JESSICA MCQUESTON
Assistant Professor | Director of Disability Studies
School of Teaching and Learning | Garrett Center on Transition and Disability Studies
Sam Houston State University
jam391@shsu.edu

EDUCATION

Ph.D., Special Education
University of Wisconsin - Madison, 2020
Dissertation: You BETCHA!: Evaluating the use of literacy professional development to support students with extensive support needs

Graduate Certificate, Applied Behavior Analysis
The University of New Mexico, 2015

M.A., Special Education
Concentration: Severe Disabilities
The University of New Mexico, 2013

B.S., Elementary Education in Special Education
The University of New Mexico, 2009

CERTIFICATIONS

2022 – present   Board Certified Behavior Analyst
                   BACB Certification Number: 1-22-57500

2014 – 2023   New Mexico Level Three-A Instructional Leader K-8 Elementary Education
                with Endorsement in TESOL Teaching License

2014 – 2023   New Mexico Level Three-A Instructional Leader Pre-K - 12 Special
                Education with Endorsement in TESOL Teaching License

PROFESSIONAL ACTIVITIES

2022 – present   Assistant Professor
                   Special Education
                   School of Teaching and Learning
                   Sam Houston State University

2022 – present   Director of Disability Studies
                   Garrett Center on Transition and Disability Studies
                   Sam Houston State University

2020 – 2022	Assistant Professor of Practice Teacher Education School of Education North Dakota State University
2019 – 2020	Project Coordinator Interdisciplinary Collaboration for Language in Universally Designed Education: Project INCLUDE Office of Special Education Programs - Personnel Preparation Grant H325K190092 University of Wisconsin-Madison
2016 – 2020	Project Coordinator Evidence-based Practices and Interdisciplinary Collaboration: Project EPIC Office of Special Education Programs - Personnel Preparation Grant H325K140208 University of Wisconsin-Madison
2015 – 2020	Teaching Assistant; Instructor; Practicum and Student Teacher Supervisor Department of Rehabilitation Psychology and Special Education; Department of Curriculum and Instruction University of Wisconsin-Madison
2013 – 2015	Special Education and General Education Teacher; Reading Interventionist Albuquerque Public Schools Albuquerque, New Mexico
2009 – 2013	Special Education and General Education Teacher Rio Rancho Public Schools Rio Rancho, New Mexico

HONORS & AWARDS

2022	*Engaged Learning Fellowship*, Sam Houston State University
2022	*Finalist for NDSU Inspiring Colleague Award,* North Dakota State University
2020	*Graduate School Travel Grant Recipient,* University of Wisconsin – Madison
2019	*Discussion Project Participant,* University of Wisconsin - Madison
2019	*Doctoral Student AAC Research Think Tank Participant,* Pennsylvania State University
2018	*Graduate School Travel Grant Recipient,* University of Wisconsin - Madison
2018	*Forward in Access Award*, University of Wisconsin – Madison McBurney Disability Resource Center
2018	*Future Faculty Partner of the UW-Teaching Academy*, University of Wisconsin - Madison
2016	*RPSE Travel Grant Recipient,* University of Wisconsin - Madison

2016	*Ethelmae S. Merriam Academic Scholarship,* University of Wisconsin – Madison McBurney Disability Resource Center
2015	*Capstone Honors Distinction,* The University of New Mexico Department of Special Education
2013	*Outstanding Graduating Student,* The University of New Mexico Department of Special Education
2013	*Special Education Graduate Student Association Travel Grant Recipient,* The University of New Mexico Department of Special Education

GRANT SUBMISSIONS AND AWARDS

2022   Engaged Learning Fellowship
Asynchronous Active Learning: Incorporating UDL and Active Learning into a Field-Based Literacy Course
Jessica McQueston
Award $12,000

2022   SHSU New Faculty Grant
Teacher Candidate Beliefs about Literacy for Students with Disabilities
Jessica McQueston
Under review

2022   AccessADVANCE MiniGrant (2022-02, funded by the National Science Foundation (NSF Award HRD-2017017, HRD-2017054))
Disability Equity and Advocacy Series
Jessica McQueston & Teresa Shume
Award $5,000

2021   NDSU Impact Fund Grant
Building University and Community Coalitions to Advance Diversity, Equity, and Inclusion
Amanda Cordova, Jessica McQueston, Lei Jiang, Cailen O'Shea, Laura Parson, & Hollie J. Mackey
Unfunded; $69,855

2021   NDSU Office of Teaching and Learning Grant, Developing Professional Development for K-12 Teachers
Culturally Responsive Teaching Practices
Jessica McQueston, Brooke Thiel, & Amanda Cordova
Award $4,000

2021   NDSU Office of Teaching and Learning Grant, Developing Professional Development for K-12 Teachers
Applying Culturally Responsive Teaching Practices
Jessica McQueston, Amanda Cordova, & Brooke Thiel
Award $4,000

2020   Hyflex CARES Act Grant
Course Re-design for Online Learning
Jessica McQueston
Award $5,800

2020   University of Wisconsin- Madison Educational Innovation Grant
Online Course Development for RPSE 405: Educating Students with Complex Communication Needs
Andrea Ruppar & Jessica McQueston
Unfunded; $7,500

PUBLICATIONS

Toews, S. G. & **McQueston J. A.**, (2023) Chapter 3. Fostering collaborative and trusting relationships with families and students. In Ruppar, A. L., Kurth, J. A. (Eds), Equitable and Inclusive IEPs for Students with Complex Support Needs. Brooks Publishing.

Ruppar, A.L., Kurth, J.L., McCabe, K.M., Toews, S.G., **McQueston, J.A.**, & Johnston, R. (2022) Present levels of academic achievement and functional performance: Unravelling the narratives. *Journal of Disability Studies in Education* (published online ahead of print 2022). https://doi.org/10.1163/25888803-bja10016

Toews, S. G., **McQueston, J.A.**, & Kurth, J.L. (2021). Evaluation of the evidence base for shared reading to support literacy skill development for students with extensive support needs. *Research and Practice for Persons with Severe Disabilities, 46*(3), 1-17. https://doi.org/10.1177/15407969211008531

Toews, S. G., Johnston, R., Kurth, J. A., Ruppar, A. L., **McQueston, J. A**., & McCabe, K. M. (2021). Alignment of supplementary aids and services with student needs and placement. *Intellectual and Developmental Disabilities, 59*(3), 187-203. https://doi.org/10.1352/1934955659.3.187

McCabe, K. M., Ruppar, A., Kurth, J. A., **McQueston, J. A.,** Johnston, R., & Toews, S. G. (2020). Cracks in the continuum: A critical analysis of least restrictive environment for students with significant support needs. *Teachers College Record*, *122*(5), 197-209. https://doi.org/10.1177/016146812012200511

Kurth, J. A., **McQueston, J. A.**, Ruppar, A. L., Toews, S. G., Johnston, R., & McCabe, K. M. (2019). A description of parent input in IEP development through analysis of IEP documents. *Intellectual and Developmental Disabilities*, 57(6), 485-498. https://doi.org/10.1352/1934-9556-57.6.485

Kurth, J.A., Ruppar, A. L., Gross, S. M., McCabe, K., **McQueston, J. A.**, & Johnston, R. (2019). Considerations in placement decisions for students with extensive support needs: An analysis of LRE statements. *Research and Practice for Persons with Severe Disabilities,* 44(1), 3-19. https://doi.org/10.1177/1540796918825479

Kurth, J.A., Ruppar, A. L., **McQueston, J.A.**, McCabe, K. M., Johnston, R., & Toews, S. (2019). Types of supplementary aids and services for students with significant support needs. *The Journal of Special Education, 52,* 208-218. https://doi.org/10.1177/0022466918791156

Ruppar, A.L., Knight, V.F., **McQueston, J.A.**, & Jeglum, S.R. (2018) Involvement and progress in the general curriculum: A grounded theory of the process. *Remedial and Special Education*. https://doi.org/10.1177/0741932518806045

McQueston, J.A. (2017) "Those kids down the hall" are now in my elementary classroom: Now what? *Wisconsin English Journal,* 59(2).

PUBLICATIONS UNDER REVIEW

Kerbs, M. & **McQueston, J.A.** (under review). Playing with Words: Poetry as a Scaffold for Students with Dyslexia.

PUBLICATIONS IN PREPARATION

McQueston, J.A. & Ruppar, A.L. (In preparation). You BETCHA!: Evaluating the use of shared reading online professional development.

Johnston, R. & **McQueston, J.A.** (In preparation). A desperate need for language in plain view: Language deserts and students who use AAC.

McQueston, J.A. (In preparation). Intro to special education: Why disability studies must be present.

PRESENTATIONS

McQueston, J. A. (2023, March). Teaching pre-service teachers to be disability curriculum advocates. Presentation at the annual meeting of the Association of Teacher Educators, Jacksonville, FL.

McQueston, J. A. (2023, February). Can I plan for students with disabilities in literacy? You BETCHA!. Presentation at the annual Joan Prouty Conference on Literacy, Huntsville, TX

McQueston, J. A. (2023, February). Adapting texts for students with disabilities. Presentation at the annual Joan Prouty Conference on Literacy, Huntsville, TX

McQueston, J. A. (2022, December). How to include disability inclusive curriculum into the K-12 classroom. Presentation at the annual meeting of TASH, Phoenix, AZ.

McQueston, J.A. (2022, June) Incorporating disability inclusive curriculum into the K-12 classroom. Presentation at the University of Kansas Summer Institute on Inclusive Education, Virtual Conference.

McQueston, J.A. & Toews, S.G. (2021, December) Inclusive shared reading: From literature to research to practice. Presentation at the virtual annual meeting of TASH.

McQueston, J.A. & Shume, T. (2021, August) UDL 1.0. Presentation at the NDSU Annual Faculty & Academic Staff Conference.

McQueston, J.A. & Shume, T. (2021, August) UDL 2.0. Presentation at the NDSU Annual Faculty & Academic Staff Conference.

McQueston, J.A. & Toews, S.G. (2021, June) Shared reading in inclusive settings: From literature to research to practice. Presentation at the University of Kansas Summer Institute on Inclusive Education, Virtual Conference.

McQueston, J.A. & Ruppar, A.L. (2020, December) You BETCHA!: Evaluating the use of online literacy professional development. Presentation at the virtual annual meeting of TASH.

McCabe, K.M., Kurth, J.A., Ruppar, A.L., Toews, S.G., **McQueston, J.A.,** & Turner, E.L. (2020, December) Equitable and inclusive IEP development workshop. Pre-conference workshop presentation at the virtual annual meeting of TASH.

McQueston, J.A. (2020, October) Supporting students with disabilities in the age of COVID-19. Presentation at the virtual fall meeting of North Dakota Council of Exceptional Leaders.

McQueston, J.A. (2020, July) You BETCHA: Using a shared reading planning guide for students with extensive support needs. Presentation at the University of Kansas Summer Institute on Inclusive Education, Virtual Conference.

Toews, S. G. & **McQueston, J. A.** (2020, April) Shared reading as a literacy intervention for students with significant support needs. Poster presented at the AERA Annual Meeting, San Francisco, CA. (Conference Canceled)

Ruppar, A.L., McCabe, K.M., **McQueston, J.A.,** Bubash, S., Barofsky, K., Li, L., Pant, N., Yang, Y.L., Xin, W. (2019, December) Alternative assessment: What purpose is it serving? Poster presented at the annual meeting of TASH, Phoenix, AZ.

McCabe, K. M., Kurth, J. A., Ruppar, A. L., **McQueston, J. A.**, Toews, S. G., & Johnston, R. (2019, December). Cracks in the continuum: A critical analysis of least restrictive environment. Presentation at the annual meeting of TASH, Phoenix, AZ.

Kurth, J.A., Ruppar, A.L., **McQueston, J. A.**, Toews, S., McCabe, K.M., & Johnston, R. (2019, December). Reporting present levels of performance: Narratives and their consequences for students with significant support needs. Presentation at the annual meeting of TASH, Phoenix, AZ.

McQueston, J.A. & Ruppar, A.L. (2019, May) Ask yourself: A comprehension self-questioning strategy at the elementary level. Poster presented at the annual meeting of the Association for Behavior Analysis International, Chicago, IL.

McQueston, J.A. (2019, May). Comprehension literacy interventions for elementary students. Presentation at the Doctoral Student AAC Research Think Tank, State College, PA.

Gross Toews, S., Johnston, R., Kurth, J. A., Ruppar, A. L., **McQueston, J. A.**, & McCabe, K. M. (2019, February). Multivariate analysis of variance of differences in supplementary aids and services for students with extensive support needs. Presentation at the Professionals for Inclusion and Social Justice Annual Graduate Student Research Conference, Lawrence, KS.

Kurth, J. A., Ruppar, A., **McQueston, J. A.**, McCabe, K.M., Johnston, R., & Toews, S. (2019, January). Patterns of supplementary aids and services for students with significant support needs. Paper presented at the annual meeting of the International Conference on Autism, Intellectual Disability, and Developmental Disabilities; CEC- Division on Autism and Developmental Disabilities. Maui, HI

McQueston, J. A., & Ruppar, A. (2019, January) Ask yourself: Implications from a comprehension self-questioning strategy for elementary students. Poster presented at the annual meeting of the International Conference on Autism, Intellectual Disability, and Developmental Disabilities; CEC- Division on Autism and Developmental Disabilities. Maui, HI.

Kurth, J. A., Ruppar, A., **McQueston, J. A.**, McCabe, K., Johnston, R., & Toews, S. (2019, January). Exploratory investigation of placements and rationales for students with extensive support needs. Poster presented at the annual meeting of the International Conference on Autism, Intellectual Disability, and Developmental Disabilities; CEC- Division on Autism and Developmental Disabilities. Maui, HI.

Toews, S., Kurth, J.A., Ruppar, A.L., **McQueston, J. A.**, McCabe, K.M., & Johnston, R. (2018, December). Supplementary aids and services: Patterns and implications for inclusive education. Presentation at the annual meeting of TASH, Portland, OR.

McQueston, J. A., & Ruppar, A. (2018, December) Ask yourself: A preliminary study of a self-questioning strategy. Poster presented at the annual meeting of TASH, Portland, OR.

Kurth, J.A., **McQueston, J. A.**, Ruppar, A.L., Toews, S., McCabe, K.M., & Johnston, R. (2018, December). An analysis of placement decisions for students with extensive support needs. Presentation at the annual meeting of TASH, Portland, OR.

Kurth, J., Ruppar, A., **McQueston, J. A.**, McCabe, K., Johnston, R., & Gross-Toews, S. (2018, November). LRE placement decisions for students with extensive support needs. Poster Presented at the annual meeting of the American Speech-Language-Hearing Association, Boston, MA.

McQueston, J. A., (2018, May). Curriculum redesign: Applying behavior analytic strategies to curriculum. Poster presented at the annual meeting of the Association for Behavior Analysis International, San Diego, CA.

Toews, S, Johnston, R., Kurth, J.A., Ruppar, A.L., **McQueston, J. A.**, & McCabe, K.M. (2018, February). Supplementary aids and services: The lynchpin to inclusive education. Poster Presentation at the Professionals for Inclusion and Social Justice Graduate Student Research Conference, Lawrence, KS

Ruppar, A.L., **McQueston, J. A.**, & Jeglum, S.R. (2017, December). How does it all work?: A framework for supporting access to the general curriculum in general education classes Presentation at the annual meeting of TASH, Atlanta, GA.

McQueston, J. A., (2017, November). Ask yourself: Using self -questioning strategy to improve comprehension for students with significant disabilities. Presentation at AERA Division G at UW: ED Talks at the University of Wisconsin – Madison, Madison, WI.

Jeglum, S.R. **McQueston, J. A.**, Ruppar, A.L. & Knight, V. (2017, May). Supporting elementary and secondary students with developmental disabilities in inclusive settings: Shaping academic, adaptive, and metacognitive behaviors. Symposium presentation at the annual meeting of the Association for Behavior Analysis International, Denver, CO.

Kurth, J., Ruppar, A., **McQueston, J. A.**, McCabe, K., Johnston, R., & Gross-Toews, S., (2017). Patterns of supplementary aids and services for students with significant support needs. Poster presented at the American Speech-Language-Hearing Association Convention, Los Angeles, CA.

McCabe, K. & **McQueston, J.A.** (2016, November). Using writing to create equity and encourage creativity in the classroom. Poster presented at the annual meeting of TASH 2016, St. Louis, MO.

Ruppar, A. L., Knight, V., **McQueston, J.A.** (2016, November). Stop and think: Comprehension self-monitoring in inclusive high school English-language arts classes. Presentation at the annual meeting of TASH, St. Louis, MO.

Ruppar, A. L., & **McQueston, J. A.**, (2016, November). Project EPIC: Evidence-based practices and interdisciplinary collaboration. Presentation at the annual meeting of TASH, St. Louis, MO.

McQueston, J. A., & McCabe, K. (2016, November). A tale of two classrooms: Inclusive elementary school classroom literacy practices. Presentation at the annual meeting of TASH, St. Louis, MO.

Ruppar, A. L., **McQueston, J. A.**, Jeglum, S.R., & Gardipee, J. (2016, August). Stop and think:

Comprehension self-monitoring for students with significant disabilities. Presentation at the Wisconsin Department of Public Instruction Intellectual Disabilities Conference, Madison, WI.

Ruppar, A. L., **McQueston, J. A.**, Jeglum, S.R., & Gardipee, J. (2016, July). Stop and think: Comprehension self-monitoring for students with significant disabilities. Presentation at the Wisconsin Statewide Inclusion Institute, Wausau, WI.

Jeglum, S.R., **McQueston, J. A.**, Ruppar, A.L., & Afacan, K. (2016, May). Embedded shared reading to increase literacy in an inclusive English/language arts class: Preliminary efficacy and ecological validity. Poster presented at the annual meeting of the Association for Behavior Analysis International, Chicago, IL.

Jeglum, S.R., **McQueston, J.A.**, Ruppar, A.L., & Afacan, K. (2016, February). Embedded shared reading to increase literacy in an inclusive English/language arts class: Preliminary efficacy and ecological validity. Poster presented at the UW-Madison Education Research Poster Fair, Madison, WI.

INVITED PRESENTATIONS AND PANELS

McQueston, J.A., Carpenter, M, & Taub, D. (2022, December) Finding your academic home. Presentation at the annual meeting of TASH, Phoenix, AZ.

Gonzalez, T., Holdren, N., Hanreddy, A. & **McQueston, J.A.** Panel Moderator, Rethinking teacher preparation. Panel at the annual meeting of TASH, Phoenix, AZ.

McQueston, J.A., Crawford, E.C., & Vieweg, E. (2022, May) Including U: Different abilities and access. Virtual panel at North Dakota State University "Including U" series.

McQueston, J.A. (2022, February) Including students with disabilities in CTE courses. Presentation at the North Dakota Teacher Induction Program (ND TIP) virtual meeting.

McQueston, J.A., Lansey, K. & McCabe, K.M. (2021, December) Navigating virtual "on-campus" interviews. Presentation at the virtual annual meeting of TASH.

McQueston, J.A. (2021, August) Opening your eyes to disability on campus. Presentation at the NDSU Returning Resident Advisor Training.

Hopkins, S., Regester, A., & **McQueston, J.A.** (2020, December). Interviewing for faculty positions: Virtual interviews and the job search process. Presentation at the virtual annual meeting of TASH.

McCabe, K.M., **McQueston, J.A.**, Rooney-Kron, M., and Toews, S.G. (2019, December). Doctoral student panel and their TASH experience. Presentation at the annual meeting of TASH, Phoenix, AZ.

McQueston, J.A. (2019, September). Present levels: Moving from a requirement to a meaningful component. Presentation at the Community of Practice on Autism Spectrum Disorder and other Developmental Disabilities, Milwaukee, WI.

Lewandowski, K., Stilson, J., **McQueston, J.A.**, Treves, A., & Gipson, J. (2019, May). Beyond disability accommodation letters: Inclusive instructional design to enhance learning for all. Symposium presented at the Teaching and Learning Symposium, Madison, WI.

McQueston, J. A., Ruppar, A.L. & Jeglum, S.R. (2017, October). Ask yourself: Using self-questioning strategy to improve comprehension for students with significant disabilities. Presentation at the Community of Practice on Autism Spectrum Disorder and other Developmental Disabilities, Oshkosh, WI.

McQueston, J. A., Ruppar, A.L. & Jeglum, S.R. (2017, October). Ask yourself: Using

self-questioning strategy to improve comprehension for students with significant disabilities. Presentation at the Community of Practice on Autism Spectrum Disorder and other Developmental Disabilities, La Crosse, WI.

McQueston, J. A. (2017, October). Peer-mediated intervention. Presentation at the Community of Practice on Autism Spectrum Disorder and other Developmental Disabilities, La Crosse, WI.

GUEST LECTURES

McQueston, J.A. (2022, November). UDL and Literacy. Presentation for North Dakota State University EDUC 475/775: *Content Area Reading* (Instructor: Amber O'Shea)

McQueston, J.A. (2022, September). How to write up literacy assessments using a strength-based approach. Presentation for Sam Houston State University READ 6088: *Identification and Correction Reading Difficulties.* (Instructor: Andrea Beerwinkle)

McQueston, J.A. (2022, March). Shared reading instruction for students with extensive support needs. Presentation for The University of New Mexico SPCD 587: *Reading Methods for Students with Intellectual or Severe Disability* (Instructor: Heather DiLuzio)

McQueston, J.A. (2021, April). Collaborative literacy planning for students with extensive support needs. Presentation for the University of Wisconsin – Madison Project INCLUDE Monthly Seminar.

McQueston, J.A. (2021, April). Behavior as communication for individuals with low-incidence disabilities. Presentation for the University of Arizona SERP 202: *Introduction to Low Incidence Disabilities* (Instructor: Taucia Gonzalez)

McQueston, J.A. (2021, March). Using shared reading to support comprehension instruction. Presentation The University of New Mexico SPCD 587: *Reading Methods for Students with Intellectual or Severe Disability* (Instructor: Susan Copeland)

McQueston, J.A. (2020, February). AT and AAC: Providing access for individuals with disabilities. Presentation for the University of Wisconsin - Madison RPSE 300: *Individuals with Disabilities*. (Instructor: Dian Mawene)

McQueston, J.A. (2019, September). Characteristics of AAC and assistive technology across the lifespan. Presentation for the University of Wisconsin - Madison RPSE 300: *Individuals with Disabilities*. (Instructor: Dian Mawene)

McQueston, J.A. (2019, February). Assistive technology. Presentation in RPSE 300: *Individuals with Disabilities*. (Instructor: Dian Mawene)

McQueston, J.A. (2018, October). Assistive technology and AAC for individuals with disabilities. Presentation for the University of Wisconsin - Madison RPSE 300: *Individuals with Disabilities*. (Instructor: Larry Love)

McQueston, J.A. (2018, October). Response to intervention and specific learning disabilities. Presentation for the University of Wisconsin - Madison RPSE 300: *Individuals with Disabilities*. (Instructor: Nancy Molfenter)

Jeglum, S.R. & **McQueston, J.A.** (2018, November). Functional behavior assessments. Presentation for the University of Wisconsin - Madison RPSE 330: *Behavior Analysis for Persons with Disabilities*. (Instructor: Andrea Ruppar)

McQueston, J.A. (2016, October). Instructional models and technology. Presentation for the University of Wisconsin - Madison RPSE 466: *Diversity in Special Education*. (Instructor: Aydin Bal)

COURSES TAUGHT

Denotes course development or redesign
^ Denotes field experience or community engagement

Instructor
Sam Houston State University
>   SPED 6318: *Ethics for Behavior Analysts* (Spring 2023) [face-to-face]
>   *^SPED 4314: *Teaching Literacy to Students with Exceptionalities* (Fall 2022, Spring 2023) [online]
>   SPED 6301: *Applied Behavior Analysis* (Fall 2022) [face-to-face]

North Dakota State University
>   *EDUC 475/775: *Reading in the Content Area* (Summer 2021, Summer 2022) [online]
>   *EDUC 790: *Content Area Reading* (Summer 2021) [online]
>   *^EDUC 489/689: *Teaching Students of Diverse Backgrounds* (Fall 2020; Spring 2021; Fall 2021; Spring 2022) [hybrid]
>   *^EDUC 461/661: *Introduction to Special Education* (Spring 2021; Fall 2021) [hybrid]
>   *EDUC 755: *Exceptional Learners in the Secondary School Classroom* (Summer 2021) [online]

University of Wisconsin-Madison
>   RPSE/C&I 365: *Teaching Mathematics in Inclusive Settings* (Summer 2020) [online]
>   ^RPSE 402: *Methods in Teaching Functional Skills* (Spring 2016; Summer 2019) [online]
>   *RPSE 405: *Evidence-Based Interventions – Students with Autism Spectrum Disorder* (Fall 2016; Fall 2017; Fall 2018) [online]
>   RPSE 401: *Augmentative and Alternative Communication and Assistive Technology for Students with Disabilities* (Summer 2018) [online]

Teaching Assistant
University of Wisconsin-Madison
>   ^C&I 373: *Elementary Teaching Practicum for Dual Certification Students* (Fall 2019) [face-to-face]
>   ^C& I 463: Elementary Education and Special Education Dual Certification Student Teaching (Spring 2019; Spring 2020) [face-to-face]
>   RPSE 468: *Special Education Secondary Student Teaching Seminar* (Spring 2019; Spring 2020) [face-to-face]
>   ^RPSE 477: *Special Education Student Teaching Middle Childhood and Early Adolescence* (Spring 2019; Fall 2019) [face-to-face]
>   ^RPSE 478: *Special Education Student Teaching Early Adolescence through Adolescence* (Spring 2019; Spring 2020) [face-to-face]
>   ^RPSE 475: *Special Education Middle Childhood and Early Adolescence Practicum* (Summer 2017; Fall 2017; Spring 2018; Summer 2018; Spring 2020) [face-to-face]

^RPSE 465: *Language and Reading Instruction for Students with Disabilities* (Spring 2016; Spring 2017) [face-to-face]
^RPSE 300: *Individuals with Disabilities* (Summer 2016) [online]
^C&I 374: *General Education Practicum and Seminar in Instructional Planning for Diverse Learners* (Spring 2016) [face-to-face]
^C&I 506: *Strategies for Inclusive Schooling* (Fall 2015) [face-to-face]

The University of New Mexico
^SPCD 519: *Applied Behavior Analysis in the Classroom* (Spring 2015) [face-to-face]

PROFESSIONAL DEVELOPMENT COURSES TAUGHT

Instructor
North Dakota State University
*EDUC 2000: *Applying Culturally Responsive Teaching Practices* (Summer 2021) [online]
*EDUC 2000: *Content Area Reading* (Summer 2021) [online]
*EDUC 2000: *Culturally Responsive Teaching Practices* (Summer 2021) [online]

PROFESSIONAL SERVICE

Professional Service
2022	TASH Early Career Research Network Silent Auction Co-Chair
2021	North Dakota Special Education Standards and Practices Board – Special Education Advanced Program Review Content Expert
2021	North Dakota Special Education Standards and Practices Board – Special Education Standards Review Panel
2020 – present	Reviewer – Inclusive Practices
2019 – present	Reviewer – Teacher Education and Special Education
2019 – present	Reviewer – Remedial and Special Education
2018 – 2020	Social Media Liaison – TASH Inclusive Education Committee
2018 – 2020	Communications Liaison – Wisconsin TASH

University Service
2022 – present	Honors College Advisory Committee
2021 – 2022	Vice Provost's Committee on ADA Accommodations for Faculty
2021 – 2022	University Accessibility Committee
2021 – 2022	College of Human Sciences & Education – Diversity in Action Committee
2017 – 2020	NETWORK Fellow
2016 – 2020	Project EPIC Advisory Board Member
2016 – 2018	McBurney Disability Resource Center Speakers Bureau

Department and Program Level Service
2022 – present	Chair, SPED 6308 Curriculum Development Committee
2022 – present	School of Teaching and Learning Social Committee
2022 – present	Field 2 Literacy Instructors

2022 – present   SPED 4314 Course Lead
2022 – 2022   Reading Instruction Ad Hoc Committee
2021 – 2022   Teacher Education Council
2021 – 2022   Chair, Special Education Program Ad Hoc Committee
2021 – 2022   Teacher Education Capstone Ad Hoc Committee
2016 – 2020   Special Education Teacher Education Committee
2015 – 2017   RPSE Doctoral Student Organization

PROFESSIONAL AFFILIATIONS

TASH
- Early Career Researcher Network
- Inclusive Education

American Educational Research Association (AERA)
- Special and Inclusive Education Research
- Division G: Social Contexts of Learning
- Division K: Teaching and Teacher Education

Association for Positive Behavior Supports (APBS)

Association for Teacher Educators (ATE)
- Inclusive Education
- Literacy
- Multicultural Education
- The Self-Study of Teacher Education Practices (S-Step)

Council for Exceptional Children (CEC)
- Division on Autism and Developmental Disabilities
- Teacher Education Division
- Division for Culturally and Linguistically Diverse Exceptional Learners

American Association on Intellectual and Developmental Disabilities (AAIDD)
- Student and Early Career Professional SIG

Association for Behavior Analysis International (ABAI)
- Behavioral Development SIG