

Curriculum Vitae

NAME: Kristen D. Ritchey, Ph.D.
ADDRESS: School of Education
Willard Hall Education Building
University of Delaware
Newark, Delaware 19716
PHONE (Work): (302) 831-2325
ELECTRONIC MAIL: kritchey@udel.edu

ACADEMIC BACKGROUND

Degrees

- Ph.D. Special Education, Learning Disabilities
University of Maryland
College Park, Maryland (2002)
- M.S. Special Education, Mild to Moderate Disabilities
Johns Hopkins University
Baltimore, Maryland (1998)
- B.A. Elementary Education/Special Education & Liberal Arts
College of Notre Dame of Maryland
Baltimore, Maryland (1994)

Honors

Outstanding Young Scholar Award, College of Education Alumni Association,
University of Maryland, 2007
Outstanding Dissertation of the Year, International Reading Association, 2004
Distinguished Teaching Assistant, Department of Special Education, 2002

PROFESSIONAL WORK EXPERIENCE

- 2017- present Professor, Special Education
University of Delaware
Newark, Delaware
- 2008- 2017 Associate Professor, Special Education
University of Delaware
Newark, Delaware
- 2005-2008 Assistant Professor, Special Education
University of Delaware
Newark, Delaware
- 2002 - 2005 Assistant Professor, Special Education
Graduate School of Education
Rutgers, The State University of New Jersey
New Brunswick, New Jersey

- 1999 - 2002 Graduate Research Assistant
Doctoral Leadership Program in Learning Disabilities
University of Maryland, College Park, Maryland
- 1999 - 2002 Associate Faculty, Special Education
College of Notre Dame, Baltimore, Maryland
- 1998 - 2001 Writing Instructor, Project Access
Howard Community College, Columbia, Maryland
- 1998 - 2001 Reader/Writer/Accommodations Provider
Howard Community College, Columbia, Maryland
- 1994 - 1999 Special Education Inclusion Teacher, Grades K-4
Riverview Elementary School, Baltimore, Maryland

SCHOLARSHIP

PUBLICATIONS

Articles in Refereed Journals

([†] indicates empirical, peer-reviewed research, ⁱ indicates invited manuscript)

- ^{ri} Coker, D. L., Ritchey, K. D., Uribe-Zarain, X., & Jennings, A. (accepted). An analysis of first-grade writing profiles and their relationship to compositional quality *Journal of Learning Disabilities*, special issue.
- [†] Ritchey, K. D., Palombo, K., Silverman, R. D., & Speece, D. L. (2017). Effects of an informational text reading comprehension intervention for fifth grade students with comprehension-specific needs. *Learning Disability Quarterly*, 40, 68-80.
2017 Learning Disability Quarterly "Must Reads" Award
- [†] Ritchey, K. D., Coker, D. L., & Jackson, A. (2015). The relationship between early elementary teachers' instructional practices and theoretical orientations and students' growth in writing. *Reading and Writing: An Interdisciplinary Journal*, 28, 1333-1354.
- [†] Ritchey, K. D., Silverman, R. D., Schatschneider, C., & Speece, D. L. (2015). Prediction and stability of reading problems in middle childhood. *Journal of Learning Disabilities*, 48, 298-309.
- [†] Ritchey, K. D., & Coker, D. L. (2014). Identifying students with writing difficulties in first grade: An investigation of writing and reading measures. *Learning Disability Research and Practice*, 29(2), 54-65.

- ^r Case, L. P., Speece, D. L., Silverman, R. D., Schatschneider, C., Montanaro, E., & Ritchey, K. D. (2014). Immediate and long-term effects of Tier 2 reading instruction for first grade students with a high probability of reading failure. *Journal of Research on Educational Effectiveness*, 7, 28-53.
- ^r Coker, D. L., & Ritchey, K. D. (2014). Screening for writing risk in kindergarten. *Assessment for Effective Intervention*, 39, 245-256. doi:10.1177/1534508413502389
- ^r Silverman, R. D., Speece, D. L., Haring, J., & Ritchey, K. D. (2013). Fluency has a role in the simple view of reading. *Scientific Studies in Reading*, 17, 108-133. doi:10.1080/10888438.2011.618153
- ^r Ritchey, K. D., & Coker, D. L. (2013). A comparison of the validity and utility of two curriculum based measurement writing tasks. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 29, 89-119. DOI: 10.1080/10573569.2013.741957
- ^r Ritchey, K. D., Silverman, R. D., Montanaro, E. A., Speece, D. L., & Schatschneider, C. (2012). Effects of a Tier 2 supplemental reading intervention for at-risk fourth grade students. *Exceptional Children*, 78, 318-334. PMC3370413
- ⁱ Ritchey, K. D. (2011). The First "R": Evidence based reading instruction for students with learning disabilities. *Theory to Practice*, 50 (1), 28-34.
- ^r Case, L. P., Speece, D. L., Silverman, R., Ritchey, K. D., Schatschneider, C., Cooper, D. H., Montanaro, E., & Jacobs, D. (2010). Validation of a supplemental reading intervention for first-grade children. *Journal of Learning Disabilities*, 43, 402-417. doi: 10.1177/0022219409355475
- ^r Speece, D. L., Ritchey, K. D., Silverman, R., Schatschneider, C., Walker, C., & Andrusik, K. (2010). Identifying children in middle childhood who are at risk for reading problems. *School Psychology Review*, 39, 258-276.
- ^r Ritchey, K. D., Coker, D. L., & McCraw, S. B. (2010). A comparison of scoring metrics for scoring beginning spelling. *Assessment for Effective Intervention*, 35, 78-88.
- ^r Coker, D. L., & Ritchey, K. D. (2010). Curriculum based measurement of writing in kindergarten and first grade: An investigation of production and qualitative scores. *Exceptional Children*, 76, 175-193.
- ^r Ritchey, K. D. (2008). Assessing acquisition of letter sound knowledge: A comparison of letter sound fluency and nonsense word fluency. *Exceptional Children*, 74, 487-506.
- ⁱ Ritchey, K. D. (2008). The building blocks of writing: Learning to write letters and spell words. *Reading and Writing: An Interdisciplinary Journal*, 21, 27-47.

- [†] Ritchey, K. D. (2006). Learning to write: Progress monitoring tools for beginning and at-risk writers. *Teaching Exceptional Children*, 39(2), 22-26.
- [†] Ritchey, K. D., & Goeke, J. (2006). Orton-Gillingham and Orton-Gillingham based reading instruction: A review of the literature. *Journal of Special Education*, 40, 171-183.
- [†] Ritchey, K. D., & Speece, D. L. (2006). From letter names to word reading: The nascent role of sublexical fluency. *Contemporary Educational Psychology*, 31, 301-327.
- [†] Speece, D. L., & Ritchey, K. D. (2005). A longitudinal study of the development of oral reading fluency in young children at risk for reading failure. *Journal of Learning Disabilities*, 38, 387-399.
- [†] Ritchey, K. D., & Speece, D. L. (2004). Early identification of reading disabilities: Current status and new directions. *Assessment for Effective Intervention*, 29 (4), 13-24.
- [†] Ritchey, K. D. (2004). From letter names to word reading: The development of reading in kindergarten [Abstract]. Outstanding Dissertation of the Year, *Reading Research Quarterly*, 39, 374-376.
- [†] Speece, D. L., Ritchey, K. D., Cooper, D. H., Roth, F. P., & Schatschneider, C. (2004). Growth in early reading skills from kindergarten to third grade. *Contemporary Educational Psychology*, 29, 312-322.
- [†] Speece, D. L., Mills, C., Ritchey, K. D., & Hillman, E. (2003). Initial evidence that Letter Fluency tasks are valid indicators of early reading skill. *Journal of Special Education*, 36, 223 – 233.

Chapters in Edited Books (invited)

- Ritchey, K. D., McMaster, K. M., Al Otaiba, S., Puranik, C. S., Kim, Y.S., Parker, D. & Ortiz, M. (2016). Indicators of fluent writing in young children, pp. 21-66. In K. Cummings & P. Yaccov (Eds.). *The fluency construct: Curriculum-based measurement concepts and applications*. New York: Springer.
- Goeke, J. L., & Ritchey, K. D. (2014). Meeting the needs of students with reading disabilities through Response to Intervention (RTI). In S. Wepner & D. S. Strickland (Eds.), *The administration and supervision of reading programs, 5th Edition* (pp. 190 –199). New York: Teachers College Press.
- McMaster, K., Ritchey, K. D., & Lembke, E. (2011). Curriculum-based measurement of elementary students' writing: Recent developments and future directions. In T. E. Scruggs & M. A. Mastropieri (Eds.), *Assessment and intervention: Advances in learning and behavioral disabilities (vol. 24)*. pp. 111-148, Bingley, UK: Emerald.

Goeke, J. L., & Ritchey, K. D. (2011). Siblings of individuals with disabilities. In J. Caspi (Ed.), *Sibling development: Implications for mental health practitioners*. (pp. 167-194). New York: Springer.

Goeke, J. L., & Ritchey, K. D. (2008). Reconfiguring general and special education to meet the needs of struggling readers: The promise of Response to Intervention Models. In S. Wepner & D. S. Strickland (Eds.), *The administration and supervision of reading programs, 4th Edition* (pp. 198-211). New York: Teachers College Press.

Books

Coker, D. L., & Ritchey, K. D. (2015). *Teaching Beginning Writing*. New York: Guilford Press.

Other Scholarly Work

MacArthur, C., Ritchey, K. D., & Coker, D. L. (in press). Written expression: Helping handout for teachers. In G. G. Bear and K. M. Minke (Eds.), *Helping Children Handouts: Prevention and Intervention Strategies for Common Concerns at School and Home*, Bethesda, MD: National Association of School Psychologists.

Ritchey, K. D., Speece, D. L., Silverman, R.D., & Montanaro, E. (n.d.). Assessment of Strategy Knowledge and Use for Information Text (ASKIT): *Sea Turtles* (Form A) and *Strange Animals* (Form B). University of Maryland Reading Research Projects. College Park, MD: University of Maryland.

Speece, D. L., Case, L. P., & Ritchey, K. D. (n.d.) Normative data for Letter Sound Fluency and Oral Reading Fluency probes: Grade one through four [website] Available at <http://www.glue.umd.edu/%7Edlspeece/cbmreading/norms.html>

CONFERENCE PRESENTATIONS

Ritchey, K. D., Palombo, K., Silverman, R. D., & Speece, D. L. (2017, October). *Effects of an informational text reading comprehension intervention for fifth grade students with comprehension-specific needs*. Presented at the Council for Learning Disabilities Annual Conference, Baltimore, Maryland.

Ritchey, K. D., Speece, D. L., & Silverman, R. D. (2016, February). *The role of sublexical fluency in reading development*. Presented at the Pacific Coast Research Conference, Coronado, California.

Ritchey, K. D., Coker, D. L., & Uribe-Zarain, X. (2015, February). *Profiles of beginning writers*. Presented at the Pacific Coast Research Conference, Coronado, California.

Ritchey, K. D., & Jackson, A. (2014, October). *Writing RTI: A review of kindergarten and first grade interventions*. Presented at the Annual Conference of the Council of Learning Disabilities, Philadelphia, Pennsylvania.

Silverman, R. D., Speece, D. L., Ritchey, K. D., Mitchell, M., & Palombo, K. (2014, April). *Predicting first- and third-grade reading comprehension difficulty*. Presented at the Annual Convention of the Council for Exceptional Children. Philadelphia, Pennsylvania.

- Silverman, R. D., Speece, D. L., Ritchey, K. D., Mitchell, M., & Palombo, K. (2014, February). *Predicting first- and third-grade reading comprehension difficulty*. Presented at the Pacific Coast Research Conference, Coronado, California
- Ritchey, K. D., Coker, D. L., & Jackson, A. (2013, May). *Relationship of teachers' theoretical orientations and students' growth in writing*. Presented at the Annual Conference of the American Educational Research Association, San Francisco, California.
- Palombo, K., Silverman, R. D., Ritchey, K. D., Speece, D. L., & Montanaro, E. (2013, February). *Predicting reading comprehension deficits within first grade*. Presented at the Pacific Coast Research Conference, San Diego, California.
- Ritchey, K. D. (2012, May). *Response to Intervention: Keynote Address*. Invited presentation at Promising Practices in Special Education Conference. Montclair State University, Montclair, New Jersey.
- Ritchey, K. D. (2012, May). *Building capacity for Response to Intervention: Interactive session*. Invited presentation at Promising Practices in Special Education Conference. Montclair State University, Montclair, New Jersey.
- Ritchey, K. D., Palombo, K., Meyer, A. G., Burho, J., Silverman, R. D., & Speece, D. L. (2012, February). *Additional evidence of the validity of the Test of Silent Reading Efficiency and Comprehension*. Presented at the Pacific Coast Research Conference, Coronado, California.
- Ritchey, K. D., Palombo, K., Silverman, R. D., & Speece, D. L. (2012, February). *The effects of an intervention targeting understanding of informational text for fifth grade students with poor comprehension*. Presented at the Pacific Coast Research Conference, Coronado, California.
- Coker, D. L., & Ritchey, K. D. (2012, February). *Predicting writing difficulties in first grade: An investigation of writing and reading measures*. Presented at the Pacific Coast Research Conference, Coronado, California.
- Ritchey, K. D., & Coker, D. L. (2011, November). *Using CBM to assess written language for students in grades K-3*. Presentation to the Writing Research Work Study Group, Literacy Research Association, Jacksonville, Florida.
- Speece, D. L., Silverman, R. D., Ritchey, K. D., Case, L. P. & Schatschneider, C. (2011, July). *Prediction and stability of reading status across the elementary school years*. Presented at the Annual Conference of the Society for the Scientific Study of Reading, St. Pete Beach, Florida.
- Coker, D. L., & Ritchey, K. D. (2011, April). *Advancements in curriculum based measurement for early writing*. Presented at the Annual Conference of the Council for Exceptional Children. National Harbor, Maryland.

Ritchey, K. D., Silverman, R. D., Speece, D. L., Case, L. P., Montanaro, E. M., & Castillo, E. G. (2011, April). *Implementation of a Tier 3 reading intervention for students in fifth grade*. Presented at the Annual Conference of the American Educational Research Association. New Orleans, Louisiana.

Coker, D. L., & Ritchey, K. D. (2011, February). *The relationship between first-grade teachers' theoretical orientation to writing instruction and student writing performance*. Presented at the Writing Research Across Borders II Conference. Fairfax, Virginia.

Ritchey, K. D., & Coker, D. L. (2011, February). *Using alternative scoring and prompts to evaluate CBM-W tasks for beginning writers*. Presented at the Pacific Coast Research Conference, Coronado, California.

Speece, D. L., Ritchey, K. D., Silverman, R. D., Case, L. P., & Montanaro, E. (2010, April). *Teaching older students in RTI contexts: Tier 2 reading intervention in fourth grade*. Presented at the Annual Conference of the Council for Exceptional Children. Nashville, Tennessee.

Silverman, R. D., Speece, D. L., Haring, J., Ritchey, K. D., & Cutting, L. (2010, February). *What is the role of fluency in the simple view of reading?* Presented at the Pacific Coast Research Conference, Coronado, California.

Ritchey, K. D., & Coker, D. L. (2010, February). *Early identification of writing disabilities: What's a reading problem, what's a writing problem, and what's both?* Presented at the Pacific Coast Research Conference, Coronado, California.

Speece, D. L., Ritchey, K. D., Silverman, R. D. & Montanaro, E. (2010, February). *Tier 2 reading in 4th grade: What does it look like, How does it work?* Presentation to the Annual International Conference of the Learning Disabilities Association of America, Baltimore, Maryland

Speece, D. L., Silverman, R.D., Case, L. P., Ritchey, K. D., & Schatschneider, C. (2010). *Screening for RTI*. Presentation to the Annual International Conference of the Learning Disabilities Association of America, Baltimore, Maryland.

Ritchey, K. D., & Coker, D. L. (2009, June). *Task demands and scoring variations of curriculum-based measurement in writing*. Presented at the Annual Conference of the Society for the Scientific Study of Reading, Boston, Massachusetts.

Olinghouse, N., Coker, D. L., & Ritchey, K. D. (2009, June). *Scoring curriculum-based measurement in writing with correct word sequences: An analysis of error categories*. Presented at the Annual Conference of the Society for the Scientific Study of Reading, Boston, Massachusetts

- Speece, D. L., Case, L. P., Silverman, R., Ritchey, K. D., Jacobs, D., & Montanaro, E. (2009, June). *Effects of a short-term reading intervention for first grade children at risk for reading problems*. Presented at the Annual Conference of the Society for the Scientific Study of Reading, Boston, Massachusetts.
- Ritchey, K. D., & Coker, D. L., Jefferis, M., & Peterson, E. (2009, April). *Quantitative and qualitative indicators of children's early writing: Implications for progress monitoring*. Presented at the Annual Conference of the American Educational Research Association, San Diego, California.
- Ritchey, K. D., Speece, D. L., Silverman, R. D., Montanaro, B. M., & Andrusik, K. (2009, February). *Effects of a secondary reading intervention for fourth grade poor readers*. Presented at the Pacific Coast Research Conference, Coronado, California.
- Speece, D. L., Case, L. P., Ritchey, K. D., Andrusik, K., Jacobs, D., & Montanaro, E. (2008, October). *Tier 2 reading interventions for children in elementary school*. Presented at the Annual Research to Practice Conference of the Division of Learning Disabilities, Council for Exceptional Children. Philadelphia, Pennsylvania.
- Foley, J. E., & Ritchey, K. D. (2008, March). *Predicting second grade Oral Reading Fluency: Results from a three-year progress monitoring model*. Presented at the Annual Meeting of the American Educational Research Association. New York, New York
- Coker, D., & Ritchey, K. D. (2008, February). *Writing development, instruction, and assessment for writers with and without disabilities: Early writing assessments*. Presented at the Pacific Coast Research Conference, Coronado, California.
- Coker, D., Ritchey, K.D., Erwin, E., & McGraw, S. (2008, February). *Exploring effective ways to assess the writing of young students*. Presented at Writing Research Across Borders Conference, Santa Barbara, California.
- Ritchey, K. D., & Goeke, J. L. (2007, November). *Orton Gillingham and Orton Gillingham-based reading programs: Do we know less than we thought?* Invited presentation at the 16th Annual World Conference on Learning Disabilities. Marlborough, Massachusetts.
- Ritchey, K. D., & Foley, J. F. (2007, November). *The role of classroom behavior and attention ratings in explaining kindergarten children's growth (or lack of growth) in reading*. Presented at the 16th Annual World Conference on Learning Disabilities. Marlborough, Massachusetts.
- Goeke, J. L., & Ritchey, K. D. (2007, May). *Leadership of literacy programs in classrooms, schools, and the community: Reconfiguring general and special education to meet the needs of struggling readers*. Presented at the International Reading Association Conference. Toronto, Canada.

- Mason, L. H, Fuchs, D., Ritchey, K. D., & Hughes, C. (2007, February). *Evidence-based practice: Impact on teaching students with learning disabilities*. Panel presentation at the 44th International Conference of the Learning Disability Association. Pittsburgh, Pennsylvania.
- Ritchey, K. D. (2007, February). *The effects of manipulating the classification criteria when applying RTI to kindergarten early identification*. Presented at the Pacific Coast Research Conference, Coronado, California.
- Ritchey, K. D., & Foley, J. E. (2006, April). *Responsiveness to Intervention in kindergarten as a method of early identification of reading disabilities*. Presented at the Annual Conference of the Council for Exceptional Children, Salt Lake City, Utah.
- Ritchey, K. D. (2006, February). *RTI in kindergarten: A one-year follow up*. Presented at the Pacific Coast Research Conference, Coronado, California.
- Ritchey, K. D. (2005, October). *Too early or too late: Kindergarten children at-risk for reading disabilities*. Invited presentation at the Annual Conference of the New Jersey International Dyslexia Association, Princeton, New Jersey.
- Foley, J. E., & Ritchey, K.D. (2005, April). *Early identification of learning disabilities: A comprehensive review of the literature*. Presented at the Council for Exceptional Children Annual Conference, Baltimore, Maryland.
- Ritchey, K. D. (2005, February). *Contextual variables and responsiveness to instruction as additions to early identification models*. Presented at the Pacific Coast Research Conference, Coronado, California.
- Ritchey, K. D. (2004, November). *Early identification of reading disabilities: How accurately are at-risk kindergarten children identified?* Presented at the Annual Conference of the International Dyslexia Association, Philadelphia, Pennsylvania.
- Ritchey, K. D. (2004, May). *From letter names to word reading: The development of reading in kindergarten* [Outstanding Dissertation of the Year]. Invited presentation at the Annual Convention of the International Reading Association, Reno, Nevada.
- Ritchey, K. D., & Camilli, G. (2004, April). *The role of phonological awareness in the development of alphabetic skills in kindergarten: A latent growth curve model*. Presented at the Annual Conference of the American Educational Research Association, San Diego, California.
- Ritchey, K. D. (2004, February) *Writing skills in kindergarten: An examination of the psychometric properties of four measures*. Presented at the Pacific Coast Research Conference, Coronado, California.

- Ritchey, K. D. (2003, June). *Developmental spelling: A comparison of two scoring systems*. Presented at the Annual Conference of the Society for the Scientific Study of Reading, Boulder, Colorado.
- Ritchey, K. D. (2003, April). *Early identification of reading disabilities: Implications from six case studies*. Presented at the Annual Conference of the Council for Exceptional Children, Seattle, Washington.
- Ritchey, K. D. (2003, February). *Influences on reading fluency: Development of fluency in reading subskills in kindergarten*. Presented at Pacific Coast Research Conference, La Jolla, California.
- Speece, D. L., & Ritchey, K. D. (2003, February). *Predicting growth and May status on fluency measures in at-risk first grade children*. Presented at the Pacific Coast Research Conference, La Jolla, California.
- Ritchey, K. D., Speece, D. L., Case, L. P., & Malloy, D. E. (2002, February). *Correlates of growth in first grade readers: Child and teacher effects*. Presented at Pacific Coast Research Conference, La Jolla, California.
- Speece, D. L., Mills, C. M., Ritchey, K. D., & Hillman, E. (2001, June). *The role of fluency measures in predicting early reading problems*. Presented at the Society for the Scientific Studies of Reading Annual Conference, Boulder, Colorado.
- Speece, D. L., Mills, C. M., Ritchey, K. D., & Hillman, E. (2001, February). *An examination of fluency measures as indicators of early reading difficulty*. Presented at the Pacific Coast Research Conference, La Jolla, California.

GRANTS/EXTERNAL FUNDING

Research Grants

- Ritchey, K. D. (2007-2008). *Assessment of response to writing instruction*. University of Delaware, General University Grant, \$6,000.
- Speece, D. L., Ritchey, K. D., & Silverman, R. (2006-2011). *Reading development and response to instruction in middle childhood*. [Co-Investigator] \$2.15 million subcontract from the Learning Disability Research Center, Kennedy Krieger Institute, Martha Denckla, M.D., Principal Investigator, 2006-2011. Amount subcontracted to University of Delaware \$193,812.
- Ritchey, K. D. (2003-2004). *Early identification of reading disabilities*. Rutgers, The State University of New Jersey, Research Council Grant, \$2,100.

Other External Funding

Ritchey, K. D. (2007-2008). *Training modules for implementation of Response to Intervention Models of Special Education Eligibility*. Delaware Department of Education, approximately \$6,753.

Goeke, J., Ritchey, K. D., & Hyland, N. (2004). *Cooperative agreement for the redesign of teacher education programs*. New Jersey Department of Education, \$150,000.

Slear, S., Briganti, N., Ritchey, K. D., & Myette, P. (2001). *Maryland state improvement grant*. College of Notre Dame of Maryland. Maryland State Department of Education, \$50,000.

INSTRUCTION

COURSES TAUGHT

University of Delaware

EDUC 432: Curriculum for School Age Exceptional Children
EDUC 435: Educational Evaluation of Exceptional Children
EDUC 609: Assessment and Instruction in Reading
EDUC 679: Instructing Elementary/Middle Schoolers with Mild Disabilities
EDUC 680: Educational Diagnosis
EDUC 744: Educational Assessment and Progress Monitoring
EDUC 867: Seminar: Issues and Research in Exceptionality

Rutgers, The State University of New Jersey

293.526: Identification and Assessment of Learning Disabilities
293.527: Remediation of Learning Disabilities
293.522: Learning Disabilities
293.525: Psychology of the Exceptional Child
293.528: Systematic Instruction in Special Education

University of Maryland

EDSP 451: Special Education Curriculum and Instruction: Elementary
EDSP 441: Assessment and Instructional Design for the Educationally Handicapped: Oral Language and Communication Disorders (co-taught with Dr. Deborah Speece)

College of Notre Dame of Maryland

SPE 326/526: Special Education for the Classroom Teacher
EDU/SPE 511: Diagnostic and Prescriptive Teaching of Reading and Writing
SPE 201: Introduction to Special Education

PROGRAM COORDINATION

M.Ed. Exceptional Children and Youth, Online Program (2016-present)
ETE Elementary/Special Education concentration (2008-present)
CAEP National Recognition Accreditation Status

ADVISING

University of Delaware

Masters Advising: Five students/year (M.Ed. in Exceptional Children and Youth)

Doctoral Advising and Committees

Advisor/Chair:

Janet Josephson, Ph.D. (Special Education, 2010-2014)
Faculty in Special Education at Millersville University, (2014 to present)
Allison Jackson (Ph.D., Special Education Concentration, 2011-2015)
Faculty in Early Childhood Special Education at the University of Maine,
Farmington (2015 to present)
Cari Phillips (Ed.D.), (2011 – present)
Chanelle Wilson (Ed.D), (2013 – present)

Doctoral Committees:

Megan Pell (Ph.D. Candidate in Education, Special Education, 2016)
Bishwa Podell (Ph.D. in Education, Special Education, 2014)
Regina Scanlon (Ed.D. in Math Education, 2013)
Elizabeth Montanaro (Ph.D. Special Education, University of Maryland, 2012)
Julie Santoro (Ph.D., Special Education, University of Maryland, 2011)
Maria Locuniak (Ph.D. in Education, School Psychology, 2010)

Independent Studies

Gillian Guadagnino (M.Ed.) *Math instruction for students with disabilities* (Fall 2010)
Janet Josephson (Ph.D.) *Teacher education issues in special education* (Fall 2010)
Janet Josephson (Ph.D.) *Self-regulation interventions for girls with ADHD* (Spring 2012)
Allison Jackson (Ph.D.) *Synthesis of Writing Interventions* (Spring 2013)
Lauren Carra (M.Ed.) *Math instruction for students with disabilities* (Spring 2015)

Rutgers, The State University of New Jersey

Masters Advising: Approximately 30 graduate students per year (from two graduate programs)

Independent Studies

Joan Foley (M.Ed.) *Early identification of learning disabilities: A comprehensive review of the literature* (Spring 2005)
Gale Ferraro (Ed.D.) *Teachers' implementation of strategy use.* (Spring 2005)
Gale Ferraro (Ed.D.) *Internship in Special Education (co-teaching 15.293.522, Learning Disabilities Summer 2004)*

Doctoral Advising and Committees

Advisor/Chair:

Gale Ferraro, Ed.D. (2006) *Learning to implement strategy instruction: Teacher*

perceptions of a professional development model

Doctoral Committees:

Margaret Boudreau, Ed.D. (2007)

Susan Kemler, Ed.D. (2007)

SERVICE

COMMITTEES

University of Delaware

School of Education Committees

School of Education Human Subjects Committee (2009-present)

Search Committee, Chair, Special Education (2017, hire Jaime True Daley)

Search Committee, Special Education (2013-2014, hire Joshua Wilson)

Student Teaching in ETE (*ad hoc*, Spring 2013-Fall 2104)

Promotion and Tenure Committee (2008-2009, 2015-2016, 2017-present)

Welfare Committee (2008-2009)

Executive Committee (Spring 2008)

Graduate Studies Committee (2006-2007)

Promotion & Tenure Revisions Committee (*ad hoc*, Spring 2007-Spring 2008)

Search Committee, Contract and Grants Support Professional Position (Spring 2007)

Regularizing Instructional Planning and Evaluation (RIPE) Committee (*ad hoc*, 2005-2006)

College or University Committees

Institutional Review Board for Human Subjects Research, Interim Chair (January 2018-present)

Institutional Review Board for Human Subjects Research Member (2009-present) and reviewer for Early Learning Center protocols (7/2011-2012)

Search Committee (Chair), Director of the Delaware Center for Teacher Education (2017-present)

Search Committee, TESOL/ELL (2012-2013, hire Adrian Pasquarella)

Search Committee, Kent-Sussex Reading/ELA Education Specialist (Summer 2007)

Rutgers University

Graduate School of Education Committees

Rules and Procedures, 2003-2004

Search Committee, Special Education, 2003-2004, 2004-2005

Department of Educational Psychology Committees

Resources, 2003-2004, 2004-2005

Admissions, Spring 2003

PRESENTATIONS AND WORKSHOPS

Experimental School-based Intervention Research: Tier 2 interventions in Grades 1 and 4.
Presentation to Arcadia University, Ed.D. Program Cohort (March 2011, February 2012).

Enhancing reading instruction in Grades 4-6. Professional development workshop for teachers in Archdiocese of Baltimore Schools (August 2010).

From student to doctoral candidate to assistant professor. Presentation to the Learning Disabilities and Emotional and Behavior Disorders Doctoral Leadership Seminar, Department of Special Education, University of Maryland (March 2004).

IEPS: Developing PLEP and IEP goals (Middle and High Schools) Workshop presented for Public Schools of Edison's Special Education Teachers (February 2004).

IEPS: Developing PLEP and IEP goals (Elementary Schools) Workshop presented for Public Schools of Edison's Special Education Teachers (November 2003).

Ritchey, K. D., Mason, L. H., & Saddler, B. *First year assistant professors at research universities: Strategies for success.* Presented at the Annual Conference of the Council for Exceptional Children, Seattle, Washington (April 2003).

Orton-Gillingham based reading programs for students with learning disabilities Presentation to EDSP 491: Introduction to Learning Disabilities, University of Maryland (October 2000).

Reading comprehension strategies Workshop presented for Department of Hearing and Speech Sciences Core Group (March 2002, April 2001).

EDITORIAL EXPERIENCE

Editorial Boards

2010-present	<i>Assessment for Effective Intervention</i>
2009-present	<i>Learning Disabilities Research and Practice</i>
2008-2013	<i>Reading and Writing Quarterly: Overcoming Learning Difficulties</i>
2007-2009	<i>Educational Researcher</i>
2006-2010	<i>Masters Scholarly Review, LD Worldwide</i>
2004-present	<i>Journal of Special Education</i>
2002-2010	<i>Learning Disability Quarterly</i>

Guest Reviewer

2013	<i>Elementary School Journal</i>
2013	<i>Journal of Writing Research</i>
2011, 2014	<i>Learning and Individual Differences</i>
2010-present	<i>Teaching Exceptional Children</i>
2009	<i>Language, Hearing, and Speech Services in Schools</i>
2009-2010	<i>American Educational Research Journal</i>
2009	<i>Assessment for Effective Intervention</i>
2009	<i>Annals of Dyslexia</i>
2009	<i>Journal of Learning Disabilities (Special Issue)</i>
2008-2013	<i>Child Development</i>
2008	<i>Journal of Developmental Processes</i>
2007	<i>Reading and Writing Quarterly: Overcoming Learning Difficulties</i>
2006	<i>Reading and Writing: An Interdisciplinary Journal</i>
2004-present	<i>Exceptional Children</i>

2003 *Journal of Special Education*
2002, 2010, 2013 *Contemporary Educational Psychology*
Journal of Special Education
2001 *Learning Disabilities Research and Practice*

Conference Proposal Reviews

2012-2015 Pacific Coast Research Conference Program Committee
Program Chair, 2015
2014 Reviewer, Council for Exceptional Children Annual Conference (2015)
Learning Disabilities strand
2013 Reviewer, Council for Exceptional Children Annual Conference (2014)
2012 Reviewer, Council for Exceptional Children Annual Conference (2013)
Learning Disabilities strand
2011 Reviewer, Council for Exceptional Children Annual Conference (2012)
RTI and Instructional Strategies and Content strands
2010 Reviewer, Council for Exceptional Children Annual Conference (2011)
2009 Reviewer, Council for Exceptional Children Annual Conference (2010)
2007-2009 Review Board, Division C of American Education Research Association
Annual Conference
2003 Reviewer, Council for Exceptional Children Annual Conference (2004)

Textbook/Instructional Materials Reviews

2004 *Allyn & Bacon*
2004 *Access Center, American Institutes of Research*

Promotion and Tenure External Review

Goucher College, Education (2012)
Duquesne University, Special Education (2013)
Bowling Green State University (2015)

OTHER SERVICE

External Reviewer, University of Massachusetts-Lowell Proposed Bachelor's Degree Program in Elementary/Special Education (Spring 2015)

IES Review Panel, Post Doctoral and Early Career Panel (Feb/March 2013)

Member of Technical Review Committee (Screening Tools), *National Center on Response to Intervention* (2008-present)

Consultant, Weinberg Foundation, Dyslexia Tutoring Project Grant (2014)

Consultant, Delaware Department of Education, *Response to Intervention Implementation Training Modules* (2007-2008)

Karl Heldrich Memorial Reading Center at Our Lady of Grace, Parkton, Maryland (2002 – 2009)