualized and co-authored equally.

Refereed Publications in Review

Refereed Publications in Preparation

- (4) **Benedict, A. E.,** & Brownell, M. T., Sohn, H., Williams, J.*, Kelcey, B., & Kosiarski, G.* (in preparation). Project Coordinate: Impact of content-focused lesson study on teacher knowledge, collaboration, and MTSS instruction.
- (3) **Benedict, A. E.,** & Lauterbach, A., Park, Y. (in preparation). A morphological approach to vocabulary instruction for students with reading disabilities: Teaching prefix families.
- (2) **Benedict, A. E.,** Park, Y., & Kiely, M. T., & Salina, S.* (in preparation). Culturally and linguistically responsive response to intervention: Considering the needs of English learners in the reading classroom.
- (1) Liu, R.*, Huggins-Manley, A. C., **Benedict, A. E.,** Miller, D., Brownell, M., & Martin, C. (in preparation). Estimating multiple levels of attribute mastery in diagnostic classification modeling.

Book Chapters

- (9) Richards-Tutor, C., Barber, B., **Benedict, A.,** & Brownell, M. T. (2021). Developing practice-based opportunities through effective school-university partnerships: A national perspective and examples of high-leverage practices in action. In P. Chandler & L. Barron (Eds.), *Rethinking School-University Partnerships: A New Way Forward. The volume, scheduled for release in fall 2020, will explore innovative ways in which colleges of education and education preparation providers engage with school partners to improve teacher education and educational outcomes for P-12 learners.*
 - Conceptualized together. First authors are faculty from Kent and CSU LB that showcase their programs use of the Learning to Teach policy brief (Benedict et al., 2016) to structure their program redesign. In this chapter I wrote pieces of the introduction and conclusion.
- (8) **Benedict, A., E.,** Brownell, M. T., Griffin, C., Wang, J.*, & Meyers, J.* (2020). Leveraging professional development to prepare general and special education teachers to teach within Response to Intervention Frameworks. In T. Petty, A. Good, & M. Putman (Eds.), *Handbook of Research on Professional Development for Quality Teaching and Learning.* Hershey, PA: Information Science Reference.
 - Times cited: 11 (Google Scholar, Retrieved 1/26/22)
 - In this chapter I took conceptual leadership as well as leadership with the writing. Authorship order reflects contribution.
- (7) **Benedict, A. E.,** Cornelius, K., & Acosta, K.* (2018). Using multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. In M.

Brownell & J. McLeskey (Eds.), *High Leverage Practices for Inclusive Classrooms*. New York, NY: Routledge.

- Times cited: 2 (Google Scholar, Retrieved 1/26/22)
- In this chapter I took conceptual leadership as well as leadership with the writing. Authorship order reflects contribution.

(6) Brownell, M. T., Bettini, E., Peyton, D.*, Pua, D.*, & **Benedict, A. E.**, (2018). Special education teacher effectiveness in an era of reduced federal mandates and increasing teacher shortages. In J. B. Crockett, B. Billingsley, M. L. Boscardin (Eds.), *Handbook of Leadership and Administration for Special Education* (2nd ed.). New York, NY: Routledge.

- Times cited: 11 (Google Scholar, Retrieved 1/26/22)
- Authorship order reflects contribution.

(5) Brownell, M. T., Chard, D., **Benedict, A. E.**, & Lignugaris-Kraft, B. (2018). Teacher preparation and Response to Intervention frameworks. In M. Kennedy & P. Pullen (Eds.), *Handbook of Response to Intervention and Multi-tiered Instruction*. New York, NY: Routledge.

- Times cited: 3 (Google Scholar, Retrieved 1/26/22)
- Authorship order reflects contribution. In this chapter I developed the example that is featured of teachers using lesson study to improve their practice.

(4) Klingner, J. K., Brownell, M. T., Mason, L., Sindelar, P., **Benedict, A.**, Griffin, C., Lane, K., Israel, M., Oakes, W., Menzies, H., Germer, K., & Park, Y. (2016). Teaching students with special needs in the new millennium. In D. Gitomer & C. Bell (Eds.), *Handbook of Research on Teaching* (5th ed.). Washington, DC: American Educational Research Association.

- Times cited: 12 (Google Scholar, Retrieved 1/26/22)
- Authorship order reflects contribution. I wrote the section related to all the literacy interventions for students with disabilities.

(3) Kiely, M. T., Brownell, M. T., Lauterbach, A. A., & **Benedict, A. E.** (2014). Teachers' beliefs about students with special needs and inclusion. In H. Fives and M. G. Gill (Eds.), *International Handbook of Research on Teachers' Beliefs*. New York, NY: Routledge.

- Times cited: 37 (Google Scholar, Retrieved 1/26/22)
- Authorship order reflects contribution.

(2) Brownell, M. T., Steinbrecher, T., Kimerling, J., Park, Y., Bae, J., & **Benedict, A.** (2014). Dimensions of teacher quality in general and special education. In P. T. Sindelar, E. McCray, M. T. Brownell, & B. Lignugaris-Kraft (Eds.), *Handbook of Research on Special Education Teacher Preparation*. New York, NY: Routledge.

- Times cited: 22 (Google Scholar, Retrieved 1/26/22)
- Authorship order reflects contribution.

(1) Brownell, M. T., Lauterbach, A., **Benedict, A.**, Bettini, E. F., Murphy, K., & Stephens, J. (2012). Preparing teachers to effectively deliver reading instruction and behavioral supports in response to intervention frameworks. In B. G. Cook, M. Tankersley, & T. J. Landrum (Eds.), *Classroom Behavior, Contexts, and Interventions: Advances in Learning and Behavioral Disabilities* (Vol. 25), 247-277.

- Times cited: 13 (Google Scholar, Retrieved 1/26/22)
- Authorship order reflects contribution.

Book Chapters in Preparation

- (2) Brownell, M., Leko, M., **Benedict, A. E.** (in press). Understanding and Developing Expert Teachers for Students with Learning Disabilities.
- (1) **Benedict, A. E.**, Cornelius, K., Acosta, K., Ray, J. (in press). Use of multiple sources of information to develop a comprehensive understanding of student strengths and needs. In M. Brownell & J. McLeskey (Eds.), *High Leverage Practices for Inclusive Classrooms*. New York, NY: Routledge.

Policy Briefs

- (3) **Benedict, A. E.**, Papacek, A., Wells, K., Colpo, A., Koziarski, G.* , Rodgers, W., & Robinson, R.* (2022). *Learning to Teach: Practice-Based Approaches for Teacher Education in Virtual Learning Environments*. Retrieved from: <https://cedar.education.ufl.edu/wp-content/uploads/2022/03/CEEDAR-Virtual-Teacher-Prep.pdf>
- (2) **Benedict, A. E.**, Blanton, L., Brownell, M. T., & West, J. (2019). *Leading and Engaging Faculty in Teacher Preparation Reform: the Role of Deans. Special Issue Brief*. Retrieved from: <https://cedar.education.ufl.edu/wp-content/uploads/2020/12/Deans-case-study.pdf>
- (1) **Benedict, A. E.**, Holdheide, L., Brownell, M. T., & Marshall, A. (2016). *Learning to Teach: Practice-Based Preparation in Teacher Education*. Retrieved from http://cedar.education.ufl.edu/wp-content/uploads/2016/07/Learning_To_Teach.pdf

Funded Grants

- (13) Preparing Leadings for Education, Disability, and Juvenile Justice (PLEDJJ) CFDA 84.325D. Directed in the Priority to Office of Special Education Programs. July 2021.
Proposed Sponsor Budget: \$3,000,000
Award Contracted Funds Received by ASU to Date: \$750,000
Principle Investigator: Sarup Mathur
Co-PI: **Amber Benedict**
(Supported Dr. Mathur in conceptualizing and writing the grant.)
- (12) INclusive Consortium of Leaders in Urban Disabilities Education (Project INCLUDE) CFDA 84.325D. Directed in the Priority to Office of Special Education Programs. (Principle Investigator, July 2019).
Proposed Sponsor Budget: \$3,709,739 (\$7,419,478 with cost match)
Award Contracted Funds Received by ASU to Date: \$712,591
Principle Investigator: Elizabeth Cramer
Principle Investigator @ ASU: **Amber Benedict**
(Supported Dr. Cramer in conceptualizing and writing the grant.)

- (11) Project DIMES: Diagnostic Instrument for Morphology of Elementary Students. Directed in Priority U.S. Department of Education, Institute of Education Sciences. August 2019.
Proposed Sponsor Budget: \$1,800,000.
Principle Investigator: Corinne Huggins-Manley
Co-PI: Amber Benedict
(The data from our internally funded grant to develop the first iteration of the paper and pencil measure served as the promise data for this grant. I took lead conceptualizing and writing about the role of morphological awareness in children's literacy development and why it is important to measure. In addition, I developed the sections related to how this instrument will be useful to teachers when designing their instruction. This grant was especially important because we hope to use it to measure the impact of Project Coordinate on student achievement; see grants #8, #6)
- (10) STRATEGIES: Codebreakers: Cultivating Elementary Students' Interest in Cryptography and Cybersecurity Education and Careers. Directed in U.S. Department of Education, National Science Foundation. February 2019.
Proposed Sponsor Budget: \$956,733
Award Contracted Funds Received by ASU to Date: \$38,395
Principle Investigator Pasha Antonenko
Co-PI: Amber Benedict
(I supported Dr. Antonenko in developing sections of the grant related to creating connections between deciphering codes and decoding the English language, with a specific emphasis on morphological awareness.)
- (9) Phinder: An Interactive Word Selection Tool. Internal Seed Money, College of Education, University of Florida. November 2017
Sponsor Budget: \$5,800.
Principle Investigator: **Amber Benedict**
Co-PI: Devin Kearns
(Choosing which words to teach is very difficult for teachers. We received these funds to be able to develop an interactive website that allows for teachers to type in the skill/pattern they are teaching and the website will populate a list of words that follow that skill/pattern.)
- (8) Project Coordinate: Increasing Coordination and Use of Evidence-based Practices in Word Study and Fluency in an RTI Framework for Teams of 4th Grade Teachers. Directed Priority in Professional Development. U.S. Department of Education, Institute of Education Sciences. July 2017.
Proposed Sponsor Budget: \$2,058,112
Award Contracted Funds Received by ASU to Date: \$884,601
Principle Investigator Mary Brownell
Co-PI: Amber Benedict
(My dissertation served as the promise data for this award. I worked in collaboration with Dr. Brownell to develop the online content modules, lesson study approach and the literature reviews related to these areas.)
- (7) Using Lesson Study to Improve Preservice Teachers' Capacity for Implementing Evidence-Based Practices for Students with Significant Disabilities. The Arc of Washington Trust Fund, Seattle, Washington. October 2015
Proposed Sponsor Budget: \$9,757.
Principle Investigator: Carly Roberts

Co-PI: **Amber Benedict**

- (6) Development of a Diagnostic Assessment of Morphological Awareness. College Research Incentive Fund, College of Education, University of Florida. February 2015.
Proposed Sponsor Budget: \$40,000
Principle Investigator: Corinne Huggins-Manley
Co-PI: **Amber Benedict**

- (5) The Southeastern Conference Visiting Faculty Travel Grant Program. In collaboration with University of Tennessee – Knoxville, Tennessee. September 2014.
Proposed Sponsor Budget: \$2,000
Principle Investigator: Yujeong Park
Co-PI: **Amber Benedict**

- (4) Project Integrate: Increasing the Use of Evidence-Based Practices in Content Area Instruction for Teams of Preservice Special Education Teachers. IRIS Impact Study Initiative: Purdue University in Lafayette, Indiana. May 2014.
Proposed Sponsor Budget: \$5,000
Principle Investigator: Carly Roberts
Co-PI: **Amber Benedict**

- (3) Project Morphological Awareness in Practice (MAP): Supporting Secondary Science Teachers' to Integrate Morphological Awareness during Content Area Instruction. Research Fellowship Proposal: University of Massachusetts, Amherst, MA. (Principle Investigator Dr. Alexandra Lauterbach). Research Assistant. Funded May 2014. \$5,000.

- (2) Project Morphological Awareness in Practice (MAP): Supporting Secondary Science Teachers' to Integrate Morphological Awareness during Content Area Instruction. Research Fellowship Proposal: University of Massachusetts, Amherst, MA. (Principle Investigator Dr. Alexandra Lauterbach). Research Assistant. Funded May 2013. \$15,000.

- (1) Cognitive and Language Predictors of Response to Morphological Awareness Instruction in Third Grade Students with Decoding Deficits. College Research Incentive Fund, College of Education, University of Florida. (Principle Investigator Dr. Mary Brownell). Research Assistant. Funded May 2012. \$15,000.

Pending Grants

Project APPOINT: culturAlly resPonsive resPonse tO Intervention iN liTeracy instruction. Directed in Priority to U.S. Department of Education, Education Innovation and Research Program – Early Phase Grants. Principle Investigator. August 2023. \$4,000,000.

Building Research-Skills, Inclusive Practices and Diversity focus to Grow Exceptional Education Leaders (BRIDGE) CFDA 84.325D. Directed in the Priority to Office of Special Education Programs. July 2023. Principle Investigator. \$3,000,000

Submitted Grants

Scaling Project Coordinate: Increasing Coordinated Use of Evidence-Based Practices for Improving Word Study in an MTSS Framework for Teams of 4th Grade Teachers. Directed in Priority to U.S. Department of Education, Education Innovation and Research Program – Mid Phase Grants. Principle Investigator. July 2021. \$8,000,000.

Testing Project Coordinate: Increasing Coordinated Use of Evidence-Based Practices for Improving Word Study in an MTSS Framework for Teams of 4th Grade Teachers. Directed in Priority to U.S. Department of Education, Education Innovation and Research Program – Mid Phase Grants. Principle Investigator. June 2020. \$8,000,000.

Edthema/AACTE Grant: Using Video to Improve Pre-service Teachers' Propensity for Analysis. Directed to American Association of Colleges for Teacher Education, Covid Relief Grant. Co-Principle Investigator with Robert Morse. December 2020. \$25,000.

The National Center for Technology Infusion: Toward a New Technology-Infused Learner-Centered Teacher Preparation Paradigm. Directed to Office of Special Education Programs. (Principle Investigator, Dr. Teresa Foulger). Co-Principle Investigator. July 2020. \$5,000,000.

Project InDUCTEd: Intersectionally Diverse Urban Collaborative Teacher Education, a Teacher Quality Partnership Grant. Directed in Priority to U.S. Department of Education. Teacher Quality Partnership Grant Program. Principle Investigator. June 2020. \$4,398,962

Interdisciplinary Collaboration to Calibrate Instruction for Students with Dyslexia: The Calibration Collaboration. Directed in Priority to Spencer Foundation, Lyle Foundation. (Principle Investigator, Dr. Devin Kearns). Co-Principle Investigator. May 2019. \$1,000,000.

Testing Project Coordinate: Increasing Coordinated Use of Evidence-Based Practices for Improving Word Study in an MTSS Framework for Teams of 4th Grade Teachers. Directed in Priority U.S. Department of Education, Education Innovation and Research Program – Mid Phase Grants. Principle Investigator. April 2019. \$8,000,000.

Empowering Teachers with Technology Skills in Transition (Empower3T): Equipping teachers to improve college and career readiness outcomes for students with disabilities. Directed in Priority U.S. Department of Education, Institute of Education Sciences. (Principle Investigator Dr. Allison Lombardi). Co-Principle Investigator. August 2018. \$1,400,000. Not funded.

Project DIMES: Diagnostic Instrument for Morphology of Elementary Students. Directed in Priority U.S. Department of Education, Institute of Education Sciences. (Principle Investigator Dr. Corinne Huggins-Manley). Co-Principle Investigator. August 2017. \$1,400,000. Not funded.

Empowering Teachers with Technology Skills in Transition (Empower3T): Equipping teachers to improve college and career readiness outcomes for students with disabilities. Directed in Priority U.S. Department of Education, Institute of Education Sciences. (Principle Investigator Dr. Allison Lombardi). Co-Principle Investigator. August 2017. \$1,400,000. Not funded.

Project TOP: Tracking Opportunities of Practice while Learning to Teach. College Research Incentive Fund, College of Education, University of Florida. (Co-Principle Investigator Dr. Margaret Kammen). Principle Investigator. April 2017. \$40,000. Not funded.

Project DIMES: Diagnostic Instrument for Morphology of Elementary Students. Directed in Priority U.S. Department of Education, Institute of Education Sciences. (Principle Investigator Dr. Corinne Huggins-Manley). Co-Principle Investigator. August 2016. \$1,400,000. Not funded.

Project Coordinate: Supporting Teams of 3rd and 4th Grade Teachers in Designing and Implementing Effective Literacy Instruction Coordinated through a Multi-Tiered System of Support Framework. Directed in Priority U.S. Department of Education, Investing in Innovation Fund (i3; Principle Investigator Dr. Mary Brownell). Co-Principle Investigator. May 2016. \$3,000,000. Not funded.

Project VOLT (Validating Opportunities to Practice Log for Teacher Candidates). College Research Incentive Fund, College of Education, University of Florida. (Co-Principle Investigator with Dr. Margaret Kammen). April 2016. \$5,000. Not funded.

Project Coordinate: Increasing Coordination and Use of Evidence-based Practices in Word Study and Fluency in an RTI Framework for Teams of 4th Grade Teachers. Directed Priority in Professional Development. U.S. Department of Education, Institute of Education Sciences (Principle Investigator Dr. Mary Brownell with Dr. Nancy Corbett, Ben Kelcey). Project Coordinator. June 2015. \$1,500,000. Not Funded.

Project VOLT (Validating Opportunities to Practice Log for Teacher Candidates). Directed Priority in Teaching, Learning, and Instructional Resources. Spencer (Co-Principle Investigator with Dr. Margaret Kammen). February 2016. \$40,000. Not Funded.

Teaching Students with Specific Learning Disabilities Literacy within Secondary Science Content: A Study of Teacher Expertise. Directed Priority in Teaching, Learning, and Instructional Resources. Spencer (Principle Investigator Dr. Alexandra Lauterbach). Consultant. August 2015. \$40,000. Not Funded.

Project TOP: Tracking Preservice Teachers' Effective Opportunities to Practice. Directed Priority in Teaching, Learning, and Instructional Resources. Spencer (Co-Principle Investigator with Dr. Margaret Kammen). August 2015. \$40,000. Not Funded.

Learning Together in a Virtual Space: And Effective, Comprehensive Online Professional Learning System for Special Educators and Paraprofessionals. Directed Priority in Researcher-Practitioner Partnerships in Education Research. U.S. Department of Education, Institute of Education Sciences (Principle Investigator Dr. Mary Brownell with Ms. Kathleen MacNaboe). Research Assistant. June 2014. \$400,000. Not Funded.

Project Coordinate: Increasing Coordination and Use of Evidence-based Practices in Word Study and Fluency in an RTI Framework for Teams of 4th Grade Teachers. Directed Priority in Professional Development. U.S. Department of Education, Institute of Education Sciences (Principle Investigator Dr. Mary Brownell with Dr. Nancy Corbett). Research Assistant. June 2014. \$1,500,000. Not Funded.

Project Integrate: Increasing the Use of Evidence-Based Practices in Content Area Instruction for Teams of Preservice Special Education Teachers. Directed Priority in Teaching, Learning, and Instructional Resources. Spencer (Co Principle Investigator with Dr. Carly Roberts). November 2014. \$40,000. Not Funded.

Project Align: An Innovation Approach to Reading Professional Development in Rural Schools to Improve Students with Disabilities and Struggling Readers Outcomes. Directed Priority in Serving Students with Disabilities in Rural Communities. U.S. Department of Education, Investing in Innovation Fund (i3; Principle Investigator Dr. Mary Brownell with Dr. Nancy Corbett). Research Assistant. April 2014. \$3,000,000. Not Funded.

Project Align: Increasing Alignment and Use of Evidence-based Practices in Word Study and Fluency in an RTI Framework for Teams of 4th Grade Teachers. Directed Priority in Professional Development. U.S. Department of Education, Institute of Education Sciences (Principle Investigator Dr. Mary Brownell with Dr. Nancy Corbett). Research Assistant. June 2012. \$1,500,000. Not Funded.

Use and Alignment of Evidence-based Practices in Word Study and Fluency in an RTI framework for Teams of 3rd and 4th Grade Teachers. Directed Priority in Professional Development). U.S. Department of Education, Institute of Education Sciences (Principle Investigator Dr. Mary Brownell with Drs. Corbett, Algina, and Lombardino) Research Assistant. June 2011. \$1,500,000. Not Funded.

Project In Sync: Synchronizing curriculum, learning goals, and strategies across instructional tiers of the RTI framework for a team of 4th and 5th grade literacy teachers. NEA competition: Learning and Leadership Grant. Principle Investigator. January 2011. \$5,000. Not Funded.

Webinars

Benedict, A., Papacek, A.M., Koziarski, G., & Robinson, R. (2022, March). *Re-Envisioning Practice Based Approaches.* Teacher Education Division, Council for Exceptional Children, Virtual, *Planning for Teacher Education Research 2 Years after Start of COVID: Priorities & Methods.*

Brownell, M. T., & **Benedict, A.** (2020, November). *Learning Networks: Effective Teachers for Students with Disabilities.* Department of Education, Striving Readers.

Benedict, A. E., & Takamura, J., (2020, September). *Universal Design for Learning: Definitions, Methods, and Applications.* Partnering with Morocco's universities to improve education. Can be retrieved at: https://www.youtube.com/watch?v=XF_hEZNYOTk&t=165s

Benedict, A. E., & Leko, M. (2019, February). *Practice Based Approaches for Improving Teacher Education.* Collaboration for Effective Educator Development Accountability and Reform. Can be retrieved at: <https://vimeo.com/318624156>

Benedict, A. E. (2019, February). *Explicit Instruction: The Key to Student Learning.* Collaboration for Effective Educator Development Accountability and Reform.

Benedict, A.E. (2019, April). *Symposium Series: Preparing Personnel to Serve Children with Disabilities*. https://ideadata.org/sites/default/files/media/documents/2019-08/OSEP%20Symposium%20on%20PreparingPersonnel_4.8.19.pdf

Benedict, A. E., Brownell, M. T., Holdheide, L., & Spear-Swerling, L. (2016, September). *Learning to Teach: Practice-Based Opportunities within Teacher Education*. Collaboration for Effective Educator Development Accountability and Reform. Can be retrieved at: <https://cedar.education.ufl.edu/portfolio/practice-based-approaches-for-improving-teacher-preparation/>

Park, Y., & **Benedict, A. E.** (2014, October). *Early Intervention: The Key to Success*. Learning Disabilities Association.

Brownell, M. T., & **Benedict, A. E.** (2013, September). *Trends in Teacher Evaluation: What Every Special Educator Should Know*. Council for Exceptional Children.

Benedict, A. (2012, October). *Effective Professional Development for All Teachers*. National Center to Inform Policy and Practice in Special Education Professional Development. Can be retrieved at: https://tadnet.adobeconnect.com/_a984157034/p18paiwlf8m/?launcher=false&fcsContent=true&pbMode=normal

Invited Workshops

Benedict, A. E. (2017, June). *Practice-Based Approaches to Teacher Education: Considerations for University and District Partners*. Teacher preparation workshop for faculty and district partners. Missouri Department of Education, Columbia, MO.

Benedict, A. E. (2017, June). *Practice-Based Approaches to Teacher Education: Considerations for Leaders*. Teacher preparation workshop for deans of Colleges of Education. Rhode Island Department of Education, Providence, RI.

Benedict, A. E. (2017, June). *Practice-Based Approaches to Teacher Education: Considerations for Leaders*. Teacher preparation workshop. Ohio Deans Compact, Dublin, OH.

Benedict, A. E. (2017, May). *Practice-Based Approaches to Teacher Education: Developing a Plan*. Teacher preparation workshop for State Department, South Dakota Board of Regents, and University faculty. South Dakota Department of Education, Pierre, SD.

Benedict, A. E. (2017, May). *Developing Practice-Based Approaches to Teacher Education: Aligning Practice with Vision*. National Lewis University, Chicago, IL.

Benedict, A. E. (2017, February). *Developing Practice-Based Approaches to Teacher Education*. Faculty workshop. Minnesota State University, Mankato, Minnesota.

Benedict, A. E. (2015, May). *Identifying High Quality Indicators of Mixed Methodological Research in Special Education*. Doctoral workshop. University of Massachusetts, Amherst, Massachusetts.

Invited Lectures

Benedict, A. E. (2018, October). *Collaboration Between General and Special Educators through Lesson Study*. San Diego State University, San Diego, CA.

Benedict, A. E. (2018, June). *Tensions in Teacher Education: One Teacher Education Researcher's Experience*. University of Washington, Seattle, Washington

Benedict, A. E. (2017, October). *What do We Stand For: Engaging Teacher Educators in Complex Conversations*. Queens College, New York, New York.

Benedict, A. E. (2015, December). *Multi-Tiered Systems of Support: The Principal's Role*. University of Texas, El Paso, Texas.

Benedict, A. E. (2014, October). *Designing Meaningful Practice Opportunities in Multi-Syllabic Decoding for Students with Specific Learning Disabilities*. St. John's University, Queens, New York.

Benedict, A. E., & Bettini, E. A. (2014, September). *Characteristics of Highly Effective Special Educators*. Western Michigan University, Kalamazoo, Michigan.

Benedict, A. (2014, August). *Lesson Study: A Meaningful Tool for Preservice Teacher Learning*. Purdue University, West Lafayette, Indiana.

Benedict, A. (2013, December). *Designing Meaningful Practice Opportunities in Multi-Syllabic Decoding for Students with Specific Learning Disabilities*. St. John's University, Queens, New York.

Benedict, A. (2013, February). *Trends in Teacher Evaluation: What Every Special Education Teacher Should Know*. University of Central Florida, Orlando, Florida.

NATIONAL CONFERENCE PRESENTATIONS

+ designates invited presentation

++ designates invited preconference session

An asterisk (*) after an author's last name to denotes a student author at the time of the publication's acceptance.

(110) Benedict, A., Brownell, M., Sohn, H., Williams, J.,* & Koziarski, G.* (2023, November). *Testing Project Coordinate: Impact of Content Focused Lesson Study on Teacher Change*. Teacher Education Division of Council for Exceptional Children, Long Beach, CA.

(109) Benedict, A., Brownell, M., Sohn, H., Williams, J., * & Koziarski, G.* (2023, November). Designing Professional Development to Support Literacy Instruction of General and Special Educators. Teacher Education Division of Council for Exceptional Children, Long Beach, CA.

(108) Wagner, D., Cornelius, K., Benedict, A. (2023, November). *Using an Instructional Log to Measure the Quality of Field-Based Practice Opportunities*. Teacher Education Division of Council for Exceptional Children, Long Beach, CA.

(107) Benedict, A., & Lauterbach, A. (2023, November). *The Relationship Between Students' Talk about Their Learning and Teachers' Reading Instruction*. Teacher Education Division of Council for Exceptional Children, Long Beach, CA.

(106) Koziarski, G.* , Rodgers, W.J., Papacek, A.M., Benedict, A. (2022, November). *Practice-Based Approaches to Educator Preparation Programs: Continuing Lessons from the Field*. Teacher Education Division of the Council for Exceptional Children. Richmond, VA.

(105) Koziarski, G.* , Rodgers, W.J., Papacek, A.M., Robinson, R.* , Benedict, A. (2022, November). *A Systematic Review of Online Teaching Methods in Higher Education*. Teacher Education Division of the Council for Exceptional Children. Richmond, VA.

(104) Benedict, A., Koziarski, G.* , Rodgers, W.J., Papacek, A.M., Robison, R.* , (2022, November). *Practice-Based Approaches to Educator Preparation Programs: Continuing Lessons from the Field*. CEEDAR Center Invited Poster Session. Teacher Education Division of the Council for Exceptional Children. Richmond, VA.

(103) Benedict, A. E., Williams, J.* , Brownell, M. T., Sohn, H.* , Koziarski, G.* , Bowers, N. (2022, November 8–11). *Knowledge appropriation as a lens to understand teacher learning during lesson study*. Invited Special Session hosted by the CEEDAR Center at the 44th Annual Teacher Education Division of the Council for Exceptional Children Conference, Richmond, VA.

(102) Sohn, H.* , Shin, J., Brownell, M. T., Benedict, A. E., & Williams, J.* (2022, November 8–11). *Building bridges from human coding to automated scoring for teacher performance*. Multi-Presentation Session at the 44th Annual Teacher Education Division of the Council for Exceptional Children Conference, Richmond, VA.

(101) Xu, Z.* , Dawson, K., Antonenko, P., Koh, D.* , Lee, M.* , Benedict, A., Bhunia, S. (June, 2022). *Scaffolding visiospatial cognition in a cryptography and cybersecurity curriculum*. Presented at American Society for Engineering in Education, Minneapolis, MN.

(100) Xu, Z.* , Dawson, K., Antonenko, P., Koh, D.* , Lee, M.* , Benedict, A., Bhunia, S. (April, 2022). *Scaffolding visiospatial cognition in a cryptography and cybersecurity curriculum*. Presented at American Education Research Association, San Diego, CA.

(99) Xu, Z.,* Dawson, K., Antonenko, P., Koh, D.,* Lee, M.,* Benedict, A., Bhunia, S. (April, 2022). *Using a comicbook to engage students in a cryptology and cybersecurity curriculum*. Presented at American Education Research Association, San Diego, CA.

(97) Papacek, A. M., **Benedict, A.**, Koziarski, G.* & Robinson, R.* (November, 2021). *Are we preparing future special education teachers appropriately? Virtual learning environments within inclusive teacher preparation programs.*, presented at Teacher Education Division of Council of Exceptional Children, San Antonio, TX.

(96) Robinson, R.* , Koziarski, G.* , Rodgers, W., Papacek, A.M., & **Benedict, A.** (October, 2021). *Virtual practice-based approaches for teaching students with high incidence disabilities*, presented at Council for Learning Disabilities, Las Vegas, NV.

(95) **Benedict, A.**, Papacek, A.M., Robinson, R.* , Koziarski, G.* & Rodgers, W.(October, 2021). *Inclusive teacher preparation in virtual environments: how do we ensure that our teacher*. presented at American Association of Colleges for Teacher Education, New Orleans, LA.

(94) Antoneko, P., Xu, Z., Koh, D., Dawson, K., **Benedict, A.**, & Bhunia, S. (2021, April 9–12). *Decoding teacher perceptions of the usability and feasibility of a technology-enhanced cryptography curriculum*. Presentation at the American Educational Research Association Virtual Meeting.

(93) Kwon, T.* , Huggins-Manley, C., Goodwin, A., & **Benedict, A.** (2021, April 9–12). *Mapping Morphology and its multidimensionality, assessment, relations to outcomes, and relations to covariates*. Presentation at the American Educational Research Association Virtual Meeting.

(92) Salinas, S.* , **Benedict, A.**, Kiely, M. (2021, April 9–12). *A critical reading of culture in Response to Intervention for English learners*. Presentation at the American Educational Research Association Virtual Meeting.

(91) Williams, J.* , Acosta, K.* , Sohn, H.* , **Benedict, A. E.**, Brownell, M. T., Sweers, A.* (2021, April 9–12). *Using design-based research to refine professional development*. Presentation at the American Educational Research Association Virtual Meeting.

(90) Papacek, A.M., **Benedict, A.**, Rodgers, W., Robinson, R.* , Koziarski, G.* , Wells, K., & Colpo, A. (March, 2021). *Practice Based Approaches to Teacher Education: Lessons from the Field.*, presented at Council of Exceptional Children, Baltimore, MD.

(89) **Benedict, A.**, Koziarski, G.* , Papacek, A.M., Rodgers, W., Robinson, R.* , Wells, K., & Colpo, A. (March, 2021). *High Leverage Practices in a Virtual Environment in Teacher-preparation Programs: What have we learned?*, presented at Council of Exceptional Children, Baltimore, MD.

(88) Sohn, H.* , **Benedict, A. E.**, Brownell, M. T., Acosta, K.* , Williams, J.* , & Sweers, A.* (2021, March 8–13). *Examining teachers' knowledge of content and pedagogical practices*

through multiple lenses. Presentation at the Learning Interactive Virtual Event of Council for Exceptional Children.

(87) Sohn, H.* , **Benedict, A. E.**, Brownell, M. T., Acosta, K.* , Williams, J.* , & Sweers, A.* (2021, March 8–13). *Lesson study as a professional development model to promote interdisciplinary teacher collaboration*. Poster Session at the Learning Interactive Virtual Event of Council for Exceptional Children.

(86) **Benedict, A.**, Koziarski, G.* , Papacek, A.M., Wells, K., Robinson, R.* , Colpo, A., & Rodgers, W.(February, 2021). *Inclusive teacher preparation in virtual environments: How do we ensure that our teacher candidates are learner ready?* presented at Association of Teacher Education, Anaheim, CA.

(85) **Benedict, A.**, Brownell, M. T., Acosta, K.* & Sohn, H.* (2020, April 17–21, Canceled due to the COVID-19 pandemic). *Project Coordinate: Engaging teams of general and special education teachers in collaborative professional development* [Symposium]. American Educational Research Association Annual Meeting, San Francisco, CA.
<http://tinyurl.com/sv8zmnc>

(84) +**Benedict, A.**, Papacek, A.M., Wells, K., Colpo, A., Koziarski, G.* , Rodgers, W., & Robinson, R.* (November, 2020). *Learning to Teach: Re-Envisioning Practice Based Approaches in Virtual Settings: How Do We Ensure that our Teacher Candidates are Learner Ready?* presented at Teacher Education Division of Council of Exceptional Children, Baltimore, MD.

(83) **Benedict, A. E.**, Brownell, M. T., Kelcey, B. & Antonenko, P. (2020, Apr 17 - 21) *Using Data to Tailor Professional Development to Teachers' Contexts*. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vdkcdr2>

(82) Acosta, K.* , Sohn, H.* , **Benedict, A. E.**, Brownell, M. T., Williams, J.* , & Sweers, A.* (2020, February). *Strategies for effective morphological instruction to support reading across MTSS tiers*. Council for Exceptional Children Conference, Portland, OR.

(81) Kwon, T. Y.* , Huggins-Manley, A. C., **Benedict, A. E.**, Templin, J., & Goodwin, A. P. (2019, November). *Involving teachers in evidence-centered design development of a classroom assessment*. Florida Educational Research Association in St. Petersburg, FL.

(80) Acosta, K.* , Sohn, H.* , **Benedict, A.**, Brownell, M., & Sweers, A.* (2019, October). *Using data analytics and teacher perceptions to improve teacher professional development*. Teacher Education Division of Council of Exceptional Children Conference, New Orleans, LA.

(79) Sohn, H.* , **Benedict, A.**, Acosta, K.* , Brownell, M., & Sweers, A.* (2019, October). *How to determine if professional development is effective: A development and validation study of an observation tool and rater training protocol to measure improvements in practice*. Teacher Education Division of Council of Exceptional Children Conference, New Orleans, LA.

(78) Long, S., Chapman, L., & **Benedict, A.** (2019, October). *An international cross-comparison of professional development programmes for special education teachers in Ireland and the USA*. Teacher Education Division of Council of Exceptional Children Conference, New Orleans, LA.

(77) Chapman, L., & **Benedict, A.** (2019, October). *Using lesson study to change teacher knowledge and practice: A Narrative review of the evidence*. Teacher Education Division of Council of Exceptional Children Conference, New Orleans, LA.

(76) Lauterbach, A., & **Benedict, A.** (2019, October). *Personalized professional development? Designing professional development tailored to teachers' perceptions and contexts*. Teacher Education Division of Council of Exceptional Children Conference, New Orleans, LA.

(75) Brownell, M. T., **Benedict, A. E.**, Leko, M., Richards-Tutor, C., & Barber, B. (2019, February). *Improving teacher preparation from within: Using data to validate and improve practice-based preparation opportunities*. Council for Exceptional Children Conference, Indianapolis, IN.

(74) Acosta, K.*, **Benedict, A. E.**, & Sohn, H.* (2019, February). *Learning together: Using observation, analysis, and feedback to improve instruction*. Poster presentation at the Council for Exceptional Children Conference, Indianapolis, IN.

(73) **Benedict, A. E.**, Acosta, K.*, Sohn, H.*, & Brownell, M. T. (2019, February). *Create engaging online professional development using teacher perceptions and data analytics*. Presentation at the Council for Exceptional Children Conference, Indianapolis, IN.

(72) **Benedict, A.**, Acosta, K.*, Wilhelmina van Dijk. W.*, & Mary Brownell (2018, November). *Creating Engaging Online Professional Development Using Teacher Perceptions and Data Analytics*. Teacher Education Division of Council of Exceptional Children, Las Vegas, Nevada.

(71) Brownell, M., **Benedict, A.**, Leko, M., Richards-Tutor, C., & Barber, B. (2018, November). *Improving Teacher Preparation from Within: Using Data to Validate and Improve Practice-Based Preparation Opportunities*. Teacher Education Division of Council of Exceptional Children, Las Vegas, Nevada.

(70) Roberts, C. & **Benedict, A.** (2018, April). *Using Lesson Study to Improve Preservice Teachers' Knowledge and Skill for Teaching: a Review of the Literature*. American Education Research Association. New York, NY.

(69) Brownell, M. T., Drew, S., Nicoll-Senft, J., & **Benedict, A.** (2018, March). *Lesson Study: A Practice-Based Approach for Increasing Preservice and Inservice Teachers' Instructional and Collaborative Skill for Inclusive Teaching*. American Association of Colleges for Teacher Education, Baltimore, MD.

(68) **Benedict, A. E.**, Lee, A.* , Lauterbach, A., & Roberts, C. (2018, February). *Integrating Video Analysis into Teacher Preparation*. Council of Exceptional Children, Tampa, FL.

(67) **Benedict, A., E.**, Brownell., M. T., Acosta, K.,* & van Dijk, W.* (2018, February). *Strategies for Effective Morphological Instruction Across MTSS Tiers*. Council of Exceptional Children, Tampa, FL.

(66) Lauterbach, A., & **Benedict, A. E.** (2018, February). *Implementing Morphological Vocabulary Practices and improving the Academic Achievement of Students with Disabilities*. Council of Exceptional Children, Tampa, FL.

(65) **Benedict, A. E.**, Sindelar, P, & Hougen, M. (2017, November). *Systematic Reform of Educator Preparation: A Qualitative and Longitudinal Study*. Teacher Education Division of Council of Exceptional Children, Savannah, GA.

(64) Brownell, M., **Benedict, A.**, Acosta, K.* , & van Dijk, W.* (2017, November). *Measuring Teachers' Knowledge and Skill for Effective Coordinated Instruction: Trials and Tribulations in Instrument Development within a Goal 2 IES Grant*. Teacher Education Division of Council of Exceptional Children, Savannah, GA.

(63) Lauterbach, A., **Benedict, A.**, & Yakut, A.* (2017, November). *Project MVP: Using Design Based Research to Design Professional Development in Inclusive Secondary Science Classrooms*. Teacher Education Division of Council of Exceptional Children, Savannah, GA.

(62) Lee, A.* , Sherrow, B., & **Benedict, A.** (2017, November). *Enhancing Teacher Preparation by Incorporating Video Analysis of Reading Instruction*. Teacher Education Division of Council of Exceptional Children, Savannah, GA.

(61) **Benedict, A. E.**, & Nemr, G. (2017, June). *Practice-Based Approaches to Teacher Education: Connecticut's Model*. National Association of State Directors of Teacher Education, New Orleans, LA.

(60) Brownell, M. T., Sindelar, P. T., McCray, E., Kamman, M., **Benedict, A.**, McLeskey, J., Robinson, Holdheide, L., S., Nemr, & Barber, B. (2017, April). *TED Showcase: Practice-Based Teacher Preparation: Using Research and Partnerships to Prepare more Effective Teachers*. Council of Exceptional Children, Boston, MA.

(59) Foley, A., **Benedict, A.**, Holdheide, L., Kearns, D., & Little, M. (2017, April). *Can we Bridge the Implementation Gap? Educator Preparation for Real World Contexts*. Council of Exceptional Children, Boston, MA.

(58) **Benedict, A. E.**, & Kamman, M. (2017, April). *How Do We Define "Effectiveness?": Examining Models of Special Education Teaching Quality*. Council of Exceptional Children, Boston, MA.

- (57) Brownell, M. T., Barber, B., **Benedict, A. E.**, & Richards-Tutor, C. (2017, April). *Practice-Based Approaches to Improving Teacher Education Within a MTSS Framework: Examples from Dual Certification Programs*. Council of Exceptional Children, Boston, MA.
- (56) **Benedict, A. E.**, Roberts, C., & Lee, A.* (2017, April). *Using Video Analysis to Develop Preservice Special Educators' Abilities to Identify Effective Instruction, Provide Useful Peer Feedback, and Improve Use of EBPs*. Council of Exceptional Children, Boston, MA.
- (55) **Benedict, A. E.** (2017, March). *Collaborative Teacher Preparation: Supporting Deans in their Efforts*. American Association of Colleges for Teacher Education, Leadership Academy. Tampa, FL.
- (54) Corbett, N., Barber, B., & **Benedict, A. E.** (2017, February). *What Does it Take for Teacher and Leader Candidates and Novices to Learn and be Effective? HLPs and EBPs in Action*. Ohio Deans Compact. Dublin, OH.
- (53) Roberts, C., **Benedict, A. E.**, & Walsh, J.* (2016, November). *Using Lesson Study to Improve Preservice Teachers' Capacity for Implementing Evidence-Based Practices for Students with Significant Disabilities*. Teacher Education Division of Council of Exceptional Children. Lexington, KY.
- (52) **Benedict, A. E.**, Kamman, M., & Brownell, M. (2016, November). *Project TOP: A Validity and Feasibility Study Examining Teacher Candidate's Practice Opportunities*. Teacher Education Division of Council of Exceptional Children. Lexington, KY.
- (51) Brownell, M. T., Hord, C., Richards-Tutor, C., Barber, C., & **Benedict, A. E.** (2016, November). *Practice-Based Approaches to Improving Teacher Education*. Teacher Education Division of Council of Exceptional Children. Lexington, KY.
- (50) Foley, A., & **Benedict, A. E.** (2016, August). *Learning to Teach: Practice-Based Preparation in Teacher Education*. Office of Special Education Programs Professional Development Conference. Washington, DC.
- (49) **Benedict, A. E.**, Foley, A. M., Brownell, M. T., & Jones, B. (2016, August). *Crafting High-Quality Practice-Based Opportunities: A Closer Look at Practice-Based Approaches to Personnel Development*. Office of Special Education Programs Professional Development Conference. Washington, DC.
- (48) Brownell, M. B., McLeskey, J., Barber, B., Spear-Swerling, L., & **Benedict, A. E.** (2016, August). *Practice-Based Approaches to Improving Teacher Education*. Office of Special Education Programs Professional Development Conference. Washington, DC.
- (47) +Brownell, M. B., **Benedict, A. E.**, Lubig, J., & Basile, C. (2016, June). *Collaborative Teacher Preparation: Supporting Deans and Department Chairs in their Efforts*. American Association of Colleges for Teacher Education, Leadership Academy. Portland, OR.
- (46) **Benedict, A. E.**, Brownell, M. T., Leko, M., Rock, M., Lignuaris-Kraft, B., & Chard, D. (2016, April). *A Scientific Approach to Teacher Education: Using Practice-Based*

Approaches to Prepare Special Educators to Teach Within MTSS Frameworks. Council of Exceptional Children. St. Louis, MO.

(45) Bettini, E. A., **Benedict, A. E.**, Jones, N., Park, Y. (2016, April). *Novice Special Educators' Perceptions of Workloads: Relationships with Career Intentions and Burnout.* Council of Exceptional Children. St. Louis, MO.

(44) Brownell, M. T., Mason, L., Sindelar, P., **Benedict, A.**, with Griffin, C., Lane, K., Israel, M., Oakes, W., Menzies, H., & Park, Y. (2016, April). *Handbook of Research on Teaching, Fifth Edition: A New AERA Publication.* American Education Research Association. Washington, DC.

(43) Roberts, C., & **Benedict, A. E.** (2016, April). *Using Lesson Study to Facilitate Preservice Special Education Teachers' Knowledge and Use of Evidence-Based Practices.* American Education Research Association. Washington, DC.

(42) **Benedict, A. E.**, Brownell, M. T., West, J., & Blanton, L. (2016, April). *Cultivating and Sustaining Change in Collaborative Teacher Preparation Reform: Voices of Deans.* American Education Research Association. Washington, DC.

(41) Brownell, M. T., **Benedict, A. E.**, West, J., & Blanton, L. (2016, February). *Leading Reform for Collaborative Teacher Education: Building Stakeholder Commitment.* American Association for Teacher Education. Las Vegas, NV.

(40) Lyons, M., & **Benedict, A.** (2016, February). *College Transition: Planning for Students with Learning Disabilities.* Learning Disabilities of America. Orlando, FL.

(39) ++Crockett, J., & **Benedict, A.** (2016, January). *Pulling it All Together: Teaching Students with LD & ADHD Successfully.* Florida Music Educator Association. Tampa, FL.

(38) Leko, M., Brownell, M., Sindelar, P., **Benedict, A.** (2015, November). *Envisioning the Future of Special Education Personnel Preparation in a Standards-based Era.* Teacher Education Division of Council of Exceptional Children. Phoenix, AZ.

(37) **Benedict, A.**, Brownell, M., & Meyers, J., Griffin, C., & Wang, J. (2015, November). *Leveraging Professional Development to Prepare Teachers to Teach within Response to Intervention Frameworks: the Professional Development We have v. the Professional Development we Need.* Teacher Education Division of Council of Exceptional Children. Phoenix, AZ.

(36) Lauterbach, A., **Benedict, A.**, & Yakut, A. (2015, November). *Measuring Teachers' Knowledge for Teaching Morphological Awareness.* Teacher Education Division of Council of Exceptional Children. Phoenix, AZ.

(35) **Benedict, A.**, Park, Y., Lauterbach, A., Yakut, A.*, & Choi, N.* (2015, November). *Weighing the Evidence: A Synthesis of Morphological Interventions and Effects on Reading Outcomes for Students with Learning Disabilities.* Teacher Education Division of Council of Exceptional Children. Phoenix, AZ.

(34) **Benedict, A.**, Bettini, E., Zagona, A.* , Carruth, J., MacNaboe, K., & Kent, D. (2015, November) *Cultivating a Continuum of Professional Learning Across Special Educators' Careers: A Conversation with District Level Administrators*. Teacher Education Division of Council of Exceptional Children. Phoenix, AZ.

(33) Brownell, M., **Benedict, A.**, Blanton, L., & West, J. (2015, November). *Cultivating and Sustaining Change in Collaborative Teacher Preparation Reform: Voices of Deans and State Agency Leaders*. Teacher Education Division of Council of Exceptional Children. Phoenix, AZ.

(32) **Benedict, A.**, & Brownell, M. (2015, April). *Learning Together: General and Special Education Teachers' Evolving Understanding of Word Study During Ongoing Collaborative Professional Development*. American Education Research Association. Chicago, IL.

(31) Lauterbach, A., & **Benedict, A.** (2015, April). *Project MAP: A Professional Development Innovation for Secondary Science Teachers in Inclusive Settings*. Council of Exceptional Children. San Diego, CA.

(30) **Benedict, A.**, & Brownell, M. (2014, November). *Learning Together: The Use of Lesson Study to Promote Alignment Between the Core and Supplemental Instruction for General and Special Education Teachers Throughout the RtI Framework*. Teacher Education Division of Council of Exceptional Children. Indianapolis, IN.

(29) Lauterbach, A., & **Benedict, A.** (2014, November). *Drawing from the Perceptions of Secondary Science Teachers' and Students with Reading Disabilities to Design High Quality Professional Development*. Teacher Education Division of Council of Exceptional Children. Indianapolis, IN.

(28) Roberts, C., **Benedict, A.**, & Tandy, J.* (2014, November). *Project Integrate: Pairing Lesson Study with Evidence-Based Practice Modules in Preservice Teacher Education*. Teacher Education Division of Council of Exceptional Children. Indianapolis, IN.

(27) Bettini, E., & **Benedict, A.** (2014, November). *Situating Special Educators' Instructional Quality and their Students' Outcomes within the Conditions Shaping their Work*. Teacher Education Division of Council of Exceptional Children. Indianapolis, IN.

(26) **Benedict, A.**, Kiely, M., & Corbett, N. (2014, April). *Instructional Decision-Making: A Useful Tool to Better Understanding Individual Teacher Learning*. Council of Exceptional Children. Philadelphia, PA.

(25) Bettini, E., **Benedict, A.**, & Thomas, R. (2014, April). *Local Special Education Administrators' Approaches to Cultivating Quality Special Educators*. Council of Exceptional Children. Philadelphia, PA.

(24) **Benedict, A.**, Park, Y., & Lauterbach, A. (2014, April). *When Knowing Isn't Enough: Consistencies, Contradictions, and Misconceptions in Special Education Teachers'*

Knowledge for Teaching Reading Fluency. American Educational Research Association. Philadelphia, PA.

(23) Park, Y., & **Benedict, A.** (2014, April). *Phonological, Morphological, and Orthographic Awareness in Third Graders with Reading Disabilities: Principle Component Analysis*. American Educational Research Association. Philadelphia, PA.

(22) Lauterbach, A., & **Benedict, A.** (2014, April). *How Expert Secondary Special Education Teachers Conceptualize Teaching Literacy in their Content Area to Students with Learning Disabilities*. American Educational Research Association. Philadelphia, PA.

(21) **Benedict, A.**, & Park, Y. (2013, November). *When knowing isn't enough: What teacher educators need to know about special education teachers' PCK for teaching reading fluency to students with SLD*. Teacher Education Division of Council of Exceptional Children. Fort Lauderdale, FL.

(20) Kiely, M., Corbett, N. & **Benedict, A.** (2013, November). *Instructional decision-making: A useful window to better understand individual teacher knowledge in use*. Teacher Education Division of Council of Exceptional Children. Fort Lauderdale, FL.

(19) Park, Y., & **Benedict, A.** (2013, November). *Using a diagnostic assessment for designing reading instruction for struggling readers*. Teacher Education Division of Council of Exceptional Children. Fort Lauderdale, FL.

(18) Lauterbach, A., Brownell, M., **Benedict, A.**, & Park, Y. (2013, November). *Morphological awareness in content area instruction*. Teacher Education Division of Council of Exceptional Children. Fort Lauderdale, FL.

(17) Bettini, E., **Benedict, A.**, Thomas, R., & Choi, N. (2013, November). *Special education administrators' approaches to cultivating quality special educators*. Teacher Education Division of Council of Exceptional Children. Fort Lauderdale, FL.

(16) **Benedict, A.**, Brownell, M., & Bettini, E. (2013, April). *What students' talk reveals about their teachers' participation in effective professional development*. American Educational Research Association. San Francisco, CA.

(15) Zeigler, D., Chambers, C., Brownell, M., **Benedict, A.**, Jones, L., & Sacco, D. (2013, April). *CEC's position on special education teacher evaluation: Current and local efforts, issues to consider, and recommendations for fairness*. Council for Exceptional Children. San Antonio, TX.

(14) Bettini, E., **Benedict, A.**, Kimerling, J., Choi, N., & Thomas, R. (2013, April). *District leaders' roles, values, and vision in selecting and cultivating quality special education teachers*. Council for Exceptional Children. San Antonio, TX.

(13) **Benedict, A.**, & Robinson, S. (2012, November). *Working together: How collaboration can support and sustain teacher learning within and RTI framework*. Teacher Education Division of Council of Exceptional Children. Grand Rapids, MI.

(12) **Benedict, A.**, Lauterbach, A., Bettini, E., & Park, Y. (2012, November). *What does students' talk about their learning tell us about teachers' word study and fluency instruction?* Teacher Education Division of Council of Exceptional Children. Grand Rapids, MI.

(11) Brownell, M., Robinson, S., & **Benedict, A.** (2012, April). *Working together: how collaboration can support and sustain teacher learning.* Council for Exceptional Children. Denver, CO.

(10) Brownell, M.T., **Benedict, A.**, & Parks, Y. (2012, April). *TED Showcase: Handbook of Research on Special Education Teacher Preparation: Author Conversations.* Council for Exceptional Children. Denver, CO.

(9) **Benedict, A.**, & Kiely, M. T. (2012, April). *Crafting high quality conference proposals: Strategies for success.* Council for Exceptional Children. Denver, CO.

(8) **Benedict, A.**, Lauterbach, A., Bettini, E., King, L., Park, Y., & Brownell, M. (2012, April). *Moving beyond standardized measures as indicators of special education teacher effectiveness.* Council for Exceptional Children. Denver, CO.

(7) **Benedict, A.**, Kiely, M. T., Bettini, E., Park, Y., & Brownell, M. (2012, April). *What is the nature of the coach's understanding of the teachers' knowledge?* Council for Exceptional Children. Denver, CO.

(6) Roberts, C., **Benedict, A.**, & Thomas, R. (2012, April). *The cooperating teachers' role in preparing preservice teachers: moving beyond sink or swim.* Council for Exceptional Children. Denver, CO.

(5) Stienbrecker, T., **Benedict, A.**, Parks, Y., & Stephens, J. (2011, November). *Conceptualizing special education teacher effectiveness.* Teacher Education Division of Council for Exceptional Children. Austin, TX.

(4) **Benedict, A.**, & Parks, Y. (2011, November). *The problems with curriculum misalignment: Using lesson study as a tool to align the instructional tiers of the response to intervention framework.* Teacher Education Division of Council for Exceptional Children. Austin, TX.

(3) **Benedict, A. E.**, Kiely, M. T., & Brownell, M. T. (2011, April). *Understanding coaching within the context of on-going professional development in word study: Exploring the role of cognitive dissonance in one special education teacher's coaching experience.* Council for Exceptional Children. Washington D.C.

(2) Casey, R., & **Benedict, A. E.** (2011, April). *Grade-based retention: What teacher educators need to know.* Council for Exceptional Children. Washington D.C.

(1) **Benedict, A. E.** (2006, December). *Iowa's special education mediators: Potted plants negotiating for a place in the sunlight, a qualitative examination of personal philosophy and*

perceived power. CADRE, the National Center on Dispute Resolution in Special Education. Washington D.C.

LOCAL/REGIONAL CONFERENCE PRESENTATIONS

- + designates invited presentation
- ++ designates invited preconference session
- +++ designates a key note presentation

An asterisk (*) after an author's last name to denotes a student author at the time of the publication's acceptance.

(12) Papacek, A.M., **Benedict, A.**, Rodgers, W., Koziarski, G.*, Wells, K., Robinson, R.* & Colpo, A. (February, 2021). *How do we ensure that our teacher candidates are learner ready?* presented at Arizona Chapter of Council of Exceptional Children, Phoenix, AZ.

(11) Pua, D.*, Sohn, H.*, Reese, T., **Benedict, A.** (2021, February 22–24). *Using online assessment tools to improve student learning during unprecedented time*. Presentation at the Virtual Annual State Conference of Arizona Council for Exceptional Children.

(10) Keily, M. T., & **Benedict, A. E.** (2019, October). *Teaching at the Intersection of Language and Literacy*. New York Council of Exceptional Children. Tarrytown, NY.

(9) Franco, H., Snellgrove, A., Sweers, A., & Benedict, A. (2018, October). *Strategies for Effective Morphological Instruction Across MTSS Tiers*. Florida Council of Exceptional Children. Jacksonville, FL.

(8) +++**Benedict, A.** (2018, March). *Practice-Based Approaches to Teacher Education*. Florida Association of Colleges for Teacher Education. Orlando, FL.

(7) **Benedict, A.**, Kiely, M., & Murphy, K. (2017, October). *Equity, Diversity, & Inclusion*. New York Council of Exceptional Children. Binghamton, NY.

(6) **Benedict, A.**, & Pullen, J. (2013, October). *Supporting teachers in showcasing their knowledge and Skills: a Professional Development Innovation Designed to Increase Teachers' Familiarity with Formal Evaluation Methods*. Florida Council of Exceptional Children. St. Petersburg, FL.

(5) **Benedict, A.**, & Pullen, J. (2012, October). *Lessons learned from lesson study: Tips for surviving your lesson study*. Florida Council of Exceptional Children. Jupiter Beach, FL.

(4) Lauterbach, A., **Benedict, A.**, Bettini, E., & Kiely, M. (2011, October). *Successful multisyllabic decoding*. Florida Council of Exceptional Children. Jacksonville, FL.

(3) Hazel, J., Cheyene, K., & **Benedict, A.** (2011, September). *Establishing literacy and language skills in children ages birth through three*. Tracks to Success, Annual Conference of the Early Learning Coalition of Alachua County. Gainesville, FL.

Spring 2022	SPE 423 Methods of Cross Categorical Special Education 1 SPE 790 Reading and Conference Arizona State University, Tempe, AZ.
Summer 2021	SPE 503 Collaboration and Consultation Arizona State University, Tempe, AZ.
Spring 2021	SPE 792 Research: Doctoral Seminar SPE 790 Reading and Conference SPE 424 Cross Categorical SPE 2 Arizona State University, Tempe, AZ.
Fall 2020	SPE 423 Methods of Cross Categorical Special Education 1 SPE 792 Research: Doctoral Seminar Arizona State University, Tempe, AZ.
Fall 2019	SPE 423 Methods of Cross Categorical Special Education 1 Arizona State University, Tempe, AZ.
Spring 2018	Oversee all sections of: Intro to Core Instruction: Unified Education Program. University of Florida, Gainesville, FL
Fall 2017	Intro to Core Instruction: Unified Education Program. University of Florida, Gainesville, FL
Summer 2017	Learning Strategies: Teach Well. Online Master's Course, University of Florida, Gainesville, FL
Spring 2017	Intro to Core Instruction: Unified Education Program. University of Florida, Gainesville, FL
Fall 2013	Intervention in Language and Literacy for students with Learning Disabilities: Online Master's Course, University of Florida, Gainesville, FL
Summer 2013	Intervention in Language and Literacy for Students with Learning Disabilities: Online Master's Course, University of Florida, Gainesville, FL
Spring 2006	Seminar in Special Education: Phase I & Phase II pre- service special education teachers, University of Northern Iowa, Cedar Falls, IA.
Spring 2006	Professionalism and Interdisciplinary Relationships for special education teachers, University of Northern Iowa, Cedar Falls, IA.
Fall 2005	Seminar in Special Education: Phase I & Phase II pre-

	service special education teachers, University of Northern Iowa, Cedar Falls, IA.
Fall 2005	Professionalism and Interdisciplinary Relationships for special education teachers, University of Northern Iowa, Cedar Falls, IA.
Summer 2005	Seminar in Special Education: Phase I pre-service special education teachers, University of Northern Iowa, Cedar Falls, IA.
Spring 2005	Seminar in Special Education: Phase I & Phase II pre-service special education teachers, University of Northern Iowa, Cedar Falls, IA.
Fall 2004	Seminar in Special Education: Phase I pre-service special education teachers, University of Northern Iowa, Cedar Falls, IA.

PROFESSIONAL SERVICE

National/International

- Chief representative for ASU MLFTC American Association of Colleges for Teacher Education (AACTE; 2021-present)
- Representative for ASU MLFTC Higher Education in Special Education Consortium (HECSE; 2020-present)
- American Education Research Association (AERA) Division K Programming Section Co-Chair (2022-2023)
- Division of Research (DR) Scholar Award Reviewer (2018-present)
- Proposal Reviewer, Council for Exceptional Children Conference (2013- present)
- Proposal Reviewer, Teacher Education Division of the Council for Exceptional Children Conference (2011- present)
- Proposal Reviewer, Kaleidoscope, Teacher Education Division of the Council for Exceptional Children Conference (2011)
- Member of the Research Committee for the Teacher Education Division, Council of Exceptional Children (2010-present)
- Member of Interdisciplinary Research Committee for Council of Exceptional Children (2015 – present)

Journal Review

- *Education and Treatment of Children* (2022 – present)
- *Learning Disability Research and Practice* (2019-present)
- *Elementary School Journal* (2015 – present)
- *Remedial and Special Education* (2015 – present)
- *Teacher Education and Special Education* (2014 – present)

- *Teaching Exceptional Children* (2014- present)
- *The Journal of Special Education* (2016 – present)

University

- Arizona State University Faculty Sponsor Sunshine Club (2023-present)
- Arizona State University Gen AI Leadership Team (2023-present)
- Arizona State University Hearing Board (2019-present)
- University of Florida, Long Range Planning Committee (2017-2019)

College

- Course Coordinator: SPE 323 (2019-present)
- Doctoral Advisory Council (Tenured/Tenure Track Faculty – Elected 2023-present)
- Lead Special Education Instructional Strategist (2021-2022)
- MLFTC CI TAG (2022-2022)
- MLFTC SPE Leadership TAG (2020-2023)
- MLFTC TAG: Design TAG (2020-2022)
- Reviewer of applications to LLT and EPE PhD program (2019-present)
- University of Florida, Residency Model Development for Dual Certification (2015-2019)
- University of Florida Mentor to first year School of Teaching and Learning Doctoral Student, SAGE, College of Education, University of Florida (2012)
- Representative of 2011 Cohort, Special Education and Early Childhood Doctoral Student Council, College of Education, University of Florida (2011)

Inservice Workshops

Charleston County School District. Twelve-day professional development institute for literacy coaches in becoming certified in the Lastinger Center coaching model. Charleston, SC. September 2016-May 2017.

Elements of Effective Literacy Instruction for Students with Learning Disabilities. ½ Day professional development workshop at America’s Little Leaders Junior Academy. Jacksonville, FL. October 2016.

South Dakota Mentor Teacher Training. One-day professional development in collaboration with Northern State University, North Dakota Department of Education, and the CEEDAR Center (9 hours). Aberdeen, SD. August 2016.

CEEDAR Leadership Institute. Two-day professional development convening for Deans and Leaders of Colleges of Education Committed to Teacher and Leadership Preparation Reform (17 hours). Indianapolis, IN. August 2015.

Project MAP, Professional Development Innovation: Teaching Science Vocabulary in Secondary Inclusive Science Classrooms Using Morphological Awareness. Three months blended inservice for South Hadley High School (27 hours). South Hadley, MA. March 2015-May 2015.

Teacher Evaluation Preparation, Professional Development Innovation: A Training Program Designed to Support Teachers in Preparing and Performing During Formal Evaluation. Afternoon inservice series for the Argyle Elementary School (12 hours). Orange Park, FL. October 2013.

Project InSync, Professional Development Innovation: Using Lesson Study to Synchronize Instructional Goals, Strategies, and Pace within all Tiers of the Response to Intervention Framework. Yearlong inservice for the Argyle Elementary School (50+ hours). Orange Park, FL. September-May 2011-2012.

Consultation

Consultant with integrating practice-based approaches throughout San Diego State University's College of Education, grant funded by the California Commission on Teacher Credentialing (Fall 2017 – Spring 2021).

Critical Friend for the University of Northern Kentucky at Teach to Lead Teacher Preparation Summit. U.S. Department of Education. Washington, D. C. (Fall 2016).

Provided consultation about the professional development content for a grant awarded to Michael Kennedy from the Institute of Educational Sciences (Fall 2015).

Professional Memberships

- Council for Exceptional Children:
 - Learning Disabilities
 - Research
 - Teacher Education
- American Educational Research Association
- Florida Council for Exceptional Children
- Florida Teacher Education Division
- Learning Disabilities Association
- American Association of Colleges for Teacher Education

Professional Certification

- Iowa State Certified Mediator

Teaching Certifications

- Florida State Permanent Teaching Certificate: Special Education K-12
- Florida State Permanent Teaching Certificate: Elementary Education K-6
- Florida State Teaching Endorsement: Teaching English Language Learners
- Arizona State Permanent Teaching Certificate: Special Education K-12
- Arizona State Permanent Teaching Certificate: Elementary Education K-8
- Arizona State Teaching Endorsement: Teaching English Language Learners

- Iowa State Certified Mediator
- Iowa State Provisionary Teaching Certificate: Elementary Education K-6
- Iowa State Provisionary Teaching Certificate: Learning Disabilities K-6