

CURRICULUM VITAE

Michael Faggella-Luby, Ph.D.

TEXAS CHRISTIAN UNIVERSITY

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ACADEMIC BACKGROUND

EDUCATION

Ph.D. University of Kansas, Lawrence. Major: Special Education, Minor: Reading, 2006
M.Ed. University of Notre Dame, with Honors, South Bend, IN. Major: Secondary Education, 2000
B.A. College of the Holy Cross, Worcester, MA. Major: English, 1998

PROFESSIONAL CERTIFICATIONS

Teaching Certificate: English (6-12), Florida #802085, 1998-2005

PRESENT RANK AND YEAR OF APPOINTMENT TO THE UNIVERSITY AND RANK

2019 ● Promoted to Full Professor, Texas Christian University
2017-(2022) ● Director, Alice Neeley Special Education Research and Service (ANSERS) Institute
2014 ● Awarded Tenure, Texas Christian University
2013-2017 ● Institute Faculty, Alice Neeley Special Education Research and Service (ANSERS) Institute
2013-2019 ● Associate Professor, College of Education, Texas Christian University

YEAR OF LAST PROMOTION

August 2019 ● Professor, Tenured, Texas Christian University

PREVIOUS TEACHING AND/OR RESEARCH APPOINTMENTS OTHER THAN TCU

2012-2013 ● Program Chair, Special Education, Department of Educational Psychology, University of Connecticut
2012-2013 ● Associate Professor with Tenure, Department of Educational Psychology, University of Connecticut
2010-2013 ● Liaison, University of Notre Dame, Alliance for Catholic Education, Teaching Exceptional Children (TEC) Program
2008-2013 ● Associate Research Scholar, Center on Postsecondary Education and Disability, University of Connecticut

- 2006-2013 ● Research Scientist, Center for Behavioral Education and Research, University of Connecticut
- 2006-2012 ● Assistant Professor, Department of Educational Psychology, University of Connecticut
- 2002-2006 ● Doctoral Fellow, Department of Special Education and Center for Research on Learning, University of Kansas
- 2003-2005 ● Guest Lecturer, Department of Teaching and Leadership, University of Kansas
- 2005 ● University Supervisor of Special Education Practicum Teachers, Department of Special Education, University of Kansas
- 2003-2004 ● Graduate Teaching Assistant to Assistant Dean, School of Education, Department of Teaching and Leadership, University of Kansas
- 2000-2002 ● Assistant Dean of Students: Bishop Kenny High School, Jacksonville, Florida
- 1998-2002 ● Teacher: English and Chemistry, Bishop Kenny High School, Jacksonville, Florida
- 1996-1998 ● Head Tutor: *The Writer's Workshop*, College of the Holy Cross, Worcester, Massachusetts

FORMAL CONTINUING EDUCATION ASSOCIATED WITH PROFESSIONAL DEVELOPMENT

2021

STEPS Program through Office of Sponsored Programs (TCU) is designed to assist all full-time faculty to successfully identify grants and funding opportunities; meet with grant and funding officials; and develop fundable proposals. Faculty enrolled in the STEPS program will: (a) Learn about the grants and funding process and TCU research policies and procedures; (b) Identify available federal, state, local and private sector grants / funding; (c) Gain insight into sponsor funding trends and approaches by being introduced on how to meet with program officers at NSF, NIH, Grant Resource Center and other agency driven sponsors; (d) Develop successful grant and proposal writing skills; (e) Complete a proposal specific to your funding needs; (f) Receive assistance with pre-review of developed proposal by utilizing internal and / or external reviewers, (g) Learn about the research regulatory requirements and TCU policies surrounding research compliance; and (h) Submit a completed proposal to an external funding agency or foundation.

Learning by Design, Dean's for Impact Professional Development Participant and Implementor. This ongoing professional development to ensure that Learning Science Principles are used in the training of every beginning teacher. Training included monthly meetings, individual coaching and follow up, syllabus design, and data collection.

2020

Hybrid Course Design & Delivery Training. This 12 hour intensive online training with deliverables (a) articulate the regulations that govern distance learning courses offered by TCU, (b) clarifies design and delivery choices that reflect compliance with the regulations and policies that govern distance learning courses, (c) requires well-written and measurable course outcomes that lead to effective assessment strategies, (d) requires demonstration of content and learning activities that engage learners, (e) shares best practices for creating accessible course content and activities, (f) offers options for TCU Online tools to support instructional goals, and (g) supports management of a robust learner-centered online course (2020).

Intentional Dialogue. A two-hour training to discover opportunities for meaningful dialogue among diverse members of the TCU campus as we strive to build a more inclusive, connected, and vibrant community. The session attempt to equip participants with the ability and skills necessary to strengthen self-awareness and empathy to effectively communicate personal viewpoints across areas of difference (2020).

2019

Managers Bootcamp: Focus on Performance Management. A three-hour training on leadership at TCU including policies, setting goals, resources, and methods to guide performance and development of TCU employees including SBI approach (2019).

Communication for Best Results. A two-hour training on the successful accountability process (2019).

LGBTQIA foundation & advocacy training. A three-hour training gives entry-level knowledge on terminology, explores identity and bias, as well builds skills and gives resources on how to be an impactful ally at TCU (2019).

Communicating for best results. This session focuses on how to communicate productively and effectively with and for everyone involved. Participants will learn communication tactics, methods to master their message (say what you want to have heard) and be provided opportunities to practice with common scenarios and what if's? (2019).

Managers boot camp: Focus on performance management. A half-day, hands-on session for Managers and Supervisors who seek to strengthen how they set and communicate consistent expectations, provide and solicit continuous feedback that is specific and actionable, set goals and manage ongoing conversations that support every employee on their team. Participants will engage in small group discussions, tackle relatable scenarios and apply learning in practical and immediate ways (2019).

Protecting Youth: Prevention. Online compliance module provided by TCU (2019).

2018

CEC Leadership Institute. Designed to bring leadership teams—including CEC Division Presidents— together with other CEC volunteers for learning and conversation around finance, membership, professional development, and communications (2018).

IRB administrator bootcamp: 101. Two-day IRB Administrator Boot Camp by PRIM&R offers in-person, hands-on learning specifically designed to help IRB administrators in their day-to-day work within their human research protection program (HRPP). Attendees strengthen their skills and learn strategies for successfully carrying out responsibilities related to IRB oversight—all in a small-group setting that allows for meaningful peer-to-peer collaboration. (2018).

2017

Texas Christian university Jeanne Clery disclosure of campus security policy and campus crime statistics act of 1998 training (2017).

State of the art conference on postsecondary education and individuals with intellectual disabilities. Two-day conference hosted by George Mason University's Helen A. Kellar Institute for Human Disabilities and The Taishoff Center for Inclusive Higher Education at Syracuse University. Syracuse, NY (2017).

Texas Christian university financial reports training (Frog Finance; 2017)

Texas Christian university TCU online: Building your course training (2017)

2015

Joanna Briggs institute systematic review (SR) training: Module one. A one-day workshop on the process of writing qualitative and quantitative systemic reviews. Presented by the Joanna Briggs Institute and hosted by TCU Center for Evidence-based Practice & Research at Texas Christian University (2015).

Crucial confrontations. A two-day workshop in accountability, communication, and problem solving. Presented by VitalSmarts, Inc. at Texas Christian University (2015).

Safe environment training. Workshop on child and adult safety through the Diocese of Fort Worth. Valid for three years (2015).

2014

Wellness gold training. TCU Human Resources sponsored program encompassing the social, emotional, intellectual, physical, occupational and spiritual dimensions of wellness. Texas Christian University (2014).

2013

21st century student FIG: The quest for knowledge. Professional development workshop by Provost R. N. Donovan through the TCU Koehler Center, Fort Worth, (2013).

Expert blind spots (EBS): Frogs minds and fish minds. A Teaching and Learning Conversation with Amber Esping through the TCU Koehler Center, Fort Worth, (2013).

Learning studio boot camp. A three-day professional development workshop by the TCU Koehler Center, Fort Worth, (2013).

Crisis prevention and preparedness: Comprehensive school safety planning. A one-day workshop through the National Association of School Psychologists' PREPaRE training curriculum (2013).

Pre-2005

Learning strategy instruction institute for college and university faculty. A weeklong professional development workshop at the University of Kansas Center for Research on Learning, Lawrence, (2005). Key presenters: Graner, P. G., & Ehren, B. J.

2004 summer institute: Student progress monitoring for reading. A two-day institute from the National Center on Student Progress Monitoring, Washington, D.C. (2004). Key presenters: Fuchs, L., & Fuchs, D.

Teaching content to all: New ways of thinking about content, curriculum, and college teaching. A weeklong professional development workshop at the University of Kansas Center for Research on Learning, Lawrence (2003). Key presenters: Cheever, G., Graner, P. G., & Lenz, B. K.

Kansas academy for leadership in technology. A two-day institute from Technology Assistance for Kansas Educators, Topeka (2003). Key presenters: Wycoff, S., & Dougherty, M.

National educational technology institute: FrontPage 2001. A weeklong professional development workshop sponsored by the Astronauts Memorial Foundation at the Kennedy Space Center, FL (2001).

HONORS AND AWARDS

- Deans' Research and Creativity Award—College of Education (2018-2019)
- Honorable Mention Award (2018), *Assessment for Effective Instruction*: Article of the Year Award for Fallon, L. M., Sanetti, L. M. H., Chafouleas, S. M., **Faggella-Luby, M. N.**, & Briesch, A. M. (2018). Direct training to increase agreement between teachers' and observers' treatment integrity ratings. *Assessment for Effective Intervention*, 43, 196–211.
- Nominee, Wassenich Award for Mentoring in the TCU Community (2018, 2019).
- Advisor to awardee, Student Research Award given to Claire Cunningham (Accelerated MA), Research & Pedagogy Festival, Texas Christian University (2017)
- Advisor to awardee, Student Research Award given to Makenzie Jackson (Accelerated MA), Research & Pedagogy Festival, Texas Christian University (2016)
- Recipient, The Beacon Award for Leadership in Scholarship and Service, Beacon College (2015)

- Team Captain, (Prizes Awarded-Grand Champions & Most Creative Dish), 4th Annual Cooking Challenge-Tailgate Edition sponsored by TCU Human Resources and Wellness Gold Program, team members Murielle Wright & Karrabi Malin (2015)
- Recipient, 2015's 40 Under 40: Professors Who Inspire, Nominated by the TCU COE and awarded by Nerdscholar (<http://www.nerdwallet.com/feature/40-Under-40-Professors-2015#Michael-Faggella-Luby>)
- Recipient, University of Notre Dame, Michael Pressley Award for Promising Scholar in the Education Field (2012)
- Recipient, Neag School of Education Outstanding Early Career Scholar, University of Connecticut (2009)
- Recipient, Annual Dissertation Award, Division of Learning Disabilities, Council for Exceptional Children (2007)
- Recipient, Outstanding Researcher Award, Council for Learning Disabilities (2006)
- Member, Phi Kappa Phi Honor Society, University of Kansas (2005)
- Nominee, Outstanding Graduate Teaching Assistant - School of Education, University of Kansas (2004)
- Nominee, University of Kansas Undergraduate Teaching Award, University of Kansas (2004)
- Member, Sigma Tau Delta (English Honor Society, Nu Chi Chapter), College of the Holy Cross (1998)

TEACHING

COURSES TAUGHT

Undergraduate

- (EDSP 30603) *Study of Exceptional Children*, Professor of record, College of Education, Texas Christian University.
- (EDSP 30241) *Special Education Field Experience*, Professor of record, College of Education, Texas Christian University.
- (EDSP 30242) *Special Education Methods and Assessment*, Professor of record, College of Education, Texas Christian University.
- (EDUC 30003) *Honors Tutorial*, Professor of record, College of Education, Texas Christian University.
- (EDUC 40003) *Honors Research Paper*, Professor of record, College of Education, Texas Christian University.
- (EDUC 40970) *Honors Research Paper*, Professor of record, College of Education, Texas Christian University.
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- (EGEN 4100/296) *Seminar/Clinic: Methods of Teaching*, Professor of record, Department of Educational Psychology, University of Connecticut.
- (EGEN 4197) *Independent Study: Honors Thesis Preparation*, Professor of record, Department of Educational Psychology, University of Connecticut.
- (EPSY 4100/214) *Methods of Teaching Students with Disabilities*, Professor of record, Department of Educational Psychology, University of Connecticut.
- (EPSY 4110) *Foundations of Disability*, Professor of record, Department of Educational Psychology, University of Connecticut.

(EPSY 4115/277) *Directed Student Teaching: Special Education*, Professor of record, Department of Educational Psychology, University of Connecticut.

(T&L 100) *Introduction to Teaching*. Graduate Teaching Assistant, Department of Teaching and Leadership, University of Kansas.

Graduate

(EDSP 60023) *Reading and Writing Professional Literature*, Professor of record, College of Education, Texas Christian University.

(EDSP 60433) *Planning and Instruction in Academically Diverse Classrooms*, Professor of record, College of Education, Texas Christian University.

(EDSP 50013) *Literacy Methods in Special Education*, Professor of record, College of Education, Texas Christian University.

(EDSP 60233) *Exceptional Children & Youth At-Risk*, Professor of record, College of Education, Texas Christian University.

(EDSP 60513) *Practicum in Special Education*, Professor of record, College of Education, Texas Christian University.

(EDUC 70870) *Advanced Directed Study in Education: Special Education*, Professor of record, College of Education, Texas Christian University.

(EDUC 70903) *Treatise: Special Education*, Professor of record, College of Education, Texas Christian University.

(EPSY 5092) *Masters Practicum*, Professor of record, Department of Educational Psychology, University of Connecticut.

(EPSY 5108/308) *Instruction for Students with Special Needs in the Mainstream*, Professor of record, Department of Educational Psychology, University of Connecticut.

(EPSY 5114 NEW COURSE) *Literacy Supports for Adolescent Struggling Readers*, Professor of record, Department of Educational Psychology, University of Connecticut.

(EPSY 5123/333) *Instructional Strategies and Adaptations for Students with Special Learning Needs*, Professor of record, Department of Educational Psychology, University of Connecticut.

(EPSY 5199) *Independent Study in Education: Guided Readings in Adolescent Literacy*, Professor of record, Department of Educational Psychology, University of Connecticut.

(EPSY 5199) *Independent Study in Education: Guided Readings in Explicit Instruction*, Professor of record, Department of Educational Psychology, University of Connecticut.

(EPSY 6194) *Doctoral Seminar: Issue and Trends in Special Education Research*, Professor of record, Department of Educational Psychology, University of Connecticut.

(EPSY 6194) *Doctoral Seminar: Research and Reading Comprehension in Adolescents with LD: What we know; What we need to learn*, Professor of record, Department of Educational Psychology, University of Connecticut.

(T&L 351) *Teaching Reading in the Content Areas*. Graduate Teaching Assistant, Department of Teaching and Leadership, University of Kansas.

COURSES DEVELOPED AT TCU

(EDSP 60433) *Planning and Instruction in Academically Diverse Classrooms*, Professor of record, College of Education, Texas Christian University.

GUEST LECTURES

Faggella-Luby, M. (2020, June). *Research in special education*. Guest presenter in EDLE 60023, Teaching, Learning, Leadership: Applied Inquiry. College of Education, Texas Christian University.

- Faggella-Luby, M. (2020, February). *Individuals with disabilities & Postsecondary education*. Guest presenter in EDHE 70633 Challenges in Higher Education. College of Education, Texas Christian University.
- Faggella-Luby, M. (2019, September). *US special education: Policy & practice*. Presentation to ETEN exchange students. College of Education, Texas Christian University.
- Faggella-Luby, M. (2018, April). *Explicit instruction: Lesson planning for academic diversity*. Presentation to Junior 2 EDSP 30242 methods students. College of Education, Texas Christian University.
- Faggella-Luby, M. (2017, March). *Using your eSpot data to improve teaching practice*. Presentation to pre-tenured faculty. College of Education, Texas Christian University.
- Faggella-Luby, M. (2017, February). *Strategic instruction model: The lesson organizer routine*. Guest lecturer EDSP 30243, Academic Success in Special Education. College of Education, Texas Christian University.
- Faggella-Luby, M. (2016, June). *Research in higher education*. Guest panelist in EDUC 70953, Research in Education. College of Education, Texas Christian University.
- Faggella-Luby, M. (2016, June). *College note taking: The survey routine*. Guest lecture for incoming freshmen and transfer students in the athletic department. Athletic Department, Texas Christian University.
- Faggella-Luby, M. (2016, January). *Developing a successful early career research program: Being a scholar of your passions*. Guest lecture in EDUC 70970, Special Problems in Education. College of Education, Texas Christian University.
- Faggella-Luby, M., & Faggella-Luby, K. (2015, November). *Awakening leadership training 2.0* TCU Catholic Community, Texas Christian University.
- Faggella-Luby, M. (2015, April). *Reading development and reading comprehension instruction*. Guest lecture in EDMS_SE 40213. College of Education, Texas Christian University.
- Faggella-Luby, M., & Faggella-Luby, K. (2015, March). *Awakening leadership training 2.0* TCU Catholic Community, Texas Christian University.
- Faggella-Luby, M. (2014, November). *Reading development and reading comprehension instruction*. Guest lecture in EDMS_SE 40213. College of Education, Texas Christian University.
- Faggella-Luby, M., & Faggella-Luby, K. (2014, October). *Awakening leadership training 2014: Facilitating group discussion and nurturing safe environment*. TCU Catholic Community, Texas Christian University.
- Faggella-Luby, M., Griffith, R., Simpson, D., & Riemenschneider, T. (alph order; 2014, June). *Panel presentation: Research in education*. College of Education, Texas Christian University.
- Faggella-Luby, M. (2014, March). *Awakening leadership training 2014: Facilitating group discussion and nurturing safe environment*. TCU Catholic Community, Texas Christian University.
- Faggella-Luby, M. (2013, October). *Awakening leadership training 2013: Facilitating group discussion and nurturing safe environment*. TCU Catholic Community, Texas Christian University.
- Faggella-Luby, M. (2013, April). *Grant writing: An introductory overview*. Guest Lecture (EPSY 5195 Graduate Student Workshop), Department of Educational Psychology, University of Connecticut.
- Faggella-Luby, M. (2012, October). *SMARTER Planning and pedagogy for future professors*. Guest Lecture (EKIN 6102), Department of Kinesiology, University of Connecticut.
- Faggella-Luby, M., Casa, T., & Shaw, S. (2012, April). *Grant writing: An introductory overview*. Guest Lecture (EPSY 5195 Graduate Student Workshop), Department of Educational Psychology, University of Connecticut.
- Faggella-Luby, M. (2010, April). *Learning strategy instruction: Evidence-based pedagogy for students with disabilities*. Guest Lecture (SPED 563 Curriculum and Methodology: Students with Autism), Special Education Department, Rhode Island College.
- Faggella-Luby, M. (2010, February). *Comprehensive exam preparation*. Guest Lecture (Doctoral Student Seminar), Department of Special Education, University of Kansas.

- Faggella-Luby, M. (2010, February). *Article coding and the research synthesis*. Guest Lecture (Doctoral Student Seminar), Department of Special Education, University of Kansas.
- Faggella-Luby, M. (2009, April, October). *Special education: Rights, roles and responsibilities*. Guest lecture (INTD 1820: Teachers for a New Era), University of Connecticut.
- Faggella-Luby, M. (2009, March). *SMARTER Planning and learning strategy instruction*. Guest lecture (EPSY 3110: Introduction to Special Education), Department of Educational Psychology, University of Connecticut.
- Faggella-Luby, M. (2008, October). *Reading comprehension instruction*. Guest lecture (EPSY 5113: Language and Literacy for Students with Cognitive Disabilities) Department of Educational Psychology, University of Connecticut.
- Faggella-Luby, M. (2007, March). *The Content literacy continuum: Implementing the strategic instruction model school wide*. Guest lecture, (Doctoral Student Seminar) Department of Educational Psychology, University of Connecticut.
- Faggella-Luby, M., & Mazerolle, S. (2006, November). *Career info night 2006: Applying for jobs in academia and beyond*. Guest lecture, (NSOE Graduate Student Group), Neag School of Education, University of Connecticut.
- Faggella-Luby, M. (2006, November). *Embedded learning strategy instruction: Story-structure pedagogy in secondary classes for diverse learners*. Guest lecture, (Doctoral Student Seminar) Department of Educational Psychology, University of Connecticut.
- Faggella-Luby, M. (2006, September). *Embedded learning strategy instruction: Story-structure pedagogy in secondary classes for diverse learners*. Guest lecture, (EPSY 331) Department of Educational Psychology, University of Connecticut.
- Faggella-Luby, M. (2004, October; 2005, March & October). *The rubric: An introduction to measuring learning outcomes*. Guest lectures, (T&L 100) Department of Teaching and Leadership, University of Kansas.
- Faggella-Luby, M. (2004, September). *Introduction to and understanding of children & adolescents with exceptionalities*. Guest lecture, (SPED 707) Department of Special Education, University of Kansas.
- Faggella-Luby, M., & Graner, P. (2003, November). *Learning strategy instruction*. Guest lecture, (SPLH 854) Department of Speech, Language, and Hearing, University of Kansas.

RESEARCH AND CREATIVE ACTIVITY

REFEREED PUBLICATIONS

Peer-Reviewed Publications

**indicates student member of team at time of publication submission.*

- Przymus, S., **Faggella-Luby, M.** & Silva, C. (In Press). It's only a matter of meaning: From English learners (ELs) and emergent bilinguals (Ebs) to active bilingual learners/users of English (ABLE). *I-LandD Journal—Identity, Language and Diversity*.
- *Tarconish, E., *Taconet, A., Gelbar, N., Madaus, J., Dukes, L. & **Faggella-Luby, M.** (In Press). Perceptions of college students with disabilities regarding institutional and disability services offices' response to sustaining education during COVID-19. *Journal of Postsecondary Education & Disability*
- Madaus, J. W., Gelbar, N., **Faggella-Luby, M.**, & Dukes III, L. L. (2021). Experiences of students with disabilities during the COVID-19 interruption of in-person instruction. *Journal of Postsecondary Education and Disability*, 34(1), 5–18.
- Beach, K., **Faggella-Luby, M.**, Lembke, E., Satsangi, R., & Schumaker, J. & Therrien, W. (2021). Pedagogy, practice & pride in secondary special education: Introducing the critical 5. *Teaching Exceptional Children*, 53(5), 338-340. <https://doi.org/10.1177/00400599211010175>

- Madaus, J., Gelbar, N., Dukes, L., *Taconet, A., **Faggella-Luby, M.** (2021). Are there predictors of success for students with disabilities pursuing postsecondary education? *Career Development and Transition for Exceptional Individuals*, 44(4), 191-202. Doi: <https://doi.org/10.1177/2165143420976526>
- *Tarconish, E., *Taconet, A., Gelbar, N., Madaus, J., A., Dukes III, L., & **Faggella-Luby, M.** (2021). The spectrum of disability documentation requirements at 12 institutions: A thematic analysis. *Learning Disabilities: A Multidisciplinary Journal*, 26(2), online first. DOI: <https://doi.org/10.18666/LDMJ-2021-V26-I2-11121>
- Madaus, J.W., Dukes, III, L. L. Lalor, A. R., Aquino, K., **Faggella-Luby, M.**, Newman, L. A., Papay, C., Petcu, S., Scott, S., & Wessel, R. (2020). Research guidelines for higher education and disability. *Journal of Postsecondary Education and Disability*, 33(4), 319-338.
- Faggella-Luby, M.**, & Engel, M. (2020). Why inclusion isn't coming, it is already here: Catholic schools and inclusive special education. *Journal of Catholic Education*, 23(2), 30-54.
- Faggella-Luby, M.**, & Bonfiglio, C. (2020). A framework for all: Building capacity for service delivery in Catholic schools. *Journal of Catholic Education*, 23(2), 84-106.
- Bonfiglio, C., Boyle, M., **Faggella-Luby, M.** & Smith, S. (2020). Inclusion in Catholic schools: A special issue of the journal of Catholic education. *Journal of Catholic Education*, 23(2), 1-4.
- Gelbar, N.W., Madaus, J. W., Dukes, L.L., **Faggella-Luby, M.**, *Volk, D.T., & *Monahan, J. (2020). Self-determination and college students with disabilities: Research trends and construct measurement. *Journal of Student Affairs Research and Practice*, 1-19.
- Faggella-Luby, M.**, Lindo, E., Jimerson, J., Payne, K., *Keaney, L., & *Buckley, K. (2020). A university-lab school writing partnership project: Benefits of curriculum-based measures and intervention for students with learning differences. *The Reading Teacher*, 74(2), 230-236.
- Madaus, J. W., Gelbar, N., Dukes, III, L. L., **Faggella-Luby, M. N.**, Mills, D., & *Taconet, A. (2020). Using the APP tool to promote student self-determination skills in higher education. *Journal of Postsecondary Education and Disability*, 33(3), 265-273.
- Drew, S., Olinghouse, N., & **Faggella-Luby, M.** (2020). Reconceptualizing instruction for writing in science (WiS) using the WiS planning tool. *TEACHING Exceptional Children*, 52(4), 210-221.
- Madaus, J., Gelbar, N., Dukes, L., **Faggella-Luby, M.**, *Glavey, E., & *Romualdo, A. (2019). Students with disabilities in the community college professional literature: A systematic review. *Community College Journal of Research and Practice*, 1-10.
- *Echeverry, M.L., Strickland-Cohen, M.K., **Faggella-Luby, M.**, Cohen, J. (2019). The effects of an individual matching work system on student on-task behavior. *Research and Practice in the Schools*, 6(1), 41-54.
- Faggella-Luby, M.**, Gelbar, N., Dukes, L., Madaus, J., Lalor, A., & Lombardi, A. (2019) Learning Strategy Interventions for College Students with Disabilities: A Systematic Review of the Literature. *Journal of Postsecondary Education and Disability*, 32(1), 196-211.
- *Fallon, L. M., Sanetti, L. M. H., Chafouleas, S. M., Faggella-Luby, M. N., & Briesch, A. M. (2018). Direct training to increase agreement between teachers' and observers' treatment integrity ratings. *Assessment for Effective Intervention*, 43, 196-211. <https://doi.org/10.1177/15345084177387>
- Madaus, J. W., Gelbar, N. W., Dukes, L.L., Lalor, A. R., Lombardi, A., Kowitt, J., & **Faggella-Luby, M.** (2018). Literature on Postsecondary Disability Services: A Call for Research Guidelines. *Journal of Diversity in Higher Education*, 11(2), 133- 145. <http://dx.doi.org/10.1037/dhe0000045>
- Drew, S., Olinghouse, N., & **Faggella-Luby, M.** (2017). Framework for Disciplinary Writing in Science: Addressing Needs of Struggling Adolescent Learners. *Journal of Educational Psychology*, 109(7), 935-955.
- Dukes, L. L. III., Madaus, J. W., **Faggella-Luby, M.**, Lombardi, A., & Gelbar, N. (2017). PASSing College: A taxonomy for students with disabilities in postsecondary education. *Journal of Postsecondary*

Education and Disability, 30(2), 113-129.

- Faggella-Luby, M.**, Dukes, L., Madaus, J. Gelbar, N., Lombardi, A., & *Lalor, A. (2017) Universal design and college students with disabilities: Does the data equal the zeal? *Currents in Teaching and Learning*, 9(2), 5-19.
- Wei, Y., Lombardi, A., Simonsen, B., Coyne, M., **Faggella-Luby, M.**, Freeman, J., & Kearns, D. (2017) A revised embedded planning tool for intensive reading instruction. *Learning Disabilities: A Multidisciplinary Journal* 22(2), 50-63.
- Lombardi, A., Gelbar, N., Dukes, L. L., *Kowitt, J., *Wei, Y., Madaus, J. W., *Lalor, A., & **Faggella-Luby, M.** (2016). Higher education and disability: A systematic review of assessment instruments designed for students, faculty, and staff. *Journal of Diversity in Higher Education*, NP. <http://dx.doi.org/10.1037/dhe0000027>
- Yakimowski, M., **Faggella-Luby, M.**, *Yujin, K. & *Wei, Y. (2016). Reading achievement at the middle school years: A study investigating growth patterns by high incidence disability. *Journal of Education for Students Placed at Risk*. 21(2), 118-128.
- Faggella-Luby, M.**, Griffith, R., Silva, C., & Weinburgh, M. (2016), Assessing ELLs comprehension and science understanding using retellings. *Electronic Journal of Science Education*. 20(3), 150-166.
- Sanetti, L., Chafouleas, S., Berggren, M., **Faggella-Luby, M.**, & *Byron, J. (2016). Implementing modeling and self-monitoring with DBRC in a tier 2 reading group: A pilot study of feasibility. *Journal of Evidence-Based Practices for Schools*. 15(1), 8-40.
- Gelbar, N., Madaus, J., Lombardi, A., **Faggella-Luby, M.**, & Dukes, L. (2015). College students with physical disabilities: Common on campus, uncommon in the literature. *Physical Disabilities: Education and Related Services*. 34(2), 14-31.
- Faggella-Luby, M.**, *Drew, S., & Schumaker, J. (2015). Not such a simple story: Contradictory evidence from a review of story structure research for students at risk. *Learning Disabilities Research & Practice*. 30(2), 61-75.
- Faggella-Luby, M.**, Lombardi, A., *Lalor, A., & Dukes III, L. (2014). Methodological trends in disability and higher education research: Historical analysis of the journal of postsecondary education and disability. *Journal of Postsecondary Education and Disability*, 27(4), 357-368.
- *Wilson, J., **Faggella-Luby, M.**, & *Wei, Y. (2013). Planning for tier-three reading instruction: Moving beyond 'rinse and repeat' for adolescents. *Teaching Exceptional Children*, 40(1), 26-34.
- Madaus, J., Gelbar, N., Dukes, L., **Faggella-Luby, M.**, *Lalor, A., & *Kowitt, J. (2013). Thirty-five years of transition: A review of CDTEI issues from 1978-2012. *Career Development and Transition for Exceptional Individuals*.
- Faggella-Luby, M.**, Graner, P., Deshler, D., & *Drew, S. S. (2012). Building a house on sand: Why disciplinary specific strategies are not sufficient to replace general strategies for adolescent learners who struggle with reading and writing. *Topics in Language Disorders*, 32(1), 69-84.
- Madaus, J. W., **Faggella-Luby, M.**, & Dukes, L. L. (2011). The role of non-academic factors in the academic success of college students with learning disabilities. *Learning Disabilities: A Multidisciplinary Journal*, 17(2), 77-82.
- Faggella-Luby, M.**, & *Wardwell, M. (2011). Rtl in middle school: Findings and practical implications of a tier-2 reading comprehension study. *Learning Disability Quarterly*. 34(1), 35-49.
- Simonsen, B., Shaw, S., **Faggella-Luby, M.**, Sugai, G., Coyne, M., Rhein, B., Madaus, J., & Alfano, M. (2010). A school-wide model for service delivery: Redefining special educators as interventionists. *Remedial and Special Education*, 31, 17-23.
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- Faggella-Luby, M.,** Schumaker, J. S., & Deshler, D. D. (2007). Embedded learning strategy instruction: Story-structure pedagogy in heterogeneous secondary literature classes. *Learning Disability Quarterly, 30*(2), 131-147.
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- Shogren, K. A., **Faggella-Luby, M.,** Bae, S. J., & Wehmeyer, M. L. (2004). The effect of choice-making as an intervention for problem behavior: A meta-analysis. *Journal of Positive Behavior Interventions, 6*(4), 228-237.

NON-REFEREED PUBLICATIONS

Chapters in Edited Books

- Weiss, M. P. & **Faggella-Luby, M.** (2019). Transition services for students with learning disabilities. In J. P. Bakken and F. E. Obiakor (Eds.), *Transition services for students with disabilities* (Vol. 35, pp. 15-34). Bingley, United Kingdom: Emerald Group Publishing Limited.
- Faggella-Luby, M.,** *Drew, S. V., & *Wei, Y. (2013). The embedded story structure routine: Providing disciplinary literacy instruction that meets the needs of all adolescent learners. In R. Boon & V. Spencer (Eds.) *Reading comprehension strategies to promote adolescent literacy in the content-areas for the inclusive classroom*. Baltimore, MD: Brookes Publishing Company.
- Faggella-Luby, M.** & Fritschmann, N. (2010). Learning strategy instruction: Improving adolescents' literacy skills. In A. Canter, L. Paige, & S. Shaw (Eds.) *Helping children at home and school* (Third Edition). Bethesda, MD: National Association of School Psychologists.
- Coyne, M., **Faggella-Luby, M.,** Chard, D., *Zipoli, R., & *Ruby, M. (2010). Effective strategies for teaching reading comprehension. In M. Coyne, E. Kame'enui, & D. Carnine, (Eds.). *Effective teaching strategies that accommodate diverse learners*. (4th Ed.). Columbus, OH: Merrill Publishing Company.
- Faggella-Luby, M.** & Graner, P. (2010). Literacy supports for adolescent struggling readers: Taking action through comprehension instruction. In T. Scruggs & M. Mastropieri (Eds.) *Literacy and Learning: Advances in Learning and Behavioral Disabilities*. Bingley, UK: Emerald Publishing Group.
- Faggella-Luby, M.,** Flannery, K. B., & Simonsen, B. (2010). Using a school-wide model to foster successful transition to college: Providing comprehensive academic and behavioral supports to all learners. In S. Shaw, J. Madaus & L. Dukes (Eds.) *Preparing students with disabilities for college: A practical guide for transition*. Baltimore: Brookes Publishing Company.
- Scheuermann, A. M., Harris, M. L., **Faggella-Luby, M. N.,** Fritschmann, N. S., Graner, P. G., & Deshler, D. D. (2009). Closing the performance gap: Learning strategies instruction for adolescents with learning disabilities. In G. Sideridis & T. Citro (Eds.) *Classroom strategies for struggling learners* (pp.49-78). Weston, MA: Learning Disabilities Worldwide.
- Faggella-Luby, M.** (2008). We can do that. In L. Budzichowksi, Z. Budzichowski, T. DeSapio, K.C. Kenney, K. Steinlage (Eds.), *The spirit of ACE: Celebrating 15 years* (pp. 93-95). Notre Dame, IN: Alliance for Catholic Education Press.

Reports, Multi-Media Products, and Other Publications

- Faggella-Luby, M.** (September, 2015). *Happy new year!* Blog written for the University of Kansas, Special Education Hawk Hopes Blog: Change is a Collaborative Act.

- Faggella-Luby, M.,** Madaus, J., & Ruberto, L. (December, 2013). *Connecticut post-school outcomes survey: 2011-2012 school year exiters of special education services.* (State of Connecticut). Hartford, CT: Connecticut State Department of Education Interagency Transition Task Force.
- Faggella-Luby, M.** (May, 2013). *Heroic teachers provide hope.* Post Sandy Hook Elementary School shooting blog written for the University of Kansas, Special Education Hawk Hopes Blog: Change is a Collaborative Act.
- Faggella-Luby, M.,** (December, 2012). *Connecticut post-school outcomes survey: 2010-2011 school year exiters of special education services.* (State of Connecticut). Hartford, CT: Connecticut State Department of Education Interagency Transition Task Force.
- Faggella-Luby, M.** (January, 2012). *Connecticut post-school outcomes survey: 2009-2010 school year exiters of special education services.* (State of Connecticut). Hartford, CT: Connecticut State Department of Education Interagency Transition Task Force.
- Faggella-Luby, M.** (January, 2011). *Connecticut post-school outcomes survey: 2008-2009 school year exiters of special education services.* (State of Connecticut). Hartford, CT: Connecticut State Department of Education Interagency Transition Task Force.
- Faggella-Luby, M.** (January, 2010). *Connecticut post-school outcomes survey: 2007-2008 exiters of special education services.* (State of Connecticut). Hartford, CT: Connecticut State Department of Education Interagency Transition Task Force.
- Faggella-Luby, M.** (February 28, 2010). *Connecticut post-school outcomes survey year 2009: Recommendations for refining the survey and improving response rates.* (State of Connecticut). Hartford, CT: Connecticut State Department of Education Interagency Transition Task Force.
- Coyne, M., **Faggella-Luby, M.,** & Olinghouse, N. (2009). *Textbook series selection report to Providence Public School District.* (PPSD). Providence, RI: Secondary Curriculum Revision Team.
- Faggella-Luby, M.** (Featured Teacher, Writer), Deshler, D. (Director/Producer), Schumaker, J. (Director/Producer), Hock, M. (Writer/Director), & Brasseuer, I. (Writer/Director) (2005). *Self-Questioning Teacher Training Videotape for the Xtreme Reading Program* [Motion Picture]. (Available from Edge Enterprises, Inc., 708 W. 9th Street, Suite 107, Lawrence, KS, 66044)
- Faggella-Luby, M.,** & Graner, P. S. (2004). *Michael Pressley gives guest lecture.* *CRL Connections*, 2(5), 1-2. Center for Research on Learning: University of Kansas.
- Hock, M., Deshler, D., & **Faggella-Luby, M.** (2004). *A review of the literature on urban secondary school reform models and the development of a converging practices model designed to significantly enhance adolescent literacy.* (Carnegie Foundation Report). Lawrence: University of Kansas Center for Research on Learning.
- Faggella-Luby, M.** (Writer/Director), Gnojek, D. (Writer/Director), & Tollefson, J. (Producer). (2003). *CRL 25th Anniversary* [Motion Picture]. (Available from the University of Kansas Center for Research on Learning, 1122 West Campus Road, Room 521, Lawrence, Kansas 66045-3101.)

MATERIALS OR ACTIVITIES ACCEPTED OR SCHEDULED BUT NOT YET PRINTED, RELEASED, OR PRESENTED

Peer-Reviewed Articles in Process

- *Tarconish, E., *Taconet, A., Gelbar, N., Madaus, J., Dukes, L., **Faggella-Luby, M.,** & Mills, D. (in review). Reflections on Using the APP Tool in Higher Education: Focus Groups Confirm Its Utility. *Journal of Diversity in Higher Education.*
- Faggella-Luby, M.,** Dukes, L., *Tarconish, E., *Taconet, A., Gelbar, N., & Madaus, J. (in review). COVID-19: An Examination of the Perceptions on Instruction for College Students with Disabilities During Remote Learning. *Currents in Teaching and Learning.*

- *Dooley, K., Simonsen, B., Freeman, J., Sugai, G., & **Faggella-Luby, M.** (in review). An exploratory study improving the social behavior of high school students with behavioral challenges through self-management technology. *Journal of Emotional and Behavioral Disorder*.
- *Hefter, C., **Faggella-Luby, M.**, Lindo, E., & Switzer, M. J. (in revision). Observing typical practice in sixth grade English language arts classes: Implications for practitioners and researchers. *Reading & Writing Quarterly*.

PAPERS PRESENTED, PARTICIPATION ON PANELS

National and International Conferences

- Faggella-Luby, M.** (January, 2022). *Transdisciplinary scholarship: Solving critical problems of practice through multiple paradigms*. Keynote address for the 2022 XII Coloquio de Estudiantes de la Maestría y el Doctorado en Psicología con Orientación en Calidad de Vida y Salud Conferencia Inaugural, Universidad de Guadalajara, Mexico.
- Pryzmus, S., Lindo, E., & **Faggella-Luby, M.** (November 2021). *Culturally, linguistically, and ability relevant tier-one instruction: Conversations, checklists, and what could be*. Council for Exceptional Children, Division of Learning Disabilities (DLD) at Night. Fort Worth, TX.
- Patton, D., Payne, K., **Faggella-Luby, M.**, & Lindo, E. (November, 2021). *Transforming teacher preparation with lab schools for students with disabilities: TCU's Starpoint and Kinderfrogs school partnership*. Panel presented at the conference of the Teacher Education Division (TED), Fort Worth, Texas.
- Faggella-Luby, M.**, Lindo, E., Jimerson, J., & Payne, K. (November, 2021). *A university–lab school writing partnership project: Benefits of curriculum-based measures and intervention for students with learning differences*. Panel presented at the conference of the Teacher Education Division (TED), Fort Worth, Texas.
- Faggella-Luby, M.**, Mills, D., Gelbar, N., Madaus, J., & Dukes, L. (July, 2021). *Innovative practice: Using the APP tool to promote student self-determination skills in higher education*. Panel presented at the international virtual conference of Inclusive and Supportive Education Conference (ISEC) 2021.
- Gelbar, N., Madaus, J., **Faggella-Luby, M.**, & Dukes, L. (July, 2021). *University students with disabilities: What factors predict success?* Panel presented at the international virtual conference of Inclusive and Supportive Education Conference (ISEC) 2021.
- Madaus, J., Gelbar, N., *Tarconish, E., *Taconet, A., Dukes, L., & **Faggella-Luby, M.** (July, 2021). *Suddenly Shifting to Remote Learning: The Experiences of Students with Disabilities at American Colleges During the COVID-19 Instruction Interruption*. Panel presented at the international virtual conference of Inclusive and Supportive Education Conference (ISEC) 2021.
- Bonfiglio, C., Boyle, M., **Faggella-Luby, M.**, & Smith, S. (April, 2021). *Inclusion in Catholic schools: An overview of the JoCE special issue*. Live panel presented at the national virtual conference of the National Catholic Educational Association. Authors listed in alphabetical order.
- Faggella-Luby, M.** & Engel, M. (April, 2021). *Why inclusion isn't coming, it is already here: Catholic schools and inclusive special education*. Paper presented at the national virtual conference of the National Catholic Educational Association.
- Faggella-Luby, M.**, Therrien, B., Beach, K., Lembke, E., Satsangi, R., & Schumaker, J. Ortiz, M., & Therrien, W. (March, 2021). *Pedagogy, practice & pride in secondary special education: Introducing the critical 5*. Panel presented as the DLD Showcase at the international virtual L.I.V.E. conference of the Council for Exceptional Children (CEC).
- Bonfiglio, C., **Faggella-Luby, M.**, & Smith, S. (March, 2021) *Successful inclusion...The "must haves."* Keynote presented at the FIRE (Kansas City, MO) virtual conference on full inclusion in religious education.

- Madaus, J., Gelbar, N., Dukes, L., & **Faggella-Luby, M.** (2020, October). *Promoting student self-determination with the APP tool*. Presentation at the Division on Career Development & Transition (DCDT) Annual Conference. Virtual.
- Faggella-Luby, M.** (April, 2020). *Virtual Conference: OmniEd for Full Inclusion!* Paper presented at the National Catholic Board on Full Inclusion Conference, online.
- Faggella-Luby, M.,** (February, 2020). *Closing Session: On the Future of Learning Disabilities: Rebirth or Tragic Demise? Discussion of the Key Themes and Questions from the Conference*. Panel presented at the Pacific Coast Research Conference, San Diego, CA.
- Faggella-Luby, M.,** Barnes, J., Crawford, I., McHale-Small, M., Morgan, J., & Therrien, B. (February, 2020). *Does the future of IDEA include learning disabilities?* Conference Chair Selected Session presented at the international conference of the Council for Exceptional Children (CEC), Portland, OR.
- Lembke, E., Hebert, M., Datchuk, S., & **Faggella-Luby, M.** (November, 2019). Strand 3: Ain't no sunshine: The importance of teaching and assessing writing instruction when including students with diverse learning needs. Panel at the Division for Learning Disabilities DLD@Night national conference, New Orleans, LA.
- Bonfiglio, C., **Faggella-Luby, M.,** & Smith, S. (April 2019) *Show me the data: Inclusion in Catholic schools*. Paper presented at the national conference of the National Catholic Educational Association, Chicago, IL.
- Faggella-Luby, M.,** Gelbar, N., Madaus, J., Mills, D., & Dukes, L. (March, 2019). *Self-determination and college students with disabilities*. Paper presented at the 95th ACPA conference of the College Student Educators International organization, Boston, MA.
- Faggella-Luby, M.** (February, 2019) *Multi-tiered systems of support for ALL: You've got this!* Keynote presented at the National Catholic Board on Full Inclusion Conference, San Diego, CA.
- Drew, S., & **Faggella-Luby, M.,** (February, 2019). *Reconceptualizing co-taught instruction: Using the writing in science (WIS) planning tool*. Paper presented at the international conference of the Council for Exceptional Children (CEC), Indianapolis, IN.
- Faggella-Luby, M.,** Al Otaiba, S., Solari, E., & Ciullo, S. (2018, October). *Preparing tomorrow's teachers: Classroom practices and resources for students with SLD*. Panel presented at the international conference of the Council for Learning Disabilities (CLD), Portland, OR.
- Wei, Y., **Faggella-Luby, M.,** (2018, October). *Secondary instructional behaviors in general education and intensified literacy instruction*. Panel presented at the international conference of the Council for Learning Disabilities (CLD), Portland, OR.
- Bonfiglio, C., & **Faggella-Luby, M.** (April, 2018). *Acronym soup: Connecting the dots to inclusion*. Paper presented at the national conference of the National Catholic Educational Association, Cincinnati, OH.
- Faggella-Luby, M.** (2018, March). *Something I can use tomorrow: A classroom practice, a resource, and identification of students with SLD*. Paper presented at the European Teacher Education Network annual conference, Rotterdam, Netherlands.
- Faggella-Luby, M.** (2018, March). *Strategies for meeting the demands of the secondary curriculum*. Paper and Live Chat for the American Speech-Language-Hearing Association Conference Spoken and Written Language in Adolescents: Fresh Solutions, Online.
- Al Otaiba, S., Baker, K., **Faggella-Luby, M.,** Ortiz, M., & Therrien, W. (February, 2018). *Something I can use tomorrow: A classroom practice, a resource, and identification of students with SLD*. Paper presented as the DLD Showcase at the international conference of the Council for Exceptional Children (CEC), Tampa, FL. Names alphabetical order.
- Eckstein, D., **Faggella-Luby, M.,** & Lara-Cea, Z. (2017, December). *Cultivating LD awareness*. Two panel presentation(s) on disability for the first and second year advisors, College Advising Corps National Conference, Fort Worth, TX.

- Al Otaiba, S., **Faggella-Luby, M.**, & Kearns, D. (2017, October). *Data-based individualization: Tools and resources for teachers and teacher trainers*. Panel presented at the international conference of the Council for Learning Disabilities (CLD), Baltimore, MD.
- Lindo, E., **Faggella-Luby, M.** & Elleman, A. (2017, October). *Conducting systematic and meta-analytic reviews: Basics for early career researchers*. Panel presented at the international conference of the Council for Learning Disabilities (CLD), Baltimore, MD.
- Faggella-Luby, M.**, Graner, P., & Drew, S. (2017, April). *Disciplinary literacy, general strategy instruction, and the education of students with learning disabilities*. Paper presented at the international conference of the Council for Exceptional Children (CEC), Boston, MA.
- Mason, L., deBettencourt, L., **Faggella-Luby, M.**, & Mamlin, N. (2017, April). *Self-regulated learning for students with disabilities: Adaptations for Cuban teachers*. Paper presented at the international conference of the Council for Exceptional Children (CEC), Boston, MA.
- Mason, L., **Faggella-Luby, M.**, deBettencourt, L., & Mamlin, N. (2016, October). *Self-regulated learning for students with disabilities*. Paper presented at the 2016 International Congress on Teaching: Teacher Preparation and Educational Research, Havana, Cuba.
- Faggella-Luby, M.** & Huscroft-D'Angelo, Jacqueline. (2015, October). *RTI in high school: Leveraging disciplinary literacy through PLCs*. Paper presented for panel Planning for Academic Diversity: Checking In, Checking On, and Checklists! at the international conference of the Council for Learning Disabilities (CLD), Las Vegas, NV.
- Wei, Y., & **Faggella-Luby, M.** (2015, October). *Embedded planning tool for tier three literacy planning and instruction*. Paper presented for panel Planning for Academic Diversity: Checking In, Checking On, and Checklists! at the international conference of the Council for Learning Disabilities (CLD), Las Vegas, NV.
- Faggella-Luby, M.** & Wei, Y., (2015, April). *VISIBLE differences in the classroom: Literacy, teacher observation, and coaching*. Poster presented at the international conference of the Council for Exceptional Children (CEC), San Diego, CA.
- Wei, Y., Lombardi, A., & **Faggella-Luby, M.** (2015, February). *Investigation of an embedded planning tool for tier-three literacy planning and instruction*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Faggella-Luby, M.**, Haynes-Smith, H., Lynch, P. & Seifert, K., (2014, July). *SIM in higher education 2014: Toward research in teacher education*. Session leader for panel discussion presented at the SIM International Conference, Lawrence, KS.
- Dukes, L., Lalor, A., Madaus, J., **Faggella-Luby, M.**, Kowitt, J. & Lombardi, A. (2014, April). *What does the professional literature tell us about effective practices related to students with disabilities in higher education?* Paper presented at the international conference of the Council for Exceptional Children (CEC), Philadelphia, PA.
- Wei, Y., McLaren, K., & **Faggella-Luby, M.** (2014, April). *Project VISIBLE: Validating implementation of secondary instructional behaviors in literacy and English*. Poster presented for the Division for Learning Disabilities Business Meeting at the international conference of the Council for Exceptional Children (CEC), Philadelphia, PA.
- Graner, P., **Faggella-Luby, M.**, & Drew, S. (2013, October). *Disciplinary literacy, general strategy instruction, and the universe*. Paper presented at the Council for Learning Disabilities 35th International Conference, Austin, TX.
- Faggella-Luby, M.**, Wei, Y., & McLaren, K. (2013, October). *Project VISIBLE: Validating implementation of secondary instructional behaviors in literacy and English*. Poster presented at the Council for Learning Disabilities 35th International Conference, Austin, TX.
- Faggella-Luby, M.**, Harris, M., Ihle, F., & Rademacher, J. (2013, July). *SIM in higher education 2013: Proposing a research collaborative*. Research strand presented at the SIM International Conference, Lawrence, KS.

- McCombes-Tolis, J., **Faggella-Luby, M.**, Hammond, N., Stoltz, E., Hornyak, J., & Wei, Y. (2013, April). *Supporting readers with comprehension-strand disabilities: Assessment, intervention, and content-area strategies for literacy coaches, reading specialists, and general education teachers*. Workshop presented at the International Reading Association International Conference, San Antonio, TX.
- Faggella-Luby, M.**, & Wei, Y. (2013, February). *Project VISIBLE: Validating implementation of secondary instructional behaviors in literacy and English*. Poster presented at The Pacific Coast Research Conference, San Diego, CA.
- Faggella-Luby, M.**, & Drew, S. S. (2012, October). *Building a house on sand: Why disciplinary specific strategies are not sufficient to replace general strategies for adolescent learners who struggle with reading and writing*. Poster presented at The Center on Teaching and Learning (CTL) Research-to-Practice Conference, Portland, OR.
- Madaus, M., **Faggella-Luby, M.**, Ruberto, L. & Gage, N. (2012, May). *Keeping up with the Joneses: National PSO collection practices and keys to success*. Paper presented at the 6th Annual Secondary Transition State Planning Institute, Charlotte, NC.
- Faggella-Luby, M.**, & Drew, S. (2012, February). *Building a house on sand: Why disciplinary specific strategies are not sufficient to replace general strategies for adolescent learners who struggle with reading and writing*. Poster presented at The Pacific Coast Research Conference, Coronado, CA.
- Madaus, J., **Faggella-Luby, M.**, Madaus, M., & Dukes, L. (2011, October). *What we really know about students with disabilities succeeding in postsecondary education*. Paper presented at the CEC Division on Career Development and Transition national conference, Kansas City, MO.
- Madaus, J., **Faggella-Luby, M.**, Madaus, M., & Dukes, L. (2011, May). *What we really know about students with disabilities succeeding in postsecondary education*. Paper presented at the 5th Annual Secondary Transition State Planning Institute, Charlotte, NC.
- Faggella-Luby, M.**, & Madaus, M. (2011, May). *Advancing Connecticut's transition services: Updates to Connecticut's Indicator 14 Post School Outcomes Survey*. Poster presented at the 5th Annual Secondary Transition State Planning Institute, Charlotte, NC.
- Yakimowski, M., Alfano, M. & **Faggella-Luby, M.**, (2011, April). *The achievement gap for lower and upper grades: "Mind the Gap" for students with disabilities*. Paper presented at the American Educational Research Association Conference, New Orleans, LA.
- Faggella-Luby, M.** & Madaus, M. (2010, October). *Where are they now?: Indicator 14 follow-up survey for exiters of special education in Connecticut*. Paper presented at the Division on Career Development and Transition Conference, Mystic, CT.
- Faggella-Luby, M.** (2010, October). *Closing the literacy gap in middle and high schools: Embedding learning strategies to improve disciplinary literacy*. Invited half-day workshop presented at the Council for Learning Disabilities 32th International Conference, Myrtle Beach, SC.
- Faggella-Luby, M.** (2010, October). *Claiming your future: Taking your PhD, landing a job and thriving in academia*. A one-hour panel discussion on early career success in academia presented at the Council for Learning Disabilities 32th International Conference, Myrtle Beach, SC.
- Faggella-Luby, M.**, Shanahan, T., Deshler, D., Tralli, R., & Ihle, F. (2010, July). *Adolescent literacy and the strategic instruction model: Research based practices*. Research strand presented at the SIM International Conference, Lawrence, KS.
- Faggella-Luby, M.**, Ware, S., & Capozzoli, A. (2010, April). *Adolescent literacy—reviewing adolescent literacy reports: Key components and critical questions*. Paper presented at the international conference of the Council for Exceptional Children (CEC), Nashville, TN.
- Faggella-Luby, M.**, Flannery, K.B., & Simonsen, B. (2010, April). *Using schoolwide evidence-based practices for successful transition to college*. Poster session presented at the international conference of the Council for Exceptional Children (CEC), Nashville, TN.

- Faggella-Luby, M.** (2010, April). *Middle school RtI: Improving reading comprehension with tier 2 instruction*. Paper presented at the international conference of the Council for Exceptional Children (CEC), Nashville, TN.
- Ehren, B., Bixler, C., **Faggella-Luby, M.**, & Graving-Reyes, P. (2009, July). *Strand: SIM and literacy*. Day-long workshop presented at the SIM International Conference, Lawrence, KS.
- Faggella-Luby, M.** (2009, July). *Reviewing adolescent literacy reports: Key components and critical questions*. Paper presented at the SIM International Conference, Lawrence, KS.
- Faggella-Luby, M.** (2009, July). *Discipline specific literacy: Improving comprehension in content area classes*. Paper presented at the SIM International Conference, Lawrence, KS.
- Faggella-Luby, M.** (2008, October). *Comprehension instruction: What does RtI look like in a middle school?* Paper presented at the Council for Learning Disabilities 30th International Conference, Kansas City, MO.
- Faggella-Luby, M.**, & Graner, P. G. (2008, July). *Does this go with my pearls? Research-based CLC complementary interventions*. Paper presented at the 30th Anniversary (Pearl) SIM International Conference, Lawrence, KS.
- Faggella-Luby, M.**, & Wardwell, M. (2008, April). *Comprehension instruction after fourth grade: RtI in middle school*. Paper presented at the international conference of the Council for Exceptional Children (CEC), Boston, MA.
- Faggella-Luby, M.**, & O'Connor, C. (2008, April). *Improving literacy outcomes with planning and Unit Organizers in subject matter classes*. Paper presented as part of *The Content Literacy Continuum: A Framework for Implementing a Continuum of Literacy Supports in Secondary Schools* strand at the international conference of the Council for Exceptional Children (CEC), Boston, MA.
- Faggella-Luby, M.**, & Simonsen, B. (2008, April). *Preparing special educators as interventionists for a school-wide service delivery model*. Poster session presented at the international conference of the Council for Exceptional Children (CEC), Boston, MA.
- Faggella-Luby, M.** (2007, April) *Embedded learning strategy instruction: Story-structure pedagogy in heterogeneous secondary literature classes*. Annual Dissertation Award poster session at the International Conference of the Council for Exceptional Children, Louisville, KY.
- Faggella-Luby, M.** (2006, October) *Embedded learning strategies: Successful pedagogy in literature classes for diverse learners*. Paper presented as the recipient of the 2006 Outstanding Researcher Award at the 28th international conference of the Council for Learning Disabilities, McLean, VA.
- Faggella-Luby, M.** (2006, July) *Embedded learning strategies: Engineering successful pedagogy in literature classes for diverse learners*. Poster session presented at the SIM International Conference, Lawrence, KS.
- Faggella-Luby, M.** (2006, April) *Embedded learning strategies: Engineering successful pedagogy in literature classes for diverse learners*. Paper presented at the international conference of the Council for Exceptional Children (CEC), Salt Lake City, UT.
- Graner, P. S., & **Faggella-Luby, M.** (2005, July). *Where's the beef? Literacy intervention use, research, and reality*. Paper presented at the SIM International Conference, Lawrence, KS.
- Faggella-Luby, M.** (2005, April). *Embedded story structure routine: A pilot study*. Poster session presented at the International Conference of the Council for Exceptional Children (CEC), Baltimore, MD.
- Schumaker, J., Scheuermann, A., & **Faggella-Luby, M.** (2005, April). *Teaching learning strategies in subject-area courses and support settings*. Paper presented at the international conference of the Council for Exceptional Children (CEC), Baltimore, MD.

- Graner, P. S., & **Faggella-Luby, M.** (2005, April). *Where's the beef? Literacy intervention use, research, and reality.* Paper presented at the international conference of the Council for Exceptional Children, Baltimore, MD.
- Knight, J., & **Faggella-Luby, M.** (2004, April). *Teaching learning strategies in the core curriculum as part of the adolescent content literacy continuum.* Paper presented at the International Conference of the Council for Exceptional Children, New Orleans, LA.
- Faggella-Luby, M.** (2004, April). *Interactive short story routine: An intervention for students with and without learning disabilities.* Poster session presented at the International Conference of the Council for Exceptional Children, New Orleans, LA.
- Faggella-Luby, M.,** & Fitzpatrick, M. (2004, March). *Have they forgotten? Reauthorization of IDEA (2004).* Paper presented at the international conference for the Learning Disability Association of America, Atlanta, GA.
- Faggella-Luby, M.** (2003, July). *The interactive short story routine: A pilot study.* Poster session presented at the SIM International Conference, Overland Park, KS.

Regional Conferences

- Przymus, S., **Faggella-Luby, M.,** & Lindo, E. (2020, February). Culturally, linguistically, and ability relevant Tier-One instruction: Conversations, checklists, and what could be. Workshop at the 2020 Fort Worth Independent School District/TCU Multicultural Education Institute, Fort Worth, TX
- Faggella-Luby, M.,** Bonfiglio, C., & Smith, S. (2019, October). *All are welcome: Including and serving students with disabilities in Catholic schools.* Invited presentation for the 2019 University of Dallas Ministry Conference, Dallas, TX.
- Faggella-Luby, M.** (2017, October). *The road less traveled: Meeting the needs of academically diverse learners.* Invited presentation for the 2017 Archdiocesan Catechetical Conference, University of Portland, Portland, OR.
- Faggella-Luby, M.** (2017, October). *All are welcome: Evidence-base practices for academic diversity.* Day-long workshop presented to K-8 teachers in the Archdiocese of Portland, Portland, OR.
- Faggella-Luby, M.** (2016, October). *The road less traveled: Meeting the needs of academically diverse learners.* Invited presentation for the 2016 University of Dallas Ministry Conference, Dallas, TX.
- Faggella-Luby, M.,** & Bauml, M. (2015, October). *Building consensus using the Delphi method: Preservice teachers' beliefs about effective teaching practices.* Breakout session at the Consortium of State Organizations for Texas Teacher Education (CSOTTE) Annual Conference, Frisco, TX.
- Faggella-Luby, M.** (2015, June). *Core instruction and Common Assessments for Secondary Reading.* Full day workshop for the Pennsylvania Training and Technical Assistance Network (PaTTAN) 2015 Multi-Tiered Systems of Support Implementer's Forum, Harrisburg, PA.
- Faggella-Luby, M.** (2014, October). *VISIBLE teaching: Observing adolescent literacy instruction in middle schools.* Invited presentation for the 2014 Division of Learning Disabilities Regional Conference, Dallas, TX.
- Faggella-Luby, M.** (2013, October). *Sharing the message: Planning to meet the needs of academically diverse learners.* Invited presentation for the 2013 University of Dallas Ministry Conference, Dallas, TX.
- Lombardi, A., & **Faggella-Luby, M.** (2013, May). *Integrating college and career readiness into practice using multi-tiered systems of support.* Paper presented at the New England Positive Behavior and Intervention Supports Regional Conference, Groton, CT.
- Wilson, J., **Faggella-Luby, M.,** & Wei, Y. (2012, November). *Alternatives to tradition: Evidence-based reading instruction for adolescent struggling readers.* Invited presentation for the Connecticut Association of Alternative Schools and Programs, Danbury, CT.
- Faggella-Luby, M.,** Yakimowski, M., & Kim, Y. (2012, October). *Reading achievement at the middle school years: A study investigating growth patterns by disability.* Paper presented at the Northeast

- Educational Research Association (NERA) Regional Conference, Rocky Hill, CT.
- Yakimowski, M., **Faggella-Luby, M.**, Drew, S. & Newton, S. (2012, October). *Measuring evidence-based pedagogy in teacher preparation programs*. Paper presented at the Northeast Educational Research Association (NERA) Regional Conference, Rocky Hill, CT.
- Yakimowski, M., **Faggella-Luby, M.** & Newton, S. (2012, October). *Nothing will come of nothing: The development of an instrument to assess evidence-based practice*. Poster presented at the Northeast Educational Research Association (NERA) Regional Conference, Rocky Hill, CT.
- Faggella-Luby, M.**, Wilson, J. & Wei, Y. (2012, August). *Adolescent literacy assessment: Observing and coaching evidence-based instruction in discipline specific classrooms*. Paper presented at the Connecticut Assessment Forum (CAF), Rocky Hill, CT.
- Yakimowski, M., **Faggella-Luby, M.**, Gabriel, R., & Kehrhahn, M. (2012, August). *Assessment of teacher education programs in higher education: Alumni/employer survey results, k-12 achievement research findings, and what remains to be investigated*. Paper presented at the Connecticut Assessment Forum (CAF), Rocky Hill, CT.
- Alfano, M., **Faggella-Luby, M.**, Johnson, A., Tucker, S. & Yakimowski, M., (2010, November). *Extreme assessment: Going beyond the classroom*. Paper presented at the New England Educational Assessment Network (NEEAN) Conference, Worcester, MA.
- Faggella-Luby, M.**, Ware, S., & Capozzoli, A. (October, 2010). *Reviewing adolescent literacy reports: Key components and critical questions*. Paper presented as part of the Neag School of Education Spotlight on Assessment Colloquia Series, Storrs, CT.
- Yakimowski, M., Femc-Bagwell, M., **Faggella-Luby, M.**, & Coleman, M. (2009, November). *The gestalt and the components: Tools and techniques for an integrated assessment system*. Paper presented at the New England Educational Assessment Network (NEEAN) Conference, Worcester, MA.
- Faggella-Luby, M.**, Femc-Bagwell, M., & Yakimowski, M. (2009, October). *A case study from the UConn Neag School of Education: Assessment research working together across departments*. Paper presented at the Northeast Educational Research Association (NERA) Regional Conference, Hartford, CT.
- Graner, P., & **Faggella-Luby, M.** (2009, October). *SIM and Literacy: Evidence-based practices in adolescent and discipline specific literacy*. Paper presented at the SIM Northeast Regional Conference, Providence, RI.
- Wardwell, M., & **Faggella-Luby, M.** (2008, May) *Comprehension instruction after fourth grade: Rtl in middle school*. Paper presented at the Closing the Achievement Gap Conference, Storrs, CT.
- Loftus, S., Zipoli, R., Coyne, M., McCoach, D. B., **Faggella-Luby, M.**, Allen, S., McCoy, E., & Curtin, R. (2007, May) *Closing the vocabulary gap: Intensifying vocabulary instruction for at-risk students*. Paper presented at the Closing the Achievement Gap Conference, Storrs, CT.
- Faggella-Luby, M.** (2007, May) *The embedded story structure routine: Teaching standards while improving literacy for all levels of learners in secondary language arts*. Paper presented at the Closing the Achievement Gap Conference, Storrs, CT.
- Coyne, M., Chafouleas, S., **Faggella-Luby, M.**, Simonsen, B., & Sugai, G. (2007, May) *A school improvement framework for promoting evidence-based academic and behavior supports*. Panel discussion presented at the Closing the Achievement Gap Conference, Storrs, CT.
- Faggella-Luby, M.** (2007, April) *Embedded learning strategies: Successful pedagogy in literature classes for diverse learners*. Paper presented at the Annual Conference of the New England Educational Research Organization (NEERO), Portsmouth, NH.
- Faggella-Luby, M.** (2005, March) *Interactive short story routine: An intervention for students with and without learning disabilities*. Paper presented at the annual University of Kansas Professionals for Disabilities Student Conference, Lawrence, KS.
- Faggella-Luby, M.** (2004, October). *Teaching learning strategies in the core curriculum as part of the*

adolescent content literacy continuum. Paper presented at the annual meeting of the Kansas Federation of the Council for Exceptional Children, Manhattan, KS.

Talks and Presentations

- Faggella-Luby, M.** (2021, March) *Debunking myths about inclusion*. Presentation and virtual discussion for the Program for Inclusive Education *Slice of PIE*, South Bend, IN.
- Faggella-Luby, M.** (2021, March). *Data rules: Improving the quality & variety of oral communication*. Virtual keynote presented to teachers at St. John's Jesuit High School, Toledo, OH.
- Faggella-Luby, M.** & *Alford, L. (2020, November). *Curriculum-based measures in writing: Instructional insights & mapping curriculum*. Virtual workshop presented to 1st-6th grade teachers at Starpoint School, Fort Worth, TX.
- Faggella-Luby, M.** (2020, March). *All are welcome: Improving reading comprehension instruction for PK-8+ students*. Virtual workshop presented to PK-8 teachers at St. Mark Catholic School, Indianapolis, IN.
- Faggella-Luby, M.** (2020, January). *All are welcome: Evidence-based practices for academic diversity in K-8 schools*. Full-day workshop presented to PK-8 teachers at St. Patrick School, Philadelphia, PA.
- Faggella-Luby, M.** (2018, August). *All are welcome: Evidence-based practices for academic diversity in K-8 schools*. Half-day workshop presented to high school teachers at Christ the King, Dallas, TX.
- Faggella-Luby, M.**, (2018, August). *Cultivating disability awareness*. Presentation on disability for the first and second year advisors, College Advising Corps: Texas Christian University, Fort Worth, TX.
- Faggella-Luby, M.** (2018, August). *All are welcome: Evidence-based practices for academic diversity in high schools*. Full-day workshop and implementation follow-up presented to high school teachers at Bishop Dunne High School, Dallas, TX.
- Swapan, N. & **Faggella-Luby, M.** (2018, June). *Transdisciplinary scholarship: Integrating basic science, clinical content, and experiences*. Joint presentation for the TCU and UNTHSC School of Medicine Grand Rounds, Fort Worth, TX.
- Faggella-Luby, M.** (2017, November). *Improving reading comprehension in content area classrooms: Meeting the needs of academically diverse learners*. Presentation for Special Education Professionals, Keller ISD, Keller, TX.
- Crawford, L., **Faggella-Luby, M.**, & Strickland-Cohen, K. (2015, September). *Developing ANSERS: The Alice Neeley Special Education Research & Service Institute*. Institute faculty presentation to TCU Development Staff at Texas Christian University, Fort Worth, TX.
- Faggella-Luby, M.** (2015, August). *School readiness: 5 domains of stuff to do with your kids!* Lena Pope presentation as part of Ablert Schweitzer Fellowship Speaker Series on Early Childhood Education. Lena Pope Home, Fort Worth, Texas.
- Faggella-Luby, M.** (2015, May). *Teaching content to all: New ways of thinking about content, curriculum, and college teaching summer institute*. A three-day professional development workshop for university faculty at the Center for Research on Learning, University of Kansas, Lawrence.
- Faggella-Luby, M.** (2015, April). *Transdisciplinary scholarship: Solving critical problems of practice through multiple paradigms*. Keynote address for the 2015 Student Creative Arts & Research Symposium at Texas Women's University, Denton, TX.
- Faggella-Luby, M.** (2015, April). *Enhancing instructional programs within schools: A research-based, school-wide literacy approach*. Day-long workshop presented as part of the Connecticut State Education Resource Center (SERC) Enhancing Instructional Programs Within Schools Training in Special Education Administration Series, Cromwell, CT.
- Faggella-Luby, M.** (2015, April). *Finding common ground in multi-tiered systems of support: Evidence-based practice for today and tomorrow*. Day-long workshop for the Connecticut State Education

- Resource Center (SERC) Training in Special Education Administration for Principals and Other Administrators Series, Cromwell, CT.
- Faggella-Luby, M.** (2015, March). *Enhancing instruction: Backwards planning & the big 6*. Full day presentation to Professional Learning Communities, Diamond Hill-Jarvis High School, Fort Worth, TX.
- Faggella-Luby, M.** (2015, February). *Teaching content to all: Improving reading in disciplinary specific classrooms*. Full day presentation to Professional Learning Communities, Diamond Hill-Jarvis High School, Fort Worth, TX.
- Faggella-Luby, M.** (2015, February). *VISIBLE teaching: Observing adolescent literacy instruction in middle schools*. Invited presentation for the Interdisciplinary Child Development Research Consortium at Texas Christian University, Fort Worth, TX.
- Faggella-Luby, M.** (2014, August). *Content and pedagogy of instruction for all: Research brief*. Presentation to the Everman Independent School District Administration and Curriculum Supervisors. Everman, TX.
- Faggella-Luby, M.** (2014, May). *Teaching content to all: Adolescent literacy and interventions in Tier 2*. Day-long workshop (five individual presentations) for the Alice Neeley Special Education Research and Service (ANSERS) Institute Professional Learning Community RTI project [funded by the Morris Foundation], South Hills High School, Fort Worth, TX.
- Faggella-Luby, M.** (2014, May). *Teaching content to all: Adolescent literacy and interventions in Tier 1*. Day-long workshop (five individual presentations) for the Alice Neeley Special Education Research and Service (ANSERS) Institute Professional Learning Community RTI project [funded by the Morris Foundation], South Hills High School, Fort Worth, TX.
- Faggella-Luby, M.** (2014, April). *Research and intervention to meet the needs of academically diverse students*. Presentation at the Alice Neeley Special Education Research and Service (ANSERS) Institute District Administrator Appreciation Breakfast, Fort Worth, TX.
- Faggella-Luby, M.** (2014, March). *Developing a successful early career research program: Being a scholar of your passions*. Presentation to the Federation of North Texas Area Universities at Texas Women's University, Denton, TX.
- Faggella-Luby, M.** (2013, October). *Finding common ground in multi-tiered systems of support: Evidence-based practice for today and tomorrow*. Keynote kickoff for the Connecticut State Education Resource Center (SERC) Training in Special Education Administration for Principals and Other Administrators Series, Cromwell, CT.
- Faggella-Luby, M.** (2013, June). *Working on your core: Standards, teaching, and leading in a time of change*. Keynote address at the Connecticut Association of Schools Summer Leadership Institute, Southbury, CT.
- Faggella-Luby, M. & Mitchell, B.,** (2013, May). *Teaching content to all: New ways of thinking about content, curriculum, and college teaching summer institute*. A weeklong professional development workshop for university faculty at the Center for Research on Learning, University of Kansas, Lawrence.
- Faggella-Luby, M.** (2013, October). *Finding common ground in multi-tiered systems of support: Evidence-based practice for today and tomorrow*. Keynote kickoff for the Connecticut State Education Resource Center (SERC) Training in Special Education Administration for Principals and Other Administrators Series, Cromwell, CT.
- Faggella-Luby, M.** (2013, May). *Teaching content to all: Adolescent literacy and reading comprehension instruction*. A three-hour workshop for Hartford Public School Speech and Language Pathologists, Hartford, CT.
- Faggella-Luby, M.** (2013, March). *Engaging the learner: The Question Exploration Routine*. Workshop for middle school teachers at Plainfield Central School, Plainfield, CT.

- Faggella-Luby, M.** (2013, March). *Teacher Planning: The Question Exploration Routine*. Workshop for elementary school teachers at Plainfield Memorial School, Plainfield, CT.
- Faggella-Luby, M. & Ihle, F.** (2013, March). *Project ASPIRE: Evidence-based intervention development in the Question Exploration Routine and Sentence Writing Strategy*. A professional development workshop for cooperating teachers at the College of St. Rose, Albany, NY.
- Wilson, J., Wei, Y., & **Faggella-Luby, M.**, (2013, March). *Adolescent literacy assessment: Observing and coaching evidence-based instruction in discipline specific classrooms*. Paper presented at the University of Connecticut, Neag School of Education Spotlight on Assessment Colloquium, Storrs, CT.
- Faggella-Luby, M.** (2012, March). *Facilitating student improvement of reading comprehension: A research-based, school-wide approach*. Day-long workshop presented as part of the Connecticut State Personnel Development Grant (SPDG) Initiative, Cromwell, CT.
- Faggella-Luby, M.** (2012, February). *Enhancing instructional programs within schools: A research-based, school-wide literacy approach*. Day-long workshop presented as part of the Connecticut State Education Resource Center (SERC) Enhancing Instructional Programs Within Schools Training in Special Education Administration Series, Cromwell, CT.
- Faggella-Luby, M.** (2012, February). *Living the teacher scholar model: One civic professional's journey so far*. Invited symposium presented to the Texas Christian University College of Education, Fort Worth, TX.
- Faggella-Luby, M.** (2012, October). *Finding common ground in multi-tiered systems of support: Evidence-based practice for today and tomorrow*. Keynote kickoff for the Connecticut State Education Resource Center (SERC) Training in Special Education Administration for Principals and Other Administrators Series, Cromwell, CT.
- Faggella-Luby, M.** (2012, August). *Project ASPIRE: Evidence-based intervention development*. A professional development workshop for cooperating teachers at the College of St. Rose, Albany, NY.
- Ihle, F., & **Faggella-Luby, M.** (2012, July). *Project ASPIRE: Working toward implementation of the Strategic Instruction Model*. A two-day professional development workshop for university faculty and cooperating teachers at the College of St. Rose, Albany, NY.
- Faggella-Luby, M. & Mitchell, B.**, (2012, May). *Teaching content to all: New ways of thinking about content, curriculum, and college teaching summer institute*. A weeklong professional development workshop for university faculty at the Center for Research on Learning, University of Kansas, Lawrence.
- Faggella-Luby, M.** (2012, April). *Developing a successful early career research program: Being a scholar of your passions*. Keynote address to the University of Kansas Professionals for Disabilities (KUPD) Student Research Conference, Lawrence, KS.
- Ihle, F., & **Faggella-Luby, M.** (2012, March). *Project ASPIRE: Working toward implementation of the Strategic Instruction Model*. A professional development workshop for university faculty and cooperating teachers at the College of St. Rose, Albany, NY.
- Faggella-Luby, M.** (2012, January). *Enhancing literacy instruction in the content areas: Meeting the needs of all learners*. Individualized and department implementation follow-up coaching for high school teachers at Somers High School, Somers, CT.
- Faggella-Luby, M.** (2012, January). *Closing the literacy gap in middle and high schools: A research-based, school-wide approach*. Day-long workshop presented as part of the Connecticut State Education Resource Center (SERC) Literacy Initiative, Cromwell, CT.
- Faggella-Luby, M.** (2011, November). *Don't water down: Implementing literacy instruction to meet the needs of all learners*. Half-day workshop and implementation follow-up presented to high school teachers at Bishop Dunne High School, Dallas, TX.

- Faggella-Luby, M., & Drew, S.** (2011, October). *Enhancing literacy instruction in the content areas: Meeting the needs of all learners*. Half-day workshop and implementation follow-up presented to high school teachers at Somers High School, Somers, CT.
- Faggella-Luby, M.** (2011, October). *Don't water down: Enhancing literacy instruction to meet the needs of all learners*. Half-day workshop presented to high school teachers at Bishop Dunne High School, Dallas, TX.
- Faggella-Luby, M., & Ihle, F.** (2011, September). *Project ASPIRE: Working toward implementation of the Strategic Instruction Model*. A professional development workshop for university faculty and cooperating teachers at the College of St. Rose, Albany, NY.
- Faggella-Luby, M. & Cheever, G.,** (2011, June). *Teaching content to all: New ways of thinking about content, curriculum, and college teaching summer institute*. A weeklong professional development workshop for university faculty at the Center for Research on Learning, University of Kansas, Lawrence.
- Faggella-Luby, M.** (2011, May). *Teaching content to all and the Learning Strategy Continuum: New ways of thinking about content, curriculum, and college teaching*. A professional development workshop for university faculty and cooperating teachers at the College of St. Rose, Albany, NY.
- Faggella-Luby, M., & Drew, S.** (2011, April). *PPSD ELA third quarter unit evaluation: Research-based design of learning objectives, instructional strategies and assessment*. A workshop presented to the secondary ELA Curriculum Writing Teachers, Providence, RI.
- Faggella-Luby, M.** (2011, April). *Multi-cohort longitudinal data analysis of the achievement gap: Comparing competing models of reading growth*. Presented at the Neag Assessment Committee meeting for Teacher Education, Storrs, CT.
- Faggella-Luby, M., & Drew, S.** (2011, January). *PPSD ELA second quarter unit evaluation: Research-based design of learning objectives, instructional strategies and assessment*. A workshop presented to the secondary ELA Curriculum Writing Teachers, Providence, RI.
- Faggella-Luby, M.** (2010, December). *Closing the literacy gap in middle and high schools: A research-based, school-wide approach*. Day-long workshop presented as part of the Connecticut State Education Resource Center (SERC) Literacy Initiative, Cromwell, CT.
- Faggella-Luby, M., & Olinghouse, N.,** (2010, December). *PPSD ELA first quarter unit evaluation: Research-based design of reading and writing strategies to inform assessment design*. A workshop presented to the secondary ELA Curriculum Writing Teachers, Providence, RI.
- Faggella-Luby, M.** (2010, November). *Tomorrow's education starts today: Disciplinary literacy as a framework for closing the literacy achievement gap*. Paper presented at the annual meeting of the University of Connecticut Phi Delta Kappa Chapter, Hartford, CT.
- Faggella-Luby, M., Ware, S., & Capozzoli, A.** (2010, October). *Reviewing adolescent literacy reports: Components & critical questions*. Paper presented at the University of Connecticut, Neag School of Education Spotlight on Assessment Colloquium, Storrs, CT.
- Faggella-Luby, M.** (2010, August). *Closing the literacy gap in middle and high schools: A research-based, school-wide approach*. Keynote address and day-long teacher-team follow up at North Branford Secondary Schools, North Branford, CT.
- Cheever, G., & Faggella-Luby, M.** (2010, June). *Teaching content to all: New ways of thinking about content, curriculum, and college teaching summer institute*. A weeklong professional development workshop for university faculty at the Center for Research on Learning, University of Kansas, Lawrence.
- Coyne, M., Olinghouse, N., & Faggella-Luby, M.** (2010, April). *PPSD ELA resource evaluation review: Examining options through a research-based lens*. A two-day workshop presented to the ELA Curriculum Writing Teachers, Providence, RI.

- Faggella-Luby, M.** (2010, March). *Disciplinary Literacy: Improving adolescent literacy outcomes by enhancing content area instruction*. Presentation to Springfield District and School Administrators, Springfield, MA.
- Faggella-Luby, M.** (2010, February). *The end of an error: Considering disciplinary literacy as a framework for organizing content area instruction*. Presentation to high school teachers at Plainfield High School, Plainfield, CT.
- Faggella-Luby, M.** (2010, February). *Creating a successful career as an assistant professor*. Presentation to the University of Kansas Professionals for Disabilities (KUPD) Student Series, Lawrence, KS.
- Faggella-Luby, M.** (2010, February). *The end of an error: Considering disciplinary literacy as a lever of change in secondary school reform*. Presentation as part of the Center for Research on Learning's "CRL Learns Series", Lawrence, KS.
- Faggella-Luby, M.** (2010, January). *Follow up survey of year 2008 exiters of Connecticut high schools*. Presentation to the Connecticut Division on Career Development & Transition (DCDT). Middletown, CT.
- Faggella-Luby, M.** (2010, January). *Closing the literacy gap in middle and high schools: A research-based, school-wide approach*. Day-long workshop presented as part of the Connecticut State Education Resource Center (SERC) Literacy Initiative, Cromwell, CT.
- Faggella-Luby, M.** (2009, November). *Follow up survey of year 2008 exiters of Connecticut high schools*. Report to the Connecticut State Department of Education Interagency Transition Task Force, Middletown, CT.
- Faggella-Luby, M.,** Olinghouse, N., & Coyne, M. (2009, November). *PPSD ELA resource evaluation review: Examining options through a research-based lens*. A two-day workshop presented to the ELA Curriculum Writing Teachers, Providence, RI.
- Faggella-Luby, M.** (2009, August). *SRBI in the middle school: Responding to struggling adolescent readers*. Keynote address and day-long teacher-team follow up at Plainfield Middle School, Plainfield, CT.
- Faggella-Luby, M.** (2009, August). *SRBI for K-12 educators: Critical Components & Key Steps Forward*. Keynote address for Manchester Public Schools District Kickoff, Manchester, CT.
- Faggella-Luby, M.** (2009, August). *Striving Readers project professional development: Course Organizer & Concept Comparison Routines*. Two-day workshop for high school content area teachers, Springfield, MA.
- Faggella-Luby, M.** (2009, June). *Striving Readers project professional development: Course Organizer & Concept Comparison Routines*. Two-day workshop for high school content area teachers, Springfield, MA.
- Faggella-Luby, M.** (2009, May). *Scientifically research based instruction (SRBI): Rtl in Connecticut secondary schools*. Overview presented to the Plainfield Middle School SRBI Leadership Team, Plainfield, CT.
- Faggella-Luby, M.** (2009, April). *Neag School of Education Integrated Bachelors and Masters Program in Special Education*. Program overview presented at the Special Education Summit, Storrs, CT.
- Faggella-Luby, M.** (2009, April). *Scientifically research based instruction (SRBI): Rtl in Connecticut secondary schools*. Overview presented to the Tolland High School SRBI Leadership Team, Tolland, CT.
- Faggella-Luby, M.** (2008, December). *Closing the literacy gap in middle and high schools: A research-based, school-wide approach*. Day-long workshop presented as part of the Connecticut State Education Resource Center (SERC) Literacy Initiative, Cromwell, CT.
- Faggella-Luby, M.,** Olinghouse, N., & Coyne, M. (2008, October). *How do I know if they are getting it?: Measuring student responsiveness to reading and writing instruction*. Paper presented at the University of Connecticut, Neag School of Education Assessment Colloquium, Storrs, CT.
- Faggella-Luby, M.** (2008, June). *Striving readers project professional development:*

- Content Enhancement Routines*. Three-day workshop for high school content area teachers, Springfield, MA.
- Cheever, G., **Faggella-Luby, M.**, & Graner, P. G. (2008, May). *Teaching content to all: New ways of thinking about content, curriculum, and college teaching summer institute*. A weeklong professional development workshop for university faculty at the Center for Research on Learning, University of Kansas, Lawrence.
- Faggella-Luby, M.**, & Coyne, M. (2008, January). *K-12 evidence-based literacy practices: Intersection of Research & Practice*. Invited paper presented for the Center on Behavioral Education and Research (CBER) Research Forum series, Storrs, CT.
- Faggella-Luby, M.** (2007, November). *Evidence-based practices in adolescent literacy: Translating research to practice*. Paper presented at the SIM Regional Conference, Mystic, CT.
- Coyne, M., & **Faggella-Luby, M.** (2007, October). *Current CBER reading research: Meeting the needs of all learners (K-12)*. Invited paper presented for the Center on Behavioral Education and Research (CBER) Research Forum series, Storrs, CT.
- Bui, Y., **Faggella-Luby, M.**, & Shogren, K. (2007, October). *Getting started and staying on track: Insights and experiences on becoming a new professor*. Invited paper presented for the University of Kansas Professionals for Disabilities (KUPD) Student Series, Lawrence, KS.
- Faggella-Luby, M.** (2007, June). *Striving Readers project professional development: Content Enhancement Routines*. Two-day workshop for high school content area teachers. Springfield, MA.
- Faggella-Luby, M.** (2007, May) *Preparing teachers to offer content area literacy instruction: Research-based practices*. Invited paper presented for the New England and New York Comprehensive Centers Teacher Quality Collaboration Team (NYCC/ NECC) Webinar.
- Faggella-Luby, M.** (2006, August) *Teaching content to all: New ways of thinking about content, curriculum, and college teaching summer institute*. A weeklong professional development workshop for university faculty, Blacksburg, Virginia.
- Faggella-Luby, M.** (2006, May) *Frameworks for change; Supporting diverse learners; Research-based instructional methods for improving student outcomes*. A three-day symposium for teachers and administrators at Bishop Kenny High School, Jacksonville, FL.
- Tollefson, J., Gnojek, D., **Faggella-Luby, M.**, Graner, P., Barth, A., & Harris, M. (2005, March). *Center for Research on Learning: Institutes and programmatic lines of research*. Paper presented at the annual KU at the Capitol forum, Topeka, KS.
- Cheever, G., **Faggella-Luby, M.**, Graner, P. G., & Lenz, B. K. (2004, May). *Teaching content to all: New ways of thinking about content, curriculum, and college teaching summer institute*. A weeklong professional development workshop for university faculty at the Center for Research on Learning, University of Kansas, Lawrence.
- Faggella-Luby, M.** (2004, March). *The interactive short story routine: A pilot study*. Paper presented at the Professional Seminar at the Center for Research on Learning, University of Kansas, Lawrence.

EDITORSHIPS, CONSULTING, ADJUDICATIONS

- Associate Editor, *Journal for Learning Disabilities*. (2017-ongoing).
- Editorial Board, *Learning Disabilities Research & Practice*. (2017-ongoing).
- Editorial Board, *Remedial and Special Education*. (2013-2016).
- Consulting Editor, *Learning Disability Quarterly* (2008-ongoing).
- Editorial Review Board, *Journal of Postsecondary Education and Disability* (2016-2019)
- Co-Editor, Special Issue: Postsecondary Education; *Learning Disabilities: A Multidisciplinary Journal* (2012) Volume 17, Issue 2.

Ad hoc Reviewer, *Reading Teacher, Equity & Excellence in Education, Reading & Writing Quarterly, High School Journal, Assessment for Effective Intervention; Exceptional Children; Remedial and Special Education; Journal of Literacy Research; Journal of Curriculum and Instruction; Learning and Individual Difference; Journal of Advanced Academics; British Educational Research Journal.*

PROFESSIONAL CONSULTING

- 3/17-present Consultant, Curriculum Designer, Alliance for Catholic Education, Program for Inclusive Education, University of Notre Dame, IN.
- 1/18-12/20 Consultant, Disciplinary Literacy Instruction Project, Kristen Beach & Tina Heafner (PIs), University of North Carolina Charlotte.
- 10/15-12/17 Consultant, AIS Educational Research Project Grant, Woodbury Autism Education and Research Limited, Baulkham Hills, Australia.
- 9/13-6/2015 Consultant, Professional Learning Community Facilitator. Diamond Hill-Jarvis High School, Fort Worth, TX.
- 9/07-9/2015 Consultant. State Education Resource Center (SERC), Connecticut
- 8/09-5/2014 Consultant. Providence Public School District, ELA Curriculum Writing, Providence, RI.
- 4/11-6/2013 Consultant. College of St. Rose, Project ASPIRE, Albany, NY.
- 9/06-3/2010 Team Member. Springfield-Chicopee Striving Readers Project providing professional development and coaching in the Strategic Instruction Model (SIM) for Content Enhancement Routine Teachers (CERT). In cooperation with the Strategic Learning Center (SLC) Seattle, WA.

EXTERNAL SUPPORT RECEIVED (Total \$ 1,761,822)

- Olinghouse, N. & **Faggella-Luby, M.** (2014). *Curriculum and standards review contract with Providence school district (V)*. Providence Public School District, Providence, RI. Total Award \$159,910; [TCU Subcontract: \$50,148]
- Faggella-Luby, M.** (2013-2015). *Follow-up investigation of exiters of special education in Connecticut school districts*. Connecticut State Department of Education, Bureau of Special Education. Award \$225,005
- Faggella-Luby, M.,** Olinghouse, N., & Coyne, M. (2013). *Curriculum and standards review contract with Providence school district (IV)*. Providence Public School District, Providence, RI. Award \$211,225
- Coyne, M., **Faggella-Luby, M.,** & Olinghouse, N. (2011-2012). *Curriculum and standards review contract with Providence school district*. Providence Public School District, Providence, RI. Award \$163,917
- Faggella-Luby, M.** (2011-2013). *Follow-up investigation of exiters of special education in Connecticut school districts*. Connecticut State Department of Education, Bureau of Special Education. Award \$231,469
- Faggella-Luby, M.** (2010-2012). *Connect-ability indicator 14 project: Improving exit survey response rates and LEA transition services through Project ACTS—Advancing Connecticut’s transition services*. Connecticut State Department of Education, Bureau of Special Education. Award \$302, 202
- Coyne, M., **Faggella-Luby, M.,** & Olinghouse, N. (2010-2011). *Curriculum and standards review contract with Providence school district*. Providence Public School District, Providence, RI. Award \$207,895
- Coyne, M., **Faggella-Luby, M.,** & Olinghouse, N. (2009-2010). *Curriculum and standards review contract with Providence school district*. Providence Public School District, Providence, RI. Award \$99,667
- Faggella-Luby, M.** (2009-2011). *Follow-up investigation of exiters of special education in Connecticut school districts*. Connecticut State Department of Education, Bureau of Special Education. Award \$160,532

SUBMITTED GRANTS/CONTRACTS

- Mitchell, J., Faggella-Luby, M., & Wesley, D. (2021) Project IEDev (Intellectual Employability Development): Increasing Competitive Integrated Employment for Individuals with Intellectual Disabilities Using 4SightGPS Technology. National Science Foundation Small Business Technology Transfer (STTR) Program, Phase I (Total Budget \$250,000, TCU Budget, \$98,772.90).
- Mason, L. & Faggella-Luby, M. (2020). *The Verbal SCoRE: Increasing the Rigor of Language Research for Individuals with Autism*. U. S. Department of Education, Institute for Education Sciences, Special Education Research, RFA 84.324A (Total Budget \$1,670,329; TCU Budget, \$610,090.42). *Unfunded*.
- Faggella-Luby, M. & Mason, L. (2019). *Services for students with autism*. Texas Education Agency 2020-2021 TEC Section 29.026 (TCU Budget \$210,716). *Unfunded*.
- Hock, M., Wehmeyer, M., Shogren, K., **Faggella-Luby, M.**, & Wei, Y. (2017). *Possible selves and self-determination: Improving transition outcomes for high school students with disabilities*. U. S. Department of Education, Institute of Education Sciences, Special Education Research Grants (CFDA 84.324A) —Goal 3 (Efficacy & Replication): Total Budget \$3,299,644.00 (TCU Budget, \$822,836). *Unfunded*.
- Crawford, L., Quinn, B., Bauml, M., **Faggella-Luby, M.**, & Weinburgh, M. (2014). *CASE: Case Assessment of Student Educators*. American Association of Colleges for Teacher Educators. One year. \$30,000.
- Faggella-Luby, M. N.**, Olinghouse, N., Chafouleas, S., & Sanetti, L. (2012-2015). *Project ATTACK (Analyzing Text Type to Advance Comprehension and Knowledge): Developing a reading comprehension intervention for adolescents struggling with comprehension (resubmit)*. U. S. Department of Education, Institute of Education Sciences, Special Education Research Grants (CFDA 84.324A) —Goal 2 (Development): \$1,499,090. *Unfunded*.
- Faggella-Luby, M. N.**, Chafouleas, S., & Sanetti, L. (2011-2014). *Project ATTACK (Analyzing Text Type to Advance Comprehension and Knowledge): Developing a tier 2 reading comprehension intervention for secondary students (resubmit)*. U. S. Department of Education, Institute of Education Sciences, Special Education Research Grants (CFDA 84.324A) —Goal 2 (Development): \$1,486, 607. *Unfunded*.
- Faggella-Luby, M. N.**, Chafouleas, S., & Sanetti, L. (2010-2013). *Project ATTACK (Analyzing Text Type to Advance Comprehension and Knowledge): Developing a tier 2 reading comprehension intervention for secondary students*. U. S. Department of Education, Institute of Education Sciences, Special Education Research Grants (CFDA 84.324A) —Goal 2 (Development): \$1,457, 531. *Unfunded*.
- Faggella-Luby, M. N.**, Chafouleas, S., & Sanetti, L. (2009-2012). *Project STORY: Strategic Teaching Of Reading to Youth through the development of a reading comprehension intervention for secondary English classes*. U. S. Department of Education, Institute of Education Sciences, Interventions for Struggling Adolescent and Adult Readers and Writers Competition (CFDA 84.305A) —Goal 2 (Development): \$1,326,927. *Unfunded*.
- Clark, T., **Faggella-Luby, M. N.**, Webb, D., & Dastoli, S. (2009-2010). *Connecticut collaborative for excellence in science*. Connecticut Department of Higher Education, 2009 Teacher Quality Partnership Grant Program: \$187,914 (University of Connecticut Subcontract: \$ 39,749). *Awarded but unfunded due to 2009 budget rescission*.
- Faggella-Luby, M. N.**, Chafouleas, S., & Sanetti, L. (2008-2011). *Project STORY: Strategic Teaching Of Reading to Youth through the development of a reading comprehension intervention for secondary English classes*. U. S. Department of Education, Institute of Education Sciences, Interventions for Struggling Adolescent and Adult Readers and Writers Competition (CFDA 84.305) —Goal 2 (Development): \$1,249,925. *Unfunded*.

Coyne, M. & **Faggella-Luby, M.** *Project MVP: Measuring vocabulary progress to inform instruction*, Institute of Education Science's Reading and Writing Competition (CFDA 84.305)---Goal 5 (Measurement). *Unfunded*.

INTERNAL GRANTS RECEIVED (Total \$ 70,976.96)

Faggella-Luby, M., Keaney, L., & Hannaway, E. (2020). Perspectives on Inclusion: Teachers and Administrators at a Private PK-8 School. Award \$600).

Przymus, S. & **Faggella-Luby, M.** (2017). Center for Public Education: Faculty Reads Program, *The Trouble with Reality*. Award \$750.

Przymus, S. & **Faggella-Luby, M.** (2016). Preparing Local/Global Educators for Teaching Culturally & Linguistically Diverse Exceptional Youth. TCU Instructional Development Fund Grant: \$3,573.96 *funded*.

Faggella-Luby, M., & Huddleston, G. (2016). Center for Public Education: Faculty Reads Program, *The Slow Professor*. Award \$750.

Griffith, R., **Faggella-Luby, M.**, Silva, C., & Weinburgh, M. (2014). Andrews Institute Grant, "Math, Science, Language (MSL) Retelling Study". Award \$405.00.

Faggella-Luby, M. (2014). *Summer Research Project 2014*. College of Education, Texas Christian University faculty research grant. Award \$5,000.

Faggella-Luby, M. (2012). *Project VISIBLE: Validating Implementation of Secondary Instructional Behaviors in Literacy and English*. (#X11-174) Large University Grant, University of Connecticut. Award \$24,898.

Faggella-Luby, M. (2007-2008). *Strategic Teaching of At-Risk Students (STARS): Improving Reading Comprehension Through Story Structure Pedagogy*. (#H07-047) Large University Grant, University of Connecticut. Award \$25,000.

Faggella-Luby, M. (2007). *Embedded Literacy Research*, University of Connecticut, Neag School of Education, New Faculty Support Grant. Award \$10,000.

FUNDRAISING RECEIVED (Total \$ 400,000)

Andrea Mennen Family Endowed Fund for the ANSERS Institute (2017) - \$300,000. *Secured in partnership with Director of Development and Dean of College of Education*.

Andrea Mennen Family Endowed Fund for Special Education Graduate Student Scholarships (2017)- \$100,000. *Secured in partnership with Director of Development and Dean of College of Education*.

OTHER EXPERIENCES

Chair, 2018 TCU COE ANSERS Institute Special Education Summit: Students with Disabilities in Postsecondary Education.

- Three days of meetings with ANSERS Institute faculty, COE faculty, and Starpoint Staff.
- Madaus, J., Dukes, L., & Gelbar, N. (2018, May). *Postsecondary education for students with disabilities: The law, the taxonomy, & the service delivery*. Free public lecture, TCU, Fort Worth, TX.

Coordinator, 2018 TCU Green Honors Chair: Dr. Robert Horner, PhD

- Two days of meetings with ANSERS Institute faculty
- Horner, R. (2018, March). *Implementing district-wide systems of behavior support: Aligning multi-tiered initiatives*. Free public lecture, TCU, Fort Worth, TX.

Co-chair, Learning Disabilities Research and Researchers Presentation Series (2004 – 2005)

- Pressley, M. (2004, March). *Everything you should know about comprehension education*. University of Kansas, Lawrence.

- Swanson, H. L. (2005, April). *Reading research for students with disabilities: A summary of three meta-analyses of performance outcomes*. University of Kansas, Lawrence.

Co-chair, Multicultural/Intercultural Knowledge Symposia Series (2002 – 2005)

- August, D. (2005, September). *Developing literacy in language-minority students: Key findings and promising practices*. Presented as part of the Multicultural/Intercultural Knowledge Symposia Series, University of Kansas, Lawrence.
- Pewewardy, C., & Markham, P. (2005, February). *Developing intercultural awareness: Enhancing instruction for all*. Presented as part of the Multicultural/Intercultural Knowledge Symposia Series, University of Kansas, Lawrence.
- Kea, C. (2004, April). Perspectives on multicultural education: Culturally responsive instruction. Presented as part of the Multicultural/Intercultural Knowledge Symposia Series, University of Kansas, Lawrence.

OTHER RESEARCH OR CREATIVE ACTIVITIES NOT INCLUDED IN ANY OF ABOVE

04/16-5/17 Co-Principle Investigator (Crawford, L., Kyzar, K. & Strickland-Cohen, K). *Teach Well-Build Relationships: Professional Development in Special Education*. ANSERS Institute, Texas Christian University.

01/15-05/15 Co-Principle Investigator (M. Bauml). *Understanding Developmental Changes in Undergraduate Teacher Development: A Delphi Study*. College of Education, Texas Christian University.

01/12-12/12 Principle Investigator. *Project VISIBLE: Validating Implementation of Secondary Instructional Behaviors in Literacy and English*. In affiliation with the University of Connecticut and Local Public Schools.

01/10-present Co-Principle Investigator. *Project Para-PLUS: Pursuing Literacy Understanding and Self-Regulation*. In affiliation with the University of Connecticut and Plainfield (CT) Public Schools.

07/07-06/08 Principle Investigator. *Strategic Teaching of At-Risk Students (STARS): Improving Reading Comprehension Through Story Structure Pedagogy*. In affiliation with the University of Connecticut and Windham (CT) Public Schools.

2/05-07/08 Lead Researcher. *Embedded Learning Strategies: Engineering Successful Pedagogy in Literature Classes for Diverse Learners*. Co-principle investigators: Donald Deshler, Ph.D. and Jean Schumaker, Ph.D. In affiliation with the Center for Research on Learning at the University of Kansas and Bishop Kenny High School.

2/05-06/07 Lead Researcher. *Embedded Story Structure Routine: A pilot study*. Co-principle investigators: Donald Deshler, Ph.D. and Jean Schumaker, Ph.D. In affiliation with the Center for Research on Learning at the University of Kansas and the Eudora Unified School District #491.

3/05-03/06 Co-Principle Investigator with Graner, P.S. *The Literacy Intervention Survey*. In affiliation with the University of Kansas Center for Research on Learning, SIM Professional Developer Network, and the Department of Special Education at the University of Kansas.

- 8/04-12/04 First Investigator and Research Team Member. *Doctoral Program Inquiry: Understanding the nature and effects of the revised KU special education doctoral program from the perspective of stakeholders*. Principle investigator: Tom Skrtic, Ph.D.
- 4/03-6/03 Lead Researcher. *The Interactive Short Story Routine: Embedded reading comprehension instruction in a middle-school language arts classroom*. Co-principle investigators: Donald Deshler, Ph.D. and Jean Schumaker, Ph.D. In affiliation with the Center for Research on Learning at the University of Kansas and the Eudora Unified School District #491.
- 9/02- 5/03 Research assistant. *Interactive Hypermedia Program for Teaching Word Identification Skills to Students with Disabilities*. Student initiated grant recipient: Irma Brasseuer. Co-principle Investigators: Donald Deshler, Ph.D. and Jean Schumaker, Ph.D. In affiliation with the Office of Special Education Programs and Center for Research on Learning at the University of Kansas.

SERVICE

DEPARTMENTAL SERVICE

- Special Education Program (TCU) Faculty Member, *Program Revision, Scholarship Awards*.
- Department of Educational Psychology Committee Member, *Merit Process Revision Committee (2011-2013)*.
- Special Education Program Committee Member, *IB/M Special Education; Master's Program; Sixth Year Program; PhD Program; New Faculty Search Committee (2007-2008; 2011-2012)*.

COLLEGE SERVICE

- Member, *Deans for Impact Committee (2020-2021)*.
- Elected Member, College of Education Cabinet (2019-2022).
- Member, *Deans for Impact Exploratory Committee (2019-2020)*.
- Chair, TCU Lab Schools Director and Jean Roach Endowed Chair Search Committee, (2018-2019; 2020-2021).
- Member, Starpoint Lab School Teacher Search Committee (2019, 2020).
- Member, Advisory Board, Kinderfrogs & Starpoint TCU Lab Schools, (2017-).
- Member, TCU TEACH Alternative Certification Program Faculty Advisory Committee, TCU College of Education, (2016-2017).
- Member, Institute & Center Administrative Assistant Search Committee, TCU College of Education, (2017).
- Member, Dean's Advisory Committee on Promotion and Tenure (2016-2019).
- Chair, Special Education Faculty Search Committee (Assessment, EC, 2015 & 2016).
- Member, COE Student Institutional Review Board (DRB), TCU College of Education (2015-2017).

- Peer Reviewer, Teaching Observation for College of Education Faculty, Drs. Curby Alexander, Kathleen Strickland-Cohen (2015); Dr. Gabe Huddleston (2016); Drs. Hayat Alhokayem, Marcella Stark, & Endia Lindo (2017); Dr. Robin Griffith (2018); Dr. Steve Palko (2020).
- Tenured Member, Promotion, Tenure & Review (PTR) Committee, TCU College of Education (2015-ongoing).
- Member, Global Engagement Committee, TCU College of Education (2015-ongoing).
- Facilitator, Early Childhood-6th Grade Program Retreat, TCU College of Education (2015).
- Member, Assessment Committee, TCU College of Education (2015-2016).
- Chair, TCU Community Outreach & Neighborhood Network in Education: Collaborating with Teachers and Schools (CONNECTS) Exploratory Partnership Committee (2013-2015).
- Member, Special Education Faculty Search Committee (Behavior, 2014).
- Member, Special Education Faculty Search Committee (Generalist/Assessment, 2014).
- Member, *KinderFrogs School at TCU* 3-4 year old Teacher Search Committee (2014, 2016).
- Faculty Advisor, COE Student Leadership Group-Developing Responsible, Influential, and Visionary Educators (DRIVE), (2013-ongoing).
- Fort Worth Independent School District School Partnership Exploration Committee (2013).
- ANSERS Institute Affiliated Faculty (2013-ongoing).
- Neag School of Education Graduation Marshal (2010-2012).
- Neag School of Education Committee Member, *Teacher Education Program Revision Goal Writing Committee; Faculty Mentoring; Teacher Education Faculty; Reading/ Literacy Advisory; Teachers for a New Era (TNE) Teacher Assessment; Curricula and Courses; IB/M Technology; Student Teacher Evaluation Measure; Application Review for Teaching Certification Program for College Graduates (TCPCG)*.
- Advisor, University of Connecticut Klebanoff Policy Institute (2011-2013).

UNIVERSITY SERVICE

- Member, Panel Review, TCU Invests in Scholarship (TCUIS) Program (2020).
- Elected Member, University Council, Texas Christian University (2019-2022).
- Member, College of Education Dean Search Committee, Texas Christian University, (2019-2020).
- Member, TCU STEM Scholar Interview Panel (2020).
- Member, TCU Lab Schools SAIS Accreditation Team Member (2019-2020).
- Member, Provost Search Committee, Texas Christian University, (2018-2019).
- Member, Research Policy Advisory Committee, Texas Christian University, (2017-2019).
- Committee Member, Project 85 Task Force, Texas Christian University, (2017-2020).
- Panelist, University Institutional Review Board, Texas Christian University, (2016-2021).

- Member, TCU Wellness Advisory Council, Texas Christian University, (2016-2019).
- Faculty Member, Student Development Services “Out of Office Hours” lunch program (January, 2016).
- Representative, Graduate Council, Texas Christian University (term 2014-2017).
- Faculty Volunteer, Common Reading Program 2014, Texas Christian University.
- Faculty Volunteer, Quest Frog Camp 2014, Texas Christian University.
- Member, Research and Creative Activities Fund (RCAF) Committee, Texas Christian University.
- Member, Dean Search Committee, University of Kansas, School of Education (2004-2005).
- Member, Graduate Studies Committee, University of Kansas, School of Education (2004-2005).
- Member, Alliance for Catholic Education Fellows, University of Notre Dame, South Bend, IN (2004-2005).
- Member, Urban School Studies Committee, University of Kansas, Lawrence (2003-2004).
- Member, School of Education Student Technology Fee Allocation Committee, University of Kansas, School of Education (2003).

COMMUNITY ACTIVITIES DIRECTLY RELATED TO PROFESSIONAL SKILLS

- Member, North Texas IRB Working Group, University of Texas, Arlington (2017- 2019).
- Member, State of Connecticut Department of Education NSTTAC Leadership Team (2011-2013).
- Member, Learning Disability Guidelines Advisory Taskforce, Connecticut Department of Education (2007-2010).

PROFESSIONAL SERVICE

- Member, Division Relations Committee, Council for Exceptional Children (CEC, 2021-2022).
- External Reviewer, Promotion, Tenure & Review, Iowa State University; University of Kansas; City University of New York.
- Member, DLD Representative, National Joint Committee on Learning Disabilities (NJCLD; 2020-2021).
- Member, Executive Director Search Committee, Council for Exceptional Children, Division on Learning Disabilities, (2018).
- Reviewer, Student Research Poster Proposals, Council for Exceptional Children (CEC) Division for Learning Disabilities (2017, 2018, 2019, 2020, 2021 Conferences).
- Member, Alliance for Catholic Education Program for Inclusive Education, Advisory Board (2017-ongoing).
- Invited Member, University of Kansas, Center for Research on Learning, Retreat on Research & Product Development in Adolescent Literacy. Lawrence, KS (2016).

- Proposal Reviewer, Council for Exceptional Children (CEC) Teacher Education Division Conference (2014).
- Proposal Reviewer, Council for Exceptional Children (CEC) Convention and Expo (2010, 2012, 2014, 2017).
- Council for Exceptional Children, Division on Learning Disabilities, Membership Committee (2012-2014).
- Council for Learning Disabilities (CLD), Research Committee (2010-2013); Membership Committee (2014-2017)
- Panelist, National Center Evaluations, Institute for Education Sciences (IES), US DOE (2008-2010).
- Student Reviewer, Teaching, Learning, and Human Development Section of the *American Educational Research Journal (AERJ)*; 2005-2006).
- Member, Co-founder, Doctoral Fellows Leadership Team, Center for Research on Learning (2003-2005).
- Member, Southern Association of Secondary Schools Executive School Improvement Team, Bishop Kenny High School, Jacksonville, FL (2000-2002).

ACADEMIC ADVISING

- Dissertation Committee, Cameron Potter, Texas Christian University (2019-2021)
- Dissertation Committee, Sophie Rodenbush, University of Connecticut (2020-2021).
- Masters Committee Treatise Chair (TCU), MA Class of 2020: Lauren Keaney, EmJ Hannaway, Remy Zingale; Class of 2019: Adhali Frayree, Rebecca Molina, Dillon Smith; Class of 2018: Jillian Dreixler, Catherine Cumiskey; Class of 2017: Claire Cunningham, Ana Guardia; Class of 2016: Makenzie Jackson; Class of 2015: T. Charters, S. Huff, M. Cranford, L. Cooper; Class of 2014: Michelle Shirley.
- Project Advisor, Lauren Keaney, Chancellor's Scholar Program (2017-2018).
- Dissertation Committee, Kathryn Dooley, University of Connecticut (2017).
- Project Advisor, Madison Grantham, Martha Salmon Scholarship Awardee (2017).
- MA Committee Member, Alex Nusz, Davis School of Communication Sciences & Disorders, (2018)
- Comprehensive Exam Committee Member, Counseling: Megan Olson (2014).
- Honors Advisor, Julia Leonard (2011-2012); Chandler Hefter (2017-2018).

LEADERSHIP POSITIONS AND COMMITTEES

- Host, Big 12 Faculty Fellowship for Dr. Sean Smith, University of Kansas.
- Advisory Board Member, Stepping-Up Technology Implementation (CFDA 84.327S), Sean Smith PI, University of Kansas. Chair, College of Education Cabinet (2021-2022).
- Past-President, Council for Exceptional Children, Division on Learning Disabilities, Elected Executive Board Committee (2021).

- Chair, Council for Exceptional Children International Conference Program Advisory Committee: Division of Learning Disabilities (2019, 2020)
- Subcommittee Chair, Diversity, Equity and Inclusion: Inclusive Environment, Texas Christian University (2019-2020).
- President, Council for Exceptional Children, Division on Learning Disabilities, Elected Executive Board Committee (2019-2020).
- Chair, University Institutional Review Board (IRB), TCU College of Education (2018-2019).
- Director, Alice Neeley Special Education Research and Service (ANSERS) Institute (listed above as well; 2017-2022).
- Chair, COE Student Institutional Review Board (DRB), TCU College of Education (2017-2018).
- Chair-Elect, University Institutional Review Board, Texas Christian University, (2017-2018).
- Chair, Assessment Committee, College of Education, Texas Christian University, (2016-2017).
- Secretary, Council for Exceptional Children, Division on Learning Disabilities, Member Elected Executive Board Committee (2016-2018).
- Chair. Council for Exceptional Children, Division on Learning Disabilities, Membership Committee (2014-2016).
- Program Chair, Special Education Program, University of Connecticut (2012-2013).
- Chair, Special Education Master's Program Committee (2007-2012).
- Chair, Department of Educational Psychology, Scholarship Committee (2012-2013).
- UCONN Representative, Higher Education Consortium for Special Education (HECSE; 2008-2013).
- University of Kansas National Advisory Board Member (2006-2009).
- Member, Editor, and Webpage Designer, Division of Learning Disabilities Kansas (Council for Exceptional Children) (2004-2005).