Curriculum Vitae

DAVID HENDERSON ALLSOPP
College of Education
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PROFESSIONAL PREPARATION

1995 ***Ph.D. Special Education; Minor-Educational Leadership***
University of Florida
Gainesville, FL

1991 ***M.Ed. Special Education-Learning Disabilities***
University of Florida
Gainesville, FL

1983 ***B.A. Psychology***
Furman University
Greenville, SC

PROFESSIONAL EXPERIENCE

2008-present Professor, Department of Special Education, Department of Special Education, College of Education, University of South Florida

2007-present Member, National Advisory Council for the RTI Action Network, National Council for Learning Disabilities (NCLD)

2011 Doctoral Program Co-Coordinator, Department of Special Education, College of Education, University of South Florida

2005-2007 Associate Professor, Department of Special Education, Department of Special Education, College of Education, University of South Florida

2001-2005 Associate Professor, Undergraduate Coordinator, Department of Special Education, College of Education, University of South Florida

2000 Associate Professor, Special Education, School of Education, College of Education & Psychology, James Madison University

1996-2001 Graduate Faculty, Assistant Professor of Special Education, School of Education, College of Education & Psychology, James Madison University

1995-2000 Assistant Professor of Special Education, School of Education, College of Education & Psychology, James Madison University

1995-1997 Clinical Supervisor, Human Development Center, College of Education & Psychology, James Madison University

1993-1995 Instructor, Special Education Department, College of Education, University of Florida

1994-1995 Research Assistant, Multidisciplinary Diagnostic and Training Program, Department of Special Education/Department of Pediatric Neurology - Shands Teaching Hospital, University of Florida. Math Assessment and teacher training for intervention with students at risk of academic failure.

1993-1995 Educational Consultant, Multidisciplinary Diagnostic and Training Program, Department of Special Education/Department of Pediatric Neurology - Shands Teaching Hospital, University of Florida. Conducted numerous workshops for middle school students/teachers on study skills and learning strategies.

1994-1995 Editorial Assistant, Teacher Education in Special Education (*TESE*), journal for the Teacher Education Division of the Council for Exceptional Children. Special Education Department, University of Florida

1994-1995 Member, University of Florida Institutional Review Board, University of Florida.

1994 Instructor, Furman University (Summer Term Replacement for Faculty on Leave)

1991-1995 Graduate Research & Teaching Assistant, Department of Special Education, College of Education, University of Florida

1987-1991 Teacher, Self-Contained Classroom for Students with Severe Learning Disabilities (including some students with Severe Emotional Disturbance); Special Education Department Head, Fort King Middle School, Ocala, FL.

1985-1987 Teacher, Resource Room for Students with Learning Disabilities & Emotional/Behavior Disorders, Osceola Middle School, Ocala, FL

1984 Substitute Teacher (including serving as a full-time substitute for six weeks in a high school classroom for students with Severe Emotional Disturbance), Marion County School District, Ocala, FL.

1983-1984 Graduate Research Assistant, Department of Psychology, University of Tennessee, Knoxville, TN

HONORS & AWARDS

2010 Selected iTeach Fellow for College of Education, University of South Florida
2006 University of South Florida Outstanding Undergraduate Teaching Award
2006 Outstanding Undergraduate Teaching Award Nominee- Department of Special Education, College of Education, Department of Special Education
2003 Celebrate Literacy Award – Hillsborough County (FL) International Reading Association.
2002 Governor's Innovation in Technology Silver Award (Math*VIDS website*)
2000 Madison Scholar, College of Education and Psychology, James Madison University – presented annually to one faculty member in the College in recognition of distinguished scholarship.
2000 Madison Scholar Nominee for the School of Education, James Madison University
2000 Who's Who Among America's Teachers
1999 Phi Delta Kappan
1998 James Madison University International Practicum Program Awardee. Selected through a peer-review process to direct and supervise international practicum course in Rome, Italy for pre-service teachers in special education, middle education, early childhood education and secondary education. College of Education and Psychology, James Madison University.
1997 Mosier Fellowship, College of Education and Psychology, James Madison University. Awarded annually for distinguished research/scholarship in the College. The fellowship

supports a current research/scholarship project.
1996 Appointed to Graduate Faculty, James Madison University
1993 Doctoral Leadership Award, Department of Special Education, University of Florida
1991 Crown Region Teacher of the Year (encompassing 17 counties), State Finalist, Florida Teacher of the Year Program
1991 District Teacher of the Year, Marion County School District, Florida
1991 Golden Apple Academy, recognition for outstanding teaching - awarded to five teachers in the district each year, Marion County Schools Foundation, Florida
1991 Outstanding Young Educator of the Year (State of Florida)
1991 J.C. Penney Golden Rule Award, 1st Runner-Up-Administrative Category Volunteer Award, Marion County, FL.
1991 Teacher of the Year, Fort King Middle School, Marion County School District, Florida
1990 Outstanding Teacher Award, Grand Lodge of Free and Accepted Masons of the State of Florida, Ocala, FL.
1990 Certificate of Award in Education, Pilot Club, Ocala, FL.
1983 Bachelor of Arts - Psychology - *Cum Laude*, Furman University, Greenville, South Carolina
1982 Omicron Delta Kappa National Leadership Society, Furman University Chapter
1982 Psi Chi - honor society in psychology, Furman University Chapter

RESEARCH/PUBLICATIONS

Current Research and Manuscripts in Progress

Developing Algebraic Literacy Initiative (DAL-I)

This collaborative project between university faculty in special education and mathematics education and K-12 practitioners is focused on the development, field testing, and evaluation of the potential efficacy of a flexible framework for providing students with learning disabilities and other struggling learners increasing levels of intensive mathematics instruction that focuses on number sense, number operations, and algebraic thinking. The DAL-I integrates research-supported practices from mathematics education and special education targeted to assist students to enhance mathematical conceptual understandings and proficiency with applying their understandings with proficiency in relevant contexts. The DAL-I has undergone several iterations of development and field-testing. Currently, the DAL-I is being implemented as a tier 2 intervention in conjunction with a popular mathematics text/program in a partner school to evaluate its potential effect on student outcomes and social validity. The goal of this study is to ascertain the extent to which the DAL-I framework can function within a core mathematics text/program as an effective tier 2 intervention. I am the lead developer and researcher of the DAL-I.

Current Manuscript in Progress:

Allsopp, D. H., Ray, S. N. E., & Farmer, J. L. Solving the algebra problem for students with disabilities.

Preparation of Preservice Teachers to Effectively Apply MTSS/RTI Practices (POPTEAM)

The focus of this research project, composed of faculty and doctoral students in special education, seeks to understand how one preservice teacher preparation program in special education can improve teacher candidate outcomes through systematically integrating key principles, practices, and experiences recommended by leaders in research and practice related to effective teacher preparation in special education (e.g., Brownell, Ross, Colon, & McCallum, 2003; Feng & Sass, 2010; Report of the Blue Ribbon Panel on the Clinical Preparation and Partnerships for Improved Student Learning, 2010). This project places particular emphasis on integrating parallel course and clinical field experiences focused on reading/literacy, mathematics, and behavioral interventions that integrate research supported practices. The project team is conducting longitudinal research to explore how

teacher candidates' perceptions of their practice and professional development change across their program, how their experiences align with program goals, and the extent to which teacher candidates demonstrate abilities to implement interventions that integrate research supported practices in reading/literacy, mathematics, and behavior. The data collected is being used to determine how well the program is implementing research supported teacher education practices and the impact of the program on teacher candidates perspectives/dispositions, knowledge, and skills. We have presented preliminary findings at several national professional conferences (i.e., National Association of Professional Development Schools and Teacher Education Division, Council of Exceptional Children).

Current Manuscripts in Progress:

Allsopp, D.H., Hoppey, D., Hahn, S., Frier, A., & Rademaker, S. Engaging preservice teacher candidates in the implementation of research supported mathematics interventions: What do they understand and what can they do?

Teacher Critical Decision-making and Students with Social-emotional/Behavioral Difficulties

The central focus of this project is the *Teacher Critical Thinking Inventory (TCTI).* The TCTI has been developed across several years. The TCTI is an online instrument that provides educators with a process for evaluating their teaching context and its relationship to a particular social-emotional/behavioral goal. The TCTI prompts educators to respond to teacher, student, classroom context, school context, and instructional goal factors associated with school success for students. Ultimately, results from completing the TCTI will provide respondents with a "profile" that help them to better understand the instructional/learning needs of their students. These profiles are constructed based on the individual responses of educators who complete the TCTI. The purpose of the TCTI is not to dictate to a teacher that they should implement any particular practice. Although, a variety of research supported instructional approaches/practices are suggested for implementation, the overriding goal is to assist educators to critically think about their students needs, their teaching and school context, and their social-emotional/behavioral goal in order to make more informed decisions about how to assist their students. Currently, the TCTI has undergone substantial review, validity, and reliability testing. This project has received previous funding by a private foundation; as lead developer of the TCTI, I am PI for a recently submitted Goal 2 IES research proposal to support the continued work on this project.

Current Manuscript in Progress:

Allsopp, D.H. & Farmer, J.L. Validating the teacher critical thinking inventory for teachers of students with social-emotional/behavioral difficulties.

Use of Single Case Research to Evaluate Educational Practices

A former doctoral student (Dr. Jennie Farmer) for whom I served as Co-Major Professor, completed a dual doctoral degree in special education and research/measurement. In conjunction with Dr. Farmer's Co-Major Professor colleague in the Department of Research and Measurement (Dr. John Ferron) and another former doctoral student, we are conducting several analyses of Single Case Research (SCR) specific to special education as well as other disciplines that utilize single case research. The focus of these analyses is to better understand the nature of SCR, the extent to which researchers incorporate "best practices" in SCR, the potential effect SCR has on educational practice, and how SCR practices can be enhanced to improve student outcomes.

Current Manuscript in Progress:

Farmer, J. L. & Allsopp, D. H. State of the Field: A review of contemporary special education meta-analyses.

Farmer, J. L., Owens, C. M., Ferron, J. M., & Allsopp, D. H. A review of social science single-case

meta-analyses.

Owens, C. M., Farmer, J. L., Ferron, J. M., & Allsopp, D. H. Summarizing effects in single-case studies: The correspondence among various effect sizes.

Farmer, J. L., Allsopp, D.H., Mackiewicz, S., and Haley, K. An analysis of use of self-report data in single case research.

Promoting Academic Success Among College Students with Learning Disabilities and ADHD Through An Individualized Positive Strengths and Strategy Instruction Approach

This research focuses on the development and pilot testing of an individualized approach for assisting secondary and college students with learning disabilities and/or ADHD to find greater academic success through the integration of aspects of Positive Psychology (e.g. character strengths, Hope Theory, etc.), Self-determination, and Cognitive Strategy Instruction (i.e., Active Learner Approach). This work is currently being conducted at two universities where we are training undergraduate and graduate students to implement the intervention. We are collecting social validity, fidelity of treatment, and student outcome data for the purpose of refining the intervention and related training.

Farmer, J. L., Allsopp, D. H., & Ferron, J. M. Investigating the Impact of The Personal Strengths Program (PSP) on Self-Determination Levels of College Students with Learning Disabilities and/or Attention Deficit Hyperactivity Disorder.

STEM Education Research Group – University of South Florida

This is an initiative that I am leading in conjunction with the Associate Dean for Research and Director of the David C. Anchin Center, which is housed within the College of Education at the University of South Florida. Faculty from disciplines within the College of Education, Arts and Sciences, and Public Health and representatives from the Hillsborough County School District (FL) are collaborating to develop interdisciplinary research and development in STEM Education. The group's initial goal is to collect data on current STEM projects/initiatives K-20 in the greater Tampa Bay, FL area (approximate population 2.5 million) for the purpose of targeting research priorities that reflect interdisciplinary efforts to enhance STEM Education efforts in the region. I serve as the lead for the STEM Education Research Group at USF.

Publications

Other Manuscripts in Progress

Allsopp, D.H., Kyger, M.M., & Lovin, L. *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners (2nd edition)*. Baltimore: Paul H. Brookes Publishing, Co.

My co-authors and I are in negotiations with Brookes Publishing to publish a substantial revision and 2nd edition of *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners* (2007). Major revisions will include emphases on MTSS/RTI, CCSS, developmental aspects to mathematical understandings and their relationships to outcome trajectories in foundational mathematical "Big Ideas." Additionally, enhancements in technology and mathematics, with a focus on students with high incidence disabilities will be highlighted.

Smith, S., & Allsopp, D.H. Technology, RTI, and students with learning disabilities.

The focus of this manuscript is on the role of technology in RTI/MTSS, particularly as it relates to enhancing tiered instruction for students with learning disabilities.

Journals

Farmer, J.L., Allsopp, D.H., & Ferron (under review). Impact of The Personal Strengths Program on Self-Determination Levels of College Students with LD and/or ADHD. *Journal of Learning Disabilities.*

Allsopp, D.H., Farmer, J.L., Hoppey, D., & Kamp, B. (2013). Adapting core mathematics curricula to meet the needs of students with disabilities. *Teaching Exceptional* Children, 45(4), p. 59. www.cec.sped.org/TECplus

Allsopp, D.H., Colucci, K., Doone, E, Perez, L., Bryant, E., & Hohlfeld, T. (2012). Interactive White Board Technology for Students with Disabilities: A Yearlong Exploratory Study. *Journal of Special Education Technology*, 27(4), 1-15.

Allsopp, D.H. & Hoppey, D. (2011). Critical questions about math RTI. *Principal Leadership, 12*(3), 38-43.

Allsopp, D.H., Alvarez-McHatton, P., & Farmer, J.L. (2010). Technology, mathematics PS/RTI, and students with LD: What do we know, what have we tried, and what can we do to improve outcomes now and in the future. *Learning Disabilities Quarterly*, 33(4), 273-288.

Allsopp, D.H., Alvarez-McHatton, P., & Cranston-Gringas, A. (2009). Examining perceptions of systematic integration of instructional technology in a teacher education program. *Teacher Education in Special Education*, 32(4), 337-350.

Dieker, L.A., Lane, H.B., Allsopp, D.H., O'Brien, C., Butler, T.W., Kyger, M., Lovin, L., & Fenty, N.S. (2009). Evaluating Video Models of Evidence-Based Instructional Practices to Enhance Teacher Learning. *Teacher Education in Special Education, 32*(2), 180-196.

Ray, S. N. E., Gerretson, H. & Allsopp, D.H. (Spring, 2009). The algebraic literacy library: Linking math concepts to diverse student population contexts. *Colorado Reading Council Journal, 20(1)*, 20-26.

Mihalas, S., Morse, W.C., Allsopp, D.H., and Alvarez McHatton, P. (2009). Cultivating Caring Relationships Between Teachers and Secondary Students With Emotional and Behavioral Disorders: Implications for Research and Practice. *Remedial and Special Education, 30,* 108-125.

Allsopp, D.H., Kyger, M., Lovin, L., Gerretson, H., and Ray, S. (2008). Mathematics dynamic assessment: A comprehensive tool to guide mathematics instruction for struggling learners. *Teaching Exceptional Children, 40*(3), 6-17.

Witzel, B., & Allsopp, D.H. (2007). Dynamic concrete instruction in inclusive classrooms. *Mathematics Teaching in the Middle School, 13*(4), 244-248.

Allsopp, D.H., McHatton-Alvarez, P., DeMarie, D., & Doone, E. (2006). Bridging the gap between theory and practice: Connecting course and field experiences. *Teacher Education Quarterly, 33(1),*19-35.

Allsopp, D.H., Minskoff, E.H. and Bolt, L. (2005). Individualized Course-Specific Strategy Instruction for College Students with Learning Disabilities and ADHD: Lessons from a model demonstration project. *Learning Disabilities Research & Practice*, *20(2)*103-118.

Lovin, L., Kyger, M., Allsopp, D.H. (2004). Differentiation for Special Needs Learners. *Teaching Children Mathematics, 11*(3), 158-167.

Allsopp, D.H. & Minskoff, E (2003). The learning toolbox: An on-line instructional resource for students with learning disabilities & ADHD, Their Teachers, and Parents. *Journal of*

International Special Needs Education, 6, 43-45.

Allsopp, D.H., Lovin, L., Green, G., & Savage-Davis, E. (2003). Why students with learning problems have trouble learning mathematics and what teachers can do to help. *Mathematics Teaching in the Middle School, 8(6),* 308-314.

Lane, H. B., Ziegert, C. C., Jordan, L., Allsopp, D. H., Moriarty, T.A., Dede, D. E., & Conway, T. W. (2001). Student-athletes with learning disabilities: Unique problems, unique solutions. *Academic Athletic Journal*, *15(1)*, 59-75.

Allsopp, D.H., Santos, K. E., & Linn, R. (2000). Collaborating to teach prosocial skills. *Intervention in School and Clinic*, *35(3), 141-146.*

Allsopp, D. H. (1999). Using modeling, manipulatives, and mnemonics with eighth-grade math students. *Teaching Exceptional Children, 32(2), 74-81.*

Allsopp, D. H. (1997). Using classwide peer tutoring to teach beginning algebra problem solving skills in heterogeneous classrooms. *Remedial and Special Education, 16(6)*, 367-379.

Mercer, C. D., Jordan, S. L., Allsopp, D.H., Mercer, A. R. (1996). Learning disabilities definitions and criteria used by state education departments. *Learning Disability Quarterly, 19*, 217-232.

Mercer, C. D., Jordan, S. L., Allsopp, D. H., Lane, H. B., & Eisele, M. (1996). Empowering teachers and students with instructional choices in inclusive settings. *Remedial and Special Education*, 17(4), 226-236.

Allsopp, D.H. (1994). Peer tutoring and students with mental retardation. *Transition Focus: Graduate Students' Perspectives*, 1 (1), 4-10.

Books

Allsopp, D.H., Alvarez McHatton, P., Ray, S.N.E., & Farmer, J. (2010). *Mathematics RTI: A Problem Solving Approach to Creating an Effective Model*. Horsham, PA: LRP Publications.

Minskoff, E., & Allsopp, D. (2010). *Academic Success Strategies for Adolescents with Learning Disabilities and ADHD.* Korean translation by Sigma Press.

Allsopp, D.H., Kyger, M.M., & Lovin, L. (2007). *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners.* Baltimore: Paul H. Brookes Publishing, Co.

Minskoff, E.H. & Allsopp, D.H. (2006). *Stratégies d´ apprentissage et réussite au secondaire: Un passeport pour les élèves en difficulté*. Adaptation by Hélène Boucher. Montreal: Chenelière Education.

Minskoff, E.H., Allsopp, D.H. (2003). *Academic success strategies for adolescents with learning disabilities & ADHD*. Baltimore: Paul H. Brookes Publishing Co.

Allsopp, D. H., & Kyger, M. M. (1999). MathVIDS user manual: Effective math instructional strategies for students who have learning problems. Virginia Department of Education.

Book Chapters

Allsopp, D.H. (2009). *Mathematics RTI*. In *The RTI Answer Book*. Learning Resource Publications: Palm Beach Gardens, FL.

Alvarez-McHatton, P., Allsopp, D.H., Cranston-Gingras, A., Doone, E., Colucci, K., and DeMarie, D. (2008). Bridging the Gap Between Theory And Practice with Professional Development Schools: Looking Back, Reflecting on the Present, And Pondering the Future. In J. Guadarrama, J. Ramsey, and J.L. Nath (Eds.). *Professional Development Schools* Professional Development Schools Research Book Series *(Vol. 3).* Greenwich, CT: Information Age Publishing, Inc.

Allsopp, D.H., McHatton, P. A., Thomas, D., Knopp, T. & Voytecki, K. (2006). Special Education in the American High School in K. M. Borman, S. E. Cahill, & B. A. Cotner (Eds.), *Praeger Handbook of the The American High School.* Westport, Ct.: Greenwood Publishing Group.

Knopp, T. Y., Voytecki, K., Allsopp, D.H., & Alvarez McHatton, P. (2006). Attention-deficit / Hyperactivity disorder in K. M. Borman, S. E. Cahill, & B. A. Cotner (Eds.). *Praeger Handbook of the The American High School.* Westport, Ct.: Greenwood Publishing Group.

Allsopp, D.H., Kyger, M., & Lovin, L. (2006). Teaching Algebraic Thinking. In P. Hudson & S. Miller (Eds.), Designing and Implementing Mathematics to Students with Diverse Learning Needs. Boston: Allyn & Bacon an imprint of Pearson Education.

Smith, S. & Allsopp, D.H. (2005). Technology and Inservice Professional Development: Integrating an Effective Medium to Bridge Research to Practice. In D. Edyburn, K. Higgins, & R. Boone (Eds.), *Handbook of Special Education Technology Research and Practice.* Knowledge By Design: Whitefish Bay, WI.

Mercer, C. D., Lane, H. B., Jordan, L. J., Allsopp, D. H., Eisele, M. R. (1997). Empowering teachers and students with instructional choices in inclusive settings. In G. Bunch & A. Valeo (Eds.), *Inclusion: Recent research* (pp. 149-150). Toronto, Ontario: Inclusion Press.

Technology/Media

Allsopp, D.H., Crocker, D., Steinmetz, R., & Kelleher, K., & (2010). *Differentiated Mathematics Instruction*. Florida Diagnostic Learning and Resource Systems, Department of Education, State of Florida.

This is a 30-hour online professional development resource consisting of 5 interactive modules that will be included in the State of Florida's online Professional Development Activities (PDA) site. This site provides for credit professional development for Florida teachers.

Allsopp, D.H. (2009). Professional Development for Effective Mathematics Teaching Practices for Struggling Learners. Florida PROMISE, Florida Department of Education.

This multimedia CD was developed in conjunction with Project Florida PROMISE and funded by the Florida Department of Education and the US Department of Education.

Allsopp, D.H., Kyger, M., Ingram, R., and Lovin, L. (2006). *MathVIDS2 Learning Community.* Virginia Department of Education. http://wiki.coe.jmu.edu/MathVIDSLC/11
This website was developed to accompany the revised MathVIDS website (MathVIDS 2). The purpose of this site is to provide groups of preservice and/or inservice educators an approach to professional development through the MathVIDS website that emphasizes collaborative learning and an online vehicle for communicating and sharing ideas about what they are learning among individuals in their "learning community."

Allsopp, D.H., Kyger, M., Ingram, R., and Lovin, L. (2006). *MathVIDS2*. Virginia Department of Education. http://coe.jmu.edu/mathvids2
MathVIDS2 represents a significant revision to the original MathVIDS website published in

2001. Additional content and online video has been included and existing content has been updated. Substantial reorganization of the website's structure and design also was completed.

Allsopp, D.H. (2004). *Mathematics. Special Connections: Connecting Teachers to Strategies That Help Students with Special Needs Successfully Access the General Education Curriculum*. Project of National Significance (CFDA #84.325N) funded through the Office of Special Education Programs. Co-PI's Suzanne M. Robinson & Sean J. Smith, University of Kansas: http://www.specialconnections.ku.edu. This is an interactive online learning resource for preservice and inservice teachers written to assist teachers to implement effective mathematics instructional practices for students with special needs.

Minskoff, E.H., Allsopp, D.H., & Kyger, M.M. (2002). *The Learning Toolbox: A Learning Strategy Resource for High School and College Students with Learning Disabilities & Attention Deficit Hyperactivity Disorder.* Website. Funded through U.S. Department of Education. http://coe.jmu.edu/learningtoolbox. This website provides high school and college students who have LD & ADHD and those teachers and service providers who work with them, a comprehensive resource for accessing research based learning strategies for content based courses.

Allsopp, D.H. (2002) *The Learning Toolbox Video*. Developed digital video clips for integration in Learning Toolbox Website. Includes writing video scripts, training video participants, shooting video, recording audio narration, editing video and audio clips, and compressing video clips in suitable web-based format. Also produced in VHS format for training purposes.

Allsopp, D.H., Ingram, R.E., & Kyger, M.M. (2001). *MathVIDS: Effective Math Instructional Strategies for Students Who Have Learning Problems.* Web-site. Virginia Department of Education. http://coe.jmu.edu/mathvidsr. This is an interactive website that provides access to research based effective math instructional strategies and includes video clips of model teachers implementing the instructional strategies. This website was adapted from the MathVIDS CD-ROM.

Allsopp, D. H., Ingram, R. E., & Kyger, M. M. (2001). *MathVIDS Teaching Plans*: *Mathematics instructional development series: Effective Math Instructional Strategies for Students Who Have Learning Problems.* CD-ROM. Virginia Department of Education. Teaching plans that describe how the effective mathematics instructional strategies modeled in the MathVIDS website can be integrated to teach important K-5 mathematics concepts/skills were developed. Plans include video models of teachers and address concrete, representational, and abstract level instruction.

Allsopp, D. H., Ingram, R. E., & Kyger, M. M. (1999). *MathVIDS*: *Mathematics instructional development series: Effective Math Instructional Strategies for Students Who Have Learning Problems*. CD-ROM. Virginia Department of Education.

Santos, K., Allsopp, D.H., Kyger, M., Linn, R. (1998). Navigating the Nebulous Nexus Between Assessment, IEP, and Instruction. Paper presented at the Learning Disabilities Association International Conference. Garden Grove, CA: InfoMedia. (Audio Cassette)

Minskoff, E. H. & Allsopp, D. H. (1998). A Different Approach to Postsecondary Education for Students with Learning Disabilities: Curriculum-based Assessment and Intervention. . Paper presented at the Learning Disabilities Association International Conference. Garden Grove, CA: InfoMedia. (Audio Cassette)

Unpublished Curriculum Developed

Allsopp, D.H. (2001). *Building Algebra Skills: A Program for Students with Learning Problems –*

Section 1. A curriculum developed to assist middle & secondary level teachers to teach pre-algebra and beginning algebra skills to students with learning problems. Includes 4 units that incorporate effective math instructional approaches for students with learning problems: Unit 1- Evaluating Expressions for Given Values of Variables and Writing Algebraic Expressions for Word Statements; Unit 2 - Order of Operations and Properties of Rational Numbers; Unit 3 - Absolute Value and Integers; Unit 4 - Solving One-Variable Algebra Equations and One-Variable Algebra Equation Word Problems.

PRESENTATIONS

Invited Keynote Addresses

11-10 Towards Solving the Mathematics RTI Problem. Response to Intervention 2010-2011: Thinking, Responding, Results Conference. Region 10 Education Service Center, Dallas, TX: November 10, 2010.

12-10 Realizing the Potential: How Comprehensively Are Schools Implementing RTI? Monitoring the Progress of the Response to Intervention Movement: A Leadership Forum. National Center for Learning Disabilities and RTI Action Network. Washington D.C.: December 8, 2010

10-08 It's More Than AYP: It's Their Lives! Eastern Pennsylvania Association of Special Education Administrators. Hershey, PA

2-08 Math on the Planes . Colorado Council for Learning Disabilities and International Dyslexia Association – Rocky Mountain Branch. Denver, CO.

11-04 Strategies for Success: Learning Disabilities in the Age of the NCLB, Standards and High Stakes Testing. *36th Annual Conference of the Learning Disabilities Association of Oklahoma*. Oklahoma City, OK.

Invited Speaker International/National

4-12 Allsopp, D.H. Preparing Special Education Teachers Working in Mathematics Secondary School Environments. Teacher Education Strand: Moving Toward An Expert Profession (Strand Leaders: Mary Brownell & Bonnie Billingsley). *The Council for Exceptional Children 2012 Convention and Expo*. Denver, CO.

12-10 Allsopp, D.H. Realizing the Potential: How Comprehensively Are Schools Implementing RTI? *Monitoring the Progress of the Response to Intervention Movement: A Leadership Forum. National Center for Learning Disabilities (NCLD)*. Washington, D.C.

8-07 Allsopp, D.H. Response to Intervention: Effective Mathematics Instruction for Struggling Learners. *LRP Publications*. (National/International Online Presentation)

6-07 Allsopp, D.H. *Mathematics Dynamic Assessment: Finding Out What You Need To Know In Order To Make Effective Mathematical Instructional Decisions*. Lancaster-Lebanon IU 13, 14th Annual Special Education Conference, Pennsylvania Department of Education, Lancaster, PA.

6-07 Allsopp, D.H. *Effective Mathematics Instruction for Struggling Learners: The MathVIDS Online Resource.* Lancaster-Lebanon IU 13, 14th Annual Special Education Conference, Pennsylvania Department of Education, Lancaster, PA.

5-07 Allsopp, D.H. *Making Math Meaningful for All Students: Powerful Teaching Strategies that Work C-R-A Assessment and Instruction.* Mid-West Regional Support Center, BOCES, New

York Department of Education, Rochester, NY.

7-06 Allsopp, D.H. Dynamic Mathematics Assessment. Adequate Yearly Progress Conference. Penn Stater Conference Center. Pennsylvania State University. Pennsylvania Assessment and Teaching Technical Assistance Network (PATTAN), Pennsylvania Department of Education.

7-06 Allsopp, D.H. Why Students with Learning Problems Have Difficulty Learning Mathematics. Penn Stater Conference Center. Pennsylvania State University.

10-06 Allsopp, D.H., Lovin, L., Kyger, M.M., & Ray, S. Teaching Algebraic Thinking for Students with Learning Disabilities. 28th International Council on Learning Disabilities Conference. McClean, VA.

10-05 Allsopp, D.H. Why Students with Learning Problems Have Difficulty Learning Mathematics and What You Can Do To Help. Pennsylvania Technical and Training Network (PATTAN). Pittsburg, PA.

10-05 Allsopp, D.H. Why Students with Learning Problems Have Difficulty Learning Mathematics and What You Can Do To Help. Pennsylvania Technical and Training Network (PATTAN). Great Valley, PA.

10-05 Allsopp, D.H. Why Students with Learning Problems Have Difficulty Learning Mathematics and What You Can Do To Help. Pennsylvania Technical and Training Network (PATTAN). Harrisburg, PA.

10-04 Allsopp, D.H. Developing Effective Mathematics Instruction for Students with Learning Problems. *Wichita State University, College of Education*. Wichita, KS.

6-01 Allsopp, D.H. Explicit Mathematics Instruction for Students with Learning Problems: Why it Works and How To Do It. State of Virginia Governor's Best Practice Center SOL Content Academy. James Madison University (two presentations).

6-01 Allsopp, D.H. Differentiating Mathematics Instruction By Making Effective Mathematics Instructional Decisions. State of Virginia Governor's Best Practice Center SOL Content Academy. James Madison University (four presentations over three days).

11-98 Mandlebaum, L.H., Smith, S.J., Santos, K.E., & Allsopp, D.H. Infusing the Internet Into Teacher Education: Preparing the Next Generation – Part I. *Teacher Education Division (CEC) National Conference.* Dallas, TX (November 11-12).

11-98 Mandlebaum, L.H., Smith, S.J., Santos, K.E., & Allsopp, D.H. Infusing the Internet Into Teacher Education: Preparing the Next Generation – Part II. *Teacher Education Division (CEC) National Conference.* Dallas, TX (November 11-12)

International/National Presentations

2-13 Hoppey, D., Allsopp, D.H., Cahill, E., & Urquhart, C. Mathematics Collaboration and Problem Solving: Impact of a Summer Institute on Pre-Service Teacher and K-12 Student Learning. *National Association for Professional Development Schools Conference*, New Orleans, LA.

11-12 Allsopp, D.H., Ray, S.N.L, & Farmer, J.L. The Developing Algebraic Literacy (DAL) Framework: A Possible Tool for Effective Mathematics Instruction. *The 38th Annual Teacher Education Division Conference*, Grand Rapids, MI.

11-12 Allsopp, D.H., Hoppey, D., Hahn, S., Frier, A., & Rademaker. Mathematics RtI: One

Program's Efforts to Enhance Teacher Candidates' Knowledge and Skills. *The 38th Annual Teacher Education Division Conference*, Grand Rapids, MI.

11-12 Hoppey, D., Riley, M., Frier, A., Hahn, S., & Allsopp, D.H. Special Education Teacher Candidates Perspectives of an Innovative Summer School Practicum. *The 38th Annual Teacher Education Division Conference*, Grand Rapids, MI.

11-12 Hoppey, D., Mickelson, A., Riley, M. Hahn, S., & Allsopp, D.H. Learning To Teach: The Lived Experience Of Prospective Special Education Teachers. *The 38th Annual Teacher Education Division Conference,* Grand Rapids, MI.

3-12 Hoppey, D., Allsopp, D.H., & Ingley Venning, A. Collaboration and Problem Solving: Implementing a Summer Institute to Benefit Pre-service and K-12 Student Learning. *National Association for Professional Development Schools Conference*, Las Vegas, NV.

2-12 Pre-Service Teacher and K-12 Student Learning
Allsopp, D.H., Ray, S, & Farmer, J.L. The Developing Algebraic Literacy Intervention (DAL-I) for Students with Learning Disabilities: Striving Toward Enhancing Mathematics Outcomes for Students with Learning Disabilities Within Multi-tier Instruction/RtI. *The 49th Annual International Learning Disabilities Association of America Conference.* Chicago, IL.

2-12 Farmer, J.L., & Allsopp, D.H. The Personal Strengths Intervention (PSI): Promoting Academic Success for Students with Learning Disabilities Through Guided Cognitive Instruction, Self Determination, and Positive Psychology. *The 49th Annual International Learning Disabilities Association of America Conference.* Chicago, IL.

10-11 Allsopp, D.H., Farmer, J.L., Haley, K. (October, 2011). The Teacher Critical Thinking Inventory: Promoting Social-Emotional/Behavioral Success By Connecting Data to the Identification of Research Supported Practices that Address Individual Teaching and Learning Contexts. *2011 International Council for Children with Behavior Disorders (CCBD) Conference,* New Orleans, LA.

4-11 Farmer, J. L. & Allsopp, D. H. (2011, April). The use of self-report data in single-case designs. *American Educational Research Association Annual Meeting*. New Orleans, LA.

4-10 Farmer, J.L. & Allsopp, D.H. State of the Field: A Review of the Variation in Methods and Reporting Practices of Contemporary Special Education Meta-Analyses. American Educational Research Association (AERA) Annual Conference. Denver, CO.

4-10 Owens, C.M., Farmer, J.L., Ferron,J.M., & Allsopp, D.H. The Correspondence Among Alternative Approaches to Summarizing Effects in Single-Case Studies. American Educational Research Association (AERA) Annual Conference. Denver, CO.

4-10 Farmer, J.L., Owens, C.M., Ferron,J.M., & Allsopp, D.H. The Correspondence Among Alternative Approaches to Summarizing Effects in Single-Case Studies. American Educational Research Association (AERA) Annual Conference. Denver, CO.

4-09 Allsopp, D.H. & Farmer, J. (2009). The Teacher Critical Thinking Inventory (TCTI) for Supporting the Social-emotional & Behavioral Needs of Students in K-12 Schools. American Educational Research Association (AERA) Annual Conference. San Diego, CA.

4-08 Allsopp, D.H. & Allsopp, M.M (2008). Misperceptions: Life as an African American Male. Fourth International Congress of Qualitative Inquiry and Couch-Stone Symposium. University of Illinois at Urbana-Champaign.

4-08 Allsopp, M.M. & Allsopp, D.H. (2008). Discovering Voice Through Documentaries: A

Journey with Seven Male Adolescent African-Americans. American Educational Computing Conference. Orlando, FL.

10-07 Lovin, L.H., Kyger, M.M., & Allsopp, D.H. (2007). Lessons Accessible to All: Differentiating Mathematics Instruction. National Council of Teachers of Mathematics (NCTM) Regional Conference and Exhibition. Richmond, VA.

4-06 Allsopp, D.H., Adamson, J., Jinli, & Hangauer, J. (2006). A Web-based Mulitmedia Resource for K-12 Pre and In-service Teachers. Society for the Integration of Technology in Education (SITE). Orlando, FL.

11-05 Dieker, L., O'Brien, C., Allsopp, D.H., Ray, S., Lane, H., Kyger, M., Lovin, L., & Smith, S. On-line Video Models of Effective Teaching Practices: A Conversation Among Teacher Educators. *CEC Teacher Education Division 27th Annual Conference*. Portland, ME.

4-05 Kyger, M., Allsopp, D.H., & Lovin, L. These Aren't Our Parents' Classrooms: Differentiation For Today's Mathematics Lessons. *Council for Exceptional Children*. New Orleans, LA.

2-04 LDA Minskoff, E.H., & Allsopp, D.H. A Who-To Workshop on Course-Specific Strategy Instruction for Middle & Secondary Students with LD. *Forty-first International Learning Disabilities Association Conference*. Atlanta, GA.

11-04 Lane, H., Dieker, L., Allsopp, D.H., OBrien, C., Wright, T., Fenty, N., Kyger, M. The Learning Stream: Using Streamed Video to Provide Models of Exemplary Teaching. *CEC Teacher Education Division 27th Annual Conference.* Albuquerque, NM.

4-04 Allsopp, D.H., & Kyger, M.M. Tools for Learning: Effectiveness of Web-Based Learning Strategy Instruction. *2004 Council for Exceptional Children Convention and Expo.* New Orleans, LA.

2-04 Minskoff, E.H. & Allsopp, D.H. Enabling Middle and Secondary Students with Learning Disabilities to Master General Education Course Content. *41st Annual Learning Disabilities Association International Conference.* Atlanta, GA.

2-03 Minskoff, E.H. & Allsopp, D.H. A How To Workshop On Course-Specific Strategy Instruction For Middle & Secondary Students with LD. *40th Annual Learning Disabilities Association International Conference*. Chicago, IL.

10-02 Allsopp, D.H., DeMarie, D., Alvarez-McHatton, P., Lehman, K. A New Dimension in University-School Partnerships: Linking Course & Field Experiences. 25th Annual TED Conference. Savannah, GA.

2-02 Minskoff, E.H. & Allsopp, D.H. A How-to Workshop on Course-specific Strategy Instruction for Middle and Secondary Students with Learning Disabilities. *39th Annual Learning Disabilities Association International Conference.* Denver, CO.

11-01 Allsopp, D.H. MathVIDS: Using Technology to Bridge the Research-to-Practice Gap in Special Education. *24th Annual Teacher Education Division (Council for Exceptional Children)Conference*. Seattle, WA.

4-01 Smith, S. & Allsopp, D.H. Research-to-Practice Gap: Technology Bridging the Gap. 2001 *American Educational Research Association (AERA) Conference*. Seattle, WA.

4-01 Smith, S. & Allsopp, D.H. Bridging the Research-to-Practice Gap: MathVIDS Instructional Series. 2001 *American Educational Research Association (AERA) Conference*. Seattle, WA.

2-01 Minskoff, E.H., Allsopp, D.H., Minskoff, J.G., & Hedrick, M.S. Students With Learning Disabilities Can Be Effective Learners: Results of a Model Demonstration Project. *38th Annual Learning Disabilities Association International Conference.* New York, NY.

1-01 Smith, S. J., & Allsopp, D.H. Technology innovations (MATH VIDS): Bridging the Research-to-Practice Gap. *Technology and Media Division - Council for Exceptional Children Conference*, Albuquerque, NM.

11-00 Allsopp, D.H. MathVIDS: Using Technology to Enhance In-Service & Pre-Service Teacher Instructional Development. *23rd annual Conference of the Teacher Education Division of the Council for Exceptional Children*. Las Vegas, NV.

11-00 Beverly, C.L. & Allsopp, D.H. A New Millennium but an Old Challenge – Building Awareness and Skills for Teaching All Learners Through Simulations. *23rd Annual Conference of the Teacher Education Division of the Council for Exceptional Children*. Las Vegas.

7-00 Allsopp, D.H., Minskoff, J.G., & Hedrick, L. Helping College Students with Learning Disabilities and ADHD Become Strategic Learners. *Association for Higher Education and Disability National Conference*, Kansas City, MO.

7-00 Allsopp, D.H., Minskoff, J.G., & Hedrick, L. Students with LD and ADHD Can Be Effective Learners: Results of a Model Demonstration Project. *Association for Higher Education and Disability National Conference*, Kansas City, MO.

4-00 Minskoff, E.H., Allsopp, D.H., & Minskoff, J.G. Helping High School and College Students with Mild Disabilities Become Better Learners. *Council for Exceptional Children International Conference*, Vancouver, CN.

3-00 Minskoff, E.H., Allsopp, D.H., & Minskoff, J.G. Helping College Students with Learning Disabilities and ADHD Become Better Learners. *Learning Disabilities Association International Conference*, Reno, NV.

11-99 Allsopp, D.H., & Beverly, C.L. Messages Received: Using Mass Medial to Explore Representations of Persons with Diverse Abilities. *Teacher Education Division (CEC) National Conference*, Palm Springs, CA.

4-99 Minskoff, E.H., Allsopp, D.H., & Minskoff, J.G. A Curriculum-based, Strategy Approach to Postsecondary education for Students with Learning Disabilities and ADHD. *CEC National Conference.* Charlotte, NC

4-99 Allsopp, D.H., Santos, K.E., Hogan, R., Huggard, C., Birkhead, L., & Loue, N. Preparing Preservice Teachers to Teach Social Skills to Students with Disabilities. *CEC National Conference.* Charlotte, NC.

4-99 Allsopp, D.H., Santos, K.E., Coe, A., Walk, D. Collaborating to Teach Social Skills. *CEC National Conference.* Charlotte, NC.

3-99 Santos, K.E. & Allsopp, D.H. Collaborating to Teach Social Skills. *ASCD Annual Conference.* San Francisco, CA.

2-99 Minskoff, E.H., Allsopp, D.H., & Minskoff, J.G. A Curriculum-based, Strategy Approach to Postsecondary education for Students with Learning Disabilities. *LDA International Conference.* Atlanta, GA.

2-99 Lane, H.B., Dede, D., Duckworth, T, Blatz, S., Sutherland, D.W., Garvan, C., Allsopp, D.H., & Macdonald, T. College Student-Athletes with Learning Disabilities: Current Research and Emerging Issues. *LDA International Conference.* Atlanta, GA.

6-99 Minskoff, E.H., Allsopp, D.H., & Minskoff, J.G. A Curriculum-based Assessment and Intervention Approach for Students with Learning Disabilities and ADHD. *National Transition Association Project Directors Conference.*

11-98 Allsopp, D.H. & Santos, K.E. Meaningful Practical Experience in Early Special Education Course Work: Important? Yes! Doable? *21st Annual TED National Conference (CEC),* Dallas, TX.

6-98 Minskoff, E.H., Allsopp, D.H., & Minskoff, J.G. A Curriculum-based Assessment and Intervention Approach for Students with Learning Disabilities and ADHD. *National Transition Association Project Directors Conference*, Washington, DC.

6-98 Beverly, C.L. & Allsopp, D.H. Strategies for Teaching Students Impacted by the Human Immunodeficiency Virus. American Association of Colleges for Teacher Education National Conference, Honolulu, HW – paper accepted.

5-98 Allsopp, D.H., Santos, K.E., Beverly, C.L., & Linn, R. Don't Wait Until It's Over: Incorporating Quick and Innovative Informal Classroom Assessment Into Your Course. *Lilly Conference on College and University Teaching - South.* Athens, GA.

4-98 Allsopp, D.H. & Jordan, L.S. The Preparation and the Employment of Educators with Disabilities. *Council for Exceptional Children National Conference,* Minneapolis, MN.

2-98 Minskoff, E.H., Allsopp, D.H., & Minskoff, J.G. A Different Approach to Post-secondary Education for Students with Learning Disabilities: Curriculum-based Assessment and Intervention. *Learning Disabilities Association International Conference,* Washington, DC.

2-98 Santos, K.E., Allsopp, D.H., & Kyger, M. Navigating the Nebulous Nexus Between Assessment, IEP, and Instruction. *Learning Disabilities Association International Conference.* Washington, D.C.

11-97 Allsopp, D.H., Santos, K.E., & Beverly, C.L. Beyond Student Evaluations and Tests: How to Incorporate Quick and Innovative Informal Classroom Assessment Strategies in Your University Courses. *20th Annual Teacher Education Division (CEC) Conference*, Savannah, GA.

4-97 Allsopp, D.H. Using Classwide Peer Tutoring to Teach Job Skills to Students with Mental Retardation. *Council for Exceptional Children International Conference*, Salt Lake City, UT.

2-97 Lane, H., Allsopp, D.H. Leveling the Playing Field: Addressing the Unique Needs of Student-Athletes with Learning Disabilities. *Learning Disabilities Association International Conference,* Chicago, IL.

11-96 Allsopp, D.H. & Jordan, L. Are We Practicing What We Preach? Preparing Special Educators Who Have Learning Disabilities. *19th Annual Teacher Education Division (CEC) Conference*, Dallas, TX.

10-96 Lane, H., Jordan, L., & Allsopp, D.H. Classroom Implications for Context in Learning Basic Literacy Skills. *Council for Learning Disabilities Annual Conference*, Nashville, TN.

10-96 Allsopp, D.H. & Beverly, C.L. Functional Analysis of Behavior: Have We Covered All the Bases? A Systems Perspective Involving Classroom, Family, and Culture. *Sixth Annual*

Virginia Beach Conference, Virginia Beach, VA.

10-96 Beverly, C.L. & Allsopp, D.H. Behavioral Implications of the Human Immunodeficiency Virus: Infection and Affection. *Sixth Annual Virginia Beach Conference*, Virginia Beach, VA.

4-96 Allsopp, D.H. & Jordan, S.L. Teaching Basic Algebra Skills to Middle School Students At Risk of Math Failure. *74th Annual Council for Exceptional Children International Conference*, Orlando, FL.

4-96 Allsopp, D.H. & Jordan, L.S. Learning Disabilities Definitions and Criteria Used By State Education Departments. *74th Annual Council for Exceptional Children International Conference,* Orlando, FL.

3-96 Allsopp, D.H. Challenges of Teaching Algebra Skills: Implication for the Classroom. *Learning Disabilities Association International Conference*, Dallas, TX.

10-95 Allsopp, D.H. & Jordan, L. Peer Tutoring and Persons with Mental Retardation: Implications for Work Settings. *Division for Career Development and Transition (CEC) National Conference*, Raleigh, NC.

11-95 Corbett, N., Allsopp, D.H., Jordan, S.L., & Lane, H. (1995). Preparing Teachers for Diversity through Collaborative Teacher Education. *Presentation at the 18th Annual Division of Teacher Education (CEC) National Conference*, Honolulu, HI.

3-95 Lane, H., Allsopp, D.H., & Jordan, L. Interventions for Students with Fragile X Syndrome. *Learning Disabilities Association International Conference*, Orlando, FL.

3-94 Lane, H., Allsopp, D.H., & Jordan, L. Fragile X Syndrome. *Learning Disabilities Association International Conference*, Washington, DC.

11-93 Allsopp, D.H. Peer Tutoring and Students with Mental Retardation. *Southeastern American Association for Mental Retardation Conference,* Atlanta, GA.

State/Regional Presentations

2-13 Allsopp, D.H. & Famer, J.L. (2013). Reframing the Discussion about CCSS and Students with High Incidence Disabilities. *Moving from Standards to Practice: Leading Tomorrow's Mathematics and Science Education in South Carolina*. Clemson University.

2-13 Allsopp, D.H. & Famer, J.L. (2013). A Framework for Effectively Integrating Students with High Incidence Disabilities into CCSS. *Moving from Standards to Practice: Leading Tomorrow's Mathematics and Science Education in South Carolina.* Clemson University.

6-10 Allsopp, D.H. (2010). ESE 2010 Summer Institute. Connecting Disability Related Learning Characteristics, Instruction and Learning to Improve Outcomes for Your Students. Hillsborough County School District ESE 2010 Summer Institute: "What's So Special About Special ED?"

3-09 Allsopp, D.H. (2009). Web Resources for Struggling Learners Including Students with Disabilities-Florida PROMISE. Florida Association of Mathematics Supervisors (FAMS). Orlando, FL.

3-03 Allsopp, D.H., Allsopp, M.M., Jones, S. MathVIDS: Bridging the Research-to-Practice Gap in Teacher Education Using Technology. Symposium on *21st Century Teaching Technologies: A Continuing Series of Explorations*, University of South Florida, Tampa, FL.

10-02 Allsopp, D.H. Technology – Based Resources for Teacher Preparation: MathVIDS & The Learning Toolbox. *The University of South Florida Leadership Conference*, Sarasota, FL.

3-01 Allsopp, D.H. Unlocking Middle School Math Problems: Effective Instructional Strategies. *Virginia Middle School Association Annual Conference*. Northfolk, VA.

2-01 Allsopp, D.H. Helping Children Learn to Manage Their Own Behavior. *Valley Association for the Education of Young Children.* Harrisonburg, VA.

10-00 Hedrick, L. & Allsopp, D.H. Students with Learning Disabilities and Attention Deficit Hyperactivity Disorder Can Be Effective Learners: Results of a Model Demonstration Project. *Markers and Milestones: Measuring Student Success in Virginia Conference*. Harrisonburg, VA.

3-00 Allsopp, D.H., Kyger, M., & Ingram, R.E. MathVIDS: Mathematics Video Instructional Development Source. *James Madison University College of Education and Psychology Teacher Education Unit,* James Madison University, Harrisonburg, VA.

3-00 Allsopp, D.H., Minskoff, E.H., & Minskoff, J.G. Helping College Students with Learning Disabilities and ADHD Achieve Success. *Virginia Transition Forum*. Williamsburg, VA.

3-00 Allsopp, D.H. MathVIDS: Mathematics Video Instructional Development Source. *Virginia International Dyslexia Association Conference,* Richmond, VA. – Invited Presentation

3-00 Allsopp, D.H. & Kyger, M. MathVIDS: Mathematics Video Instructional Development Source. *Virginia Council for Learning Disabilities Conference*. Richmond, VA. – **Invited Presentation**

10-99 Allsopp, D.H. & Kyger, M. MathVIDS: Coming to a Computer Near You. The Annual Fall Valley of Virginia Council of Teachers of Mathematics. Fort Defiance High School, Fort Defiance, VA.

3-99 Allsopp, D.H. Teaching Mathematics to Students With Learning Disabilities. *23rd Annual Conference The International Dyslexia Association The Virginia Branch.* Richmond, VA. – **Invited Presentation**

11-98 Minskoff, E.H., & Allsopp, D.H. The Sixth Annual Mosier Fellowship Lecture. *College of Education and Psychology*, James Madison University, Harrisonburg, VA.

9-98 Minskoff, E.H., Minskoff, J.G., & Allsopp, D.H. Postsecondary Grant Presentation. *James Madison University School of Education Faculty Research Forum*. James Madison University, Harrisonburg, VA.

11-97 Santos, K.E. & Allsopp, D.H. Establish Links: Assessment to IEP to Curriculum to Instruction. *Virginia Learning Disabilities Association Annual Conference*, Charlottesville, VA.

11-97 Allsopp, D.H., Jordan, L., Gibbs, E., & Wirt, J. Teaching Basic Algebra Problem Solving Skills. *Virginia Learning Disabilities Association Annual Conference*, Charlottesville, VA.

10-96 Gibbs, E., Jordan, L., & Allsopp, D.H. (October, 1996). Implementing student-developed transition portfolios to involve students in their transition planning. *VISIONS: Focus on School-to-work Conference*. Orlando, FL.

10-96 Jordan, L., Allsopp, D.H. Teaching Algebra Problem Solving Skills to Students in Diverse Classrooms. *Florida Council for Exceptional Children Conference*, Sarasota, FL.

10-95 Allsopp, D.H. & Jordan, L. Interventions in Mathematics for Middle School students. *Florida Council for Exceptional Children*, Daytona Beach, FL

10-95 Jordan, L. & Allsopp, D.H. Concrete to Semi-Concrete to Abstract Instruction for Fractions Concepts and Skills. *Florida Council for Exceptional Children*, Daytona Beach, FL.

12-94 Allsopp, D.H. P.K. Yonge Middle School/MDTP At-Risk Intervention and Research Project. *Florida Drop-Out Prevention Regional Meeting: Crown Region District Coordinators*, Gainesville, FL.

11-94 Allsopp, D.H. Math Assessment and Interventions at P.K. Yonge School. *MDTP State Directors Meeting,* Gainesville, FL.

3-92 Allsopp, D.H. The Importance of Education. *Young Leaders Conference, Marion County School District*, Ocala, FL.

4-92 Allsopp, D.H. Successful Interventions for Students with Learning Disabilities. *Phi Delta Kappan*, Ocala, Florida

4-92 Allsopp, D.H. Current State of Education in Marion County - Panel Member. *Leadership Ocala Conference*, Ocala, Florida

8-92 Allsopp, D.H. Welcoming Address. *Marion County School District Beginning Teacher Orientation*, Ocala, FL - **Invited Speaker**.

11-91 Allsopp, D.H. Teaching Students with Learning Disabilities. *Pilot Club*, Ocala, FL **- Invited Speaker.**

3-90 Allsopp, D.H. Successful interventions for Students with Learning Disabilities. *Marion County Inservice Day*, Ocala, FL – **Invited Speaker**.

GRANTS

Recently Submitted (Pending)

Allsopp, D.H., Yendol-Hoppey, D., Hoppey, D., & Parker, A. (2012). Project DATA: Exploring the Nature of Classroom Level Data-based Instructional Decisions Among Inservice and Preservice Elementary Teachers and Potential Relationships with Reading and Mathematics Outcomes. USDOE, Institute for Educational Sciences, Education Research, Goal 1 - Effective Teachers and Effective Teachers. (CFDA 84.305). $1,588,121.

Allsopp, D.H., Farmer, J.L., Mackiewicz, S., & Milsom, A. (2012). Pathways to Success: Context Specific PD to Enhance the Academic and Behavioral Performance of Students with Disabilities Through Teacher Critical Thinking and Research Supported Effective CM Practices. USDOE, Institute for Educational Sciences, Special Education Research, Goal 2 - Professional Development for Teachers and Related Service Providers (CFDA 84.324A). $1,175,001.

Submitted (Funded)

Alvarez-McHatton, P., Allsopp, D.H., Kleinhammer-Tramil, J., Cranston-Gingras, A., Colucci, K., & Doone, (2007). B. Project EXPERTISE. USDOE, Office of Special Education Programs,

Special Education Preservice Training Improvement Grant (CFDA 84.325T). $500,000. - Co-PI

Allsopp, D.H., Colucci, K., & Doone, E. (2008). USF Department of Special Education and Promethean – Foundation Donation. University of South Florida, College of Education Foundation. $70,000.

Kyger, M., Allsopp, D.H., and Lovin, L. (2005). *MathVIDS Revision and Learning Community*. Virginia Department of Education. $70,000. – Co-PI

Allsopp, D.H., Berger, N., Adamson, J., & Corbett, R. (2005). *Listening to the Voices of Caregivers*. University Community Collaborative Program, University of South Florida. Funded - $15,000. - PI

Berger, N., Morse, W., Allsopp, D.H., & Adamson, J. (2004). *Project Success*. Plan for Social Excellence, Inc. Funded - $240,000. – PI

Dieker, L., Lane, H.B. & Allsopp, D.H. (2004). *The Learning Stream: A Web-based Video Library to Promote Teacher & Student Learning.* The Multi-University Reading, Mathematics, and Science Initiative, Learning Systems Institute, Florida State University. $216,00. – Co-PI

Lavely, C.D., Berger, N., Morse, W., Allsopp, D.H., Knopp, T., & Adamson, J. (2003). *Project Success (Planning)*. Plan for Social Excellence, Inc. Funded - $44,000. – Co-PI

Minskoff, E.H. & Allsopp, D.H. (2001). *Field-Testing The Learning Toolbox – An Instructional Website Resource For Secondary Students with Mild Disabilities, Their Teachers, & Their Parents*. U.S. Department of Education. Steppingstones of Technology Innovation for Students with Disabilities (CFDA 84.327A) - $400,000 – Co-PI

Allsopp, D. H., Kyger, M. M., & Ingram, R. E. (1999*). Math Video Instructional Development Series (MathVIDS) – Part Two.* Virginia Department of Education. Funded - $ 89,632. - PI

Allsopp, D. H., & Kyger, M. M. (1999). *Math Video Instructional Development Series (MathVIDS) Training.* Virginia Department of Education. Funded – $18,002. – PI

Allsopp, D. H. (1999). *Mathematics Instructional Strategies for Students Who Have Difficulty Achieving Math- Math Video Instructional Development Series (MathVIDS) – Part One.* Virginia Department of Education. Funded - $77,839. - PI

Rexrode, T., Stables, M., Hawkins, D., James, J., Savage-Davis, E., & Allsopp, D.H. (1999*). Accelerated Math.* Center for School Leadership Grant, School of Education, James Madison University. Funded - $2000. – Co-PI

Allsopp, D.H., Kyger, M. (1998). *Assisting Students with Learning Difficulties to Achieve the Virginia Mathematics Standards of Learning: A Model for Integrating Effective Math Instruction for Students with Learning Problems Via CD-ROM.* Virginia Department of Education. Funded - $8,500. -PI

Minskoff, E. M., Allsopp, D. H., & Minskoff, J. G. (1998). *A Systematic Model for Curriculum-Based Assessment and Intervention for Postsecondary Students with Mild Disabilities.* U.S. Department of Education. Model Demonstration: Postsecondary Education Programs for Individuals with Disabilities. Funded - $417,800. – Co-PI

Allsopp, D.H. (1997) *Mathematics Strategies for Students Demonstrating Difficulty in Achieving the Virginia Standards of Learning: Phase 1*. Virginia Department Of Education/Eisenhower Grant. Funded - $9,090.72. - PI

Minskoff, E. M. & Allsopp, D. H. (1997). *Success for College Students with Learning Disabilities: Systematic Assessment and Intervention*. Mosier Fellowship Research Award. James Madison University. Funded - $5000. – Co-PI

Minskoff, E. M. & Allsopp, D. H. (1996.) *Developing Videotapes and Instructional Modules for Special Education Methodology Courses.* James Madison University Research/Teaching Award. Funded - $3200. – Co-PI

Submitted (not funded)

Allsopp, D.H., Alvarez McHatton, P., & Farmer, J.L. (2010). *Preparing Researchers in Mathematics Problem Solving (PS) / Response To Instruction (RTI)*. Personnel Development to Improve Serices and Results for Children with Disabilities (CFDA 84.325) Preparation of Leadership Personnel. CFDA 84.325D ($1,186,882.53).

Allsopp, D.H., Alvarez McHatton, P. & Dedrick, R. (2009). Interactive White Board Technology and Algebra: Integrating Research-Supported Practices To Improve Outcomes for Students With High-Incidence Disabilities and Those at Risk for Identification of Disabilities. Institute for Educational Sciences (IES), Goal 2: Development. R324A100146 ($1,031,991.00).

Alvarez McHatton, P. & Allsopp, D.H. (2009). Examining Teacher Profiles in High Poverty Schools. Institute for Educational Sciences (IES), Goal 1: Exploration. R324A100084 ($1,530,447.00).

Allsopp, D.H., Gerretson, H., Ray, S., Duchnowski, A., & Ferron, J. (2006). Developing Algebraic Thinking with Low Achieving Students. Institute for Educational Sciences, Mathematics and Science Research Competition, U.S. Department of Education. (CFDA 84.305B). Application Number: R305B07534. ($1,149,000).

Allsopp, D.H., Ray, S., Dieker, L., Lane, H., & Smith, S., & Ferron, J. (2005). The Student Learning Stream. Institute for Educational Sciences, Mathematics and Science Research in Special Education, U.S. Department of Education (CFDA 84.324K06). Application Number: R324K06045. ($1,493,000).

Allsopp, D.H., Gerretson, H., Ray, S., Dieker, L., Lane, H., & Smith, S., & Ferron, J. (2005). Improving Algebra Outcomes for Students with Mild Disabilities at the Elementary and Secondary Levels. Institute for Educational Sciences, Mathematics and Science Research in Special Education, U.S. Department of Education (CFDA 84.324K06). Application Number: R324K06054. ($1,483,000)

Dieker, L., Lane, H.B., Allsopp, D.H., and Smith (2004). The Learning Stream. National Science Foundation. $1,000,000.

Dieker, L., Lane, H.B. & Allsopp, D.H. (2004). The Learning Stream: A Web-based Video Library to Promote Teacher & Student Learning. The Multi-University Reading, Mathematics, and Science Initiative, Learning Systems Institute, Florida State University. $200,000

Allsopp, D.H., Knopp, T., Mchatton-Alvarez, P., Klagget, K. (2003). Opening the Door to Quality Special Education Teacher Preparation Through Multiple Enhanced Pathways. Office of Special Education Programs, U. S. Department of Education. $797077

Berger, N., Allsopp, D.H., & Knopp, T. (2003). Pilot Case Studies to Identify Characteristics of Teachers Recognized as Highly Successful Managers of Student Behavior. USF Center For Community Partnerships, Community Partnership Faculty Grant Program - $15000. Not funded.

Allsopp, D.H. & Garcia, S. (2003). USF and Seminole: Assessment Partnership for Children. Collaborative for Children, Families, & Communities Faculty Grant Program. University of South Florida. - $11085 (not funded).

Allsopp, D.H., Knopp, T. (2003). Integrating Technology into the Special Education Professional Development Curriculum: Supporting Inquiry-Based Learning to Enhance Pre-service Special Education Teacher Candidates Understanding and Application of Research-Supported Effective Instruction. Innovation in Teaching Grants: Support for Faculty Creativity in Teaching,
University of South Florida. $12000 (not funded)

Allsopp, D.H. & Jones, S. (2002). Enhancing Academic Success for College Students with Diverse Learning Needs: Empowering Secondary Institutions to Implement A Research-supported Intervention for Students with Diverse Learning Needs. U.S. Department of Education, Demonstration Projects to Ensure Students with Disabilities Receive a Quality Higher Education Program (CDF-84.333) – $677,000.

Smith, S. & Allsopp, D.H. (1999). *Project Math Wiz: The Web Inclusion Network*. U.S. Department of Education, Outreach Projects for Children with Disabilities - $90,000 – not funded.

Linn, R. J., Santos, K. E., Allsopp, D. H., & Herr, D. E. (1997*). ACCESS: Assuring Cooperation and Collaboration in the Education of Special Students*. U. S. Department of Education and Office of Special Education Programs. Special Projects Competition under the Training Personnel for the Education of Individuals with Disabilities. (not funded).

Santos, K.E., Linn, R., Watson, C., & Allsopp, D.H. (1995*) Co-Teaching to Improve Social Skills* . Mosier Fellowship. James Madison University (not funded).

Consultant on Funded Grants

Blanton, L. (2007). *Collaborative Restructuring Effort Across Teacher Education (CREATE)* USDOE, Office of Special Education Programs. Special Education Preservice Training Improvement Grants (CFDA 84.325T). Florida International University.

Robinson, S.M. & Smith, S.J. (2004). *Special Connections: Connecting Teachers to Strategies That Help Students with Special Needs Successfully Access the General Education Curriculum*. Project of National Significance (CFDA #84.325N) funded through the Office of Special Education Programs. Kansas University

Dieker, L. & Berg, C. (2000). *Access to Science: Developing Middle and High School Technology Enriched Lessons to Accommodate Students with Disabilities*. University of Wisconsin System PK-16 Initiative: Professional Development in Instructional Technology for Teachers Competition. Funded - $70,952. My duties include evaluating instructional strategies and teaching plans that will serve as videotaping guides. Video clips of teachers implementing these instructional strategies will be incorporated into a website designed as an instructional development tool for teachers.

Ingram, R. (2000). *Teaching Excellence On-line: Web-based Video Models for Implementing NCATE 2000, NETS, and Virginia Education Teacher Standards.* PT3, US Department of Education - $500,000. My duties include assisting project director and principal investigators to develop video scripts and incorporate video models of early grades teachers implementing effective technology instructional strategies into a website designed as a teacher instructional development tool.

JOURNAL/BOOK/GRANT/PROGRAM REVIEWS

1997-present Consulting Editor, *Remedial and Special Education (RASE).*

2011-present Consulting Editor, *Teacher Education in Special Education (TESE).*

2010-present Invited Reviewer, *Journal of Special Education (JSE).*

2011-present Invited Reviewer, *PRISM: A Journal for Regional Engagement.*

2007 W*hy Is Math So Hard For Some Children?: The Nature and Origins of Mathematical Learning Difficulties and Disabilities*, by Daniel B. Berch, Ph.D., and Michele M.M. Mazzocco, Ph.D. Brookes Publishing: Baltimore. (I was asked to review the book by the publisher and I subsequently wrote and endorsement for the book.)

2007 *I Suck at Math!: A Psychologist Looks at Why Math Can Be So Hard*. Brookes Publishing: Baltimore (I was asked by the publisher to review this manuscript for possible publication).

12-98 Book/Chapter Review – Goor, M.B. *Overcoming Challenges Facing Young Writers*.

12-97 Grant reviewer for the US Department of Education, Office of Special Education and Rehabilitative Services (OSERS) - Field Initiated Research Grant competition (completed 10 reviews).

6-97 Guest Reviewer, *Remedial and Special Education (RASE).*

4-97 External Program Reviewer - graduate and undergraduate special education certification programs, School of Education and Human Development, Lynchburg College, Lynchburg, VA

12-96 Grant reviewer for the US Department of Education, Office of Special Education and Rehabilitative Services (OSERS) - Field Initiated Research Grant competition (completed 10 reviews).

12-94 Grant reviewer for the US Department of Education, Office of Special Education and Rehabilitative Services (OSERS) - Field Initiated Research Grant competition (completed 10 reviews).

COLLEGE AND UNIVERSITY TEACHING – COURSES TAUGHT

University of South Florida

Fall 2001

EEX 4846: *Clinical Teaching for Students with Special Needs*
EEX 4941: Professional Seminar: *Ethics*

Spring 2002

EEX 4604: *Behavior Management for Special Needs and At-Risk Students*
EEX 6612: *Management and Motivation of Exceptional and At-Risk Students*
EEX 4941: *Practicum in Special Education*

Fall 2002

EEX 4604: *Behavior Management for Special Needs and At-Risk Students*
EEX 6612: *Management and Motivation of Exceptional and At-Risk Students*
EEX 4941: *Practicum in Special Education*

Spring 2003

EEX 4864: *Clinical Teaching*
EEX 4604: *Behavior Management for Special Needs and At-Risk Students* (supervising doctoral student as instructor)
EEX 4941: *Practicum in Special Education*

Fall 2003

EEX 4864: *Clinical Teaching*
EEX 4941: *Practicum in Special Education*
EEX 7815: *Research Seminar in Special Education*

Spring 2004

EEX 4864: *Clinical Teaching*
EEX 4604: *Behavior Management for Special Needs and At-Risk Students* (supervising doctoral student as instructor)
EEX 4941: *Practicum in Special Education*

Fall 2004

EEX 4011: *Foundations of Special Education*
EEX 4941: *Practicum in Special Education*

Spring 2005

EEX 4864: *Clinical Teaching*
EEX 4941: *Practicum in Special Education*

Fall 2005

EEX 4011: *Foundations of Special Education*
EEX 4941: *Practicum in Special Education*
EEX 7941: *Directed Research*

Spring 2006

EEX 4846: *Clinical Teaching*
EEX 4941: *Practicum in Special Education*

Fall 2006

EEX 4011: *Foundations of Special Education*
EEX 4941: *Practicum in Special Education*
EEX 7941: *Directed Research*

Spring 2007

EEX 4846: *Clinical Teaching*

EEX 4941: *Practicum in Special Education*
EEX 7941: *Directed Research*

Fall 2007

EEX 4011: *Foundations of Special Education*
EEX 4941: *Practicum in Special Education*
EEX 6612: *Management & Motivation of Exceptional & At-Risk Students*

Spring 2008

EEX 4846: *Clinical Teaching*
EEX 4941: *Practicum in Special Education*
EEX *6863: Instructional Programming for Students with Exceptionalities*
EEX 7941: *Directed Research*

Summer 2008

EEX 7980: *Dissertation*

Fall 2008

Sabbatical Leave

Spring 2009

Sabbatical Leave

Summer 2009

EEX 7815: *Research Seminar in Special Education*
EEX 7911: *Grant Writing Techniques and Special Education*
EEX 7980: *Dissertation*

Fall 2009
EEX 4012: *Foundations of Special Education*
EEX 7341: *Research Studies/Implications in Education of Exceptional Children*
EEX 7911: *RTI: Practice, Policy, & Research: Students with Autism Spectrum Disorders*
EEX 7911: *Instructional Technology: Postsecondary Education and Adults with Disabilities*
EEX 7980: *Dissertation*

Spring 2010

EEX 4846: *Clinical Teaching in Special Education*
EEX 4941: *Practicum in Exceptional Student Education*
EEX 7815: *Research Seminar in Special Education*
EEX 7911: *Advanced Research Methods: Assistive Technology and Universal Design for Learning*
EEX 7980: *Dissertation*

Summer 2010

EEX 7815: *Research in Special Education*
EEX 7911: *Examination and Synthesis Special Education Research*
EEX 7980: *Dissertation*

Fall 2010

EEX 4909: *Exceptional Student Education (Level 1 Instructional Block)*
EEX 4909: *Exceptional Student Education (Level 1 Instructional Block)*
EEX 4909: *Exceptional Student Education (Level 1 Instructional Block)*
EEX 4941: *Practicum in Exceptional Student Education*
EEX 7341: *Research Studies/Implications in Education of Exceptional Children*
EEX 7815: *Research Seminar in Special Education*
EEX 7910: *Directed Research*
EEX 7911: *Making Learning Accessible Through Technology*
EEX 7980: *Dissertation*

Spring 2011

EEX 4909: *Exceptional Student Education (Level 2 Instructional Block)*
EEX 4909: *Exceptional Student Education (Level 2 Practicum)*
EEX 7815: *Research Seminar in Special Education*
EEX 7910: *Directed Research*
EEX 7911: *Critical Analysis of Research Designs in Behavioral Interventions*
EEX 7980: *Dissertation*

Summer 2011

EEX 4909: *Exceptional Student Education (Level 3 Instructional Block)*
EEX 4941: *Practicum in Exceptional Student Education*
EEX 7815: *Research Seminar in Special Education*
EEX 7980: *Dissertation*

Fall 2011

EEX 4909: *Exceptional Student Education (Level 4 Instructional Block)*
EEX 4909: *Exceptional Student Education (Level 4 Instructional Block)*
EEX 4941: *Practicum in Exceptional Student Education*
EEX 7341: *Research Studies/Implications in the Education of Exceptional Children*
EEX 7911: *Research in Special Education*
EEX 7980: *Dissertation*

Spring 2012

EEX 4240: *Exceptional Student Education Core Competencies: Beginning to Teach (Level 2 Instructional Block)*
EEX 4909: *Practicum in Exceptional Student Education (Level 2 Practicum)*
EEX 7815: *Research Seminar in Special Education*
EEX 7980: *Dissertation*

Summer 2012

EEX 4241: *Creating Effective Learning Environments*
EEX 4941: *Practicum in Exceptional Student Education (Level 3 Practicum)*

Fall 2012

EEX 4242: *Exceptional Student Education Core Competencies: Enhancing Expertise in Teaching and Instructional Decision-Making (Level 4 Instructional Block)*

James Madison University

Fall 1995

SPED 201: *Characteristics of Persons with Learning and Behavioral Disabilities*
SPED 501A: *Teaching Students with Learning and Behavior Problems*
SPED 462: *Field Experience in Special Methods for Teaching Academics to the Disabled*

Spring 1996

SPED 201: *Characteristics of Persons with Learning and Behavioral Disabilities*
SPED 401: *Problems in Special Education*
SPED 613: *Teaching Individuals with Learning and Behavior Problems*
SPED 480: *Student Teaching Supervision*

Summer 1996

SPED 501: *Precision Teaching in Reading and Language Arts*
SPED 670/675: *Student Teaching in Special Education/Learning Disabilities Summer School* – Co-coordinated a summer school program for K-8 students with learning disabilities that provided a student teaching context for JMU special education graduate students. Provided supervision to student teachers.

Fall 1996

SPED 201: *Characteristics of Persons with Learning and Behavioral Disabilities*
ECED 421: *Lab in Teaching the Young Child* (co-taught with Early Childhood Education Faculty)
SPED 462 : *Field Experience in Special Methods for Teaching Academics to the Disabled.*
SPED 480: *Student Teaching in Special Education*

Spring 1997

SPED 201: *Characteristics of Persons with Learning and Behavioral Disabilities*
ECED 421: *Lab in Teaching the Young Child* (co-taught with Early Childhood Education Faculty)
SPED 462: *Field Experience in Special Methods for Teaching Academics to the Disabled.*

Summer 1997

SPED 670/675: *Student Teaching in Special Education/Learning Disabilities Summer School* – Co-coordinated a summer school program for K-8 students with learning disabilities that provided a student teaching context for JMU special education graduate students. Provided supervision to student teachers.

Fall 1997

SPED 201: *Characteristics of Persons with Learning and Behavioral Disabilities*
SPED 315: *Analysis & Design of Behavior Programs*
SPED 316: *Field Experience in Analysis & Design of Behavior Programs*
ECED 451: *Seminar in Math, Science, and the Integrated Day* (co-taught with faculty from Early Childhood Education Program)
SPED 462: *Field Experience in Special Methods for Teaching Academics to the Disabled.*

Spring 1998

SPED 201(Section 001): *Characteristics of Persons with Learning and Behavioral Disabilities*
SPED 201(Section 002): *Characteristics of Persons with Learning and Behavioral Disabilities*
SPED 315: *Analysis & Design of Behavior Programs*
SPED 316: *Field Experience in Analysis & Design of Behavior Programs*
SPED 317/18: *Teaching Language Arts and Mathematics* (co-taught with faculty from Reading Program)
ECED 451: *Seminar in Math, Science, and the Integrated Day* (co-taught with faculty from Early Childhood Education Program)
SPED 402: Teaching Students with Mild Disabilities in Secondary Regular Education Classes

Summer 1998

SPED 501I: *Interventions in Special Education*. A course for graduate school psychology students that exposed them to curriculum-based assessment and teaching methods for students with mild disabilities.

Fall 1998

SPED 201(Section 001): *Characteristics of Persons with Learning and Behavioral Disabilities*
SPED 201(Section 002): *Characteristics of Persons with Learning and Behavioral Disabilities*
SPED 315: *Analysis & Design of Behavior Programs*
SPED 316: *Field Experience in Analysis & Design of Behavior Programs*
SPED 317/318: *Teaching Language Arts and Mathematics* (co-taught with faculty from Reading Program)
ECED 451: *Seminar in Math, Science, and the Integrated Day* (co-taught with faculty from Early Childhood Education Program)

Spring 1999

SPED 201(Section 001): *Characteristics of Persons with Learning and Behavioral Disabilities*
SPED 201(Section 002): *Characteristics of Persons with Learning and Behavioral Disabilities*
SPED 315: *Analysis & Design of Behavior Programs*
SPED 316: *Field Experience in Analysis & Design of Behavior Programs*

Summer 1999

EDUC 490 – *International Practicum Experience*, Rome, Italy. Co-directed & supervised an international practicum/student teaching experience for early childhood education, special education, middle education, and secondary education teaching minors at Marymount International School in Rome, Italy.

Fall 1999
SPED 201(Section 001): *Characteristics of Persons with Learning and Behavioral Disabilities*
SPED 201(Section 002): *Characteristics of Persons with Learning and Behavioral Disabilities*
SPED 315: *Analysis & Design of Behavior Programs*
SPED 316: *Field Experience in Analysis & Design of Behavior Programs*

Spring 2000

SPED 201: *Characteristics of Persons with Learning and Behavioral Disabilities*
SPED 315: *Analysis & Design of Behavior Programs*
SPED 316: *Field Experience in Analysis & Design of Behavior Programs*

Fall 2000

SPED 313: *Instructional Programming for Students with Disabilities*
SPED 314: *Field Experience in Instructional Programming for Students with Disabilities*
SPED 315: *Analysis & Design of Behavior Programs*
SPED 316: *Field Experience in Analysis & Design of Behavior Programs*
EDUC 401A: *Characteristics of Exceptional Learners in Middle Grades.*

Spring 2001

SPED 201: *Characteristics of Persons with Learning and Behavioral Disabilities*
SPED 313: *Instructional Programming for Students with Disabilities*
SPED 314: *Field Experience in Instructional Programming for Students with Disabilities*
SPED 315: *Analysis & Design of Behavior Programs*
SPED 316: *Field Experience in Analysis & Design of Behavior Programs*
EDUC 401A: *Characteristics of Exceptional Learners in Middle Grades*

University of Florida

EEX 3603: *Data-Based Instruction/Precision Teaching*
EEX 3220: *Assessment in Special Education*
EEX 3601: *Classroom Management*
EEX 3070: *Exceptional Students in the Mainstream* (Teaching Assistant)
EEX 6863: *Supervised Practice in Special Education*

Furman University

Summer 1994

ED 122: *Nature of Learning Disabilities*
ED 132: *Educating Individuals with Learning Disabilities*

GRADUATE COMMITTEES & HONORS THESIS COMMITTEES

Outside Chair-Dissertation Committees

- Joshua Nadeau – Final Defense
- Joshua Nadeau – Proposal Defense
- Shellie Whitworth – Final Defense
- Marie Briggs – Final Defense
- Kate Kempker – Final Defense
- Stephanie Mihalas – Final Defense
- Jinli – Final Defense
- Stephanie Mihalas – Proposal Defense
- Jinli – Proposal Defense
- Shellie Whitworth – Proposal Defense
- Zhivago Adderley – Proposal Defense
- Katie Fradley – Proposal Defense
- Marie Briggs – Proposal Defense
- Kate Kempker – Proposal Defense
- James Green – Proposal Defense

Graduate Committees

- Aimee Frier – Ph.D. University of South Florida (Major Professor)
- Keri Haley – Ph.D. University of South Florida (Major Professor) – in candidacy

- MaryAnn Hilton – Ph.D. University of South Florida (Major Professor)
- Luis Perez – Ph.D. University of South Florida (Major Professor) – in candidacy
- Jennie Farmer – Ph.D. University of South Florida (Co-Major Professor) – graduated Aug. 2011
- Maya Nasr– Ph.D. University of South Florida (Major Professor) – in candidacy
- Sharon Ray – Ph.D. University of South Florida (Major Professor) – graduated Dec. 2008
- Tandria Callins – Ph.D. University of South Florida (Major Professor) – graduated May 2006
- Stacey Jones – Ph.D. University of South Florida (Co-Major Professor)
- Lisa Lockhart - Ph.D. University of South Florida
- Tyler Hicks - Ph.D. University of South Florida
- Scot Rademaker - Ph.D. University of South Florida
- Tristan Glen - Ph.D. University of South Florida
- Ezzart Bryant - Ph.D. University of South Florida
- Heather Brace – Ph.D. University of South Florida
- Anna Robic – Ph.D. University of South Florida
- Debra Helman – Ph.D. University of South Florida
- Vixen Wilson – Ph.D. University of South Florida
- Darrell Williams – Ph.D. University of South Florida
- Margarida Kahalarios – Ph.D. University of South Florida
- Kass Clagget – Ph.D. University of South Florida
- Cynthia Grandle – EdS (Project Director), James Madison University
- Natasha Benenson, MEd, James Madison University
- Darlene Ferguson, MEd, James Madison University
- Roy Ghim – MEd, James Madison University
- Stephanie Skaskiw – EdS, James Madison University
- Jennifer Frigon – EdS, James Madison University
- Todd Obrien – MEd, James Madison University
- Stephanie Lickey – Med, James Madison University
- Mary Fray – MEd, James Madison University
- Stephanie Neuburg – MEd, James Madison University
- Michelle Curling – MEd, James Madison University
- Jennifer Monroe - MEd, University of Florida
- Melissa Anderson - MEd, University of Florida

Honors Theses

- Sarah Parker – University of South Florida (Honor's College)
- Erika Derbenwick – James Madison University
- Beth Sellers – James Madison University

PROFESSIONAL ORGANIZATIONS

Membership:

- Council for Exceptional Children (1995-present)
- Division for Learning Disabilities, Council for Exceptional Children (1995-present)
- Teacher Education Division, Council for Exceptional Children (1995-present)
- Division on Mental Retardation, Council for Exceptional Children (1995-present)
- Coordinated Council on Behavior Disorders, Council for Exceptional Children (1995-present)
- Learning Disabilities Association of America (1995-present)
- Phi Delta Kappan (1999-present)
- Council of Administrators of Special Education, Council for Exceptional Children (1995-1997)
- Association for Supervision and Curriculum Development (1999-2000)
- Virginia Council for Exceptional Children (1995-2000)

- Virginia Learning Disabilities Association (1995-2000)
- Omicron Delta Kappa - Academic/Leadership Society (1982-present)
- Psi Chi - Psychology Honor Society (1982-present)

Committees:

- Florida Teacher Competency Exam (FTCE) Validation – served on committee to validate proposed competencies for Reading for the ESE Subject Area exam (Summer 2007)
- Teacher Education Division – TED Handbook Development Committee (1999-2001)

Service to National Professional Organizations/Contributions at Professional Meetings:

- Member, Board of Directors of Florida Chapter of the Learning Disabilities Association of Americas (2012-present)
- Member of the Response-to-Intervention (RTI) Action Network Advisory Council, National Center for Learning Disabilities (NCLD) (2007-present)
- Proposal Reviewer. 2004 CEC Annual Convention and Expo, Teacher Education Division (9 proposals).
- Reviewer of the National Council for Teachers of Mathematics (NCTM) curriculum guidelines for the Professional Standards and Practice Standing Committee of the Council for Exceptional Children (1998).
- Focus group participant, Teacher Education Division of the Council for Exceptional Children. Council for Exceptional Children National Conference, Minneapolis, MN (1998).
- Proposal Reviewer. 1996 Teacher Education Division, Council for Exceptional Children National Conference.

PUBLIC/PROFESSIONAL SERVICE

UNIVERSITY/COLLEGE/SCHOOL OF EDUCATION COMMITTEES

University Committees, University of South Florida

2010-2011	Student Fee Committee
2007-2011	Faculty Committee on Admission of Student Athletes (FCASA) - Chair
2007-2011	Admissions Review Committee
2003	Admissions Review for Students with Learning Disabilities Committee

College of Education Committees, University of South Florida

2012 – present	Tenure and Promotion Committee
2012	Elementary Mathematics Education Faculty Search Committee
2010-2011	iTeach Fellow Advisory Committee
2007-2008	Faculty Council (Vice-Chair)
2007	Faculty Panelist – Scholarship of Teaching & Learning Panel, New Faculty Mentoring Program, COEDU-USF
(Various)	Outstanding Undergraduate Teaching Award Selection Committee
2005-2006	College Council (2006-Vice Chair)
2004-2008	Executive Laptop Initiative Committee
2004	Outstanding Undergraduate Teaching Award Selection Committee
2003-2005	College of Education Conceptual Framework (NCATE) Committee
2004	College of Education Dispositions Committee
2005	Graduate Program Committee
2002	Math Education Assistant/Associate Professor Search Committee
2001-2004	Undergraduate Program Committee
2001-2002	CRPC Committee
2003	Ad-Hoc Field Experiences Committee

Department of Special Education Committees, University of South Florida

2005-present	Undergraduate Program & Teacher Education Committees
2001-present	Standards Committee
2001-present	Doctoral Committee
2002-2010	Annual Review Committee
2006-2008	USF Dept of Special Education-Pasco County School District Committee
2004-2008	USF Dept of Special Education-Hillsborough County School District Committee
2005-2006	USF Dept of Special Education NCATE Field Experience Committee
2005-2006	Field Experiences Committee
2004-2005	Gifted/Talented Assistant Professor Search Committee (Chair)
2001-2005	Undergraduate Program Committee (Chair)
2004	Program Leadership Committee
2002-2003	Gifted/Talented Assistant Professor Search Committee (Chair)

University Committees, James Madison University

2000- 2001	Southern Association of Colleges and Schools – Educational Program Committee
2000 –2001	Interdisciplinary Liberal Studies Major – Mathematics Core Committee
1998-2000	Faculty Senate Alternate for the School of Education
1995 - 1997	Student-Athlete Faculty Advisory Committee.

College of Education & Psychology, James Madison University

2000-2001	Field Experiences and Clinical Practice Committee, TECC-subcommittee
1997-1999	Teacher Education Unit NCATE Accreditation Committee
1997-1998	Student Task Force for NCATE Visit - Chair
1997-1998	College of Education and Psychology Honors Brunch Committee
1996-1998	NCATE Accreditation Committee, Teacher Education Unit, College of Education and Psychology.
1996-1997	Augusta County/James Madison University Partnership Curriculum Development Committee: Algebra 1 & Geometry course.
1996-1997	Human Development Center Academic Program Review Committee
1995-1996	Child Development Center Educational Consultant Search Committee
1995-1997	Human Development Clinic Self-study Committee.

School of Education, James Madison University

1999-2000	Mathematics Faculty Search Committee
1999-2000	Reading Faculty Search Committee
1998-1999	Mathematics Faculty Search Committee
1998-1999	School of Education Program Review (APR) Committee
1997-1998	Mathematics Faculty Search Committee
1997-1998	MEd. Core Development Committee
1997-1998	MEd. Transition Committee
1997-1998	Chair, Special Education Faculty Search Committee
1996-1997	Student Requirements Committee (Revised Master's Program) - Chair
1996-1997	Changing Context in Schools Course Outline Committee – MEd. Core Program
1996-1997	School of Education Colloquium Committee
1996-2001	School of Education Revised Masters Advisory Committee
1996-1997	Student Requirements Committee for Revised Masters Program, School of Education – Chair.
1996-1997	Core Committee for Revised Masters Program, School of Education.
1995-1997	School of Education Multicultural Faculty Information Committee.

University Committees, University of Florida

1993-1995 Human Subjects Review Board. Reviewed research proposals for the social sciences and education to determine whether they met appropriate standards & assisted researchers to
improve proposals.

College of Education, University of Florida

1994-1995 Faculty Search Committee, Severe/Profound Disabilities.
1994-1995 President, Special Education Graduate Association. Organized and presided over bi-weekly meetings as well as provided general leadership to organization composed of doctoral and masters level students.

STUDENT ORGANIZATIONS

Student Organization Advising

1999-2000 Co-Advisor, Habitat for Humanity. *Co-advised with Dr. Cheri Beverly. Chapter completed building second Habitat House. James Madison University
1998–1999 Advisor, Habitat for Humanity. *Attended bi-weekly meetings of the Board of Directors as well as periodic meetings of the Central Valley Habitat for Humanity Chapter with which the James Madison University student chapter worked closely. Assisted the Board in planning for building the chapter's second Habitat House.
1996-1999 Co Advisor, Student Council for Exceptional Children. *Attended monthly meetings.
1997–1999 Advisor, Best Buddies – James Madison University Chapter. *I assisted students to obtain their initial charter for a Best Buddies chapter. During these two years, the JMU Chapter was the second largest chapter in the Eastern United States. Attended bi-weekly meetings of the executive board and general membership.

PROFESSIONAL SERVICE - OTHER

Consulting Editor – Peer Reviewed Journals

Remedial and Special Education (RASE)
Teacher Education in Special Education (TESE)
The Journal of Special Education (JSE) – invited guest reviewer
PRISM: A Journal of Regional Engagement – invited guest reviewer

National

National Advisory Council for the RTI Action Network (National Council for Learning Disabilities) - Member
Nominated for the position of Treasurer of the Division for Learning Disabilities, Council of Exceptional Children

State Associations

Board of Directors of Florida Learning Disabilities Association – Member
Florida Advocacy Coalition for Learning Disabilities - Member

University Related

- Ongoing consultation with the Associate Athletic Director for Academics at the University of South Florida regarding ways that her program can better address the needs of student athletes with learning disabilities, deafness, and other learning difficulties (2007-present).
- Reviewed proposal for an endowed Center, "The Palmer Institute," College of Education & College of Journalism, University of Florida (1999).
- Panelist for the Educational Leadership Program's (James Madison University) oral examinations (1996-1997).
- Coordinated pilot strategy training tutoring program for Athletic Department for student athletes with learning difficulties at James Madison University. Provided training and supervision for area public school teachers who served as tutors. Wrote a proposal at request of the Athletic Department to fund a comprehensive strategy training intervention program for student athletes with learning disabilities and ADHD. (Spring & Summer, 2000).

Community Service

- Volunteer for Metropolitan Ministries (2011)
- Board of Directors – Carl Sagan Charter Middle School (Tampa, FL)
- Carl Sagan Academy Charter Middle School (Tampa, FL) – Implemented experiential learning while working with a group of African American adolescents to develop a documentary expressing their voice about issues related to themselves and their community.
- Carl Sagan Academy Charter Middle School - Provided curriculum development/differentiated instruction in-service professional development for teachers and administrators.
- Planning/professional development with school teachers and administration (2 days – 2007)
- School Advisory Committee – Pride Elementary School, School District of Hillsborough County (2007)
- Community Coalition (Tampa, FL) – a community grass-roots organization composed of nine different communities in the east Tampa area formed to advocate for and develop resources for children and families. I collaborate with the coalition related to needs they have regarding educational issues and assistance (2006)
- School Advisory Committee – Seminole Heights Elementary School, School District of Hillsborough County (2002-2004)
- Starlight Board of Directors– a parent organization for families who have children with autism (1997-1998), Shenandoah Valley Region, Virginia.
- Director of Educational Fundraising, Fundraising Cabinet Member, United Way of Marion County, Ocala, FL. (1991)
- President & Founding Member, Board of Directors, Habitat for Humanity of Greater Ocala, Inc., Ocala, FL (1989)
- Member, Board of Directors, Habitat for Humanity of Greater Ocala, Inc., Ocala, FL (1989-1991).
- Construction Volunteer, Habitat for Humanity of Greater Ocala, Inc., Ocala, FL (1989-1991)
- Chairman, Steering Committee, Habitat for Humanity of Greater Ocala, Inc., Ocala, FL (1988)
- President, Board of Directors, Interfaith Emergency Services, Ocala, FL (1988)
- Member, Board of Directors, Interfaith Emergency Services, Ocala, FL (1986-1988)

National/International Associations

Learning Disabilities Association of America
Council for Exceptional Children
    Division of Learning Disabilities
    Teacher Education Division
    Council for Children with Behavioral Disorders
National Association for Professional Development Schools