

CURRICULUM VITAE

Sara L. Jozwik, Ed. D.

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EDUCATION

Institution	Degree	Major
Illinois State University	Ed. D.	Special Education
Western Governors University	M. A. K-12	Teaching English Language Learners
Illinois State University	B. S.	Special Education

CERTIFICATION AND SIGNIFICANT TRAINING

Keys to Beginning Reading, Wisconsin Reads & The Universities of Wisconsin (UW) System

Single-Case Intervention Research Design and Analysis Fellow, 2017, Institute of Educational Sciences (IES) & National Center for Special Education Research (NCSER)

Learning Behavior Specialist I, ages 3–21, Professional Educator License, Illinois State Board of Education (ISBE)

Teaching English as a new language, endorsement, ISBE

EXPERIENCE

University

Governors State University Division of Education and Leadership Special Education Program Coordinator	Associate Professor	2024—present
University of Wisconsin-Milwaukee Department of Teaching and Learning, K–12 Special Education Program Director	Associate Professor	2020—2024
University of Wisconsin-Milwaukee Department of Teaching and Learning	Assistant Professor	2018–2020
Illinois State University Department of Special Education	Assistant Professor	2015–2018

Olivet Nazarene University Graduate School of Continuing Studies	Adjunct Professor	2010–2015
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Teaching English as a Second Language Prairie State College English as a Second Language Adult Basic Education	Adjunct Instructor	2013–2014
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K-12 Teaching

Comm. Cons. SD 146 Bert. H. Fulton Elementary, K–5	Learning Behavior Specialist	2003–2015
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SD 299, Chicago Public Schools Francis Parkman Elementary, K–8	Cross-Categorical Teacher	2002–2003
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Hawaii Dept. of Ed. Molokai High and Intermediate, Community-Based Instruction, 9–12	Special Education Teacher	2001–2002
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SD 299, Chicago Public Schools Ames Middle School 7th grade LD/ED	Cross-Categorical Teacher	2000–2001
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PUBLICATIONS

Scholarly Journal Articles (* indicates student)

O’Quin, C. B., **Jozwik, S. L.** (2026). Flows that teach: Multimodal hip-hop pedagogy, code-meshing, and equity in special education. *Journal of the Arts and Special Education*, 6(2). DOI:10.5703/1288284318659

Jozwik, S., O’Quin, C. B., Steele, J. (2026, advance online). Developing Individualized Education Programs for bidialectal students with learning disabilities. *Intervention in School and Clinic*. <https://doi.org/10.1177/10534512261446605>

Jozwik, S. L., & O’Quin, C. B. (2026). Metacognitive monitoring and multimodal cueing to support reading comprehension for multilingual students with developmental disabilities. *Journal of Special Education*, 60(2), 105–117. DOI: 10.1177/00224669251393231

O’Quin, C. B., **Jozwik, S. L.**, Mustian, A., Hardin, S. E., Sharp, S. (2025). Preservice teachers’ acquisition of morphosyntactic patterns in African American Vernacular English. *Preventing School Failure*, 70(1), 31–43. DOI: 10.1080/1045988X.2025.2582813

Evans, L., Joseph, T., Bartlett, M. & **Jozwik, S.** (2024). Inclusive early childhood teacher education: A paradigm for envisioning and enacting. *Head Start Dialog: The Research to Practice Journal for the Early Childhood Field*. <https://doi.org/10.55370/hsdialog.v27i1.1806>

- Evans, L., Joseph, T., **Jozwik, S.**, & Bartlett, M. (2024). Preparing inclusive early childhood educators (PIECE): A conceptualization of multilingualism, English learning, and inclusivity. *TESOL Journal*. <http://dx.doi.org/10.1002/tesj.863>
- Jozwik, S. L.** (2022). Scaffolds to support reading comprehension for English Language Learners. *Illinois Reading Council Journal*, 51(1), 51–54. <https://doi.org/10.33600/IRCJ.51.1.2022.51>
- Kroesch, A. M.*, **Jozwik, S.**, Douglas, K. H., Chung, Y.-C., Uphold, N. M., & Baker, E*. (2022). Using technology to support academic learning. *The Journal of Special Education*, 56(3), 158–167. <https://doi.org/10.1177/00224669211070563>
- Jozwik, S. L.** (2021). Leveraging technology applications to make texts accessible for English Language Learners. *Illinois Reading Council Journal*, 50(1), 62–66. <https://doi.org/10.33600IRCJ.50.1.2021-2022.62>
- Jozwik, S. L.**, Cuenca-Carlino, Y., & Gardiner-Walsh, S. (2020). Special education teachers' preparedness for teaching emergent bilingual students with disabilities. *Multiple Voices: Disability, Race, and Language Intersections in Special Education*, 20(2), 38–53. doi:10.56829/2158-396x-20.2.38
- Jozwik, S. L.**, & Hardin, S. E. (2020). Affirming linguistic diversity by using picture books that feature bidialectal and bilingual voices. *Illinois Reading Council Journal*, 49(1), 57–63. <https://doi.org/10.33600/ircj.49.1.2020.57>
- Jozwik, S. L.**, & Rice, N. E. (2020). Analyzing the portrayal of characters with reading difficulties in realistic fiction. *Journal of Adolescent and Adult Literature*, 64(2), 167–179. <https://doi.org/10.1002/jaal.1081>
- Jozwik, S. L.**, Freeman-Green, S., Kaczorowski, T., & Douglas, K. H. (2020). Effects of peer-assisted multimedia vocabulary instruction for high school English language learners. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 40(4), 237–250. doi:10.1080/10573569.2020.1723153
- Jozwik, S. L.**, Cuenca-Carlino, Y., Lin, M., Mustian, A., & Hardin, S. E. (2020). Reading comprehension interventions for English learners with learning disabilities: A systematic review. *Special Education Research, Policy & Practice*, 4(1), 74–94. <https://issuu.com/hofstra/docs/2020-special-education-research-policy-practice?fr=sNmQ1MTE5OTM5NjM>
- Kroesch, A. M.*, Douglas, K. H., **Jozwik, S. L.**, Uphold, N., & Chung, Y. C. (2020). Teaching American government content to students with developmental disabilities using technology and constant time delay. *Journal of Developmental and Physical Disabilities*, 32(1), 925–941. DOI:10.1007/s10882-019-09726-9
- Jozwik, S. L.**, & Cuenca-Carlino, Y. (2020). Promoting self-advocacy through persuasive

Writing for English language learners with learning disabilities. *Rural Special Education Quarterly* 39(2), 82–90. <https://doi.org/10.1177/8756870519892883>

- Jozwik, S. L., & Gardiner-Walsh, S.** (2019). From roots to riches: Morphological analysis strategy instruction for English language learners. *Illinois Reading Council Journal*, 48(1), 78–89. <https://doi.org/10.33600/IRCJ.48.1.2019.78>
- Jozwik, S. L., & Mustian, A. L.** (2019). Effects of technology-supported Language Experience Approach for English learners with exceptional needs. *Reading & Writing Quarterly*, 36(5), 418–437. <https://doi.org/10.1080/10573569.2019.1655690>
- Jozwik, S. L., Cuenca-Carlino, Y., Mustian, A. L., & Douglas, K. H.** (2019). Self-regulated strategy development reading comprehension instruction for emerging bilingual students with learning disabilities. *Preventing School Failure: Alternative Education for Children and Youth*, 63(2), 121–132. doi: 10.1080/1045988X.2018.1523126.
- Jozwik, S. L., Peterson-Karlan, G., & Kaczorowski, T. L.** (2018). Effects of POWER strategy instruction for students supported by assistive technology. *Journal of International Special Needs Education*, 23(2): 45–56. <https://doi.org/10.9782/18-0001>
- Jozwik, S. L., Kaczorowski, T. L., & Cahill, A. S.** (2018). Unblocking barriers: Universal Design for Learning and literacy instruction in culturally and linguistically diverse contexts. *Illinois Reading Council Journal*, 47(1), 63–74.
- Jozwik, S. L., & Cahill, A. S., & Sánchez, G.** (2018). Collaboratively crafting individualized education program goals for culturally and linguistically diverse exceptional learners. *Preventing School Failure: Alternative Education for Children and Youth*, 62(2), 140–148. doi:10.1080/1045988X.2017.1393791
- Cuenca-Carlino, Y., Gozur, M.*, **Jozwik, S. L.**, & Krissinger, E.* (2018). The impact of self-regulated strategy development on the writing performance of English learners. *Reading & Writing Quarterly*, 34(3), 248–262. doi:10.1080/10573569.2017.1407977
- Jozwik, S. L., Lin, M., & Cuenca-Carlino, Y.** (2017). Using backward design to develop servicelearning projects in teacher preparation. *New Waves –Educational Research and Development Journal*, 20(2), 34–48. https://www.viethconsulting.com/members/proposals/view_file.php?md=VIEW&file_id=1093369
- Jozwik, S. L., & Douglas, K. H.** (2017). Effects of multicomponent academic vocabulary instruction for English learners with learning difficulties. *Learning Disability Quarterly*, 40(4), 237–250. doi: 10.1177/0731948717704967
- Jozwik, S. L., & Douglas, K. H.** (2017). Effects of a technology-assisted reading comprehension intervention for English learners with learning disabilities. *Reading Horizons: A Journal of Literacy and Language Arts*, 56(2), 42–63.
- Jozwik, S. L., & Landa-Vialard, O., Lin, M., Tsinajinie, G., & Mshaiel, A.*** (2017) Using a CAN DO approach to assess English language learners' oral reading. *Illinois Reading*

Council Journal, 46(1), 78–87.

Jozwik, S. L., Cuenca-Carlino, Y., & Lewis-Pratl, K.* (2017). Cultural responsiveness in databased individualization and literacy assessment for English learners. *Illinois Reading Council Journal*, 45(2), 74–79.

Jozwik, S. L., & Douglas, K. H. (2016). Effects of semantic ambiguity detection training on reading comprehension achievement of English learners with learning difficulties. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 16(2), 37–57.

Multimedia Publications

Jozwik, S. L. (2022). *Technology, Literacy, and Bilingualism in Special Education*. Center for Innovation Design and Digital Learning (CIDDL) Research and Practice Brief. <https://ciddl.org/research-and-practice-brief-14-technology-literacy-and-bilingualism-in-special-education/>

Jozwik, S. L., & Cuenca-Carlino, Y. (2017, May). *Cultural responsiveness in data-based individualization and literacy assessment for English learners*. Council for Exceptional Children Professional Development Webinar Series. <http://pubs.cec.sped.org/web1706a/>

Other Publications

Jozwik, S. L. (2018, October). Voices from the field: Practices and challenges in serving exceptional English learners from low-incidence language groups. *The Council for Exceptional Children's Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) Newsletter*, 8(3), 12–14.

Jozwik, S. L., & Borders, C. M. (2013, May). Wise words, wise actions: Verbal intervention for managing classroom behavior. *Supportive Stance: A Newsletter for the Crisis Prevention Institute*. <https://www.crisisprevention.com/Blog/May-2013/Wise-Words-Wise-ActionsVerbal-Intervention-Traini>

PROFESSIONAL ACTIVITIES

Funded Grants

Joseph, T., Bartlett, M., Evans, L., & **Jozwik, S.** (2022–2025). *Preparing inclusive early childhood educators (PIECE) project*. U. S. Department of Education, Office of English Language Acquisition (OELA), National Professional Development Grant. [Funded \$2.87M; Award Number: T365Z220096]

Jozwik, S., & Lize, K. (2019). *Building FoRTitude with self-paced 'Foundations of Reading Test' modules*. Women's Giving Circle. [Funded \$2,7500.00]

Smith, R., Silverman, M., Moerchen, V., Lund, S., & **Jozwik, S.** (2018–2023) *Interdisciplinary technology instruction program for individualized technology implementation planning (ITIP2)*. Office of Special Education Programs. [Funded \$1,139,999.00]

Jozwik, S., Hardin, S., & O'Quin, C. (2017). *Preparing preservice special education teachers to teach literacy in linguistically diverse classrooms.* Culturally Responsive Learning Grant, Illinois State University. [Funded \$500.00].

Jozwik, S., & Borders, C. M. (2016). *Evaluating perceptions, needs, practices, and challenges in bilingual special education.* University Research Grant, Illinois State University. [Funded \$11,000.00]

Jozwik, S. (2016). *Urban teacher preparation course development grant: Applications of language and literacy development.* Illinois State University. [Funded \$3,500.00]

Jozwik, S. (2016). *Reviewing culturally responsive literacy interventions for English learners with disabilities.* University Research Grant, Illinois State University. [Funded \$2,000.00]

Jozwik, S. (2016). *Implementing culturally responsive literacy intervention for English learners with disabilities.* New Faculty Start-Up Research Grant. Illinois State University. [Funded \$2,000.000]

Jozwik, S., & Cuenca-Carlino, Y. (2015). *Teaching-learning innovations grant: Building a framework for culturally sensitive literacy assessment.* Center for Teaching and Learning, Illinois State University. [Funded \$2,000.00]

Jozwik, S. (2012). *Integrating technology into reading comprehension instruction for English language learners with learning disabilities.* Ray Graham Memorial, Illinois Council for Exceptional Children. [Funded \$300.00]

Jozwik, S. (2012). *Quantitative research study on verbal intervention training and classroom behavior management.* Crisis Prevention Institute. [Funded \$500.00]

External Evaluation and Consulting

Jozwik, S. (2023—2025) External Evaluator. Preparing Inclusive Preschool Educators (PIECE). U.S. Department of Education, Office of English Language Acquisition (OELA) National Professional Development Program, University of Wisconsin–Milwaukee

Non-Funded Grants

Jozwik, S., Elhage, R. (2025). Innovative Development of Educators Advancing Special Education (IDEAS). Office of Special Education Programs, U. S. Department of Education. [Not Funded]

Lund, S., Smith, R. O., Silverman, M., Jozwik, S., Moerchen, V. (2023). Inclusion, diversity, and equity for assistive technology to support individuals with disabilities for educational access (IDEA2). Office of Special Education Programs, U. S. Department of Education. [Not Funded]

Jozwik, S. & Rice, N. E. (2023). *Aspiring and novice teachers cultivate habits of resilience in special education (ANCHORS).* Office of Special Education Programs, U. S. Department of Education. [Not Funded]

- Evans, L., Bartlett, M., Joseph, T., & **Jozwik, S.** (2021). *Pedagogical innovations in urban inclusive early childhood teacher education*. Development and Innovations Grant, University of Wisconsin–Milwaukee. [Not funded]
- Rice, N. E., Britz, L., & **Jozwik, S.** (2021). *Infusing trauma responsive educational practices into interdisciplinary (INTREPID) personnel preparation*. Office of Special Education Programs, U. S. Department of Education. [Not funded].
- Cuenca-Carlino, Y., & **Jozwik, S.** (2017–2022). *Best practices for bilingual/ESL special education teachers*. Grant proposal submitted to the Office of English Language Acquisition (OELA) National Professional Development Competition, Washington, D.C. \$2, 482,006. [Not Funded].
- Jozwik, S.**, & Cuenca-Carlino, Y. (2017–2020). *English learners succeed with culturally responsive interventions in bilingual education (ESCRIBE) project*. Grant proposal submitted to the Office of Special Education Programs Model Demonstration Competition, Washington, D.C. \$943,127. [Not Funded].
- Cuenca-Carlino, Y., & **Jozwik, S.** (2016–2021). *Best practices for bilingual/ESL special education teachers*. Grant proposal submitted to the Office of English Language Acquisition (OELA) National Professional Development Competition, Washington, D.C. \$ 1,961,419. [Not Funded].

Conference Presentations

International Conference Presentations

- Jozwik, S. L.**, & Rice, N. E. (2019, April). *An analysis of the portrayal of learning disabilities in children's and young adult literature*. American Educational Research Association Annual Meeting. Toronto, CA.
- Jozwik, S. L.**, & Kaczorowski, T. L., & Freeman-Green, S. (2019, April). *Multimodal vocabulary instruction for high school English learners with or at-risk for learning disabilities*. American Educational Research Association Annual Meeting. Toronto, CA.
- Uphold, N., & **Jozwik, S. L.** (2018, February). *Using simultaneous prompting to teach paragraph writing skills to students with an intellectual disability*. Council for Exceptional Children Convention and Expo. Tampa, FL.
- Jozwik, S. L.** (2017, April). *Analyzing the cultural responsiveness of reading comprehension intervention research for English learners with reading difficulties*. American Educational Research Association Annual Meeting. San Antonio, TX.
- Lee, R., Lin, M., & **Jozwik, S. L.** (2017, April). *Preparing culturally responsive teachers: The impact of urban redesign*. Chinese American Educational Research and Development Association (CAERDA). San Antonio, TX.
- Jozwik, S. L.**, & Cuenca-Carlino, Y. (2016, March). *Effects of explicit reading comprehension strategy instruction for English learners with specific learning disabilities*. Council for Exceptional Children Annual Convention and Expo. Saint Louis, MO.

Jozwik, S. L., & Douglas, K. H. (2016, March). *Developing academic vocabulary for English learners with high-incidence disabilities*. Council for Exceptional Children Annual Convention and Expo. Saint Louis, MO.

Jozwik, S. L., & Peterson-Karlan, G. (2016, March). *Writing strategy intervention for students supported by speech recognition and word prediction assistive technology*. Council for Exceptional Children Annual Convention and Expo. Saint Louis, MO.

Jozwik, S. L. (2015, March). *Effects of semantic ambiguity detection training on reading comprehension achievement of English learners with specific learning disabilities*. Teaching English to Speakers of Other Languages International Convention. Toronto, Canada.

Jozwik, S. L. (2013, March). *Culturally sensitive assessments for monitoring progress with reading comprehension*. Teaching English to Speakers of Other Languages (TESOL) International Convention. Dallas, TX.

National Conference Presentations

Jozwik, S., Evans, L., Bartlett, M., & Joseph, T. (2024, November). *Using AI to support social-emotional development and school readiness for young multilingual learners labeled as disabled*. Office of English Language Acquisition, National Professional Development Project Director's Meeting. San Diego, CA.

Evans, L. M., Joseph, T., **Jozwik, S.**, Bartlett, M. (2023, December). *Exploring the paradigm of teachers of all children*. Critical Questions in Education Conference. Chicago, IL

Jozwik, S. L. (2018, October). *Promoting academic vocabulary development for English learners with learning disabilities*. Council for Learning Disabilities. Portland, OR.

Regional, State, and Local Conference Presentations or Workshops

O'Quin, C. & **Jozwik, S.** (2025, October). *Analyzing linguistic justice with AI: Exploring voice and bias in literacy curriculum design*. Fall Faculty Professional Development at Governors State University, University Park, IL.

Jozwik, S. & O'Quin, C. (2025, October). *Coding with care: Technology, trust, and transparency in qualitative inquiry*. Fall Faculty Professional Development at Governors State University, University Park, IL.

Jozwik, S., Clark, F., Gelhart, P., Goss, C., Guyton, T., Khamis, R. Mene-Okotie Grat, P., Savic, M., Studenki, M. (2025, March). *The power of partnerships: Transforming special education through collaboration*. Research Days at Governors State, University Park, IL.

Elhage, R. & **Jozwik, S.** (2025, March). *Learning without limits: Inclusive teaching for a diverse world*. Spring Faculty Professional Development at Governors State University, University Park, IL.

Jozwik, S., O'Quin, C., & Sharp, S. (2024, October). *Enhancing bilingual and bidialectal language assessment through Artificial Intelligence*. Fall Faculty Professional Development at Governors State University, University Park, IL.

Jozwik, S. & Kaloti, H.*(2024, August). *Exploring parental rights in special education*. Milwaukee Muslim Women's Coalition (MMWC). Milwaukee, WI.

- Jozwik, S., Joseph, T., Evans, L., Bartlett, M.** (2024, April). *Collaborative strategies to promote school readiness for multilingual/multimodal learners with individualized family service plans*. Wisconsin Association of Bilingual Education. Baraboo, WI.
- Joseph, T., Evans, L. M., **Jozwik, S.** (2023, April). *Cultivating Inclusive Educators: The UWM Inclusive Early Childhood Education Program*. Wisconsin Association of Bilingual Education Conference. Baraboo, WI.
- Jozwik, S.** (2019, March). *Navigating the intersection of bilingual/ESL education and special education*. Kane County Institute Day. St. Charles, IL.
- Jozwik, S.** (2018, October). *How are characters with dyslexia portrayed in children's and young adult literature?* Illinois Reading Council Conference. Peoria, IL.
- Jozwik, S. L.** (2018, January). *Writing IEPs that are SMART and culturally and linguistically responsive*. North Palos School District 117 Professional Development. Palos Hills, IL.
- Jozwik, S. L.** (2017, December). *Writing culturally and linguistically responsive IEPs for English Learners*. Lincoln School District 156 Professional Development. Calumet City, IL.
- Jozwik, S.** (2017, December). *Crafting IEP goals for English learners with intensive support needs*. Annual Statewide Conference for Teachers of Culturally and Linguistically Diverse Students. Oak Brook, IL.
- Jozwik, S., & Lewis-Pratl, K*.** (2017, November). *Cultural responsiveness in data-based individualization*. Illinois Council for Exceptional Children Conference. Naperville, IL.
- Jozwik, S.** (2017, October). *Strategies to support reading comprehension for students with Autism Spectrum Disorder*. Illinois Reading Council Conference. Peoria, IL.
- Jozwik, S., & Janicki, A.** (2017, October). *Fostering literacy development for English learners: Strategies, tools, and data-based decisions*. Illinois Reading Council Conference. Peoria, IL.
- Jozwik, S., & Cuenca-Carlino, Y.** (2017, September). *Cultural responsiveness in literacy assessment for English learners*. Illinois Association for Administrators of Special Education (IAASE) Conference. Tinley Park, IL.
- Jozwik, S.** (2017, September). *Writing culturally and linguistically appropriate IEPs*. Illinois State Board of Education's Division of English Language Learning Annual Director's Meeting. St. Charles, IL.
- Borders, C. M., & **Jozwik, S.** (2017, March). *Addressing needs of bilingual/multilingual Deaf students and their families*. Illinois Teachers of the Deaf and Hard of Hearing Conference, Naperville, IL.
- Brusca-Vega, R., **Jozwik, S.**, Rodríguez, J., & Sánchez-López, C. (2016, December). *Questions and answers - open forum on English learners with disabilities*. Annual Statewide Conference for Teachers of Culturally and Linguistically Diverse Students. Oak Brook, IL.
- Jozwik, S., & Rodríguez, J.** (2016, December). *Developing a culturally and linguistically appropriate IEP for English learners with disabilities*. Annual Statewide Conference for Teachers of Culturally and Linguistically Diverse Students. Oak Brook, IL.

- Jozwik, S., Rodríguez, J., & Sánchez, G.** (2016, December). *FAQs on English learners with disabilities*. Annual Statewide Conference for Teachers of Culturally and Linguistically Diverse Students. Oak Brook, IL
- Jozwik, S., & Mshaiel, A*.** (2016, October). *Islamophobia in the campus community*. Culturally Responsive Campus Community Conference. Illinois State University.
- Jozwik, S., & Cuenca-Carlino, Y.** (2016, September). *Enacting a culturally responsive approach to literacy assessment for K to 6 preservice teachers and in-service teachers*. Illinois Reading Council Conference. Peoria, IL.
- Jozwik, S., & Sánchez, G.** (2016, August). *Developing linguistically and culturally appropriate Individualized Education Programs for English learners with disabilities*. Illinois State Board of Education Special Education Directors Conference. Springfield, IL.
- Cuenca-Carlino, Y. & **Jozwik, S.** (2016, January). *Community partnerships to enhance learning and reflection in the classroom*. Teaching and Learning Symposium. Illinois State University, Normal, IL
- Crowley, P., Freeman-Green, S., **Jozwik, S.**, Zablocki, M. (2015, November). *Making the academic behavior connection panel discussion*. Illinois Council for Exceptional Children Conference. Naperville, IL.
- Jozwik, S.** (2015, October). *Culturally responsive reading comprehension interventions*. Illinois Reading Council Conference. Peoria, IL.
- Jozwik, S.** (2014, October). *Riddling with rigor: Semantic ambiguity detection training increases English learners' reading comprehension achievement*. Illinois Reading Council Convention. Springfield, IL.
- Jozwik, S., & Cahill, A.** (2013, November). *Alignment check: How can IEP goals be crafted to celebrate the common core standards?* Illinois Council for Exceptional Children Convention. Lisle, IL.

TEACHING AND ADVISING

Governors State University

Graduate Level

SPED 8805 Special Law (Online; 3ch)

EDUC 8463 Reading Remediation in the Classroom (F2F; 3ch)

SPED 8619 Psychological Diagnosis of Learners with Exceptionalities (online; 3 ch)

EDUC 6320 Teaching Mathematics to Low-Achieving Students (F2F; 3 ch)

BBED 4977/7977 Reading Strategies in the Bilingual and ESL Classroom (online; 3 ch)

BBED 4538/6538 Cross-Cultural Education (online; 3 ch)

SPED 8600 Collaboration Skills for Teachers and Other Professionals (F2F; 3 ch)

SPED 8311 Basic Principles in Applied Behavior Analysis (F2F; 3ch)

BBED 4530/6530 Methods and Materials in Bilingual Education (online; 3ch)

SPED 6999 Student Teaching (Graduate; F2F; 1 ch)

Capstone Project Advising for Doctoral Students

Peterson, T. S., Ed. D in Interdisciplinary Leadership (2024), committee member, dissertation proposal, "Faculty Perceptions and Bias About Neurodiverse College Students." Governors State University. [successful defense: November 18, 2024]

Frosh, A., Ed. D in Interdisciplinary Leadership (2025), committee member, dissertation proposal, "Student Perceptions of Autism Support Program Participation in Higher Education: Relationships to Academic, Psychological, and Social/Identity Success." Governors State University. [successful defense: January 26, 2026]

University of Wisconsin-Milwaukee

EDUC 701 Seminar in Urban Education (Doctoral; online; 3 ch)

EXCEDUC 699 Independent Study in Transition Planning (Graduate; online; 3ch)

EXCEDUC 799 Independent Study in Teaching Mathematics (Graduate; online; 3ch)

EXCEDUC 662 Collaborative Strategies (Undergraduate/Graduate [U/G]; F2F; 3 ch)

EXCEDUC 571 Curriculum Accommodations I (Undergraduate; F2F; 3 ch)

EXCEDUC 574 Curriculum Accommodations II (U/G; F2F; 3 ch)

EXCEDUC 605 Child, Learner, Disabilities (Undergraduate; F2F; 3 ch)

EXCEDUC 488 Linking Seminar: edTPA e-portfolio development (U/G; F2F; 1 ch)

EXCEDUC 486 Linking Seminar: Reflective Practice (U/G; online; 1 ch)

EXCEDUC 587 Field Work with Students Having Exceptional Needs (F2F; 2 ch)

EXCEDUC 680 Literacy I (Undergraduate; F2F and online; 3 ch)

EXCEDUC 601 Behavioral Supports (U/G; F2F; 3 ch)

EXCEDUC 681 Literacy II (U/G; F2F and online; 3 ch)

EXCEDUC 595 Technology Applications for Diverse Learners (U/G; online; 3 ch)

EXCEDUC 531 Inclusion for Secondary Educators (U/G; online; 3 ch)

EXCEDUC 532 Assessment and Monitoring (U/G; F2F and online; 3 ch)

EXCEDUC 635 Individualized Planning and Instructional Methods (U/G; online; 3 ch)

OCCTHPY 742 Single Case Experimental Design (G; online 3 ch)

Capstone Project Advising for Graduate Students

- Sweda, K. (2024). Master of Science in Exceptional Education, Capstone project title, "A Case Study: Importance of IEP Involvement for Transition-Aged Students Utilizing Assistive Technology Tools." University of Wisconsin–Milwaukee. Successful defense: May 19, 2024.
- Gonzalez, S. (2023). Master of Science in Exceptional Education, Capstone project title, "Integrating augmentative and alternative communication supports into the classroom: An A-B single case study." University of Wisconsin–Milwaukee. Successful defense: May 16, 2023.
- Brinkman, B. (2021). Master of Science in Exceptional Education, Capstone project title, "Developing Self-Advocacy Skills in Deaf/Hard of Hearing Students: Allowing for Success in the Virtual Setting," University of Wisconsin–Milwaukee. Successful defense: May 10, 2021.
- Nettie, R. (2021). Master of Science in Exceptional Education, Capstone project title, "Social emotional needs of Deaf and Hard of Hearing students during the COVID-19 pandemic" University of Wisconsin–Milwaukee. Successful defense: May 10, 2021.
- Dotts, B. (2020). Master of Science in Exceptional Education, Capstone project title, "Multimedia in the Classroom: Ensuring Accessibility for Deaf and Hard of Hearing Students," University of Wisconsin–Milwaukee. Successful defense: Dec. 9, 2020.
- Dworak-Allen, T. (2020). Master of Science in Exceptional Education, Capstone project title, "Deaf/Hard of Hearing Student Involvement with In-Servicing General Education Staff Members to Increase Self-Advocacy: A Case Study." University of Wisconsin–Milwaukee. Successful defense: Dec. 9, 2020.
- Baker, E. (2020). Master of Science in Exceptional Education, Capstone project title, "Themes of Disproportionality Research: Factors Perpetuating the Overrepresentation of Black Students in Special Education," University of Wisconsin–Milwaukee. Successful defense: July 30, 2020.
- Keef, J., (2020). Master of Science in Exceptional Education, Capstone project title, "Instructional methods for building decoding and encoding skills in deaf or hard of hearing students," University of Wisconsin–Milwaukee. Successful defense: July 30, 2020.
- Willman, M. (2020). Master of Science in Exceptional Education, Capstone project title, "Benefits of morphological awareness to vocabulary and reading comprehension in deaf and hard of hearing students," University of Wisconsin–Milwaukee. Successful defense: July 30, 2020.
- Freda, R. (2019). Master of Science in Exceptional Education, Capstone project title, "The influence of music on the reading comprehension of students with significant and multiple disabilities." University of Wisconsin–Milwaukee. Successful Defense: December 16, 2019.
- Gragnani, S. (2019). Master of Science in Exceptional Education, Capstone project title, "The effects of rewards reading intervention on decoding and fluency with students with specific learning disabilities in reading." University of Wisconsin–Milwaukee. Successful Defense: December 16, 2019.
- Stempniewski, J. (2019). Master of Science in Exceptional Education, Capstone project title, "Notice and note close reading comprehension intervention." University of Wisconsin–Milwaukee. Successful Defense: December 16, 2019

Abbott, T. (2019). Master of Science in Exceptional Education, Capstone project title, “Effective reading comprehension strategies for students with learning disabilities.” University of Wisconsin–Milwaukee. Successful defense; May 2019.

Advising for Doctoral Students

Black, K. B., Ph. D. in Urban Education (2026), committee member, dissertation, “Early Childhood Special Education Teachers’ Experiences Providing Specially Designed Instruction in Mathematics in an Urban Environment.” University of Wisconsin–Milwaukee, Successful proposal defense: January 30, 2026.

Silverman, M. K., Doctor of Occupational Therapy. (2023–2024), committee member, capstone, “Best practice resource for novice occupational therapists working in school-based settings.” University of Wisconsin–Milwaukee. Successful defense: May 14, 2024.

Resch, K., Ph. D in Urban Education (2020–2021), committee member, dissertation, “Working toward ‘achievement’: Key considerations for providing access to equitable opportunities to students with disability labels.” University of Wisconsin–Milwaukee. [Successful defense: November 29, 2022]

Westerdahl, J., A.B.D. in Physical Therapy (2021–Current), committee member, dissertation proposal, “Consideration of physicality in measuring the caregiver-infant interaction: A descriptive review of observational tools and coding schemes.” University of Wisconsin–Milwaukee. [Successful defense March 7, 2022].

Swope-Farr, T. Ph. D. in Urban Education (2020–2021), committee member, dissertation, “Mathematics anxiety, mathematics teaching anxiety, and the mathematics instructional practices of in-service elementary teachers.” University of Wisconsin–Milwaukee. [Successful defense: April 21, 2021]

Labanieh, K. (2019), Chair of Dissertation, titled “Heritage language learners of Arabic in Islamic schools: Opportunities for attaining Arabic language proficiency.” University of Wisconsin–Milwaukee. [Successful defense; May 2019]

Illinois State University

Graduate Level

SED 422 Teaching Diverse Learners (face-to-face Master’s; 3 ch)

SED 410 Educational Assessment and Planning for Individuals with Disabilities (hybrid Master’s; 3 ch)

SED 445 Curriculum Development for Diverse Learners (hybrid Master’s; 3 ch)

SED 454 Consultation and Collaboration (hybrid Master’s; 3 ch)

SED 514 Personnel Preparation in Special Education (face-to-face, Doctoral; 3 ch)

Undergraduate Level

SED 101 Introduction to Special Education (online; 3 ch)

SED 206 Assessment Foundations (face-to-face; 3 ch)

SED 342 Language and Literacy Development I (face-to-face; 3 ch)

SED 345 Literacy Applications II (face-to-face; 3 ch)

Capstone Advising for Graduate Students

Bailey Chapman, K. (2016). Capstone project title, “The effects of peer-mediated, technology-assisted vocabulary Intervention for high school English Learners with and without disabilities.” Illinois State University. [Successful defense; Spring 2016]

Carroll, T. (2017). Capstone project title, “Assessing the needs of parents of children with disabilities.” Illinois State University. [Successful defense; Spring 2017]

Zavala, J. (2018) Master’s Thesis, “Music therapy for individuals with disabilities.” Illinois State University [Successful defense: Spring 2018]

Advising for Doctoral Student

Kroesch, A. (2018). Dissertation committee member, dissertation Title, “Teaching students with developmental disabilities to sequence academic content using video modeling and constant time delay via an iPad application.” [Successful dissertation defense: Summer 2018]

Olivet Nazarene University

Graduate Level

EDUC 603 Theoretical Foundations in Teaching English as a Second Language (F2F; online; 3 ch)

EDUC 604 Assessment of the Bilingual Student (F2F; 3 ch)

EDUC 605 Methods and Materials for Teaching English as a Second Language (F2F; 3 ch)

EDUC 606 Cross-Cultural Communications in Teaching English as a Second Language (F2F; 3 ch)

Prairie State Community College

Adult Basic Education Level

ESL Bridge to Healthcare Careers (F2F; 3ch)

SERVICE

Governors State University

Freshman/Sophomore Education Course Development, committee member 2025

Beyond the Margins, faculty team member 2025—Current

Institutional Review Board, member 2025—Current

University Personnel Committee, member 2025—Current

Student Success Strategic Taskforce, member 2025—Current

Scholarship Review Team, reviewer 2024—Current

Diverse Educator Recruitment and Retention Taskforce, member 2024

Research Associate Development Program, mentor 2024—Current

Division Personnel Committee, member 2024—2025

University of Wisconsin-Milwaukee

University Relations Committee, appointed member 2023–2024

Instructional and Research Academic Staff Review Committee, member 2022–2024

Charter School Advisory Board member 2022–2024

School of Education Student Appeals Committee, Chair 2021–2023

Department of Teaching & Learning Executive Committee member 2020–2024

Academic Programs and Curriculum Committee member 2019–2024

Multiliteracies, Language, and Cultures Committee member 2018–2022

Teacher Education Special Education K–12 Work Group member 2018–2024

Assistive Technology and Accessible Design Certificate Advisory Board member 2019–2024

edTPA steering committee member 2019–2020

Illinois State University

Faculty Co-sponsor for Registered Student Organization, Best Practices for 2015–2018

Bilingual/ESL Teaching

College of Education, Teaching and Learning Committee, Co-chair 2016–2018

College of Education, Global Conversations Committee, member 2016–2017

Department of Special Education, Institutional Review Board representative 2017–2018

External Service

Conference Proposal Reviewer

Conference Proposal Reviewer for the Council for Learning Disabilities 2019

Conference Proposal Reviewer for American Education Research Association 2017–2018

Manuscript Reviewer

Review Board Member, Intervention in School and Clinic 2019–present

Guest reviewer, Journal of Applied School Psychology 2019

Guest reviewer, Advances in Cognitive Psychology 2019

Guest reviewer, Journal of Learning Disabilities 2019

Guest reviewer, Intellectual and Developmental Disabilities 2019

Ad hoc reviewer, Reading Research Quarterly 2017--present

Sept. 16, 2026

Associate Editor, Action in Teacher Education	2020—present
Associate Editor, Illinois Reading Council Journal	2016–2023
Guest reviewer, Exceptional Children	2016–2019
Field reviewer, Multicultural Perspectives	2014–2017
Field reviewer, Multiple Voices for Ethnically Diverse Exceptional Learners	2013–present

International-Level Service

Council for Exceptional Children, Division for Culturally and Linguistically Exceptional Learners (DDEL), President Elect	2025-Current
Council for Exceptional Children, Division for Culturally and Linguistically Exceptional Learners (DDEL), Vice President	2024-2025

State-Level Service

Secretary, Illinois Council for Exceptional Children, Division for Culturally and Linguistically Diverse Exceptional Learners (I-DDEL)	2016–2018
Co-chair, Illinois State Board of Education, Bilingual Special Education Joint Sub-Committee (Bilingual Advisory Council & Special Education Advisory Council)	2015–2018
Consulting member, Illinois State Board of Education, Bilingual Special Education Joint Sub-Committee	2018–present

PROFESSIONAL AFFILIATIONS

American Education Research Association (AERA) 2014–2024
Council for Exceptional Children (CEC) 2004–present
National Association of Bilingual Education (NABE) 2022—2024
International Literacy Association (ILA) 2018—present

HONORS AND AWARDS

2018 “Must-Read Article” Award for Learning Disability Quarterly, 2018, <i>Council for Learning Disabilities</i>
Professional Development Award, <i>Teaching English to Speakers of Other Languages</i> (TESOL) 2015
Rose E. Parker Graduate Excellence Award, <i>Illinois State University</i> , 2014
Service to Diversity Award, <i>Illinois State University</i> 2000