Atkinson, Laura Ann

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Education

Arizona State University – Tempe, AZ

Doctor of Philosophy in Curriculum and Instruction – May, **2015**

University of Wisconsin – Madison, WI

Master of Science in **Special Education**, August **1997**

Saint Edward’s University – Austin, TX

Bachelor of Arts in **Elementary Education**, May **1990**

Teaching Certifications

**Special Education** – Special Education LD (K-12)

Arizona Department of Education

**Special Education** – Learning Disabilities (K - 9)

University of Wisconsin – Madison’s Special Education LD Certification Program

**General Education** – Elementary Education (1 - 8)

Saint Edward’s University Teacher Certification Program

University-Level Experience

**Clinical Associate Professor in Special Education-** Arizona State University, Tempe, AZ

* Fall 2023- Present. Teach various courses in the elementary and special education programs at both the graduate and undergraduate levels.

**Clinical Assistant Professor in Special Education-** Arizona State University, Tempe, AZ

* Spring, 2016- Spring, 2023. Supervise special education cross-categorical apprentice teachers in the field. Teach various courses in the special education programs of study at both Master’s and undergraduate levels.

**Clinical Instructor in Language and Literacy-** Arizona State University, Tempe, AZ

* Fall, 2012- Spring, 2016. Teach courses in literacy in the undergraduate teacher preparation program, and other course determined by the division director.
	+ Responsibilities include (a) working collaboratively with the Language and Literacy faculty to support the infusion of technology to enhance literacy; (b) collaborating on the growth of the EED 433 course in the teacher preparation program; (c) collaborate with the advising staff to design strategies to ensure students are successful; (d) continue professional development in the area of current practices and research in the field of literacy and language arts; and (e) providing service to the institution, profession, and community.

 **Assistant Research Professional** /**Project Coordinator**- Arizona State University, Tempe, AZ

* Fall, 2009- 2012. Urban Professional Learning School Initiative (UPLSI). This initiative is based on a grant awarded to Dr. Elizabeth Kozleski. The grant is housed in the Mary Lou Fulton Institute and Graduate School of Education.
	+ Responsibilities of this position include (a) supervising ASU interns; (b) working with site coordinator to hold weekly seminars for the interns; (c) working with the school to implement the goals of the grant; (d) working with the UPLSI team to develop courses for the new MA program; (e) teaching courses aligned for a special education degree; (f) conducting professional development workshops; (f) attend weekly/monthly meetings.

**Project Coordinator/Lecturer** – Arizona State University, Tempe, AZ

* Fall, 2002 – Summer 2009. Apprentice Teacher Program (ATP). The Apprentice Teacher Program (ATP) was an accelerated certification program option that was completed in one calendar year, January through December, with all coursework based in the participating schools. There were two cohorts: Tempe and Gilbert.
	+ Responsibilities of this position included (a) coordinating the administration of both cohorts; (b) overseeing the university-based teaching personnel for both cohorts; (c) overseeing Tempe’s School Site Administer; (d) troubleshooting programmatic issues, as needed; (e) strengthening the relationship between ASU and participating districts (Tempe and Gilbert); (f) exploring opportunities to expand the program; (g) revising the ATP material, including student handbook, mentor teacher handbook, and the orientation packet; (h) conducting bi-weekly meeting with ATP students designed to ensure they experience success in the program, and (i) represent ATP at Division and ITC meetings.
* Fall, 2005 – Spring, 2006. Interim coordinator for the Dual Certification Program. During this academic year, my lecture position was divided between the coordinating of two programs: Apprentice Teacher Program and the Dual Certification Program.
	+ My main responsibilities for the dual certification program included: overseeing the scheduling and placement of 22 pre-service teachers, working with our partner schools to ensure the students were receiving support during their internships and carrying out the duties of a site professor. These duties included, but were not limited to, observing the students in their placements and conducting a weekly seminar for professional growth.

**Project Director** – Mississippi State University, Mississippi State, MS

* Summer, 2002. Department of Counselor Education and Educational Psychology.
	+ Responsibilities of this position included (a) serving as a liaison between the Office of Naval Research (ONR) funded Learning and Transfer Laboratory, located in the Department of Counselor Education and Educational Psychology at Mississippi State University, and its subordinate laboratory, Learning and Transfer Laboratory II, housed in the College of Education at Arizona State University; (b) organizing, scheduling, and overseeing data collection at Arizona State University located in Tempe, Arizona including coding verbal protocols and math story problem-solving episodes completed by research participants and assisting in data analysis through the development of new coding schemes and managing data entry; (c) initiating and leading the research that will be conducted as a result of the grant’s objectives and goals; and (d) being administratively responsible for a staff of three graduate students, two at Mississippi State University and one at Arizona State University.

**Project Director** – Mississippi State University, Mississippi State, MS

* Fall 2001 – Summer, 2002. ACHIEVE Mississippi. Responsible for directing the day-to-day operation of the ACHIEVE Mississippi Project, a 5-year, $8.5 million-dollar grant—the largest in the history of MSU’s College of Education.
	+ Duties included: implementing and managing a $1.7 million dollar annual budget; overseeing the operations of a collaborative system between Mississippi State University Colleges of Education and Arts and Sciences, 3 community colleges, and 23 school districts; developing and implementing annual work-plan; leading training and technical assistance activities for 23 school districts and 3 community colleges; initiating and leading the research being conducted as a result of the grant’s objectives and goals; initiating and expanding the recruiting efforts of Mississippi’s brightest students; and administratively responsible for a staff of two 12-month coordinators, 1 staff assistants, 3 graduate assistants, and 1 student worker.

**Field-Services Coordinator** – Mississippi State University, Mississippi State, MS

* Summer, 2001. ACHIEVE Mississippi.
	+ Served as the field-services coordinator for the ACHIEVE Mississippi Project, a 5-year grant, the largest in the history of MSU’s College of Education. Responsibilities included assisting in the training of teachers and college faculty involved in the ACHIEVE project and serving as a liaison between ACHIEVE Mississippi and teachers working in the 23 school districts collaborating on the project.

**Regional Coordinator** – Mississippi State University, Mississippi State, MS

* Fall, 2000 – Spring, 2001. American Reads Mississippi.
	+ Served as a regional coordinator for America Reads- Mississippi (ARM), an AmeriCorps program. Duties included recruiting and training AmeriCorps Members to serve in elementary schools across the state as they tutor students in grade K-3 in reading one-on-one or in small groups during the school day, after school, and in extended school year programs. In addition, I worked with cooperating teachers and administrators in the field, assisting in their professional skill development, and, in general, helping members promote reading among the tutees.

**Student Teacher Supervisor** – Mississippi State University, Mississippi State, MS

* Spring, 2000. Field-Based Instruction Office.
	+ Served as a half-time (50%) college supervisor responsible for a caseload of ten student teachers engaged in their sixteen-week guided teaching experience in regional elementary public schools. Responsibilities included observing and evaluating student teachers as they participated in activities to assist them in becoming certified teachers. Additionally, I supported the cooperating teachers by serving as a liaison between college and regional districts.

**Student Teacher Supervisor**– State University at New York, Oneonta, NY

* Spring 1999. Division of Education.
	+ Served as a half-time (50%) college supervisor responsible for a caseload of seven student teachers engaged in their fifteen-week guided teaching experience in regional elementary public schools. Responsibilities included observing and evaluating student teachers as they participate in activities that constitute the role of an elementary teacher, coordinating this experience with cooperating teachers in the field, assisting in student’s professional skill development, and serving as a liaison between college and regional districts.

**Associate Research Specialist** - University of Wisconsin, Madison, WI

* Fall 1998 – Spring 1999. Wisconsin Center for Education Research.
	+ Responsible for the day-to-day operational area of the Cognitive Studies in Example-Based Computer Instruction educational research project. Main responsibilities included assisting with the organization, scheduling, and administration of data collection at the State University of New York – College at Oneonta, coding verbal protocols and math story problem-solving episodes completed by research participants, and assisting in data analysis through the development of new coding schemes and managing data entry.

**University Supervisor** - University of Wisconsin, Madison, WI

* Summer 1997. Department of Rehabilitation Psychology and Special Education.
	+ Duties included supervision of graduate level teachers-in-training in a clinical setting in which small groups of K-9 students were receiving instruction in language arts and mathematics, provided model teaching to demonstrate specific teaching techniques and methods, and provided teachers-in training with consultation and assistance in report writing.

**Program Assistant** - University of Wisconsin, Madison, WI

* Fall 1996 - Spring 1997. School of Education-Office of the Dean. This position entailed working with UW-Madison administrators, faculty, staff, and students as an assistant to the Associate Dean of Summer Sessions.
	+ Responsibilities included: (1) Summer Session Publicity, including composing text and designing brochures, news releases, and other forms of publicity; (2) Report Writing, including writing drafts of sections of the School of Education Summer Sessions Final Report and the School of Education Annual Report; and (3) Committee Participation, including attending meetings of the campus Summer Sessions Dean’s Council and the School of Education Programs Committee.

**Program Coordinator** - University of Wisconsin, Madison, WI

* Summer 1996. School of Education-University Outreach to Talented and Gifted.
	+ Assisted in the coordination of College for Kids-Elementary, an academic enrichment program based at University of Wisconsin - Madison that provided a range of experiences to over 250 elementary students who were identified by their teachers as having high academic potential, motivation and talent. Responsibilities included general coordination of workshops dedicated to exposing the participants to wide range of domains, including the physical sciences, biological sciences, social sciences, as well as arts and humanities.

**Associate Research Specialist** - University of Wisconsin, Madison, WI

* Fall 1993 - Fall 1995. Wisconsin Center for Education Research.
	+ Assisted with a tutoring-based educational research project. Responsibilities included organizing and executing all aspects of data collection, such as coding research data, videotaping, and revising research material to ensure its appropriateness for the intended audience.

Classroom Teaching Experience (K-8)

**Primary Teacher** - Stoner Prairie, Verona, WI

* Fall 1995 – Spring 1998. First Grade.
* Taught in a regular education classroom in the Verona Core Knowledge Charter School.
	+ The school’s philosophy was that children would maximize their educational success in an environment that emphasizes teacher-directed instruction, research-based teaching methods and materials, a solid knowledge base and academically challenging content.

**Long-Tem Substitute Teacher** – Shorewood Hills Elementary School, Madison, WI

* Spring 1995. Special Education Resource Room.
	+ The position entailed working with developmentally disabled students (e.g., autistic) in a special education resource room.

**Primary Teacher** - Thirty-Sixth Street Elementary School, Los Angeles, CA

* Fall 1992 - Fall 1994. First and Third Grades.
	+ Instructed first grade in a modified bilingual (Spanish) class in South Central Los Angeles. The school serves a 100% minority population, primarily African-Americans and Hispanics. The majority of the students in the first grade class were classified as at-risk or high-risk for academic failure. During my tenure at the school, I was elected as the grade level chairperson for first grade and met weekly with my team to implement culturally responsive practices. In addition, I designed and implemented an after-school tennis program for third, fourth, and fifth grade students.

**Primary Teacher** - Williams Elementary School, Austin, TX

* Fall 1990 - Spring 1992. First and Third Grades.
	+ I conducted my student teaching at the first grade level during the 1989-90 academic year and was subsequently offered a third grade faculty position immediately upon graduation. I participated in team teaching with one of the primary instructional focuses being on Aim High reading, a gifted and talented reading program.

Chapter Publications

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*. NY: Teachers College Press.

Peer-Reviewed Publications

Kozleski, E. B., Gonzalez, T., Atkinson, L., Lacy, L., & Mruczek, C. (2013). Teacher education in practice: Reconciling contexts, practices, and theories. European Journal of Special Needs Education, 1-17.

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

Technical Paper

Kozleski, E. B. & Atkinson, L. (2012). Final Report: Creating and Sustaining Professional Learning Schools for Inclusive Teacher Education. Tempe, AZ: Equity Alliance at ASU.

Conference Presentations

2015 (November) Presented the findings of the study I did for my dissertation, *The Impact of a Blended Special/General Education Teacher Preparation Program,* At the TED conference held in Tempe, AZ.

2013 (October) Presented initial research findings on my study, *How do teachers perceive that their practices have changed as a result of being in UITE*? At the 37th Annual TECBD conference in Tempe, AZ.

2011 (July) OSEP PROJECT DIRECTORS’ CONFERENCE in Washington, DC: **Arizona's Urban Professional Learning Schools Initiative (UPLSI): The Power of Transformative Education.**

The poster presentation focused on the programmatic design of UPLSI, the implementation and the courses that were developed to provide opportunities for students to think deeply about issues in identity, cultural, learning and assessment.

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

Atkinson, R. K., Atkinson, L. A., & Levin, J. R. (1997). *A mnemonic matrix for helping students acquire science facts and relationships: Snatching victory from the jaws of defeat.* Paper presented at the annual meeting of the Midwestern Educational Research Association, Chicago, IL.

Atkinson, R. K., Levin, J. R., & Atkinson, L. A. (1998). *Mnemonic matrices for acquiring science facts and concepts: An illustration of applying through remembering.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Professional Development Workshops

**Professional Development Workshops for Teachers** - Arizona State University, AZ

* Fall 2006- Spring 2007 Urban Professional Learning Schools Initiative
	+ Workshop themes: Inclusive Education, Differentiated Instruction, Co-Teaching and Professional Learning Schools.

**Professional Development Seminars** - Mississippi State University, MS

* Spring, 2000. America Reads- Mississippi (ARM).
	+ Conducted monthly training and member development sessions for 180 AmeriCorps members at both Delta State University and MSU addressing such topics as Effective Reading Strategies, Volunteer Recruitment, Brigance Reading Assessment Training, Classroom/Student Management, SDE Reading Initiative Training, MS Teacher Center Critical Teacher Shortage/College Financial Aid Incentives, and Life After AmeriCorps.

 **School Supervisors Workshop** - Mississippi State University, MS

* Spring, 2000. Office of Clinical/Field-Based Instruction and Certification.
	+ Worked in partnership with the Clinical Supervisor to conduct an orientation for School Supervisors who elected to mentor student teachers.

**Professional Development Seminars** - State University at New York, Oneonta, NY.

* Spring, 1999. Division of Education.
	+ Conducted several seminars for student teachers covering a variety of professional development topics, including resume writing and interview skills.

**Enhancing Teaching Quality** - University of Wisconsin, Madison, WI.

* Summer, 1996 & 1997. School of Education.
	+ Worked in partnership with the Associate Dean of Education, coordinating and conducting several summer workshops on how to enhance teaching quality at the university level attended by doctoral students from a variety of disciplines.