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| **Debra McKeown, PhD** | [debramckeown@tamu.edu](mailto:debramckeown@tamu.edu)  [debramckeown@gmail.com](mailto:debramckeown@gmail.com) |
| Texas A&M University, Department of Teaching, Learning, & Culture, Advanced Literacy Program, Harrington Tower, 4232 TAMU, College Station TX 77843 | |

Citations: 3441 | h-index: 17 | i10-index: 21 | RG Score: 1241| ORCID 0000-0003-3686-6925

*Link to*: [Research](#Research), [Grants,](#Grants) [Teaching,](#Teaching) [Service](#SERVICE)

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| **EDUCATION** | Graduate & Undergraduate |

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| **Ph.D.**  Aug.  2012 | **Vanderbilt University,** Department of Special Education  *Special Education |* Advisor: Dr. Karen Harris  Dissertation: *Examining the effects of practice-based professional development and coaching on the differentiation of SRSD writing instruction.*[mixed methods: single-case design, quantitative, qualitative] | | Nashville, TN | |
| **M.Phil.**  Dec.  2008 | **Chinese University of Hong Kong,** Department of Anthropology  *Cultural Anthropology*  Dean’s List, Passed competencies with distinction  Qualitative studies portfolio: *Casual conversation in the cockpit of commercial flights: Beyond the checklist; Love letters from Bangkok sex workers: Sealed with a kiss; Love for Sale: Gift exchange between Thai sex workers and Western male tourists; Special education in Kenya: The localization of a Western idea*. [qualitative] | | Sha Tin,  Hong Kong | |
| **M.A.**  Aug.  1997 | **University of South Florida,** Department of Special Education  *Varying Exceptionalities / Special Education*  (learning, emotional/behavioral, & intellectual disabilities)  Portfolio: *Collaboration of special education teachers across settings*  [action research] | | Tampa, FL | |
| **B.A.**  May  1996 | **University of South Florida,** Department of Anthropology  *Anthropology* (cultural, linguistic, biological, archaeology)  Honor’s Program graduate  Honor’s Research Thesis: *Views of breastfeeding by teenage mothers in an urban setting.* [qualitative] | | Tampa, FL | |
| **PROFESSIONAL EXPERIENCE** | | Higher Education | |

2023- *Associate Department Head for Graduate Studies* | Teaching, Learning, & Culture

Texas A&M University, College Station TX

2018- *Associate Professor* of Literacy Education | Teaching, Learning, & Culture

Texas A&M University, College Station TX

2012- *Assistant Professor* of Special Education *|* Educational Psychology, Special

2018 Education, and Communication Disorders

Georgia State University, Atlanta GA

2009- *Graduate* *Research Assistant* | Special Education

2012 Vanderbilt University, Nashville TN

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| **K-12 PROFESSIONAL TEACHING** | Special Education |

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| Aug 2005 –June 2007 | **International School Bangkok**, Bangkok Thailand  *Teacher of intensive studies (Special Education)*  Resource room and inclusive co-teaching model  Grades 7 & 8 (learning disabilities) |
| July 2004-  June 2005 | **International School of Kenya**, Nairobi Kenya  *Head of department, Student Support Services*  Grades Pre-K-12 |
| July 2003-  June 2004 | **International School of Kenya**, Nairobi Kenya  *Special Education Teacher*, resource room and inclusion model  Grades 3-5 (learning disabilities) |
| June 2002-  July 2003 | **Kenya Community Centre for Learning**, Nairobi Kenya *Director of Education and Curriculum* |
| Aug 1998-  Sept 1999 | **Austin High School**, Decatur AL  *Special Education Teacher*, resource room and consultative model  Grades 9-12 (emotional conflicts) |
| Aug 1997-  Aug 1998 | **PACE** (Parents, Adolescents, Counseling and Education day treatment program), Winter Haven, FL  *Teacher & Special Programs Coordinator*, self-contained special school  Grades 3-12(mental illness, severe emotional disturbance): |
| Aug 1996-  Aug 1999 | **APPLE School** (Charter School), Lakeland FL  *Lead Teacher*, self-contained special school  Grades 4-5 (ADD/HD, learning disabilities, intellectual disabilities, conduct disorder, severe emotional disturbance) |

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| **AWARDS & HONORS** |  |

2024 *Nominated*: Edges Research Fellowship, Texas A&M Univ. ($750,000/3 years)

2019-2022 Reta Haynes Faculty Fellowship, Texas A&M Univ., ($12,000/3 years)

2016 CEC Division for Research, Student Research Award, Qualitative Methods

2015 Georgia State Univ., Reduction of Load for outstanding third year review

2015 AERA Outstanding Student Research Award, Special Ed. Research SIG, ($1,000)

2014 Georgia State Univ., Outstanding Urban Education Research Award ($500)

2013 Georgia State Univ. Office of International Programs ($1,500)

2010-2012 Peabody Graduate Honor Scholarship ($20,000)

2011-2012 Division of Research (CEC) Doctoral Student Scholar

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| **RESEARCH & SCHOLARSHIP** | |
| **PEER REVIEWED JOURNAL ARTICLES** | Submitted, In press, Published |

N=31| in press=0 | data-based=22 *|* practice = 6 | with students=18 | *(current/ former students italicized)*

Note: Impact factor, CiteScore, SJR, or acceptance rate at time of first/online publication provided when known

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| J31. | **McKeown, D.,** & *Williams, M.*(2024). Essentials of writing pedagogy for preservice teachers with considerations for those teaching students with emotional and behavioral disorders. *Beyond Behavior*. <https://doi.org/10.1177/10742956231225460> [Impact factor: 0.6 | research to practice] |
| J30. | *Kumar, A.,* Rupley, W., Paige, D., & **McKeown, D**. (2024). Writing woes of ESL learners: Can dynamic assessment be the solution? *Journal of Education and Training Studies, 12*(2). <https://doi.org/10.11114/jets.v12i2.6785> |
| J29. | Wijekumar, K., Zhang, S., & **McKeown, D**. (2024). Misalignment, misinterpretation, and misappropriation of literacy research to practice and policy. *Technology, Knowledge, and Learning*, 1-11. [Impact Factor: 3.3 ] |
| J28. | Kiuhara, S. A., Harris, K. R., Graham, S., Hacker, D. J., Story, M. E., & **McKeown, D.** (2024).An RCT of PD and expert support for classwide SRSD instruction on timed narrative writing at 4th grade: Critical implications. *Reading and Writing*. <https://doi.org/10.1007/s11145-023-10507-2> [Impact Factor: 2.5 | data-based, intervention, RCT, writing, PD]. |
| J27. | *Kumar, A*., Rupley, W., **McKeown, D**., Seyed, H., & Paige, D. (2023). Beyond the red pen: Using dynamic assessment to mediate writing mechanics issues among ESL learners . *Journal of Contemporary Language Research*, *2*(4), 171–180. <https://doi.org/10.58803/jclr.v2i4.89> [Acceptance rate: 66% | data-based, intervention, student project] |
| J26. | Zhang, S., **McKeown, D**., Wijekumar, K., & *Owens, J.* (2023). Dimensionality of writing attitude, strategic use, and confidence: An investigation on Grade 4 students in a largely Hispanic setting. *Reading & Writing.* [Impact Factor: 3.0 | data-based, quant]. <https://doi.org/10.1007/s11145-023-10499-z> |
| J25. | Hudson, A. K., Lambright, K., Zhang, S., Wijekumar, K., *Owens, J.,* & **McKeown, D.** (2023). Professional development in a pandemic: Transforming teacher knowledge of reading comprehension instruction. *Education Technology Research & Development, 71,* 1965–1991. [Impact Factor: 5.2 | research to practice]. <https://doi.org/10.1007/s11423-023-10267-4> |
| J24. | **McKeown, D**., Wijekumar, K., *Owens, J.*, Harris, K., Graham, S., Lei, P., & FitzPatrick, E. (2023). Professional development for evidence-based writing instruction: Elevating fourth grade outcomes. *Contemporary Educational Psychology.* [Impact Factor: 6.922 | data-based, intervention, RCT, writing, PD]. <https://doi.org/10.1016/j.cedpsych.2023.102152> |
| J23. | Camping, A., *Stack, A.,* *Bristow, A.,* Wijekumar, K., **McKeown, D**., Sierra, P., & Hotcaveg, S. (2023). An analysis of student skills and teacher practices across writing textbooks in grades 4 and 5. *Technology, Knowledge, & Learning*. [Impact Factor: 3.5 | data-based]. <https://doi.org/10.1007/s10758-023-09691-5> |
| J22. | Michael, E. L., Ray, A., & **McKeown, D**. (2022) Assessment for effective strategy instruction in writing. *Preventing School Failure: Alternative Education for Children and Youth,* 66(4), 327-332. <https://doi.org/10.1080/1045988X.2022.2076642> [CiteScore=1.3 | research to practice] |
| J21 | Harris, K., & **McKeown, D.** (2022). Overcoming barriers and paradigm wars: Powerful evidence-based writing instruction. *Theory Into Practice.* <https://doi.org/10.1080/00405841.2022.2107334> [Impact Factor = 3.124 | Conceptual]. |
| J20. | **McKeown, D.,** & *FitzPatrick, E*., Ennis, R., & Sanders, S. (Eds.). (2021). Self-regulated strategy development: A framework for effective instruction across the content areas. [Special issue], *Learning Disabilities Research and Practice, 36(3),* 184-187***.*** <https://doi.org.10.1111/ldrp.12256> [Impact Factor = 2.861] |
| J19. | Beerwinkle, A., & **McKeown, D.** (2021). An analysis of reading comprehension questions in Kenyan English textbooks. *Technology, Knowledge and Learning, 26*(2), 429-441. <https://doi.org/10.1007/s10758-021-09502-9> . [Impact Factor: 3.35 | data-based, text analysis] |
| J18. | *FitzPatrick, E.,* & **McKeown, D.** (2021). Writing from multiple source texts: SRSD for fifth grade learners in inclusive settings. *Learning Disabilities Research and Practice.* <https://doi.org/10.1111/ldrp.12257> [Impact Factor = 2.861 | data-based, intervention, single-case design] |
| J17. | **McKeown, D.**, *FitzPatrick, E.,* Ennis, R., *& Potter, A*. (2020). Writing is revising: Improving student writing through individualized asynchronous audio feedback. *Education and Treatment of Children, 43,* 35-48*.* [doi.org/10.1007/s43494-020-00004-4](http://doi.org/10.1007/s43494-020-00004-4) [Impact Factor: 1.24 | data-based, intervention, single-case design]. |
| J16. | *FitzPatrick, E.***,** & **McKeown, D.** (2020).How to use audio feedback to improve students’ writing quality. *Teaching Exceptional Children.* 53(1), 12-22*.* [https://doi.org/10.1177/0040059920908901](https://doi.org/10.1177%2F0040059920908901) [Acceptance rate: 21-30%, | research to practice]. |
| J15. | *FitzPatrick, E.,* & **McKeown, D.** (2020). Meeting the needs of middle school writers in a special education classroom: SRSD for the informational genre citing text-based evidence. *Education and Treatment of Children,43,*71-84. [doi.org/10.1007/s43494-020-00006-2](doi:%2010.1007/s43494-020-00006-2) [Impact Factor: 1.24 | data-based, intervention, single-case design]. |
| J14. | Wijekumar, K., Beerwinkle, A., **McKeown, D**., *Zhang, S.,* & Joshi, R. M. (2020). The “gist” of the reading comprehension problem in grades 4 and 5. *Dyslexia: An International Journal of Research and Practice, 26*(3), 323-340*.* [doi.org/10.1002/dys.1647](http://doi.org/10.1002/dys.1647)  [Impact Factor: 1.887 | conceptual] |
| J13. | **McKeown, D.**, Brindle, M., Harris, K. R., Sandmel, K., Steinbrecher, T., Graham, S., Lane, K., & Oakes, W. (2019). Teachers’ voices: Understanding effective practice-based professional development for elementary teachers on SRSD in writing. *American Educational Research Journal, 56*, 753-791. [doi.org/10.3102/0002831218804146](http://doi.org/10.3102/0002831218804146)[Impact factor: 3.17 (2019) | data-based, qualitative]. |
| J12. | **McKeown, D.,** *FitzPatrick, E.*, Brown, M., Brindle, M, *Owens, J.*, & Hendrick, R. (2019). Urban teachers’ implementation of SRSD for persuasive writing following practice-based professional development: Positive effects mediated by compromised fidelity. *Reading and Writing: An Interdisciplinary Journal, 32*, 1483-1506. [doi.org/10.1007/s11145-018-9864-3](http://doi.org/10.1007/s11145-018-9864-3) [Impact factor: 1.942 (2018)| data-based, intervention, waitlisted quasi-experimental]. |
| J11. | **McKeown, D.** (2019). Quick fix. Professionalism rubric: A tool to avoid conflating content knowledge with professional behaviors in academic assessments. *College Teaching*, *67*(4), 252–253. [doi.org/10.1080/87567555.2019.1650708](http://doi.org/10.1080/87567555.2019.1650708) [CiteScore: 0.80 | practice, conceptual]. |
| J10. | *Stuckey, A.,* & **McKeown, D.** (2019*).* High school teachers’ use of behavior prompting and specific praise: An exploratory study. *Research in the Schools, 26*(1), 35-47*.*  <https://tinyurl.com/sfbtpaw> [Acceptance rate: 26% | data-based, intervention, single-case design]. |
| J9. | *Schwab, J. R*., Houchins, D. E., Peng, P., **McKeown, D.,** Varjas, K., & Emerson, J. (2019). The effects of a multi-component intervention to increase math performance for students with EBD in alternative educational settings. *International Journal of Special Education*, *34*(1), 226–244. http://www.internationalsped.com/documents/IJSE-ENTIRE-ISSUE-34-1.pdf [SJR: 0.13 | data-based, intervention, single-case design]. |
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| J8. | Iwai, Y., Rogers, L. A., **McKeown, D.,** & Brindle, M. (2019). The role of assessments in professional development: The immediate effects of a one-day SRSD PD opportunity on pedagogical content knowledge & beliefs. *International Journal of Teacher Education and Professional Development, 2*(2*),* 102-121. [doi.org/10.4018/IJTEPD.2019070107](http://doi.org/10.4018/IJTEPD.2019070107). [n/d | data-based, survey]. |
| J7. | **McKeown, D**., Brindle, M., Harris, K. R., Graham, S., & Collins, A. A. (2016). Illuminating growth and struggles using mixed methods: Practice-based professional development and coaching for differentiating SRSD instruction in writing. *Reading and Writing: An Interdisciplinary Journal, 29,* 1101-1140. [doi.org/ 10.1007/s11145-016-9627-y](http://doi.org/%2010.1007/s11145-016-9627-y) [Impact factor: 1.942 (2018) | data-based, intervention, mixed methods]. |
| J6. | Steinbrecher, T. D., Fix, R., Mahal, S. A., Serna, L. & **McKeown, D.** (2015). All you need is patience and flexibility: Administrators’ perspectives on new special educator knowledge and skills. *Journal of Special Education Leadership, 28*, 89-102. https://eds.p.ebscohost.com/eds/pdfviewer/pdfviewer?vid=1&sid=2c057c12-0a34-4e36-abbd-b203f18f3881%40redis [Acceptance rate: 30% | data-based, qualitative]. |
| J5. | **McKeown, D.,** *Kimball, K.,* & Ledford, J. (2015). Effects of asynchronous audio feedback on the story revision practices of students with emotional/behavioral disorders. *Education and Treatment of Children, 38,* 541-564. [doi.org/10.1353/etc.2015.0020](http://doi.org/10.1353/etc.2015.0020) [Impact Factor: 1.24 **|** data-based, intervention, single-case design]. |
| J4. | **McKeown, D.,** *FitzPatrick, E.,* & Sandmel, K. (2014). SRSD in practice: Creating a professional development experience for teachers to meet the writing needs of students with EBD. *Behavioral Disorders*, *40*(1), 15-25. [doi.org/10.17988/0198-7429-40.1.15](https://doi.org/10.17988%2F0198-7429-40.1.15) [Impact factor: 1.343 | conceptual & data-based]. |
| J3. | Steinbrecher, T., **McKeown, D.**, & Walther-Thomas, C. (2013). Comparing validity and reliability in special education Title II and IDEA data. *Exceptional Children, 79,313-327. (Spring)*. [doi.org/10.1177/001440291307900301](https://doi.org/10.1177%2F001440291307900301) [Impact factor: 2.854 (2018) | data-based, big data]. |
| J2. | Graham, S., Gillespie, A., & **McKeown, D.** (2013). Writing: Importance, development, and instruction. *Reading & Writing: An Interdisciplinary Journal, 26*(1), 1-15*.* [doi.org/10.1007/s11145-012-9395-2](http://doi.org/10.1007/s11145-012-9395-2)[Impact factor: 1.942 | synthesis]. |
| J1. | Graham, S., **McKeown, D.,** Kiuhara, S., & Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades. *Journal of Educational Psychology*, *104*(4), 879-896. [doi.org/10.1037/a0029185](http://doi.org/10.1037/a0029185). [Impact factor: 5.178 | data-based, meta-analysis]. |

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| **JOURNAL SPECIAL ISSUES EDITED** | Guest Editor |

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| 2021 | Ennis, R. P., *FitzPatrick, E.,* **McKeown, D.,** & Sanders, S. (Guest Eds.) Special Issue - Self‐Regulated Strategy Development: A framework for effective instruction across the content areas. *Learning Disabilities Research & Practice, 36*(3), 179-272. |
| 2013 | Graham, S., **McKeown, D.,** Simpson, A. (Guest Eds.) *Reading and Writing: An Interdisciplinary Journal, 26.* |

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| **PROJECTS IN PROGRESS** | Manuscripts & projects |

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| Manuscript in progress | **McKeown, D.,** *Owens, J.,* Wijekumar, K., Harris, K., Graham, S., & Lei, P. (in progress). *Integrating teacher-led and computer tutor instruction to improve student writing outcomes: A randomized controlled trial.* [data-based, intervention, RCT, holistic writing quality, SRSD, practice-based PD] |
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| Study in progress | **McKeown, D**., FitzPatrick, E., Harris, K., & *Kumar, A.* (in development). How are “struggling writers” defined in the research literature? [data-based, literature analysis and synthesis, writing research] |
| Project in progress | **McKeown, D.**, FitzPatrick E., Camping, A., Harris, *Williams, M., Perkins, L., Merek, K., & Wright, K*. (in progress). *Professional development for writing interventions: State of the science.* [comprehensive literature synthesis] |
| Project in progress | **McKeown, D.,** & *Han, C.* (in progress). *The scoring of writing in research.* [research in progress]. |

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| **BOOKS / CHAPTERS** | In press or published |

N=15 | † peer reviewed = 12 | data-based=2 | with students=5 *(current and former student names italicized)*

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| C16. | Camping, A., McKeown, D., Williams, M., & Harris, K. R. (2024). Professional development in writing instruction. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.). *Handbook of Writing Research*. Guilford. [Invited | data-based, synthesis] |
| C15. | Wijekumar, K., **McKeown, D.**, Zhang, S., Lei, P., Hruska, N, & Pirnay-Dummer, P. (2024). Using ChatGPT for scoring in large-scale writing research projects. In M. D. Shermis, & J. Wilson (Eds.), *The Routledge International Handbook of Automated Essay* Evaluation (pp. 178-194*).* Taylor & Francis. [data-based, quantitative] |
| C14. | Lindner, A. L., Wijekumar, K., & **McKeown, D.** (2023). Preparing for adaptive spelling instruction during web-based writing tutoring. In Xinghua, K.L., Hebert, M., & Alves, R.A. (Eds.) *The Hitchhiker’s Guide to Writing Research: A Festschrift.* [Invited | data-based] |
| C13. | †Harris, K. R., Camping, A., & **McKeown, D.** (in press). A review of research on professional development for multicomponent strategy-focused writing instruction: Knowledge gained and challenges remaining. In F. DeSmedt, R. Bouwer, T. Limpo, & S. Graham (Eds). *Conceptualizing, designing, implementing, and evaluating writing interventions.* Brill Publishing. [synthesis] |
| C12. | *FitzPatrick, E.*, **McKeown, D.,** Brown, M. C., & Patton-Terry, N. (2022). “Nothing continued to happen”: Addressing attrition, lack of fidelity, and other barriers to implementation in high-poverty, high-mobility urban settings. In Xinghua, K.L., Hebert, M., & Alves, R.A. (Eds.) *The Hitchhiker’s Guide to Writing Research: A Festschrift.* [quasi-experimental, data-based] |
| C11. | †*FitzPatrick, E.*, **McKeown, D.**, & Schrodt, K., (2022). A tale of two outcomes: Time- and space-flexible revision instruction for preservice and in-service teachers during the Covid pandemic. In Baumgartner, E., Kaplan-Rakowski, R., Ferdig, R. E., Hartshorne, R., & Mouza, C. (Eds.) *A retrospective of teaching, technology, and teacher education during the COVID-19 pandemic*. Association for the Advancement of Computing in Education. [conceptual] |
| C10. | †Schrodt, K., *FitzPatrick, E.*, & **McKeown, D.** (2022). Adapting in-service professional development to meet the needs of preservice teachers during the Covid-19 pandemic through design-based research. In Baumgartner, E., Kaplan-Rakowski, R., Ferdig, R. E., Hartshorne, R., & Mouza, C. (Eds.) *A retrospective of teaching, technology, and teacher education during the COVID-19 pandemic*. Association for the Advancement of Computing in Education. [conceptual] |
| C9. | †*FitzPatrick, E*., Ennis, R. P., & **McKeown, D.** (2022). Writing instruction for students with disabilities (and other struggling writers): Current research and implications for research and practice. In Lane, K. L., Lemons, C., & Powell, S. (Eds.) *Handbook of Special Education Research, Volume II: Research-based Practices and Intervention Innovations*. Routledge. eBook ISBN 9781003156888 <https://www.taylorfrancis.com/chapters/edit/10.4324/9781003156888-10/writing-instruction-students-disabilities-struggling-writers-erin-fitzpatrick-robin-parks-ennis-debra-mckeown> [synthesis] |
| C8. | †*FitzPatrick, E*., **McKeown, D**., & Schrodt, K. (2020). Asynchronous audio feedback: Time- and space-flexible writing instruction. In Ferdig, R.E., Baumgartner, E., Hartshorne, R., Kaplan-Rakowski, R. & Mouza, C. (Eds.) *Teaching, technology, and teacher education during the COVID-19 pandemic: Stories from the field* (pp. 717-723)*.*Association for the Advancement of Computing in Education. <https://www.learntechlib.org/p/216903/> [research to practice] |
| C7. | †Schrodt, K., *FitzPatrick, E*., & **McKeown, D**. (2020). In-service teachers’ technology integration for young learners: Using QR codes to extend knowledge building with non-fiction picture books. In Ferdig, R.E., Baumgartner, E., Hartshorne, R., Kaplan-Rakowski, R. & Mouza, C. (Eds.) *Teaching, technology, and teacher education during the COVID-19 pandemic: Stories from the field* (pp. 705-710). Association for the Advancement of Computing in Education. <https://www.learntechlib.org/p/216903/> [research to practice] |
| C6. | † **McKeown, D.**, & *FitzPatrick, E.* (2018). Planning. In *Best practices in writing Instruction.* S. Graham, C. MacArthur, & M. Hebert (Eds). Guilford. [synthesis, practice]. |
| C5. | † Harris, K. R., Graham, S., Mason, L., **McKeown, D.**, & Olinghouse, N. (2018). Self-regulated strategy development in writing: A classroom example of developing executive function processes and future directions. In L. Metzer (Ed.), *Executive function in education: From theory to practice (2nd edition).* Guilford Press. [conceptual]. |
| C4. | † Geiger, W., Michelson, A. M., **McKeown, D.,** Barton, J., Kleinhammer-Trammill, & Steinbrecher, T. (2014). Patterns of special education teacher licensure. In P. S. Sindelar, E. D. McCray, M. T. Brownell, & B. Lignugaris/Kraft (Eds.), *Handbook of research on special education teacher preparation*. Routledge, Taylor, & Francis. [synthesis]. |
| C3. | † Graham, S., Harris, K. R., & **McKeown, D.** (2013). The writing of students with LD and a meta-analysis of SRSD writing intervention studies: Redux. In L. Swanson, K. R. Harris, & S. Graham (Eds.), *Handbook of Learning disabilities* (2nd Edition). Guilford Press. [data-based, meta-analysis]. |
| B2. | † Siwiak, K., & **McKeown, D.** (2005) 超宽带无线电技术 [*Ultra-wideband radio technology: Chinese translation].* Wiley Publications. |
| B1. | †Siwiak, K., & **McKeown, D.** (2004). *Ultra-wideband radio technology*. Wiley Publications. |

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| **OTHER PUBLICATIONS** |  |

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| 4. | Wijekumar, K., McKeown, D., Harris, K., Graham, S., & Lei, P. (2023) *We Write Final Report.* |
| 3. | Wijekumar, D., & McKeown, D. (2022). *We Write. Annual Report Year 4*. |
| 2. | *FitzPatrick, E*., & **McKeown, D.** (2020). Implementing SRSD writing instruction in urban classrooms. *New Times for DLD, 38*(1), 1-6. [research to practice]. |
| 1. | Wijekumar, K., **McKeown, D.,** Joshi, R.M., Thompson, J. (2019). *Supporting Effective Educator Development (SEED) Massively Open Online Virtual (MOOV)system*. Annual Report Year 1. |

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| **GRANTS OVERVIEW** | Funded |

*Total Funded:* **$28,719,314**

*Externally funded:* $28,672,314

*Internally funded:* $47,000

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| Grants - External | |
| 2022-2027  *Funded*  $14,803,000 | Wijekumar, K., **McKeown, D.**, Gerde, H., Joshi, R., Cantrell, E., Owens, J. (2021-2026). Knowledge Acquisition and Transformation Expansion (KATE). Office of Elementary and Secondary Education (OESE): Education Innovation and Research (EIR) Program: Expansion Phase Grants Assistance Listing Number 84.411A. [$14,803,166, Co-Principal Investigator, 15%=$2,220,474]. |
| 2021-2023  *Funded*  $3,029,196.00 | Wijekumar, K., **McKeown, D**., Cantrell, E., & Joshi, R. M. (2021-2023). Renewal: Massively Open Online Virtual Learning System for Reading Comprehension (MOOV). Renewal of SEED Grant (RFP# ED-GRANTS-042017-001). |
| 2018  *Funded*  2019-2021  $7,500,000 | Wijekumar, K., **McKeown, D.**, Thompson, J., & Joshi, R. M., (2018). *Massively open online virtual practice based professional development for elementary grade content area reading comprehension (MOOV – PBPD*) (Supporting Effective Educator Development Grant Program; SEED; CII DOE CFDA Number**:** 84.423A; U423A180074). ($7,500,000 across 3 years; Co-Principal Investigator, 25% = $1,875,000). |
| 2018  *Funded*  2018-2022  $3,299,952 | Wijekumar, K., Harris, K. R., & Graham, S., **McKeown, D.,** Lei, Pui-Wa; & Meyer, B. J. F. (submitted, 2017). *Efficacy trial of the We-Write teacher led and computer-supported intervention with 4th- and 5th-grade students*. Institute of Education Sciences (CFDA No: 84.305A; Award No: R305A180212), Goal 3 (efficacy). ($3,299,952 over 4 years, Co-Principal Investigator, 17% = $560,991). [Resubmission]. |
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| 2014-15  *Funded*  $40,000 | **McKeown, D.,** & Patton-Terry, N. (2014-15). The writing project – intervention grant. United Way. (Awarded $40,000, Co- Principal Investigator, 50% = $20,000). |
| Grants - Internal | |
| 2018  *Funded*  $10,000 | **McKeown, D.,** Thompson, J., Wijekumar, K., Joshi, M., & Woltering, S. (2018).*Comparing the impact of learning multiple languages on literacy, executive function, and self-efficacy*. Catapult Triad + SEED Grant Program. ($10,000, Co- Principal Investigator, 20% = $2,000). |
| 2013-14  *Funded*  $34,000 | **McKeown, D.** (2013-14). *Asynchronous audio feedback.* Language and Literacy Seed Grant. (awarded Fall 2014, $34,000, Principal Investigator, 100% = $34,000). |
| 2013  *Funded* | Center for Instructional Innovation, (awarded $3,000; Principal Investigator, 100% = $3,000). |

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| **GRANTS NOT FUNDED** | | | |  |
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| Not Funded - External | | | | |
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| 2023  *Not funded*  $3,744,406 | | McKeown, D. (PI), & Wijekumar, K. (2023). *AI2: Transforming We Write with Large Language Model Holistic and Elements Scoring*. Department of Education. Institute of Education Sciences (IES): National Center for Education Research (NCER): Transformative Research in the Education Sciences Grant Program. ALN 84.305T ED-GRANTS-060623-002. [$3,744,406 across 3 years]. | | |
| 2023  *Not funded*  $518,272 | | Ray, A., McKeown, D. (Co-PI), & Camping, A. (2023). Initial Efficacy of Practice-Based PD for SRSD in Middle and High School.IES NCSER 84.324A [$518,272 Subcontract to Co-PI McKeown at Texas A&M across 5 years]. | | |
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| 2022  *Not Funded*  $7,999,376 | | **McKeown, D.** (PI), Wijekumar, K., Camping, A., Liew, J., & Rambo-Hernandez, K. (2022). WRITERS in Community: Writing to Reason, Inform Truth, Emotionally Reflect, and Support in Community. U. S. Department of Education, Office of Elementary and Secondary Education (OESE), Education Innovation and Research (EIR) Competitions. Mid-Phase (84.411B). [7,999,376 across 5 years]. | | |
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| 2022  *Not Funded*  $11,768,989 | | **McKeown, D. (PI),** Wijekumar, K., FitzPatrick, E., Liew, J., Rambo-Hernandez, K., Owens, J., & Camping, A. (Submitted 06.02.2022*). POWER | Powerful Online Writing Education and Research*. Department of Education, Office of Elementary and Secondary Education (OESE): Office of Discretionary Grants & Support Services: Supporting Effective Educator Development (SEED) Program, Assistance Listing Number (ALN) 84.423A. ($11,768,989 across 3 years). | | |
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| 2021  *Not Funded*  $1,999,723 | | Wijekumar, K., Gerde, H., & **McKeown, D.** (2021-2025). *it.literacy.io Digital Platform Grant*. [84.305N] U. S. Department of Education, Institute of Education Sciences (IES): Education Research: Research Networks Focused on Critical Problems of Education Policy and Practice Assistance. [Co-PI, 30%, 1,999,723 across 4 years; Scored well, but was not funded]. | | |
| 2021  *Not Funded*  $2,994,512 | | Wijekumar, K., **McKeown, D.,** Joshi, R., Cantrell, E., Thompson, J., & Gerde, H. (2021). Infrastructure, Innovation, Investigation, Information, and Commercialization **(I4C**). [Co-PI 32%, $2,994,512 across 5 years] | | |
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| 2021  *Not funded*  *$2,000,000* | | **McKeown, D**., Wijekumar, K., FitzPatrick, E., Rambo-Hernandez, K., & Owens, J. (2022-2026). *We-Write More: Writing expository constructed response citing text evidence.* [CFDA 84.305A]. National Center for Education Research (NCER). [PI, $2,000,000 across 4 years]. | | |
| 2021  *Not Funded*  *$2,999,801* | | Wijekumar, K., **McKeown, D.**, Joshi, M., Cantrell, E., Thompson, J., & Gerde, H. (2021). Advancing comprehension and engagement (**ACE**). Department of Education. Institute of Education Sciences (IES): Education Research: Transformative Research in The Education Sciences. CFDA# 84.305T. [Co-PI, 30%, $2,999,801 across 3 years, Aug 2021 - July 2024] | | |
| 2021  *Not Funded*  *$2,968,548* | | Wijekumar, K., **McKeown, D.,** Gerde, H., & Joshi, R. (2021). Advancing Comprehension and Engagement in PreK (**ACE PreK**). Department of Education: Office of English Language Acquisition (OELA): National Professional Development (NPD) Program Assistance Listing Number 84.365Z. [Co-PI, 22%, $2,968,548]. | | |
| 2020  *Not Funded*  $13,184,226 | **McKeown, D**. (PI), Wijekumar, K., Harris, K. R., Graham, S., Lei, P., Rambo-Hernandez, K., & FitzPatrick, E. (2020-2023). *POWER SRSD – Powerful online writing education and research with SRSD* [CFDA 84.423A, OMB 1894–0006, Grant]. Office of Elementary and Secondary Education, Department of Education, Supporting Effective Educator Development (SEED) program. [$13,184,226] | | | |
| 2019  *Not funded*  $1,397,745 | Wijekumar, K., Beerwinkle, A., **McKeown, D**., Joshi, M. (2019). *Longitudinally exploring effects of language learning on reading, executive functions, and dispositions of elementary students**(LEELLE)*. Institute of Education Sciences (Goal 1 – Exploration, CFDA: 84.305A; Program: Cognition and Student Learning) [$1,397,745 across 4 years, Co-Principal Investigator]. [Resubmission] | | | |
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| 2018  *Not funded*  $1,387,066 | Wijekumar, K., Lindner, A., Beerwinkle, A., **McKeown, D**., Joshi, M. (2018). *Longitudinally exploring effects of language learning on reading, executive functions, and dispositions of elementary students**(LEELLE)*. (Goal 1 – Exploration, CFDA: 84.305A; Program: Special Topics in Education Research – Foreign Language Education. [Co-PI, 20%, $ 1,387,066 across 4 years]. | | | |
| 2018  *Not funded*  $3,296,065 | Joshi, M., Wijekumar, K., Cantrell, E., & **McKeown, D.** (2018). *Development of foundational literacy skills to kindergarten and grade-1 children in high-poverty (low SES) schools through systematic, explicit, and multisensory instruction*. Institute of Education Sciences (CDFA 84.305A), Goal 3 (efficacy). [$3,296,065 across 4 years, Co- Principal Investigator]. | | | |
| 2016-21  *Not funded*  $1,249,953 | Jolivette, K., & **McKeown, D**. (2016). *MTSS STARS (preparing researchers in MTSS for students taught in alternative and residential settings).* U.S. Department of Education, Office of Special Education Projects. [$1,249,953 over 5 years, Co- Principal Investigator]. | | | |
| 2016-21  *Not funded*  $3,300,000 | Wijekumar, K., **McKeown, D.**, Harris, K. R., & Graham, S. (2016). *Efficacy trial of the We-Write teacher-led and computer-supported intervention with 4th- and 5th-grade students.* Institute of Education Sciences (CFDA No: 84.305A), Goal 3. [$3,300,000 over 5 years, Co- Principal Investigator]. | | | |
| 2014  *Not funded*  $43,000 | *Teacher PD to improve writing instruction*. UGA improving teacher quality state grants [$43,000, Principal Investigator]. | | | |
| 2014  *Not funded*  $100,000 | *The WOODS analysis (writing outcomes of diverse students)*, NIH R03, [$100,000 across 2 years, Principal Investigator]. | | | |
| 2013  *Not funded*  $5,000,000 | *Partnership to strengthen innovation and practice in secondary education* (in Kenya). [$5 million, co- Principal Investigator] | | | |
| Not Funded - Internal | | | | |
| 2016  *Not funded* | *The teaching of writing in urban classrooms: Teacher perspectives*. GSU Pre-Tenured Scholarly Support Program. ($25,000, Principal Investigator) | | | |
| 2013  *Not funded* | *Improving assessment of writing*. Language and Literacy Grant, internal, GSU ($100,000, Principal Investigator). | | | |
| 2012  *Not funded* | *Writing of children and youth with fetal alcohol exposure*. Research Initiation Grant, Internal grant, GSU, PI ($24,000, Principal Investigator). | | | |

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| **INVITED** **GRANT CONSULTANT** | Funded & Not funded |

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| 2023  *Not funded* | | Aitken, A., (2023). *POWER: Equity-Focused Reading, Writing, and Vocabulary Instruction to Support Students’ Perspective-Taking and Self-Determination.* Early Career, Research Training Programs in Special Education ALN84.324B. (Mentor). |
| 2021  *FUNDED* | | Hall, T., Harris, K., & Graham, S. (CAST). *Stepping Up with OASIS: Opening Access to Science Instruction and Support*. Office of Special Education Programs. (**Member, Development Advisory Council**). |
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| 2022  *Not funded* | Hall, T., Harris, K., & Graham, S. (CAST). *Writer’s Playground: An Online UDL Writing Space for Students and their Teachers*. IES, EIR. (**Member, Development Advisory Council**). | |
| 2021  *Not funded* | | Ahmed, Y., Keller-Margulis, M., & Kent, S. C. (2021). Title: COWID Intervention: Coaching Writers and Instructors on a Data-driven Intervention. U. S. Department of Education, Institute of Education Sciences (IES), NCSER. (**Consultant**). |
| 2020  *Not funded* | McDonald, Tony. (2020). CAREER: Using mind and motor models to facilitate inclusive automated vehicle designs. National Science Foundation. (**Collaborator** for writing instruction, audio feedback). | |
| 2020  *Not funded* | Sanders, S.(in review, 2021-2025). *Project COMPOSE IT (Improving writing skills using instructional technology for students with and at-risk for disabilities in alternative settings).*Institute of Education Sciences, Research Training Programs in Special Education. ($696,926 over 4 years; SRSD Performance-Based Professional Development **Consultant**). | |
| 2019  *Not funded* | Jolivette, K.,& Sanders, S. (in review, 2020-2024). *Project READY (reading education for at-risk and delinquent youth).* Institute of Education Sciences, Special Education Research Grants. (Practice- based professional development **Content Expert**). | |
| 2017  *Not funded* | Jolivette, K., Swoszowski, N. C., & Donovan, C. (2018-2021). Project ENGAGE. [Comprehensive School Safety Initiative]. U.S. Department of Justice, Office of Justice Programs, National Institute of Justice. ($6,999,755 over 4 years, University of Alabama, **Strategy Expert**). | |

**CONFERENCE PRESENTATIONS**

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| **NATIONAL AND INTERNATIONAL** | Peer reviewed |

*(current and former student names italicized) \*Not yet convened*

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| 62. | **McKeown, D**. (2023). *Scaling up and sustaining change in elementary school reading and writing*. [Panel organizer]. Society for the Scientific Study of Reading. 18-20 July 2023. Port Douglas, Queensland, Australia. |
| 61. | *Owens, J.,* **McKeown, D.,** & Wijekumar, K. (2023). *Scaling up and Sustaining Change in Elementary School Reading and Writing: School leadership engagement and support in large scale writing research.* *.* Society for the Scientific Study of Reading. 18-20 July 2023. Port Douglas, Queensland, Australia. |
| 60. | **McKeown, D.***,* Wijekumar, K., & *FitzPatrick, E.* (2023). *Scaling up and Sustaining Change in Elementary School Reading and Writing: A randomized controlled efficacy trial of elementary writing instruction for third and fourth grade students.* Society for the Scientific Study of Reading. 18-20 July 2023. Port Douglas, Queensland, Australia. |
| 59. | **McKeown, D.,** & *FitzPatrick, E.* (2023). *The hitchhiker’s guide to writing research / “Nothing Continued to Happen”: Addressing attrition, lack of fidelity, and other barriers to implementation in high-poverty, high-mobility urban settings*. Paper and Panel Discussion. Writing Research Across Borders. 18–22 February 2023. Trondheim, Norway. |
| 58. | **McKeown, D. (2023).** *Large scale writing research symposium/Overview*. Panel Lead. Paper and Panel Discussion. Writing Research Across Borders. 18–22 February 2023. Trondheim, Norway. |
| 57. | **McKeown, D.,** Camping, A., *FitzPatrick., E., Owens, J.,* Wijekumar, K., Harris, K., Graham, S., Lei, P. **(2023).** *Large scale writing research symposium/Outcomes of two large scale writing intervention studies with elementary students.* Paper and Panel Discussion. Writing Research Across Borders. 18–22 February 2023. Trondheim, Norway. |
| 56. | *Owens, J.,* **McKeown, D., &** Wijekumar, K.(2023).*Large scale writing research - Engaging school leadership support in large scale writing research.* Paper and Panel Discussion. Writing Research Across Borders. 18–22 February 2023. Trondheim, Norway. |
| 55. | **McKeown, D.** (2023). *Changing Teacher Content and Pedagogical Knowledge to Transform Student Literacy Outcomes*. Panel Organizer. Pacific Coast Research Conference, Coronado, CA, United States. |
| 54. | Camping, A., **McKeown, D.**, *Owens, J., FitzPatrick, E*., Harris, K., Wijekumar, K. (2023). Changing Teacher Content and Pedagogical Knowledge to Transform Student Literacy Outcomes. [Panel presentation]. Pacific Coast Research Conference, Coronado, CA, United States. |
| 53. | *Kumar, A*., & **McKeown, D**. (2023, Feb 2). Impact of Dynamic Assessment on Writing Skills of Pakistani High School Students. [Poster]. Pacific Coast Research Conference, Coronado, CA, United States. |
| 52. | **McKeown, D.** (2022). *Professional development for evidence-based writing instruction: Elevating fourth grade outcomes.* [Invited talk]. European Association for Research on Learning and Instruction (EARLI). |
| 51. | **McKeown, D**., Camping, A., Owens, J., Wijekumar, K., Harris, K., Graham, S., & Lei, P. (2022, 18-20 June). *Improving 4th grade student writing in a U.S. boomtown: Practice-based professional development, SRSD, and technology challenges*. [Oral paper presentation]. International Conference on Education and New Developments, Madeira Island, Portugal. |
| 50. | **McKeown, D.**, Owens, J., Wijekumar, K., Lei, P., Harris, K. R., & Graham, S. (2022, July 13-16). Integrated writing instruction using teacher-led and computer instruction: A randomized controlled efficacy trial. In M. Quinn (Chair), *Examining writing assessment and intervention across ages and contexts* [Symposium]. Society for the Scientific Study of Reading (SSSR). Newport Beach, CA. |
| 49. | Harris, K., **McKeown, D**., & Camping, A. (16-18 Feb, 2022). Professional development for writing instruction: A research synthesis. Panel Presentation, Pacific Coast Research Conference. |
| 48. | McKeown, D., Wijekumar, K., *Owens, J. K.,* Harris, K. R., & Graham, S. (2021). Writing assessment: Novel approaches across ages and contexts: Pragmatic computer-based formative and summative writing assessments. Society for the Scientific Study of Reading Conference, July 2021. |
| 47. | *Owens, J.,* **McKeown, D.,** Wijekumar, K., & Harris, K. (2021) *Implementation science shines a spotlight on principal roles in supporting writing instruction.* Society for the Scientific Study of Reading (SSSR) Conference, Virtual Conference. |
| 46. | *Owens, J.,* **McKeown, D.,** Wijekumar, K., & Harris, K. (2021) *Impacts of an implementation intervention (ILEAD) for principals’ impact on fidelity.* (2021) Society for Research on Educational Effectiveness (SREE) Conference, Arlington, Virginia. |
| 45. | *Lambright, K*., *Zhang.S., Hudson, A*., *Owens, J.,* Wijekumar, K., *Moore, K.A*., & **McKeown, D.** (2021) *Changing teacher pedagogical knowledge and content knowledge about reading comprehension using web-based PBPD.* Society for Research on Educational Effectiveness (SREE) Conference, Arlington, Virginia. |
| 44. | *Banerjee, M.,* **McKeown, D.,** Thompson, C., & Owens, J. (2021, Mar 29-Apr 2). *Blended learning in teacher professional development: How does it impact student achievement? A meta-analysis*. Paper presentation at Society for Information Technology & Teacher Education. Online, United States. |
| 43. | Wijekumar, K., Graham, S., Harris, K., **McKeown, D.,** & *Owens, J.* (2020) *The science of essential writing instruction: a teacher technology tango to promote persuasive writing.* Internal Dyslexia Association, Annual IDA Conference, Virtual Conference. |
| 42. | *Owens, J. K*., **McKeown, D**., & Wijekumar, K. (2020, March 11-14). *A mixed methods analysis of the role of administration and the effects of principal accountability on teacher implementation fidelity of a evidence based writing intervention* [Paper presentation]. Society for Research in Educational Effectiveness, Arlington, VA, United States. |
| 41. | *Zhang, S.,* Wijekumar, K., Fitzhugh, S., & **McKeown, D.** (2020, March 11-14). *Recognizing the growth made by students with limited English proficiency: A latent growth curve approach* [Paper presentation]*.* Society for Research in Educational Effectiveness, Arlington, VA, United States. |
| 40. | **McKeown, D**., Wijekumar, K., *Owens, J*., Harris, K. R., & Graham, S. (2020, July 8-11). *Pragmatic computer-based formative and summative writing assessments* [Paper presentation]. Society for the Scientific Study of Reading, Newport, CA, United States. |
| 39. | *Banerjee, M.,* Wijekumar, K., **McKeown, D.,** Joshi, R.M., & Thompson, J. (2020, July 8-11). *Effects of web-based teacher professional development about elementary grade reading comprehension* [Paper presentation]*.* Society for the Scientific Study of Reading, Newport, CA, United States. |
| 38. | *Zhang, S*., **Mckeown, D.,** & Wijekumar, K. (2019, December 9-12). *Self-efficacy of writing among grade 4 students: A deeper look into psychometric properties of items and survey design* [Paper presentation]*.* American Reading Forum. Sanibel, FL, United States. |
| 37. | *FitzPatrick, E*., & **McKeown, D.** (2019, October 24-26). *Meeting the needs of middle school writers with and without challenging behaviors: SRSD for the informational genre citing text-based evidence* [Paper presentation]. Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ, United States. |
| 36. | **McKeown, D.**, *FitzPatrick, E., & Owens, J.*  (2019, October 24-26). *Improving student persuasive writing through individualized asynchronous audio feedback* [Paper presentation]*.* Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ, United States. |
| 35. | Wijekumar, K., *Owens, J*., **McKeown, D.,** Harris, K., & Graham, S. (2019, August 5-8). *Feasibility and usability of the We-Write intervention in 4th grade classrooms* [Paper presentation]. World Education Research Association, Tokyo, Japan. |
| 34. | **McKeown, D.** (2018, February 7-10). *Providing asynchronous audio feedback via iPad to increase substantive revisions in writing* [Poster presentation]. Council For Exceptional Children, Tampa, FL, United States. |
| 33. | **McKeown, D.** (2017, February 2-4). *Asynchronous audio feedback to increase revision in student persuasive writing* [Paper presentation]. Pacific Coast Research Conference, Coronado, CA, United States. |
| 32. | *FitzPatrick, E.,* & **McKeown, D. (**2017, November 7-10). *Impact of SRSD for informational writing citing text-based evidence on the writing of students with learning disabilities and other struggling writers* [Paper presentation]. Teacher Education Division of Council for Exceptional Children, Savannah, GA, United States. |
| 31. | **McKeown, D.,** *& FitzPatrick, E.* (2017, November 7-10). *Asynchronous audio feedback and its impact on student writing outcomes* [Conversation session]. Teacher Education Division of Council for Exceptional Children, Savannah, GA, United States. |
| 30. | Harris, K., **McKeown, D.**, *FitzPatrick, E.,* & *Owens, J.* (2016, November 9-11). *Lessons learned and challenges to face: Practice-based professional development for SRSD* [Panel presentation]. Teacher Education Division of Council for Exceptional Children, Lexington, KY, United States. |
| 29. | **McKeown, D.** (2016, October 20-22). *Implementing evidence-based writing practices in urban classrooms: Teachers' views* [Paper presentation]. Teacher Educators for Children with Behavior Disorders (TECBD), Tempe, AZ, United States. |
| 28. | **McKeown, D.** (2016, October 20-22). *Writing and E/BD* [Special strand], Teacher Educators for Children with Behavior Disorders, Tempe, AZ, United States.   * 1. *FitzPatrick, E.,* & *Owens, J.* (2016). Mirror, mirror: Changing perceptions of reluctant and resistant writers [Paper presentation].   2. Ennis, R. (2016). Persuading students with emotional and behavioral disorders to write persuasively [Paper presentation]. |
| 27. | Emerson, J., & **McKeown, D.** (2016, March 31-April 2). *We are special: Supporting teacher candidates in special education setting* [Paper presentation]. National edTPA Conference, Savannah, GA, United States. |
| 26. | Harris, K., & **McKeown, D.** (2015, April 16-20) Cognitive modeling: Lessons learned from self-regulated strategy development. In H. Bembenutty (Chair), *Cognitive, social, and motivational processes involving modeling: A means of effective self-regulatory instruction and learning* [Panel presentation]. American Educational Research Association, Chicago, IL, United States. |
| 25. | Harris, K., Graham, S., **McKeown, D.**, Brindle, M., & Sandmel, K. (2015, November 4-7). *Lessons learned & challenges remaining: Practice-based professional development for SRSD* [Panel presentation]. Teacher Education Division Council for Exceptional Children, Tempe, AZ, United States. |
| 24. | **McKeown, D**., *Kimball, K.,* & Ledford, J. (2015, February 5-7). *Effect of asynchronous feedback on revision behavior of 6th graders with E/BD* [Poster presentation]*.* Pacific Coast Research Conference, Coronado, CA, United States. |
| 23. | **McKeown, D**., *FitzPatrick, E.,* Hendrick, R., & Brindle, M. (2015, February 5-7). *Elementary teacher implementation of SRSD for writing in an urban setting.* Poster presented at Pacific Coast Research Conference, Coronado, CA, United States. |
| 22. | *FitzPatrick, E.,*& **McKeown, D.** (2014, November 4-8).*Successes and adaptations: Practice-based professional development for SRSD in writing* [Paper presentation]. Teacher Education Division of Council for Exceptional Children, Indianapolis, IN, United States. |
| 21. | **McKeown, D.,** *FitzPatrick, E.,* Hendrick, R., & Brindle, M. (2014, November 4-8). *Practice-based professional development for writing teachers: Evaluation of coach in residence intervention* [Paper presentation]. Teacher Education Division of Council for Exceptional Children, Indianapolis, IN, United States. |
| 20. | **McKeown, D.,** *Kimball, K.,* & Ledford, J. (2014, November 4-8). *Utilizing iPads for asynchronous feedback to increase revising behavior in student narrative writing* [Interactive paper]. Teacher Education Division of Council for Exceptional Children, Indianapolis, IN, United States. |
| 19. | *Kimball, K.,* **McKeown, D.**, & Ledford, J. (2014, October 23-25). *Using iPad teacher feedback to improve writing revisions for students with E/BD in a residential facility* [Paper presentation].Teacher Educators for Children with Behavior Disorders, Tempe, AZ, United States. |
| 18. | **McKeown, D.,** Brindle, M., Harris, K., Graham, S., Collins, A., & Gillespie, A. (2014, February 19-22). Practice-based professional development for differentiating SRSD in writing. In S. A. Kiuhara (Chair), *An international spectrum of strategies-based writing interventions for school-aged children* [Symposium]. Writing Research Across Borders III, Paris, France. |
| 17. | Kiuhara, S. A., Harris, K. R., Graham, S., Brindle, M., **McKeown, D.,** & Gilbert, J. (2014, February 19-22). SRSD with an on-demand writing task. In S. A. Kiuhara (Chair), *An international spectrum of strategies-based writing interventions for school-aged children* [Symposium]*.* Writing Research Across Borders III, Paris, France. |
| 16. | **McKeown, D.,** Brindle, M., Harris, K., Graham, S., Gillespie, A., & Collins, A. (2014, April 9-12). *Practice-based professional development in SRSD for writing: Differentiating at tiers 1 and 2* [Poster presentation]. Council for Exceptional Children, Philadelphia, PA, United States. |
| 15. | **McKeown, D.,** Brindle, M., Harris, K. R., Sandmel, K., Steinbrecher, T., & *FitzPatrick, E.* (2014, February 6-9). *PBPD and coaching for SRSD: Lessons learned from teacher interviews* [Invited panel presentation]*.* Pacific Coast Research Conference, Coronado, CA, United States. |
| 14. | **McKeown, D.,** & Graham, S. (2014, February 6-9). *Strategies instruction in writing: A meta-analysis* [Panel presentation]*.* Pacific Coast Research Conference, Coronado, CA, United States. |
| 13. | **McKeown, D.,** Brindle, M., Harris, K., Graham, S., Gillespie, A., & Collins, A. (2013, November 5-9). *Practice-based professional development in SRSD for writing: Differentiating at tiers 1 and 2* [Paper presentation]. Teacher Education Division of Council for Exceptional Children, Ft. Lauderdale, FL, United States. |
| 12. | **McKeown, D.,** & Graham, S. (2013, November 5-9). *Strategies-based interventions in writing instruction for K-12: A meta-analysis* [Paper presentation]. Teacher Education Division of Council for Exceptional Children, Ft. Lauderdale, FL, United States. |
| 11. | **McKeown, D.,** Brindle, M., Harris, K., Graham, S., Gillespie, A., & Collins, A. (2013, February 7-10). *Project differentiate: A mixed methods SRSD study of professional development and its impact on teacher differentiation and student writing outcomes* [Panel presentation]*.* Pacific Coast Research Conference, Coronado, CA, United States. |
| 10. | Kiuhara, S., Harris, K., Graham, S., Brindle, M., **McKeown**, D., & Gilbert, J. (2013, February 7-10). *The effectiveness of practice-based professional development at tier 1: SRSD with an on-demand writing task* [Panel presentation]. Pacific Coast Research Conference, Coronado, CA, United States. |
| 9. | Kiuhara, S., Harris, K., Graham, S., Brindle, M., & **McKeown, D**. (2012, February 7-10) *The effects of self-regulated strategy development on timed personal narrative writing of 4th grade students* [Panel presentation]. Pacific Coast Research Conference, Coronado, CA, United States. |
| 8. | Harlan, A., Harris, K., Kiuhara, S., Graham, S., **McKeown, D.,** & Brindle, M. (2012, April 11-14). *Self-regulated strategy development: Effects on elementary students’ self-efficacy for writing* [Poster presentation]. Council for Exceptional Children, Denver, CO, United States. |
| 7. | Graham, S., Harris, K., Kiuhara, S., **McKeown, D.,** & Brindle, M. (2012, February 2-4). *The effects of self-regulated strategy development on timed personal narrative writing of fourth grade students* [Paper presentation]*.* Pacific Coast Research Conference, Coronado, CA, United States. |
| 6. | Graham, S., Kiuhara, S., & **McKeown, D.** (2012, February 2-4). *Effective writing instruction at the elementary grade level: A meta-analysis* [Paper presentation]. Pacific Coast Research Conference, Coronado, CA, United States. |
| 5. | **McKeown, D.**, Harris, K., Brindle, M., Lane, K., Oakes, W., Sandmel, K., & Steinbrecher, T. (2011, November 8-12). *Improving professional development for implementing SRSD writing interventions: Learning from teacher focus groups* [Round table presentation]*.* Teacher Education Division of CEC, Austin, TX, United States. |
| 4. | Steinbrecher, T., **McKeown, D.**, & Walther-Thomas, C. (2011, April 25-28). *Title II and IDEA highly qualified definitions and data discrepancies: Would the real highly qualified special educator please step forward?* [Poster presentation]. Council for Exceptional Children, National Harbor, MD, United States. |
| 3. | Steinbrecher, T., **McKeown, D.**, & Walther-Thomas, C. (2011, April 8-12). *Learning from Title II and IDEA special education personnel data collection: Lessons in agency collaboration, construct validity, and data reliability* [Poster presentation]*.* American Educational Research Association, New Orleans, LA, United States. |
| 2. | Graham, S., Kiuhara, S., & **McKeown, D.** (2011, February 17-20). *Meta-analysis of writing interventions for elementary school children* [Paper presentation Writing Research Across Borders, Fairfax VA, United States. |
| 1. | Steinbrecher, T., **McKeown, D.**, & Walther-Thomas, C. (2010, November 2-6). *Title II and IDEA highly qualified definitions and data discrepancies: Would the real highly qualified special educator please step forward?* [Paper presentation]. Teacher Education Division of CEC, St Louis, MO, United States. |

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| **REGIONAL AND LOCAL** |  |

N=12; with students=9 *(current and former student names italicized)*

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| 12. | McKeown, D., & *Williams, M*. (2024, 9 Feb). AI and Education. Fort Cavazos Education Summit, Fort Cavazos Texas. |
| 11. | Wijekumar, K., **McKeown, D**., Garza, J.*,* *Owens, J. K*., & *Moore, K. A*. (2020, January 26-29). *The power of systematic evidence-based reading instruction = 100% pass rates for all learners in grade 3 to 5.* [Paper presentation]. Texas Association for School Administrators, Mid-Winter Conference, Austin, TX, United States. |
| 10. | Wijekumar, K., **McKeown, D**., & Garza, J. (2019, November 2-5). *Ensuring success for every child* [Paper presentation]*.* Texas Association for School Administrators Conference on Accountability Systems. Georgetown, TX, United States. |
| 9. | Wijekumar, K., **McKeown, D**., & *Owens, J. K.*, (2019, November 2-5). *Psychometrics of standardized tests: What exactly do they measure?* [Paper presentation]. Texas Association for School Administrators, Assessment Conference, Georgetown, TX, United States. |
| 8. | **McKeown, D**., & *FitzPatrick, E.* (2018, October 12-13). *Navigating the muddy waters of evidence-based practices: A focus on effective writing instruction* [Paper presentation]. Fall Literacy Conference, Brownsville Independent School District, Brownsville, TX, United States. |
| 7. | **McKeown, D.** (2018, March 23-24). *Powerful writing strategies for mastering persuasive writing* [Paper presentation]*.* Fourth Annual Literacy Conference, Brownsville Independent School District, Brownsville, TX, United States. |
| 6. | **McKeown, D.,** & *Owens, J*. (2018, September 4). *Navigating the muddy waters of evidence-based practices: A focus on effective writing instruction* [Paper presentation]*.* Celebrating and Exploring Diversity in K12 Literature & Literacies Conference, Texas A&M University, College Station, TX, United States. |
| 5. | **McKeown, D.,** & *Owens, J.* (2018, September 4). *No time for feedback? A hands-on experience with audio feedback for student* [Paper presentation]. Celebrating and Exploring Diversity in K12 Literature & Literacies Conference, Texas A&M University, College Station, TX, United States. |
| 4. | **McKeown, D.** (2016, June 4). *Strategies instruction for writing: A meta-analysis* [Paper presentation]. School Improvement Symposium, Carrollton, GA, United States. |
| 3. | *FitzPatrick, E.,* & **McKeown, D.** (2016, June 4). *Adaptations for practice-based professional development for self-regulated strategy development in writing for students with emotional and behavioral disorders* [Paper presentation]. School Improvement Symposium, Carrollton, GA, United States. |
| 2. | *FitzPatrick, E.,* **McKeown, D.,**Hendrick, R., & Brindle, M. (2015). *Practice-based professional development for self-regulated strategy development for writing teachers: Evaluation of coach in residence intervention* [Poster presentation]*.* Georgia State University College of Education Doctoral Student Association Conference, Atlanta, GA, United States. |
| 1. | *FitzPatrick, E.*, & **McKeown, D.** (2014). *Practice-based professional development for self-regulated strategy development in writing: A review of the literature* [Poster presentation]. Literacy and Language Day, Georgia State University, Atlanta, GA, United States. |

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| **ADVISING AND INSTRUCTION** | |
| **ADVISING** | Doctoral Students |

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| TEXAS A&M UNIVERSITY | | | |
| EAHR = Educational Administration & Human Resource Development  EPSY =Educational Psychology, Special Education  TLAC = Teaching, Learning, and Culture  **Ph.D. Chair or Co-Chair - TLAC** | | | | |
| 2024 | Lisa Perkins | Chair | Admit Fall 2024 | |
| 2023 | Katherine Marek | Chair | In progress | |
| 2023 | Michael Williams | Chair | In progress | |
| 2022 | Aakash Kumar | Chair | In progress | |
| 2019- | Aaron Penton | Co-Chair | In progress | |
| 2018-2021 | Julie Owens | Chair | *TT Asst. Prof., Special Education, U. Tennessee* | |
| **Ph.D. Member** | |  |  | |
| 2024 | Kimia Carter | Member | EAHR-In progress | |
| 2024 | Yingying Zhao | Member | EPSY - In progress | |
| 2022 | Ashley Stack | Member | TLAC - In progress | |
| 2018- | Grace (Eun Hye) Ko | Member | EPSY - In progress | |
| 2018-2021 | Manjari Banerjee | Member | *Director, Aggieland Country School* | |
| 2018-2019 | Zhihong Xu | Member | *Research Librarian, TAMU* | |
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| **Ed.D. Chair or Co-Chair** | |  |  | |
| 2022 | Megan Telles |  |  | |
| 2022 | Jennifer Sidlauskus | Co-Chair |  | |
| 2020-2022 | Jacklyn Davenport | Co-Chair | Completed | |
| 2020-2022 | Ashton Hughes | Co-Chair | Completed | |
| GEORGIA STATE UNIVERSITY | | | |
| **Chair or Co-Chair (Completers)** | |  |  | |
| 2015-2018 | Julie Owens | Chair | *Moved to TAMU* | |
| 2012-2017 | Erin FitzPatrick | Chair | *Tenured Assoc. Prof., Special Education, U. North Carolina - Charlotte* | |
| 2013-2015 | Adrienne Stuckey | Co-Chair | *Tenured Assoc. Prof., Inclusive & Special Education, Western Carolina University* | |
| 2016-2018 | Weke Andrews | Co-Chair | *Student support counselor, Two Rivers* | |
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| **Member** |  |  |  | |
| 2016-2018 | Brandi Ansley | Member | *Assoc. Prof., Central Michigan University* | |
| 2013-2017 | Carrie Kane | Member | *CIBC Coordinator, North Metro GNETS* | |
| 2013-2017 | James Schwab | Member | *Asst. Prof., University of West Georgia* | |
| 2012-2015 | Millicent Carmouche | Member | *Asst. Prof.*, *Alabama A&M* | |
| **Mentoring** |  |  |  | |
| 2023-2024 | Jr-An Lin | Mentor | Academy of Future Faculty (AFF) Certificate | |
| **Did Not Complete** | |  |  | |
| 2014-2016 | Kathleen Kimball | Co-Chair |
| 2012-2016 | Mark White | Member |
| 2017-2018 | Page Carmichael | Member |
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**Australian Catholic University**

2019 Cheryl Godfrey External Evaluator (Passed with amendments)

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| **ADVISING** | | | | Master’s Students | | |
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| TEXAS A&M UNIVERSITY | | | | | |
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| 2022 | Lisa Perkins | Chair (M.S., Thesis) | |  | | |
| 2021 | Jolene Pang | Chair | |  | | |
| 2021 | Kristie Roach | Chair | |  | | |
| 2020 | Diana Colin | Chair | |  | | |
| 2020 | Kathryn Elder | Chair | |  | | |
| 2021 | Alyssa Lander | Chair | |  | | |
| 2020 | Laney Campbell | Chair | |  | | |
| 2020 | Kora Livingston | Chair | |  | | |
| 2020 | Kennadee Howard | Chair | |  | | |
| 2021 | Julie Olson | Co-Chair | |  | | |
| 2020 | Claudia Floyd | Co-Chair | |  | | |
| 2020 | Nicole Nielson | Co-Chair | |  | | |
| 2020 | Dana Polk | Member | |  | | |
| **Graduated** |  |  | |  | | |
| 2020-2020 | Emily Forbus | Chair | |  | | |
| 2020 - 2020 | Nicholas Wiese | Member | |  | | |
| 2019 - 2020 | Leslie Anderson | Member | |  | | |
| 2019 - 2019 | Dongmei Lian | Member | |  | | |
| 2018-2019 | Karol Ann Taylor | Member | |  | | |
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| GEORGIA STATE UNIVERSITY | | | | | |
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| 2015–2016 | Andrew Potter (EPY) | Member | | Currently Post-doc at ASU | | |
| **SUPERVISION OF STUDENTS** | | | Field Placements | |

Sp 2021 Virtual Field Placements – Tomball Independent School District

Sarah Hunsucker (Middle Grades Math/Science)

Sarah Sheppard (Middle Grades Math/Science)

Rachel Collier (Middle Grades Math/Science)

Russell Wagner (Middle Grades Math/Science)

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| **UNIVERSITY TEACHING** | Courses |

\* Not yet convened | ‡ created course | † Significantly revised course or made hybrid

(D) = Doctoral, (G) =Graduate, (U)=Undergraduate

TEXAS A&M UNIVERSITY

\*F 2024 †EDCI 601 (D), Disciplinary Knowledge and Research in Curriculum and Instruction (Introduction to the Doctoral Program; revising to incorporate new skills for first year assessment)

Sp 2024 EDCI 715 (D, G), Academic Writing for Graduate Students (Education, Human Resources, & Geography students joined us this semester)

F 2023 †EDCI 601 (D), Disciplinary Knowledge and Research in Curriculum and Instruction (Introduction to the Doctoral Program)

F 2023 Nutritional Biochemistry, Consultant and Guest Lecturer on Academic Writing

Sp 2023 EDCI 715 (D, G), Academic Writing for Graduate Students (Enrollment significantly increased, and includes students from other colleges including Agriculture and Life Sciences; Engineering)

F 2022 RDNG 604 (G), Reading Diagnosis (online)

Sp 2022 EDCI 715 (D, G), Academic Writing for Graduate Students

Sp 2021 †RDNG 490 (U), Assessment in Reading Instruction in the Middle Grades (online)

Fall 2020 RDNG 604 (G), Reading Diagnosis (online)

Sp 2020 † EDCI 715 (D, G), Academic Writing for Graduate Students

EPSY 630 (D, G), Single Case Experimental Design (Took over course in Feb)

Sp 2019 †RDNG 604 (G), Reading Diagnosis (F2F & online)

F 2018 †RDNG 361 (U), Assessment for Reading

GEORGIA STATE UNIVERSITY

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| Sp 2018 | ‡ EXC 4560 (U), Assessment for Students w/ Disabilities (flipped classroom)  ‡EXC 8961 (D), Doctoral Seminar (authorship, collaborating, job search) |
| F 2017 | EXC 7941 (G), Current Issues in Special Education (hybrid)  †EXC 4020 (U), Introduction to Exceptional Learners (online)  ‡EXC 8961 (D), Doctoral Seminar (reviewing manuscripts, feedback) |
| Su 2017 | †EXC 4020 (U), Introduction to Exceptional Learners (online)  ‡ EXC 7941 (G), Current Issues in Special Education (hybrid) |
| Sp 2017 | †EXC 4560 (U), Assessment for Students w/ Disabilities (all majors)  †EXC 6560 (G), Assessment for Students w/ Disabilities  EXC 8961 (D), Doctoral Seminar (literature synthesis, writing discussion)  ‡ EXC 4810 (U), Directed Reading (topic: Co-teaching for MSE dual major) |
| F 2016 | ‡EXC 8961 (D), Doctoral Seminar (writing, theoretical frameworks)  ‡ EPY 8850 (G, D), Single Case Design (graduate)  EXC 4020 (U), Introduction to Exceptional Learners (online)  ‡ EXC 8980 (D), Professional Investigation and Writing (doctoral course as Directed Reading) |
| Su 2016 | EXC 4020 (U), Introduction to Exceptional Learners (Maymester)  EXC 4020 (U), Introduction to Exceptional Learners (online)  EXC 7010 (G), Language Development (all majors)  ‡ EXC 8810 (D), Directed Reading (Topic: Qualitative research methods for doctoral student in BLD) |
| Sp 2016 | ‡ EXC 8961 (D), Doctoral Seminar (milestones, APA, imposter syndrome)  †EXC 4560 (U), Assessment for Students w/ Disabilities, (all majors)  † EXC 6560 (G), Assessment for Students w/ Disabilities |
| Sp 2015 | EXC 7190 (G), Literacy for Students w/ Disabilities (all majors) |
| F 2014 | EXC 6560 (G), Assessment for Students w/ Disabilities  EXC 7150 (G), Methods of Teaching Academics for Students w/ Behavior & Learning Disabilities (hybrid) |
| Sp 2014 | EXC 4560 (U), Educational Evaluation of Students w/ Disabilities (all majors) |
| F 2013 | †EXC 7150 (G), Methods of Teaching Academics for Students w/ Behavior & Learning Disabilities (hybrid)  † EXC 4560 (U), Educational Evaluation of Students w/ Disabilities (all majors) |
| Su 2013 | EXC 7190 (G), Literacy for Students w/ Disabilities ( all majors) |
| Sp 2013 | EXC 6580 (G), Instructional Methods for Students with Behavior & Learning Disabilities  EXC 7150 (G), Methods of Teaching Academics for Students with Behavior & Learning Disabilities |
| F 2012 | EXC 4560 (U), Assessment for Students with Disabilities  EXC 6560 (G), Assessment for Students with Disabilities |

VANDERBILT UNIVERSITY, Co-instructor

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| Su 2011 | SPED 3230 (G), Research Methods in Special Education |
| F 2010 | SPED 1010 (U), Introduction to Special Education |

SUNY BUFFALO, Instructor

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| Sp 2007 | ‡ EDU 604 (G), Instructional Strategies (3-11 Mar 2007) |
| Sp 2006 | ‡ EDF 611 (G), Assessment for Learning (25 Mar – 2 Apr) |

GUEST LECTURES

Fall 2020 University of Alabama, SPE 601 Seminar in College Teaching

Sp 2015 GSU, Systematic Searches (EXC 8980, D)

F 2012-15 GSU, Assessment in Special Education (PERS 2001: Teaching in Today's Society, U)

F 2012 VU, Pro Seminar III: Grant Writing in Special Education (D)

Sp 2013 VU, Pro Seminar II: Research Design in Special Education (D)

Su 2011 VU, High-incidence Disabilities, MDE 5322 (G), Children with Hearing Loss & Additional Disabilities

F 2010 VU, Co-teaching and Collaboration for Student teachers in Low-incidence Disabilities (U)

Courses Developed or Significantly Revised

EDCI 601 Revised course after interviewing students and prior instructor

EDCI 715 Revised course to align with writing expectations of doctoral programs

EXC 4560 Developed course, revised later to align with edTPA, flipped classroom to give emphasis to skill development in class

EXC 8961 Developed course content based on baseline assessment of student needs

EXC 7150 Created a hybrid version of the course

EXC 7941 Fully developed course, created hybrid version of course

EXC 4020 Revised course twice to meet student and instructor needs

**SERVICE**

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| **SERVICE TO PROFESSION** |  |

**Editorial Service**

2024 **Editorial Board**: *Exceptional Children*

2021 Guest co-editor of special issue on SRSD across content areas for *Learning Disabilities Research & Practice*

2019- **Editorial Board**: *Learning Disabilities Research & Practice*

2019- **Editorial Reviewer**: *Reading Psychology*

2013-2019 Associate Editor: *Journal of Early Intervention*

Fall 2014 Article Editor: *SAGE Open*

2013 v26 Guest co-editor (2nd): *Reading and Writing: An Interdisciplinary Journal*

**Reviewer**

Sp2022,Su2022 *Reading and Writing Quarterly*

Sp2022 *Written Communication*

Sp2022 *Review of Education Research*

F2021 *Reading and Writing*

F2012, Sp2010, F2010, Sp2015, F2019 *Remedial and Special Education*

Sp2016, Sp2017, F2018, F2019, Su2020, *Learning Disabilities Research & Practice*

Su2022

F2013, F2017 *Journal of Writing Research*

Sp2015, F2017, F2020, S2021, Su2023 *Journal of Educational Psychology*

F2017 *Teacher Education Special Education*

F2018 *Computers and Education*

Sp2016 *Journal of Special Education*

F*2*014, Sp2015 *Theory into Practice*

F2014 *Metacognition & Learning*

F2013 *Learning Disabilities: A Contemporary Journal*

F2013, Su2013 *Child Development*

Sp2013, Su2013, F2013 *Journal of Early Intervention*

F2012, F2013 *Education and Treatment of Children*

F2012, Sp2014 *Behavioral Disorders*

Sp2012 *Journal of Positive Behavior Interventions*

F2010, Sp2011 *Exceptional Children*

F2020 *Technology, Knowledge, and Learning*

F2023 *Scandinavian Journal of Educational Research*

**Conference Proposal Reviews**

Council for Exceptional Children, Conference Proposals

2010, 2012, 2013 Division of Research

2013 Teacher Education Division

2013 DR Scholars Review Panel

2011, 2013 American Educational Research Association Conference Proposals

**External Evaluator for Promotion and Tenure**

2024 an institution in Georgia

2023 an institution in West Virginia

2023 an institution in Texas

2022an institution in Pennsylvania

2021an institution in Texas

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| **SERVICE TO UNIVERSITY AND COLLEGE** | Committees and Groups |
| TEXAS A&M UNIVERSITY | | |

2024 Growing in the practice of academic writing (Faculty PD)

2024 TAMU, SEHD, Catapult Grant Review Panel

2023 Search Committee Member, EPSY, TT Special Education position

2023 Graduate Instruction Committee (GIC)

2023 TAMU, Bold Leaders in Urban Education (BLUE) Signature Program Speaker (Creating & cultivating an academic CV)

2023 School of Education Faculty Award Committee

2023 TAMU, Paths to Publication speaker series, Presenter (Receiving and responding to critical feedback), 23 Mar

2022 TAMU, Bold Leaders in Urban Education (BLUE) Signature Program Speaker (Creating & cultivating an academic CV)

2021 Routh First-Generation Center Network – First Gen Member

2021 TAMU, Paths to Publication speaker series, Presenter (Receiving and responding to critical feedback); 22 Apr.

2020 TAMU, University Professor CEHD Selection Committee Member

2018 TAMU, CEHD Strategic Plan – Transformational Learning Committee Member

GEORGIA STATE UNIVERSITY

2016 GSU Professional Education Faculty: Preparing Teachers to Meet the

Needs of All Learners: Where are We and Where Do We Go From

Here. Breakout Session co-Leader; Assessment for Learning. 20 April.

2013-2018 Summer Research Mentor, undergraduate and graduate students

2013-2016edTPA Pilot Group Member

2013-2014 Professional Education Faculty: Standards and Accreditation co-chair

2013 SRSD Workshop, Teaching strategies-based writing instruction to practicing teachers

2012-2017 C-WRITE Member – Collaborative for Writing Research Innovations in Technology & Education

2012-2014 Member, South Africa Interest Research Group, wrote Mission Statement, group grant proposal

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| **SERVICE TO DEPARTMENT** | Committees |

Texas A&M, Department of Teaching, Learning and Culture

F2023 TLAC Graduate Student Association Panel presentation: Research process

2022- M.S. Degree Coordinator

*Search Committees*

2023 Search Committee Member, Tenure Track Associate, Special Education

2022-2023 Search Committee, Chair, Tenure Track Asst./Assoc. Literacy

2021-2022 Search Committee, Member, Clinical Asst. Prof. Literacy

2020-2021 Chair of Search Committee: Two positions, Open Rank, Tenure Track Early Childhood Education

2019-2020 Search Committee: Clinical Assistant Prof, Technology & Teacher Education

2019-2020 Nomination Committee: Accountability, Climate, Equity, and Scholarship (ACES) Fellows Program

*Other Committees*

2022-current Executive Committee, Tenure Track At-Large Member

2020 Executive Committee, Tenure Track At-Large Member

2022-2024 Tenure-Track Annual Evaluation Committee Member

2019-2020 Tenure-Track Annual Evaluation Committee Member

2023 Ad-hoc committee for M.Ed. Admissions requirements and evaluation

2019-2020 Graduate Faculty Representative

2019-2020 Assistant Program Chair, Literacy Program

2018-2019 PhD Curriculum Review Committee Member

2018-2019 BS Curriculum Review Committee Member

2019-2022 Teaching Internship Mentor for Doctoral students: Alida Hudson, Julie Owens, Karol Anne Moore

Georgia State University, Educ. Psych., Special Education, & Communication Disorders

*Search Committees*

2016-2017 Member, Autism Tenure Track Faculty

2015 Member, BLD Clinical Faculty

*Other Committees*

2017-2018 Chair, Graduate Research Fund, Graduate Travel Fund

2016-2017 Program Workgroups: Strategic Planning workgroup, Doctoral workgroup, BIS workgroup, Inputs workgroup, Handbook workgroup

2016-2017 Department ad hoc committee: Doctoral Students and Teaching

2016-2017 Departmental ad hoc committee: Academic supports for ESC students

2016 CEEDAR Center, Network Improvement Community, syllabi analysis

2014-2017 Voting Member, Graduate Research Fund, Graduate Travel Fund

2013 -2019Teaching Internship Mentor for Doctoral students: *Carrie Kane; Erin FitzPatrick; Kathleen Kimball; Julie Owens*

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| **SERVICE / VOLUNTEER WORK** | Local & Community |

Member, Currey-Ingram Academy Scientific Advisory Board, Aug 2023

School district teacher training in scoring writing, data-driven writing assessment, Feb-Mar 2023

Smithsonian Institute, volunteer, transcription center, 2020-current

Brazos Valley Food Bank volunteer, 2022

Brazos County Community COVID-19 Vaccine Hub volunteer, 2021

Practice-based professional development for Self-regulated strategy development for STAAR (Harlingen TX), October 2019

Practice-based professional development for Self-regulated strategy development (Richardson, TX; 3rd and 4th grade teachers), October 2019

Practice-based professional development for Self-regulated strategy development; STAAR testing adaptations (Harlingen TX, 3rd and 4th grade teachers), July 2019

Practice-based professional development for Self-regulated strategy development; STAAR testing adaptations (College Station, TX), July 23-24, 2019

Georgia Department of Education Literacy Think Tank, 2016 - 2019

Advisory Board, 2016-present, SRSDonline.org, providing guidance and expertise to online professional development models for teachers of writing

Voluntary consultant, Dekalb County Schools, Summer 2016

Coach-in-residence, Spring 2014 – Spring 2015 (Net-Q grant funded, Clayton County)

Child and family advocate (volunteer basis), on-going

Asynchronous Audio Feedback – Spring 2015 (Mimosa ES, 8 hours)

Text-based writing in Elementary Schools, Clayton County, January 2015 (Anderson ES, 2 days)

Text-based writing for Early Intervention Program teachers in elementary schools, November 2014 (Henry County, 1 day)

Self-regulated Strategy Development Professional Development for Teachers in writing for narrative, persuasive, and informational, August 2014 (Connally ES, APS, 10 days)

Self-regulated Strategy Development Professional Development for Teachers in writing for narrative, persuasive, and informational, August 2014 (Church St, Clayton Co., 5 days)

Self-regulated Strategy Development Professional Development for Teachers in writing for narrative, October 2013, for Atlanta Public Schools, Washington Cluster Elementary schools (Jones, Bethesda, Venetian Hills, and Connally)

Academic Job Search, Georgia State University Doctoral Student Association, Guest Lecture, February 2013

Self-regulated Strategy Development Professional Development for Teachers in writing for persuasive, October 2013, for Clayton County Schools (Anderson ES and King ES)

Mentor for new doctoral students, Vanderbilt University: 2010-2012

Supervision of special education student teachers, Vanderbilt University: 2009

Self-regulated strategy development writing intervention (Count & Plan FAST), 12-16 hours

Young Writer’s Award Judge, 2009-2014 annual judging for Young Writer’s annual publication of creative writing

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| **PROFESSIONAL DEVELOPMENT** | Attended as Participant |

Mid-career accelerator (Fall 2023)

Is It the Right Time to Pursue Promotion to Full Professor? (March 2023)

EIR Education Innovation and Research (EIR) Program Webinar (March 2023)

EIR Annual Report – Measurement techniques (April 2022)

STRIDE (Strategies and Tactics for Recruiting to Improve Diversity and Excellence) Training, Aug 2019

Faculty Success Program, National Center for Faculty Development & Diversity, TAMU, Jan-May 2019

Faculty Success Alumni Program June 2019-current

Mastering Online Teaching, April – May 2017

Instructional Design Sequence, Lynda.com, 2016-2017

Nicholas Duran, “Exploring deception as a dynamical, social embedded, and multimodal phenomenon,” Georgia Tech, December 2, 2016

GSU Division of Student Affairs, “Working With Students of Concern”, January 28, 2016

edTPA, CEEDAR Center sponsored technical support for special education handbook, Spring 2015

NCSER (National Center for Special Education Research) Summer Research Training Institute in Single-Case Design Research at the University of Wisconsin-Madison (a fully funded opportunity), July 2013

GSU Center for Instructional Innovation Hybridization workshops (competitive six-week program), Summer 2013

First year tenure-track faculty talk with Provost Palm, GSU, 2013

NSF Career Grant Presentation, GSU, 2013

edTPA in the state of Georgia, 2013

GSU Grant Support Orientation, GSU, 2013

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| **AFFILITATIONS** | Professional |

Council for Exceptional Children

Teacher Education Division

Division for Research

Division for Learning Disabilities

Member of Board of CEC Teacher Education Division Research Group

American Educational Research Association (Teacher and Teacher Education, Writing and Literacies, Research in Reading and Literacies, Mixed Methods Research)

American Anthropological Association (Council on Anthropology and Education)

Urban Child Study Center, GSU Faculty Affiliate

Center for Leadership in Disability, GSU Faculty Affiliate

Language and Literacy Initiative at GSU, Faculty Affiliate

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| **MEDIA APPEARANCES** |  |

Allen, S. (2023, Jan 31). This artificial intelligence program can write in seconds. Should Fort Worth schools allow it? *Star-Telegram*. <https://www.star-telegram.com/news/local/education/article271735012.html#storylink=cpy>

(Interviewed and quoted)

Audio feedback in literacy education. <https://education.tamu.edu/audio-feedback-in-literacy-intervention/> TAMU CEHD article about my work.

KAMU, Texas A&M Public Radio Station, *Literacy Matters*, I wrote and recorded ten radio spots focused on writing practices for families. Aired, 2019-2020. <https://www.kamufm.org/programs/literacy-matters?page=1>

Speaker, *Writing Matters*, Voices of Impact (Inspired by popular TED talks), Texas A&M University College of Education and Human Development, Feb 5, 2019. Video found at https://www.youtube.com/watch?v=gZJcW2niRDc

SRSD News, Featured SRSD Champion, Nov 2019.

SRSD Online, Featured Researcher, www.srsdonline.com

Quoted in: University Business, universitybusiness.com. “Writing to learn: Instilling college ready writing skills. By James Martin and James E. Samels, September 7, 2016. https://www.universitybusiness.com/article/fs-0916

Quoted in: GSU News: Remarkable 2013 Graduates. Interviewed by Michelle Hiskey about my student, Timothy Cockburn, whom I nominated for a feature article.

## Quoted in: GSU News: “Colleges Flip Formats, Give Students More Online Options” by Kathleen Poe Ross. Interviewed about my experience with hybridizing courses. <http://www.gsu.edu/2013/10/07/beyond-moocs-colleges-flip-formats-give-students-more-online-options/>

Coverage of my research: *Research and Innovation*: “Innovative Writing Research at GSU” by Claire Miller, 2013.