

**Laura Ann Atkinson, Ph.D.**  
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## EDUCATION

|      |                      |   |
|------|----------------------|---|
| 2015 | Doctor of Philosophy | Curriculum and Instruction<br>Arizona State University -Tempe, AZ |
| 1997 | Master of Science    | Special Education<br>University of Wisconsin -Madison, WI         |
| 1990 | Bachelor of Arts     | Elementary Education<br>Saint Edward's University -Austin, TX     |

## PROFESSIONAL EXPERIENCE

### Higher Education

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|--------------|--|
| 2021-present | Clinical Associate Professor, Special Education, Arizona State University, Tempe, AZ   |
| 2015-2021    | Clinical Assistant Professor- Arizona State University, Tempe, AZ<br>Taught various courses in the special education programs of study at both the graduate and undergraduate levels.                                |
| 2014-2015    | Instructor- Arizona State University, Tempe, AZ<br>Taught courses in the Elementary and Special Education programs.  |
| 2012-2014    | Clinical Instructor- Arizona State University, Tempe, AZ<br>Taught literacy courses in the undergraduate teacher preparation program.  |
| 2007-2012    | Lecturer /Research Assistant - Arizona State University, Tempe, AZ<br>Urban Professional Learning School Initiative (UPLSI). The grant was housed in the Mary Lou Fulton Institute and Graduate School of Education. |
| 2002-2006    | Lecturer/Project Coordinator – Arizona State University, Tempe, AZ<br>Coordinated the Apprentice Teacher Program (ATP) and the Dual Certification Program (2005-2006).   |
| 2002 summer  | Project Director – Department of Counselor Education and Educational Psychology. Mississippi State University, Starkville MS.  |
| 2001 fall    | Project Director for ACHIEVE Mississippi. Mississippi State University,  |

Starkville, MS

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|-------------|--|
| 2001 summer | Field-Services Coordinator for ACHIEVE Mississippi. Mississippi State University, Starkville, MS                                   |
| 2000-2001   | Regional Coordinator for America Reads Mississippi. Mississippi State University, Starkville, MS                                   |
| 1999 spring | Student Teacher Supervisor. State University at New York (SUNY) Oneonta, NY  |
| 1998 fall   | Associate Research Specialist. Wisconsin Center for Education Research. University of Wisconsin, Madison, WI                       |
| 1997 summer | University Supervisor - Department of Rehabilitation Psychology and Special Education. University of Wisconsin, Madison, WI        |
| 1996-1997   | Program Assistant - School of Education-Office of the Dean: Assistant to the Associate Dean of Summer Sessions.                    |
| 1996 summer | Program Coordinator - School of Education - University Outreach: Talented and Gifted Program. University of Wisconsin, Madison, WI |
| 1993-1995   | Associate Research Specialist - Wisconsin Center for Education Research. University of Wisconsin, Madison, WI                      |

## **TEACHING**

### **PK-8 School Systems**

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| 1995-1998 | Primary Teacher, First Grade, Verona Core Knowledge Charter School Stoner Prairie, Verona, WI            |
| 1995      | Long-Term Substitute Teacher, Special Education Resource, Shorewood Hills Elementary School, Madison, WI |
| 1992-1994 | Primary Teacher, Third Grade Modified Bilingual, Thirty-Sixth Street Elementary School, Los Angeles, CA  |
| 1990-1992 | Primary Teacher, First and Third Grades, Williams Elementary School, Austin, TX                          |
| 1988-1990 | Lead Preschool Teacher, Bee Cave Child's Place, Austin, TX   |

### **Arizona State University**

ECS 312 Social and Emotional Development of the Young Child  
ECS 430 Systems, Policy and Advocacy in Early Childhood/Special Education

EED 324 Social Studies in Elementary Schools  
EED 397 Clinical Experience II  
EED 433 Language Method Management and Assessment  
EED 433 Writing in the 21st Century  
RDG 322 Language Literacy 1 in Elementary Schools  
RDG 322/SPE 325 Language and Literacy I in Elementary Schools  
RDG 413 Language and Literacy II in Elementary Schools  
RDG 414 Teaching Reading and Decoding  
RDG 415 Teaching Phonics  
SPE 222 Orientation to Education of Exceptional Children  
SPE 303 Foundations of LD and ED  
SPE 317 Special Education for Culturally and Linguistically Diverse Children and Youth  
SPE 321 Classroom and Special Education Assessment  
SPE 323 Behavior Management and Consultation  
SPE 396 Clinical/Field Experience I  
SPE 411 Parent Involvement and Regulatory Issues  
SPE 411 Special Education History and Law  
SPE 416 Quality Practices in the Collaborative Classroom  
SPE 423 Evidence-Based Practices for Students with Exceptional Needs  
SPE 424/430 Cross Categorical Special Education II  
SPE 430 Professional Practices, Foundations, & Collaborative Teaching in Special Education  
SPE 503 Collaboration, Consultation and Family-Centered Practices  
SPE 531 Methods of Applied Behavior Analysis for Exceptional Populations  
SPE 541 Consultation Frameworks and Issues  
SPE 558 Special Education Foundations: Law, IEPs, Assessment and Ethical Practice  
SPE 574 Educational Evaluation of Exceptional Children  
SPE 577 Inclusive Teaching and Learning

SPE 580 Resident Teaching Practicum

SPE 582 Classroom Research with Exceptional Children

SPE 591 Methods of Teaching Students with Diverse Abilities

SPE 593 Applied Project

TEL 310 Instructional Thought and Action: Instructional Design and Planning

TEL 317 Instructional Thought and Action: Learning Environment and Management

TEL 318 Instructional Thought and Action: Assessment for Learning

TEL 484 Internship

TEL 502 Exploration of Education: Child/Adolescent Development and Foundations of Special Education

## **LEADERSHIP IN TEACHING**

### **Leadership Roles**

2023-present      Area Lead, Special Education (SPE) Undergraduate Program

2022                SPE Undergraduate Program Strategist

### **Curricular Design and Development**

2023-present      Curriculum Topical Action Group (TAG) member for undergraduate courses redesign and implementation

2023                ASU Teaching Fellows super course for semester 5: Developed all the special education content for TEL 310, 317, 318 & 484

2022                TEL 317 Instructional Thought and Action: Learning Environment and Management, redesigned the course and added a new textbook

2021 spring        SPE 416 Quality Practices in the Collaborative Classroom redesigned to support online learning

SPE 503 Collaboration, Consultation, and Family Centered Practices was redesigned to support online learning, and a new syllabus was developed

2021 fall           SPE 424/430 Cross Categorical Special Education II collaborated with faculty on the development of new course

2020 fall           EED 433 Writing in the 21st Century completion of a new course to replace EED 433 Language Method Management and Assessment

2020 summer       TEL 331 Language and Literacy K-8 collaborated with faculty on the

development of a new reading course

SPE 411 Special Education History and Law new course to replace SPE 411 Family Involvement & Regulatory Issues

2019 summer SPE 222 Orientation to Education of Exceptional Children redesigned to include a Design Thinking Project and High Leverage Practices (HLPS) readings and assignments

SPE 411 Family Involvement & Reg Issues new online version

2016 fall RDG 322/SPE 325 Language and Literacy I in Elementary Schools new course to include special education content and replace RDG 322

Developed the following courses for the Urban Professional Learning Schools Initiative (UPLSI) Master's program:

2010 Summer Semester #1: Identity  
SPE 580: Resident Teaching Practicum  
SPE 577: Inclusive Teaching and Learning  
SPE 593: Applied Project

2010 Fall Semester #2: Culture  
SPE 580: Resident Teaching Practicum  
SPE 582: Classroom Research with Exceptional Children  
SPE 593: Applied Project

2011 Spring Semester #3: Learning  
SPE 580: Resident Teaching Practicum  
SPE 591: Methods of Teaching Students with Diverse Abilities  
SPE 593: Applied Project

2011 Summer Semester #4: Assessment  
SPE 580: Resident Teaching Practicum  
SPE 574: Education Evaluation of Exceptional Children  
SPE 593: Applied Project

### **Mentoring**

2023 Field experience supervisor for students in the Teaching Fellows Program

2022-present Mentor new undergraduate and graduate faculty in Special Education

2015-present Barrett Honors Faculty. Faculty mentor to undergraduate students in the Honors College at Arizona State University, who are completing a project in special education

2010-2011 Faculty advisor to the UPLSI students

2002-2006 Faculty advisor to the students in the ATP and Dual Certification Programs

### **Presentations**

Puckett, K., Rivera, C., **Atkinson, L.**, & DeBiase, J. (2023, March) *Educator preparation programs' practice-response opportunities in virtual environments*. [Data-Blitz session]. Council for Exceptional Children (CEC) Annual Convention and Expo, Louisville, KY.

Puckett, K., Rivera, C., **Atkinson, L.**, & Debiase, J. (2022, November) *Educator preparation programs' practice-response opportunities in virtual environments*. [Single paper session]. Teacher Education Division (TED) 45<sup>th</sup> Annual Conference, Richmond, VA.

Puckett, K., Joseph, D., Atkinson, L. (2022, October) Project PROVE: CEDAR Arizona Leadership Convening, Phoenix, AZ.

Puckett, K., **Atkinson, L.**, Coor, L., & Papacek, A. (2021, November) *Using the HLP-informed CEC Standards to Inform Teacher Education Program Reform* [presentation]. Teacher Education Division (TED) 44<sup>th</sup> Annual Conference, Ft. Worth, TX.

**Atkinson, L.**, Kozleski, E. (2015, November) *The impact of a blended special/general education teacher preparation program* [presentation] Teacher Education Division (TED). 38<sup>th</sup> Annual Conference, Tempe, AZ.

**Atkinson, L.** (2013, October) *How do teachers perceive that their practices have changed as a result of being in UITE?* At the 37<sup>th</sup> Annual TECBD conference in Tempe, AZ.

**Atkinson, L.** (2011, July) *Arizona's Urban Professional Learning Schools Initiative (UPLSI): The power of transformative education*. OSEP Project Directors' Conference, Washington, DC.

**Atkinson, L.**, Gonzalez, T. & Lacy, L. (2011, February) *Identity, culture, learning, and assessment: Student stories of success* [presentation]. Leadership for Equity & Excellence Forum. Phoenix, AZ.

### **Invited Presentations**

2024 Buckeye Elementary School District #33, Buckeye, AZ. *Inclusive Education*, June 17<sup>th</sup>, 2024.

2021 Defining Responsible Innovation (RI), role in ASU's transformation, defining the UTO RI Charter, focus of the RI Guild and initial examples and best practices  
*Jodie Donner + Barnaby Wasson + Dr. Laura Atkinson*

2016-2022 Summer Professional Learning Series for Teachers – PS Academy of Arizona: private K-12 school for students with autism and other exceptionalities in Gilbert, AZ.

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| 2016 | Modifications and Accommodations               |
| 2017 | Universal Design for Learning                  |
| 2018 | Classroom Management                           |
| 2019 | Culturally Responsive Teaching                 |
| 2020 | How to Differentiate Instruction               |
| 2021 | Response to Intervention: multi-tiered systems |
| 2022 | Collaborating with Families                    |

### **Professional Development Workshops/Seminars**

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|-------------|---|
| 2023 fall   | August 17, 2023, <i>Professional Learning Communities</i> , Teaching Fellows Program, Arizona State University, AZ.   |
|             | September 21, 2023, <i>Problems of Practice &amp; Ethical Issues in Assessment</i> , Teaching Fellows Program, Arizona State University, AZ.  |
|             | October 10, 2023, <i>Embedded Formative Assessment</i> , Teaching Fellows Program, Arizona State University, AZ.  |
|             | November 16, 2023, <i>Student Choice and Accommodations VS Modifications</i> , Teaching Fellows Program, Arizona State University, Az.  |
| 2007 spring | Professional Development Seminars held twice a semester for students in the Urban Professional Learning Schools Initiative MA Program, Arizona State University, AZ. <ul style="list-style-type: none"> <li>• <i>Learning</i> (January)</li> <li>• <i>Assessment</i> (March)</li> </ul> |
| 2006 fall   | Professional Development Seminars held twice a semester for students in the Urban Professional Learning Schools Initiative MA Program, Arizona State University, AZ. <ul style="list-style-type: none"> <li>• <i>Identity</i> (August)</li> <li>• <i>Culture</i> (October)</li> </ul>   |
| 2000        | School Supervisors Orientation in fall & spring, Office of Clinical/Field Based Instruction and Certification. Mississippi State University, Starkville, MS.  |
| 1999 fall   | Student Teaching Seminars, State University at New York, Oneonta, NY. Conducted monthly seminars for student teachers covering a variety of professional development topics (i.e. resume writing and interview skills).   |
| 1996-1997   | Enhancing Teaching Quality - University of Wisconsin, Madison, WI. Summer workshop on "How to Enhance Teaching Quality at the University Level".  |

## SERVICE

### University and College Arizona State University

2024-present      Member, Project OASIS – Optimizing Access for Students in Schools, Learning Futures Collaborative

Member, Faculty Recognition Committee, Mary Lou Fulton Teachers College

Member, Ed.D. dissertation committees:

- Jennifer McClintic: *Unified Sports: Developing and Maintaining Inclusive Relationships to Improve the Social Acceptance of Students with Intellectual Disabilities.*
- Sarah Robinson: *Professional Development Intervention for ABA Practicum Students in the MLFTC to Increase Their Knowledge of Special Education Law and Policy.*

2023-2024      Co-chair, Career Track Personnel Evaluation Committee, Mary Lou Fulton Teachers College

Member, Ad Hoc Hiring Committees for two Clinical Assistant Professors of Special Education, and One Clinical Associate Professor in the Division of Teacher Preparation, Mary Lou Fulton Teachers College

2021-2023      Member (elected), Career Track Personnel Evaluation Committee, Mary Lou Fulton Teachers College

2023 fall      Member, Ad Hoc Hiring Committees for three Clinical Assistant Professors of Special Education in the Division of Teacher Preparation, Mary Lou Fulton Teachers College

2021 summer      Member, Ad Hoc Hiring Committee for a Clinical Assistant Professor of Special Education in the Division of Teacher Preparation, Mary Lou Fulton Teachers College

2021      Design TAG (Topical Action Group). Special Education Undergraduate Leadership Team, Mary Lou Fulton Teachers College

2020      Student Experience TAG, Mary Lou Fulton Teachers College

2019      Faculty advisor, ASU student organization, Best Buddies

Conference volunteer, Teacher Educators for Children with Behavior Disorder (TECBD)

2016-2019 Member (elected), Non-Tenured Personnel Evaluation Committee (NTE-PEC)

### **National and International**

2022-present Arizona Coalition of Educator Preparation Programs (ACEPP), CEEDAR center, University of Florida, Gainesville, FL.

2021 Faculty Collaborator, Higher Education Project - Morocco, Research and Development Group (RDGs), Syllabi development for history/geography primary teacher preparation program

### **Professional Memberships**

Council for Exceptional Children- Teacher Education Division (TED)

American Association of Colleges for Teacher Education (AACTE)

Raising Special Kids (RSK), nonprofit organization in AZ

International Association of Special Education (IASE)

### **Publications**

**Atkinson, L.**, Mathur, S. R., & Zucker, S. H. (2019). Sustainability of an urban teacher education program. *Journal of Education and Development*, 3(3), 2591-720.  
<https://doi.org/10.20849/jed.v3i3.680>

Kozleski, E. B., González, T., **Atkinson, L.**, Lacy, L., & Mruczek, C. (2013). Teacher education in practice: Reconciling contexts, practices, and theories. *European Journal of Special Needs Education*, 28(2), 156-172. doi: 10.1080/08856257.2013.778114

Atkinson, R. K., Levin, J. R., Kiewra, K. A., Meyers, T., Kim, S.-I., **Atkinson, L.**, Renandya, W. A., & Hwang, Y. (1999). Matrix and mnemonic text-processing adjuncts: Comparing and combining their components. *Journal of Educational Psychology*, 91, 342-357.

### **Book Chapter**

Kozleski, E. B., & **Atkinson, L.** (2014). We are what we assess: How schools construct and shape identity and performance. In D. Lawrence & M. Sapon Shevin (Eds), *CONDITION CRITICAL: Key Principles for Equitable and Inclusive Education*. Teachers College Press.

### **Technical Papers**

Puckett, K., **Atkinson, L.**, Debiase, J. A., Gresko, J., Powell, P., & Rivera, C. (2022). Project PROVE. [Technical Report].

Kozleski, E. B., & **Atkinson, L.** (2012). *Creating and Sustaining Professional Learning Schools for Inclusive Teacher Education* [Technical Report]. Equity Alliance at ASU.

### **Grant(s)**

Arizona CEDAR Center, US Department of Education, University of Florida, and Arizona Department of Education. \$48,762.00 subcontract. Role: Co-Principal Investigator

### **Honors**

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| 2023 | Nominated for the Teaching Excellence Award in the Mary Lou Fulton Teachers College by Dr. Carlyn Ludlow |
| 2024 | Nominated for the Teaching Excellence Award in the Mary Lou Fulton Teachers College by Dr. Sarup Mathur  |