

CURRICULUM VITAE

LaRon A. Scott, EdD., B.C.S.E

PERSONAL INFORMATION

Name: LaRon A. Scott

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SPECIALIZATIONS

Special Education K-12
Mental Retardation (Intellectual Disability)

Professional Board-Certified Special Educator (B.C.S.E.)
Diplomate, American Academy of Special Education Professionals

EDUCATION

Ed.D. (Administrator Leadership for Teaching and Learning/Special Education specialization),
July 2011, Walden University (NCATE Accredited)

M.Ed. (Special Education), May 2006, Virginia Commonwealth University, (NCATE and CEC
Accredited)

B.A. (Criminal Justice), May 2002, Radford University

ACADEMIC APPOINTMENTS AND PROFESSIONAL EXPERIENCE

2022-Present	Associate Dean for Diversity, Equity, and Inclusion, University of Virginia, School of Education and Human Development
2022-Present	Associate Professor, tenured, Department of Curriculum, Instruction & Special Education, University of Virginia
2019-Present	Associate Professor, tenured, Department of Counseling & Special Education, Virginia Commonwealth
2019-Present	Executive Director & Founder, Minority Educator Recruitment, Retention & Equity Center, Virginia Commonwealth University
2019-2020	Interim Co-Chair, Department of Counseling & Special Education, Virginia Commonwealth
2020-Present	Co-Principal Investigator, Preparing Research Intensive Special Educators (PRISE), Virginia Commonwealth University
2018-Present	Director, Teacher Retention and Transition Lab, Virginia Commonwealth

	University
2018-Present	Co-Editor, <i>Inclusion</i> , American Association on Intellectual and Developmental Disabilities
2016-2019	Assistant Professor, Department of Counseling & Special Education, Virginia Commonwealth University
2014-2019	Principal Investigator/Director, Certifying Online Virginia Educators Program, Virginia Commonwealth University
2016-2021	Co-Principal Investigator/Director, School Counseling and Special Education Transition OSEP Grant, 2016 - 2021
2011-2016	Assistant Professor (term), Department of Special Education & Disability Policy, Virginia Commonwealth University
2010-2011	Project Coordinator, Department of Special Education & Disability Policy, Virginia Commonwealth University
2010	Transition Coordinator, Special Education Department, Henrico County Public Schools
2008-2010	Department Chair, Special Education, J.R. Tucker High School Special Education Department, Henrico County Public Schools
2006-2010	Special Education Teacher, J.R. Tucker High School, Henrico County Public Schools
2005-2006	Instructional Assistant, Brookland Middle School, Henrico County Public Schools

AREAS OF SPECIAL INTEREST

- Teacher preparation, including equity and diversity in recruiting and retaining special education teachers
- Intersection of race and gender on recruitment and retention of special educators
- Special education teacher retention and attrition
- Secondary transition for students with disabilities
- Evidence-based practices and frameworks for transition planning: including universal design for transition and universal design for learning

DISSERTATION COMMITTEES CHAIRED

Amber Brown Ruiz (Ph.D., 2021). **Dissertation:** *Collaborative and Culturally Responsive Practices of Transition Professionals to Support Black Students with High Incidence Disabilities*. **Position:** Postdoctoral Research Associate, Special Education at Washington State University.

Katherine Brendli (Ph.D., 2020). **Dissertation:** *Effects of a Self-Advocacy Intervention on the Abilities of College Students with Intellectual and Developmental Disabilities to Request Academic Accommodations*. **Position:** Extension Associate at Cornell University, in the Yan Tan Institute on Employment and Disability

Weade Wallace (Ph.D., 2020). **Dissertation:** *A Critical Multiple Case Study Analysis Examining the Implementation of the Every Student Succeeds Act to Promote Positive School Climate*. **Position:** Vice President, Organizational Advancement, at the American

Association of Colleges for Teacher Education.

Cassandra Willis (Ph.D., 2019). **Dissertation:** *Examining the Relationship of Administrative Support on Early Career Special Education Teachers' Retention Decisions*. **Position:** Principal, Henrico County Public Schools ****awarded VCU Distinguished Dissertation Award****

Lauren Bruno (Ph.D., 2018). **Dissertation:** *The Role of Professional Development on Secondary Secondary Special Educators Self-Efficacy Regarding the Use of Evidence-Based Transition Practices*. **Position:** Assistant Professor of Special Education, at Washington State University.

HONORS & AWARDS

- 2023 Recipient, ***TED Excellence in Teaching Award***, Teacher Education Division [Council for Exceptional Children]
- This national award honors individuals who have demonstrated exemplary commitment to one of the following: (a) teacher education in special education, (b) preparation of future leaders and/or quality educators, and (c) research supporting the preparation of teachers and/or delivery of services to children with disabilities, legislative leadership, and scholarly works.
- 2022 Recipient, ***Patricia L. Sitlington Research Award***, Division on Career Development and Transition (DCDT)
- This international award is presented to an individual who has contributed to more positive outcomes for transition-aged youth and to the field of transition through a body of research in transition.
- 2021 Recipient, ***University Award of Excellence***, Virginia Commonwealth University
- The recipient of this award should have performed in a superior manner in teaching, scholarly activity, and service. This award is the highest honors the University can bestow on one of its faculty.
- 2021 Recipient, ***Education Award***, American Association on Intellectual and Developmental Disabilities (AAIDD)
- National award for significant contributions to dissemination of knowledge in the field of intellectual and developmental disabilities.
- 2020 Recipient, ***Charles P. Ruch Excellence in Teaching Award***, School of Education, Virginia Commonwealth University
- Student nominated and recognized faculty that stimulates learning and encourages intellectual growth, including current knowledge and research findings, modeling effective teaching methods, supportive and accessible to students, and exerts a positive influence on students

- 2019 Recipient, *Award of Excellence*, School of Education, Virginia Commonwealth University
- This award recognizes a combination of distinguished teaching, scholarship, and service based on the components as outlined in the VCU SOE Promotion and Tenure guidelines stated for the individual awards.
- 2017 Recipient, *Charles P. Ruch Excellence in Teaching Award*, School of Education, Virginia Commonwealth University
- Student nominated and recognized faculty that stimulates learning and encourages intellectual growth, including current knowledge and research findings, modeling effective teaching methods, supportive and accessible to students, and exerts a positive influence on students.
- 2016 Recipient, *Award for Distinguished Service*, School of Education, Virginia Commonwealth University
- This award recognizes distinguished service based on excellent performance in department, school, university, community, and professional service.
- 2014 Recipient, *Award for Distinguished Teaching*, School of Education, Virginia Commonwealth University
- This award recognizes distinguished teaching based on excellent performance in instruction reflective of best practice, advising, program development, accreditation, clinical supervision, and community engagement.
- 2008 Recipient, *Teacher of the Year for Transition Planning*, Division on Career Development & Transition (DCDT) – presented at Council for Exceptional Children Conference
- Awarded to an educator, including a higher education professional, who has demonstrated outstanding commitment and service to the career education and transition of students with disabilities.

RESEARCH AND SCHOLARLY ACTIVITY

Peer reviewed articles	64
H-Index	19
i10-Index	38
Web of Science Citations	140; h-index 8
Book Chapters	21
Total Google Scholar Citations	1330
Co-editor	<i>Inclusion</i>

Grants

Externally funded grants	18
Total award amount of externally funding grants	\$8,966,894

Special Issue Editorial Activity (=6)

Scott, L.A., Taylor, J., Eddy, C., Brooks, D. (2023). Supporting teachers serving students with emotional and behavioral disorders. *Journal of Emotional and Behavior Disorders*, 31(2). Impact Factor 2.357

Scott, L.A., Cormier, C., Boveda, M. (2022). Critical issues for the preparation and workforce development of racialized special educators. *Teacher Education and Special Education*, 45(1). Impact Factor 2.635

Scott, L.A., Serpell, Z., DeVlieger, S. (2022). Emotional and behavioral difficulties of youth of color from a justice and equity vantage point. *Journal of Emotional and Behavior Disorders*, 30(2). Impact Factor 1.889.

Scott, L.A., & Thoma, C.A. (2022). From the front lines: The direct support workforce development and reality. *Inclusion*, 10(4).

Scott, L.A. & Thoma, C.A. (2021). Equity for racial and ethnic individuals with intellectual and developmental disabilities. *Inclusion*, 9(1).

Trainor, A., Bettini, E., & **Scott, L.A.** (2019). Special series on a necessary step in pursuit of equity: Developing a racially/ethnically diverse special education teaching workforce. *Remedial and Special Education*, 40(4), 195-264. 2019 Impact Factor 2.617

Peer-refereed Journal Articles (total=64)*** Doctoral student collaboration**

Scott, L.A. & Shogren, K.A. (2023). Advancing anti-racism and anti-ableism in transition planning: Quality indicators for research. *Career Development and Transition for Exceptional Individuals*. Advance online publication.

<https://doi.org/10.1177/21651434231189665> (impact factor 3.5).

Scott, L.A., Bell, N., Dayton, M., Bowman, R.W., Evans. (2023). Factors influencing the attrition and retention of special education teachers based on gender and race. *The Urban Review*. Advance online publication. <https://doi.org/10.1007/s11256-023-00670-9>

Alsaeed, A., Raley, S.K., Shogren, K.A., Hagiwara, M., **Scott, L.A.,** Kurth, J.A. (2023). Developing the self-determined learning model of instruction (SDLMI) teacher roles self-report measure. *Teacher Education and Special Education*. Advance online publication. <https://doi.org/10.1177/08884064231196940> (impact factor 2.9).

- Scott, L.A.,** Bettini, L., Brunsting, N. (2023). Special education teachers of color burnout, working conditions, and recommendations for EBD research. *Journal of Emotional and Behavioral Disorders*. Advance online publication. <https://doi.org/10.1177/10634266221146> (impact factor 2.357)
- Scott, L.A.,** Powell, C., Bruno, L., Cormier, C., Hall, K., Taylor, J., Brendli, K., Padhye, I. & Vitullo, V. (accepted). The other fifty percent: Expressions from special education teachers about why they persist in the profession. *Excelsior: Leadership in Teaching and Learning*.
- Alsaeed, A., Raley, S.K., Shogren, K.A., Hagiwara, M., **Scott, L.A.,** Kurth, J.A. (2023). Developing the self-determined learning model of instruction (SDLMI) teacher roles self-report measure. *Teacher Education and Special Education*. Advance online publication. <https://doi.org/10.1177/08884064231196940> (impact factor 2.9).
- Taylor, J., Thoma, C.A., **Scott, L.A.,** Broda, M., Wehman, P., Whittenburg, H. (2023). Inclusive educational and vocational predictors of postsecondary education for youth with intellectual and developmental disabilities. *International Journal of Inclusive Education*. Advance online publication. <https://doi.org/10.1080/13603116.2023.2225503> (impact factor 2.863).
- Scott, L.A.,** Morgan, J.J., *Brendli, K., & *Catherine, E. (accepted). A review of state policies regulating special education alternative pathways to licensure requirements. Submitted to *Journal of Education Human Resources*.
- The QR Collective* (2023). Reflexive quality criteria: Questions and indicators for purpose-driven special education qualitative research. *Exceptional Children*, 89(4), 449-466. <https://doi.org/10.1177/00144029231168106> (impact factor 5.587)
alpha order, as all authors contributed equally Banks, J., González, T., Mueller, C., Pacheco, M., **Scott, L.A.,** & Trainor, A. A
- Taylor, J.P., **Scott, L.A.,** Bruno, L, *Frazier, R., Thoma, C.A., & *Dayton, M. (2023). We have to stand up for ourselves: Barriers to self-determination experienced by Black youth in the transition to adulthood. *Journal of Intellectual Disabilities*. Advance online publications. <https://doi.org/10.1177/17446295231180660> (impact factor 1.533)
- Layden, S. J., Lorio-Barsten, D., Coleman, H., **Scott, L. A.,** & Horn, A. L. (*in press*). "Not as systematic as I'd like it to be:" Special education administrators' professional development planning for teachers of students with ASD. *Journal of Special Education Leadership*.
- *Alsaeed, A., Shogren, K. A., Raley, S. K., Kurth, J. A., & **Scott, L. A.** (accepted). Implementing the Self-Determined Learning Model of Instruction in culturally responsive ways. *Inclusive Practices*.
- Thoma, C.A., & **Scott, L.A.,** (2023). The role of journal editors in implementing equity-

- focused research. *American Journal of Intellectual and Developmental Disabilities*. (impact factor 2.297)
- Cormier, C.J., **Scott, L.A.**, Cornelius, K., & Rosenberg (2023). Achieving a more diverse special education teacher workforce: Guiding questions for researchers and policymakers. *Multicultural Learning and Teaching*. Advance online publication. <https://doi.org/10.1515/mlt-2022-0007>
- Scott, L.A.**, Bell, N., Dayton, M., *Bowman, R.W., *Evans, I., *Grillo, M., Spence, C., Layden, S.J. (2023). Special education teachers of color retention decisions: Findings from a national study. *Exceptional Children*. Advance online publication. <https://doi.org/10.1177/00144029221109850> (impact factor 5.587)
- Wojcik, A., Hicks, M., **Scott, L.A.**, Thoma, C.A., *Bowman, R.W., & *Howard, R. (2022). A comparison of special educator survival time between traditional and alternate pathways to licensure and across racial categories. *Teacher Education and Special Education*, 46(2), 162-177. <https://doi.org/10.1177/088840642211191> (impact factor 2.635)
- Scott, L.A.**, *Puglia, L., *Gotika, T., & Thoma, C.A., (2022). Teacher candidates' ability to develop universal design for learning and universal design for transition lesson plans. Submitted to *International Journal of Inclusive Education*. 1-15. <https://doi.org/10.1080/13603116.2019.1651910> (impact factor 1.053)
- Brendli, K., Taylor, J.P., **Scott, L.A.**, *Hobson, J., *Powell, C., & Ruiz, A. (2022). Won't stop, can't stop: Alternative route to licensure special education teachers' persistence in their careers. *Journal of Education and Learning*, 11(6), 76-85. <https://doi.org/10.5539/jel.v11n6p76>
- Layden, S.J., Daria, Lorio-Barsten, D., **Scott, L.A.**, & Hayden, K. (2022). Perceptions of 10 special education administrators on professional development for educators working with students with ASD. *Exceptionality*. Advance online publication. <https://doi.org/10.1080/09362835.2022.2100390> (impact factor 1.253)
- Layden, S.J., Gansle, K.A., **Scott, L.A.**, *Dayton, M., & Noelle, G.H. (2022) Career intent factors of special education teachers serving students with ID, DD, and ASD. *Inclusion*, 10(4), 270-284. <https://doi.org/10.1352/2326-6988-10.4.270>
- Thoma, C., Bruno, L., *Hobson, J., Taylor, J., **Scott, L.A.**, *Grillo, M., *Hicks, M., *Frazier, R. (2022). Development of an online professional development module to support special educators in implementing the universal design for transition framework. *Creative Education*, 13(7), 2321-2339. <https://doi.org/10.4236/ce.2022.137148>.
- Farmer, T.W., Serpell, Z., **Scott, L.A.**, DeVlieger, S.E., Brooks, D.S., & Hamm, J.V. (2022). The developmental dynamics of emotional and behavioral difficulties of youth of color systemic oppression, correlated constraints, and the need for targeted universalism.

- Journal of Emotional and Behavioral Disorders*, 30(2), 71-85.
<https://doi.org/10.1177/10634266211068892> (impact factor 2.524)
- Bettini, E., Brunsting, N.C., **Scott, L.A.**, Kaler, L., Parker Moore, D., O'Brien, K.M., & Cumming, M.C. (2022). Experiences of working conditions among special education teachers of color serving students with EBD. *Journal of Emotional and Behavioral Disorders*, 30(2), 96-110. <https://doi.org/10.1177/10634266221077698> (impact factor 2.524)
- Scott, L.A.**, Gnilka, P., Bruno, L., Kozachuk, L., & *Vitulo, V. (2022). Personality profiles of special education teachers. *Excelsior: Leadership in Teaching and Learning*, 14(1), 20-35. <https://doi.org/10.14305/jn.19440413.2021.14.1.02>
- Cormier, C.J., Houston, D.A., **Scott, L.A.** (2022). When salt ain't enough: A critical quantitative analysis of special education and education degree production. *Teacher College Record*, 123(10). <https://doi.org/10.1177/01614681211059006> (impact factor .970).
- Cormier, C., **Scott, L.A.**, *Powell, C., *Hall, K. (2022). Locked in a glass classroom: Black male special education teachers socialized as everything but educators. *Teacher Education and Special Education*, 45(1), 77-94.
<https://doi.org/10.1177/08884064211061038> (impact factor 1.841).
- Scott, L.A.**, & Proffitt, W. (2021). Three buckets and eight strategies: Recruiting, supporting, and retaining a racially diverse special education teacher workforce. *Journal of Special Education Preparation*, 1(2), 16-23. <https://doi.org/10.33043/JOSEP.1.2.16-23>
- Scott, L.A.**, Berry, R., & *Evans, I. (2021). Recommendations for Teacher education programs to prepare practitioners for diverse urban schools. *Intervention in School and Clinic*.
<https://doi.org/10.1177/10534512211051065> (impact factor 1.210)
- Scott, L.A.**, Taylor, J., Bruno, L., *Padhye, I., *Brendli, K., *Wallace, W., Cormier, C.J. (2021). Why do they stay? Factors associated with special education teachers' persistence. *Remedial and Special Education*. <https://doi.org/10.1177/07419325211014965> (impact factor 5.258)
- Scott, L.A.**, *Powell, C., *Oyefuga, O.E., Cormier, C., *Padhye, I. (2021). Complementary review of the literature on special education teachers of color attrition and retention: What we know and how do we move forward. *Multiple Voices: Disability, Race, and Language Intersections in Special Education*. 21(1), 3-39. <https://doi.org/10.5555/2158-396X-21.1.3>
- Shogren, K.A., **Scott, L. A.**, Hicks, T. A., Raley, S. K., Hagiwara, M. Pace, J. R., Gerasimova, D., Alsaed, A. & Kiblen, J. C. (2021). Exploring self-determination outcomes of racially and ethnically marginalized students with disabilities in inclusive, general education classrooms. *Inclusion*, 9(3), 189-205. <https://doi.org/10.1352/2326-6988-9.3.189>

- Scott, L.A.**, Thoma, C.A., *Gokita, T., *Taylor, J., *Ruiz, A., *Brendli, K., Bruno, L., & *Vitullo, V. (2021). I'm trying to make myself happy: Black students with IDD and families on promoting self-determination during transition. *Inclusion*, 9(3), 170–188. <https://doi.org/10.1352/2326-6988-9.3.170>
- Houston, D., Cormier, C., Petchauer, E., & **Scott, L.A.** (2021). Black graduates on the yard and on the quad: Trends of education degrees at HBCUs and Non-HBCUs. *Kappa Delta Pi Record*, 58(3), 136-139. <https://doi.org/10.1080/00228958.2022.2076533>
- *Brendli, K., **Scott, L.A.**, Xu, Y., Thoma, C.A., & Holzberg, D. (2021). Self-advocacy intervention for Black youth with IDD. *Inclusion*, 9(3), 225–240. <https://doi.org/10.1352/2326-6988-9.3.225>
- *Taylor, J., Whittenburg, H., Rooney, M., Thoma, C., & **Scott, L.A.** (2021). Implementation of pre-employment transition services: Content analysis of workforce innovation and opportunity act state plans. *Career Development and Transition for Exceptional Individuals*. 45(2), 60-70. <https://doi.org/10.1177/2165143421993027> (impact factor 1.923).
- Scott, L.A.** (2021). Reason early career Black special education teachers quit. *American Journal of Educational Research and Reviews*. 5(79), 1-17. <https://doi.org/10.28933/ajerr-2020-11-2305> (impact factor .44).
- *Ruiz, A., & **Scott, L.A.** (2021). Guiding questions for a culturally responsive framework during pre-employment transition. *TEACHING Exceptional Children*, 53(5), 369-375. <https://doi.org/10.1177/0040059920982312> (impact factor .70)
- Bruno, L., **Scott, L.A.**, & Thoma, C. (2021). Exploring the role of professional development on secondary special educators self-efficacy and use of evidence-based transition practices. *Journal of Vocational Rehabilitation*, 55(2), 1-12. 10.3233/JVR-211154 (impact factor .44)
- Cormier, C., & **Scott, L.A.** (2021). Castaways on Gilligan's Island: Special education teachers of color advocating for an inclusive workspace. *Teaching Exceptional Children*, 53(3), 234-242. <https://doi.org/10.1177/0040059920974701> (impact factor .70)
- Scott, L.A.**, *Brown, A., Wallace, W., *Powell, C., Cormier, C. (2020). If we're not doing it, then who? A qualitative study of Black special educators' persistence. *Exceptionality*. (impact factor 2.079). <https://doi.org/10.1080/09362835.2020.1850453>
- *Marshall, D., Love, S., & **Scott, L.** (2020). It's not like he was being a robot: Student perceptions of video-based writing feedback in online graduate coursework. *International Journal for the Scholarship of Teaching and Learning*, 14(1), 1-10. <https://doi.org/10.20429/ijstl.2020.140110>

- *Weade, J., & **Scott, L.**, & *Temple, P. (2020). Strategies used by historically Black colleges and universities to recruit African American teachers. *The Teachers' Educator Journal*, 13(1), 76-104.
- Rodriguez, A., Taub, D., **Scott, L.A.**, Williams-Diehm, K., Landmark, L., Thoma, C.A.,... Black, R.S. (2020). Reflecting on joint position statement of AAIDD and The Arc: Position paper from the education interest network of AAIDD. *Inclusion*, 8(1), 6-26. <https://doi.org/10.1352/2326-6988-8.1.6>
- Trainor, A., Bettini, E., & **Scott, L.A.** (2019). A necessary step in pursuit of equity: Developing a racially/ethnically diverse special education teacher workforce. *Remedial and Special Education*, 40(4), 195-198. <https://doi.org/10.1177/0741932519843176> (acceptance rate=11-20%; impact factor 2.617)
- Scott, L.A.**, & Quentin Alexander (2019). Strategies for recruiting and retaining Black male special education teachers. *Remedial and Special Education*, 40(4), 236-247. <https://doi.org/10.1177/0741932517732636> (acceptance rate=11-20%; impact factor 2.617)
- Scott, L.A.**, & *Bruno, L. (2019). Certifying online Virginia special educators: perceptions of an alternate route teacher preparation program. *Journal of the National Association for Alternative Certification*, 14(1), 3-24.
- Scott, L.A.** & *Puglia, L. (2019). Special education teachers' perceptions of linking academic and transition goals and the universal design for transition framework. Submitted to *Journal of Vocational Rehabilitation* 49(51), 287-298. (acceptance rate=30%; impact factor .44).
- Scott, L.A.** (2019). Experience of Black male special education teachers: Are alternative licensure programs the desired route for recruitment and preparation? *Education and Urban Society*, 51(3), 332-350. <https://doi.org/10.1177/0013124517719971> (acceptance rate =20-25%; 5yr impact factor 1.023)
- Scott, L.A.**, & *Bruno, L. (2018). Universal design for transition: A conceptual framework for blending academics and transition content. *Journal of Special Education Apprenticeship*, 7(3), 1-16.
- Scott, L.A.** (2018). Barriers to implementing a universal design for learning framework. *Inclusion*, 6(4), 274-286. <https://doi.org/10.1352/2326-6988-6.4.274> (acceptance rate=30%; impact factor not reported)
- *Bruno, L., **Scott, L.A.**, *Willis, C. (2018). A national survey of alternative and traditional special education teachers' perception of preparedness. *International Journal of Special Education*, 33(2), 295-312. (impact factor .11)

- Scott, L.A.** (2018). Recruiting and retaining Black students for special education teacher preparation inclusion programs. *Inclusion*, 6(2), 143-157. <https://doi.org/10.1352/2326-6988-6.2.143> <https://doi.org/10.1352/2326-6988-6.2.143> (acceptance rate=30%; impact factor not reported)
- Scott, L.A.** & *Pattah, P. (2017). Student engagement in an online special education-general education graduate program. *Journal of the American Academy of Special Education Professionals*.
- Scott, L.A.**, Thoma, C.A., *Puglia, L., *Temple, P.E. (2017). Implementing a UDL Framework: A study of current personnel preparation practices. *Intellectual and Developmental Disabilities*, 55(1), 25-36. <https://doi.org/10.1352/1934-9556-55.1.25> (impact factor 1.630; 5yr impact 2.051)
- Scott, L.A.**, (2016). Where are all the black male special education teachers? *Perspectives on Urban Education*, 13(1), 42-48.
- Scott, L.A.**, *Temple, P., Coles, M. (2016). A conceptual framework for building UDL in a special education distance education course. *Journal of Educators Online*, 14(1). (acceptance rate =20-25%; impact factor not reported)
- Thoma, C.A., Agran, M., & **Scott, L.A.** (2016). Transition for black youth with disabilities: What do we know and what do we need to know? *Journal of Vocational Rehabilitation*, 45(2), 149-158. DOI: 10.3233/JVR-160819 (acceptance rate=30-35%; impact factor not reported).
- Scott, L.A.**, *Temple, P., *Marshall, D. (2015). Students' perception of universal design for learning in online college courses. *Online Learning Consortium*, 19(5), 99-120. (acceptance rate 25%; impact factor not reported)
- Scott, L.A.**, Fritton, S., McKelvey, S., Gentry, R., Thoma, C. (2015). Preparing reflective evidence-based special educators: Evaluation of efforts to infuse evidence-based practices in university coursework. *International Journal of Academic Research and Reflection*, 3(3), 57-72.
- Agran, M., Hughes, C., Thoma, C.A., & **Scott, L.A.** (2014). Employment social skills: What skills are really valued? *Career Development and Transition for Exceptional Individuals*. 39(2), 111-120. <https://doi.org/10.1177/2165143414546741> (acceptance rate=21%; impact factor .808)
- Scott, L.A.**, Alexander, Q., Fritton, S., Thoma, C. (2014). Evaluation to improve and expand culturally responsive practices in special education for preservice educators. *Journal of Curriculum and Teaching*, 3(2), 79-93. <http://dx.doi.org/10.5430/jct.v3n2p79> (acceptance rate=40-50%; no impact factor reported).
- Scott, L.A.**, Gentry, R., Phillips, M. (2014). Making preservice teachers better: Examining the

impact of a practicum placement in a preservice teacher preparation program. *Educational Research and Reviews*, 9(10), 294-301. <https://doi.org/10.5897/ERR2014.1748>

Dawson, H., & **Scott, L.** (2013). Teaching students with disabilities efficacy scale: Development and validation. *Inclusion*, 1(3), 181-196. <https://doi.org/10.1352/2326-6988-1.3.181> (acceptance rate=30%; impact factor not reported)

Scott, L.A. (2012). Teacher self-efficacy with teaching students to lead IEP meetings: A correlation study on administrator support. *I-manager's Journal on Educational Psychology*, 5(3), 9-20.

Scott, L.A., Thoma, C.A., Saddler, S., Bartholomew, C.A., Alder, N., & Tamura, R. (2011). Universal design for transition: A single subject research study on the impact of UDT on student achievement, engagement and interest. *I-manager's Journal on Educational Psychology*, 4(4), 21-31.

Non-Peer Reviewed Publications (=6)

Jones-Castro, A., Hoffman, A., **Scott, L.A.**, Daire, A., Keegan, B., Krewson, R., Burke, J., Pierce, L., Carter, C., Gooden, S. (2022). Virginia Teacher Licensure Policy: Biases and Barriers to Diversifying the Workforce (SJR 15). Virginia Department of Education

Scott, L.A., Cormier, C.J., Boveda, M. (accepted). Critical issues for the preparation and workforce development of racialized special educators. *Teacher Education and Special Education*.

Scott, L.A. (2021). Increasing racial representation in research. *Inclusion*.

Scott, L.A., & Thoma, C.A. (2021) Equity for people of color with intellectual and developmental disabilities. *Inclusion*, 9(3), 154–155. <https://doi.org/10.1352/2326-6988-9.3.154>

Thoma, C.A., & **Scott, L.A.** (2018). Introduction to the special issue: Education strand of the national goals 2015. *Inclusion*, 6(2), 1-2.

Thoma, C.A., & **Scott, L.A.** (2018). Part II: Education strand of the national goals 2015. *Inclusion*, 6(2) 1-2.

Books Published (= 4)

Scott, L.A., & Thoma, C.A. (2023). Universal design for transition: The educators' guide for equity focused transition planning. Paul H. Brookes.

Hunter, W., Taylor, J.C., & **Scott, L.A.** (2023). The mixtape volume 1: Culturally sustaining

practices within MTSS featuring the everlasting mission of student engagement. Council for Exceptional Children.

Scott, L.A., Thoma, C.A. (2017). *Universal design for distance education: A guide for online course development*. Charlotte: XanEdu Publishing

Thoma, C.A., Bartholomew, C.A., & **Scott, L.A.** (2009). *Universal design for transition: A roadmap for planning and instruction*. Baltimore: Paul H. Brookes.

Books In-development (=1)

Shogren, K., **Scott, L.A.**, Dean, E., Linnenkamp, B.D. (in production, pending June 2024 release). *Handbook of research-based practices for educating students with intellectual disability* (2nd ed.). Routledge: Taylor & Francis Group

Book Chapters Published (=21)

Scott, L.A. & Bowman Walker, R. (in press). Promising strategies and research for attracting special education teachers of color. In E.D. McCray, P.T. Sindelar, M.T. Brownell, J.M. McLeskey, & E. Bettini (Eds), *Teacher Education and Special Education Handbook* (2nd Ed), Routledge.

Bettini, E., **Scott, L.A.**, Meyer, K., Mathews, H.M., & Shaheen, T. (in press). Challenges facing the special education teacher workforce: Composition, distribution, and effectiveness. In J. Kauffman, D. Hallahan, & P. Pullen (Eds), *Handbook of Special Education* (3rd edition).

Ellis-Robinson, T., **Scott, L.A.**, Banks, J., Lindo, E.J., & Werunga, R. (in press). The benefits of sustaining a diverse special education teacher workforce. In E.D. McCray, P.T. Sindelar, M.T. Brownell, J.M. McLeskey, & E. Bettini (Eds), *Teacher Education and Special Education Handbook* (2nd Ed), Routledge.

Bettini, E., Mathews, H.M., Shaheen, T., Meyer, K., & **Scott, L.A.** (in press). Factors shaping the special education teacher workforce. In J. Kauffman, D. Hallahan, & P. Pullen (Eds), *Handbook of Special Education* (3rd edition).

Weiss, M.P., **Scott, L.A.**, Durso, K., & Taylor, J.P. (in press). High Leverage Practice #4: Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. In Brownell, M. *High Leverage Practices for Inclusive Classrooms*. Routledge.

Thoma, C., Cain, I., Wojcik, A., **Scott, L.A.**, & Best, K. (2022). Universal design for transition for students on the spectrum: Linking academic and transition education to improve postschool outcomes. In D. Zager, D.L. Cihack, & A. Stone-MacDonald (Eds.). *Autism Spectrum Disorders: Advancing Positive Practices in Education*, (5th Ed.). Routledge

- Scott, L.A.**, Bowman, R.W., Dayton, M., Evans, I., Ruiz, A.B., Thoma, C.A., Bruno, L. (accepted). Bridging of universal design for transition and culturally responsive and sustaining practices, supports, and services. In L.A. Scott & C.A. Thoma (forthcoming, 2022), *Universal Design for Transition: The Educators' Guide for Equity Focused Transition Planning*. Brookes Publishing.
- Powell, C., **Scott, L.A.**, Oyefuga, E., Dayton, M., Pickover, G., & Hicks, M. (in press). COVID-19 and the special education teacher work force. In D.T. Marshall (Ed.). *COVID-19 and the classroom: How schools navigated the great disruption*. ** Lanham, MD: Lexington Books.
- Scott, L.A.**, Ruiz, A.B., & Powell, C. (2021). Deconstructing racial and ethnic inequalities in special education: Perceptions from a Black professor and Black doctoral students. In R. Gargiulo & E. Bouck (Eds.). *Special Education in Contemporary Society*. SAGE Publishing.
- Willis, C.B., Bruno, L.P., **Scott, L.A.**, & Bateman, D. (2021). Identifying the least restrictive environment. In Murawski, W., & Rodriguez, J. (Eds.). *Special Education Law and Policy*. San Diego: Plural Publishing.
- Thoma, C.A., Wehman, P., *Taylor, J., **Scott, L.A.**, Avellone, L., & Pickover, G. (2020). IEP development that supports the transition to adult life for youth with disabilities. In M.L. Wehmeyer & K. Shogren (Eds.) *Handbook of Adolescent Transition Education for Youth with Disabilities* (2nd ed.). New York: Routledge.
- Scott, L.A.**, Willis, C., Bruno, L., Brendli, K., Walsh, R., Thoma, C.A. (2020). Recruiting, preparing, and retaining a diverse emotional and behavioral disorders educator workforce. T. Farmer, M. Conroy, B. Farmer, K. Sutherland (Eds.). *Handbook of Research on Emotional & Behavioral Disabilities: Interdisciplinary Developmental Perspectives on Children and Youth*. New York: Taylor & Francis.
- Thoma, C.A., Browder, D., Lemons, C., Thurlow, M., Morningstar, M., Agran, M., Goode, T., Carlson, D., Lowrey, A., **Scott, L.A.**, Terpstra, J., Thompson, J., Johnson, D.R., & Cain, I. (2016). National goals for educating students with intellectual disability. In K.Lane (Ed.). *National Goals for Research, Policy, & Practice for Intellectual Disability*. Washington, DC: AAIDD. <https://doi.org/10.1352/2326-6988-3.4.219>
- Thoma, C.A., Wolowiec-Fisher, K., Hall, S., **Scott, L.**, *Cain, I., *Wojcik, A., *Sterret, B. (in press). High-quality programs for students with intellectual disability in middle and junior high: In K. Shogren & M.L. Wehmeyer (Eds.) *Research-based practices for educating students with intellectual disability*. New York: Routledge.
- Thoma, C.A., *Cain, I., Wojcik, A.J., Best, K., **Scott, L.A.** (2017). Universal design for transition for students on the autism spectrum. In D. Zager, D.L. Cihak, & A. Stone-MacDonald (Eds.). *Autism Spectrum Disorders; Identification, education, and treatment*, (4th Ed.) (pp. 285-311). New York: Routledge.

- Scott, L.A.** (2016). Check all that apply: Identify, Choice, & Balance. In K.C. Mansfield, A.D. Welton, & P. Lee (Eds). *Identity Intersectionalities, Mentoring, and Work-Life (Im)Balance: Educators (Re)Negotiate the Personal, Professional, and Political*. Charlotte, NC: Information Age Press.
- Best, K., **Scott, L.A.**, & Thoma, C.A., (2015). Starting with the end in mind: Inclusive education designed to prepare students for adult life. In E. Brown, R.G. Craven, & G. McLean (Eds.). *International Advances in Education: Global Initiatives for Equity and Social Justice: Vol. 9, Inclusive education for students with intellectual disabilities*. Charlotte, NC: Information Age Press.
- Scott, L.A.** (2012). Applications for youth with intellectual disabilities. In P. Wehman, *Life beyond the classroom: Transition strategies for young people with disabilities* (5th ed.). Baltimore: Paul H. Brookes.
- Thoma, C.A., Saddler, S., Purvis, B., & **Scott, L.** (2010). Essentials of the student-directed IEP process: In C.A. Thoma & P. Wehman (Eds). *Making the most out of IEPs: An educator's guide to the student-directed approach*. Baltimore: Paul H. Brookes.
- Scott, L.A.**, & Thoma, C.A., (2010). Student awareness of the IEP process: In C.A. Thoma & P. Wehman (Eds). *Making the most out of IEPs: An educator's guide to the student-directed approach*. Baltimore: Paul H. Brookes.
- Thoma, C.A., Purvis, B., **Scott, L.A.** (2010). What is a student-directed IEP approach and why is it important? In C.A. Thoma & P. Wehman (Eds). *Making the most out of IEPs: An educator's guide to the student-directed approach*. Baltimore: Paul H. Brookes
- Manuscripts Submitted for Publication (=8):**
- Gansle, K.A., Layden, S. J., & **Scott, L.A.**, Noell, G. (under review). The role of graduate school and private school in special education teachers' decision to stay or leave the classroom. *Exceptionality*.
- Bell, N., & **Scott, L.A.** (revise and resubmit). Anti-racist research investigation of overrepresentation in special education: Informing next steps for policy and practice. *Remedial and Special Education*.
- Bell, N., Ford, D., Roderick, C., **Scott, L.A.**, Zachary, C., & Eisenman, L. (under review). A critical investigation of overrepresentation patterns in special education: Toward an anti-racist special education model. *Race, Ethnicity, & Education* 2429
- Farmer, T., Chen, C.C., **Scott, L.A.**, Banks, J., Lee, D.L., & Hamm, J.V. (revise and resubmit). Intersectionality, correlated constraints, and diversity in development: Targeted universalism and person-oriented analysis in special education. *Journal of Youth and Adolescence*

Alsaeed, A., Shogren, K.A., **Scott, L.A.**, Taylor, J.P., Henley, R., Zagona, A., & Raley, S.K., Hagiwara, M., & McDonald, A.F. (under review). Student perspectives on using the self-determined learning model of instruction to enhance their self-determination and academic learning. *Inclusion*.

Tefera, A., **Scott, L.A.**, Catherine, E. (under review). The racialization of administrative burdens in special education: Parents, privilege, & inequities in a suburban school district. *Educational Researcher*

Layden, S.J., Crowson, T., Espinosa, M., & **Scott, L.A.** (under review). Content analysis of autism spectrum disorder content provided in state department of education websites. *Focus on Autism and Other Developmental Disabilities*.

Layden, S. J., Gansle, K. A., & **Scott, L. A.** (Under Review). Teachers of students with autism spectrum disorder, intellectual disability, and developmental disability: Supports and their intent to stay in special education. *Focus on Autism and Other Developmental Disabilities*.

Other/Technical Reports (=9):

Scott, L.A. (2018). Annual report, Final report. COVE. A report to the VA. Department of Education, Traineeships for Education of Special Education Personnel Projects, June 2017.

Scott, L.A. (2017). Annual report, Final report. COVE. A report to the VA. Department of Education, Traineeships for Education of Special Education Personnel Projects, June 2017.

Scott, L.A. (2016). Annual report, Final report. COVE. A report to the VA. Department of Education, Traineeships for Education of Special Education Personnel Projects, June 2016.

Scott, L.A. (2015). Annual report, Final report. COVE. A report to the VA. Department of Education, Traineeships for Education of Special Education Personnel Projects, June 2015.

Scott, L.A. (2014). Annual report, Final report. COVE. A report to the VA. Department of Education, Traineeships for Education of Special Education Personnel Projects, June 2014.

Scott, L.A. (2013). M.Ed. Special Education General Education E-Portfolio Handbook. Special Project.

Scott, L.A. (2013). M.Ed. Special Education General Education Handbook. Special Education-

General Education program handbook, April, 2013.

Scott, L.A. (2013). Annual report, Year II: Project PREP: A report to the U.S. Department of Education, Personnel Preparation Improvement Projects (325T), April, 2013.

Scott, L.A. & Thoma, C.A. (2012). Annual report, Year II: Project PREP. A report to the U.S. Department of Education, Personnel Preparation Improvement Projects (325T), April, 2012.

Thoma, C.A. & **Scott, L.A.** (2011). Annual report, Year II: Project PREP. A report to the U.S. Department of Education, Personnel Preparation Improvement Projects (325T), April, 2011.

Media Reports & Blogs (=3)

Ruiz, A., & **Scott, L.A.** (2021). Transitioning into critical consciousness: Providing equity during pre-employment transition services. Reported in *SAGE Perspectives*

Scott, L.A. (2020). Universal design for learning and transition: What are special education personnel preparation programs doing to infuse these frameworks into coursework? Reported in UDL in 15 Minutes by Dr. Loui Lord Nelson

Scott, L.A. (2019). The Push to Get More Teachers of Color in Special Education Classrooms. Reported in *EdWeek* by Madeline Will and Corey Mitchell.

PROFESSIONAL PRESENTATIONS (=94):

Scott, L. (2023, March). Perceptions of self-determination for Black transition-aged youth with intellectual disability. Badar-Kauffman Conference, Ohio.

Hunter, W., Taylor, J.T., **Scott, L.A.** (2022, November 9). *Practices with MTSS Featuring the Everlasting Mission of Student Engagement*. Teacher Education Division (TED) 2022 Annual Conference, Richmond, VA, United States.

Mathews, H., Boveda, M., Hernandez, M. L., Griendling, L. M., **Scott, L. A.**, Hughes, O., & Rossetti, Z. (2022, November 9). *Understanding and Applying Positionality in Our Scholarship: A Panel and Workshop Session* [Diversity Caucus Spotlight Session]. Teacher Education Division (TED) 2022 Annual Conference, Richmond, VA, United States.

Scott, L.A., (2022). Structural Factors that Influence Outcomes for Black People with IDD. AAIDD.

Bruno, L., Hobson, J., **Scott, L.A.**, Taylor, J., & Thoma, C.A. (2022). Universal design for transition: Developing online modules to bridge the gap between academics and transition. DCDDT.

- Thoma, C.A., & **Scott, L.A.** (2022). Universal design for transition: Providing equitable transition outcomes for youth with IDD. AAIDD. Jacksonville FL.
- Thoma, C.A., Grillo, M., Howard, R., **Scott, L.A.**, Hicks, M., Hobson, J. (2022). Preparing special educators to address academic and transition outcomes for youth with disabilities: Universal design for transition
- Evans, I., & **Scott, L.A.** (2022) Emergency financial assistance for pre-service and in-service educators of color. Council for Exceptional Children.
- Scott, L.A.**, Bowman, R., Dayton, M., Bell, N., Evans, I., Powell, C., & Grillo, M. (2021). *Factors associated with special education teachers of color attrition and retention.* Teacher Education Division (TED), Council for Exceptional Children.
- Powell, C., & **Scott, L.A.** (2021). *Reviewing the Literature on Attrition and Retention Patterns Among Special Education Teachers of Color.* Teacher Education Division (TED), Council for Exceptional Children.
- Thoma, C.A., Bruno, L., **Scott, L.A.**, Taylor, J. (2021) *Self-determination of Black youth with IDD: What do they tell us about their experiences in the transition from school to adult life?* Council for Exceptional Children
- Houston, D., Cormier, C.J., & **Scott, L.A.** (2021). *Seeking racial diversity but not finding: Exploring 23 years of degree attainment in special education.* AERA.
- Scott, L.A.**, Powell, C., Ruiz, A., Cormier, C. (2021). *Black teacher's persistence: Why they stay in the profession.* Council for Exceptional Children. Remote.
- Powell, C., Oyefuga, E., **Scott, L.A.** (2021). *An exploration of racial diversity in literature on special education teacher attrition and retention.* Council for Exceptional Children. Remote.
- Thoma, C.A., James, W., Pickover, G., West, J., **Scott, L.A.**, Bruno, L. (2021). *Preparing doctoral students to be (disability) research to policy advocates.* American Association of Colleges for Teacher Education. Remote.
- Thoma, C.A., **Scott, L.A.**, Brendli, K., Gokita, T., & Brown, A. (2020, accepted but conference cancelled due to coronavirus). *The role of self-determination in the transition from school to adult life for Black youth with intellectual disability.* AAIDD. Pittsburgh, PA.
- Thoma, C.A., **Scott, L.A.**, & Palmer, S. (2020, accepted, but conference cancelled due to coronavirus). *Technology to Support the Transition from School to Adult Life.* AAIDD. Pittsburgh, PA.
- Powell, C., Brown, A., & **Scott, L.A.** (2020). *Our voices matter: What motivates us to stay?*

2020 Research Colloquium. VCU School of Education.

- Scott, L.A.,** Ruiz, A., & Powell, C. (2020). *Special education teachers of color: What motivates them to stay*. VEA Teacher of Color Conference. Richmond, VA.
- Scott, L.A.,** Morgan, J.J., Brendli, K., Catherine, E. (2019, Nov). *A Review of State Policies Regulating Special Education Alternative Routes to Licensure Requirements*. Teacher Education Division Conference, New Orleans.
- Scott, L.A.,** Brendli, K., Taylor, J., Wallace, J., Brown, A. (2019, Nov). *Despite the Barriers: A Look Into Early Career Special Educators' Persistence*. Teacher Education Division Conference, New Orleans.
- Scott, L.A.,** Padhye, I., Brendli, K., Bruno, L. (2019, Nov). *The Similarities Between Personality Profile and Career Choice for Special Education Teachers*. Teacher Education Division Conference, New Orleans.
- Thoma, C., **Scott, L.,** Gokita, T., Brown, A., & Brendli, K. (2019, Oct). *Perceptions of self-determination for Black transition-aged youth with intellectual disability*. DCDT, Seattle, WA.
- Scott, L.A.,** Thoma, C.A., & Brendli, K. (2019, June). *Perceptions of self-determination for black transition-aged youth with intellectual disability*. AAIDD Conference, St. Paul, MN.
- Brendli, K., **Scott, L.,** Morgan, J., & Catherine, E. (2019, March). *A review of state policies regulating special education alternative routes to licensure requirements*. National Association for Alternative Certification (NAAC) 29th Annual Conference, Washington, D.C.
- Gibson, D., & **Scott, L.A.** (2019, March). *The school counselor's role in transition planning*. WASET Conference. Paris
- Bruno, L., **Scott, L.** Gnilka, P. Kozachuk, L., & Vitullo, V. (2018, November). *The similarities between personality profile and career choice for special education teachers*. CEC: Teacher Education Division conference. Las Vegas.
- Pickover, G., Whittenburg, H., Taylor, J., D'Aguilar, A., Gokita, T., Thompson, M., Thoma, C.A., **Scott, L.A.** (2018). *WIOA, Pre-ETS, and Interagency Collaboration*. Division on Career Development and Transition. Cedar Rapids
- Bruno, L., **Scott, L.** Gnilka, P. Kozachuk, L., & Vitullo, V. (2018, June). *Investigating the Profile of Special Educators: Who is Entering the Program and Who Leaves*. Poster presented at the American Association on Intellectual and Developmental Disabilities, St. Louis, MO.

- Xu, Y., **Scott, L.A.**, Wright, J. (2018). *Using cultural heritage exploration to prepare special educators for multicultural educational settings*. AERA: New York.
- Puglia, L., **Scott, L.A.**, Gnilka, P., Vitulio, V., Kozachuk, L., & Brendli, K. (2018). *Profiling special educators: An initial prediction of attrition and retention*. VACTE/ATE Conference: Williamsburg, VA.
- Catherine, E., & **Scott, L.A.** (2018). *Gender composition of special education and general education teacher workforce*. VACTE/ATE Conference: Williamsburg, VA.
- James, W., **Scott, L.A.**, & Temple, P. (2018). *Effective practices to attract and retain minority pre-service teachers*. VACTE/ATE Conference: Williamsburg, VA.
- Scott, L.A.** (2018). *Strategies for recruiting and retaining Black male special education teachers*. Hawaii International Conference of Education: Honolulu, HI.
- Gibson, D., & **Scott, L.A.** (2018). *A collaborative model of preparing school counseling students as related service providers to students with disabilities*. Hawaii International Conference of Education: Honolulu, HI
- Scott, L., Gibson, D. (2017). *Preparing school counseling students as related service providers to students with disabilities*. VA CEC: Richmond, VA.
- Puglia, L., **Scott, L.**, Willis, C., Thoma, C. (2017). *A nationwide investigation of UDL and UDT frameworks in teacher preparation programs*. TED: Savannah, GA.
- Scott, L.A.**, Puglia, L., Willis, C., (2017). *Developing universal design for learning and transition lesson plans: Linking academic and transition goals*. TED: Savannah, GA.
- Scott, L.A.**, Puglia, L., Gotika, T., & Thoma, C.A. (2017). *Developing universal design for learning and transition plans: linking academic and transition goals*. DCDT: Milwaukee, WI.
- Temple, P., Puglia, L., **Scott, L.A.**, Thoma, C.A. (2017). *Are we practicing what we preach? An analysis of UDL/UDT inclusion in college coursework*. DCDT: Milwaukee, WI.
- Temple, P., Puglia, L., **Scott, L.A.**, Thoma, C.A. (2017). *Are teachers being taught to implement a UDL framework? A review of current personnel preparation practices*. Council for Exceptional Children: Boston, MA.
- Puglia, L., Willis, C., & **Scott, L.A.**, (2017). *Implementing a UDL framework: A study of current personnel preparation practices*. VACTE/ATE Conference; Williamsburg, VA.
- Marshall, D., Love, S., **Scott, L.** (2017). *Students' perception of feedback in the writing process for an online graduate research methods course*. Conference on Higher

Education Pedagogy; Blacksburg, VA.

Scott, L.A. & De Arment, S. (November, 2016). *How teachers of students with ID are being taught to implement a UDL framework*. Virginia CEC Conference: Richmond.

De Arment, S. & **Scott, L.A.** (November, 2016) *Virginia special educators' problem-solving in practice*. Virginia CEC Conference: Richmond.

Scott, L.A. (November, 2016). *Student engagement in an online teacher preparation and special education program*. TED Conference: Kentucky.

Scott, L.A. (November, 2016). *Where are all the black male special education teachers?* TED Conference: Kentucky.

Pattah, P., **Scott, L.A.** (pending 2016, November). *Student engagement in online teacher preparation program in special education*. OLC Accelerate Conference; Orlando, FL.

Scott, L.A., Walther-Thomas, C., Terpstra, J. (2016). *Teacher preparation implications of the 2015 education national goals 2015*. AAIDD Conference; Atlanta, GA.

Temple, P. & **Scott, L.A.** (2016). *A conceptual framework for long-distance special education coursework*. Virginia Association of Colleges for Teacher Education/Association of Teacher Educators- Virginia Conference; Roanoke, VA.

Marshall, D., Love, S., **Scott, L.** (2016). *Students' perception of feedback in the writing process for an online graduate research methods course*. Conference on Higher Education Pedagogy; Blacksburg, VA.

Scott, L.A., Temple, P., Marshall, D. (2015). *Universal design for distance education*. Clute Conference; Las Vegas, NV.

Scott, L.A., Temple, P., Marshall, D., Bartholomew, C. (2015). *Preparing special education teachers online: A study on a higher education program's transition*. Hawaii International Conference on Education; Honolulu, HI.

Scott, L.A., Best, K., Thoma, C. (2013, November). *Innovative research: Teaching universal design for transition to bridge academic and transition goals*. Division on Career Development and Transition Conference; Williamsburg, Va.

Reed, E., Wetzel, A.P., DeArment, S., **Scott, L.** (2013, November). *Building SET learning communities with teacher candidates, faculty, and experienced teachers through ePortfolios*. Council for Exceptional Children: Teacher Education Division; Fort Lauderdale, Florida.

Scott, L.A. & Gentry, R. (2013, October). *Preparing Special Educators in the Use of Evidence-Based Instructional Practices*. Teacher Education Division Conference; Ft.

Lauderdale, Fl.

- Scott, L.A. & Thoma, C.A.** (2013, July). *Establishing effective practicum experiences for preservice teachers*. OSEP Project Directors' Conference; Washington D.C.
- Scott, L.A.** (2013, February). *Universal design for transition*. Wisconsin Transition Conference; Wisconsin Dells, Wi.
- Scott, L.A.** (2013, February). *Universal design for transition: Linking academic and transition instruction to improved outcomes for CLD students with disabilities*. Wisconsin Transition Conference; Wisconsin Dells, Wi.
- Scott, L.A. & Thoma, C.A.** (2012, July). *Project PREP: Using social media for program advising and performance-based improvement for the preservice teacher*. OSEP Project Directors' Conference; Washington D.C.
- Scott, L.A. & Thoma, C.A.** (2012, July). *Project PREP: Strengthening the preparation for highly qualified preservice teachers*. OSEP Project Directors' Conference; Washington D.C.
- Scott, L.A. & Thoma, C.A.** (2011, July). *Preparing reflective evidence-based practitioners for 21st-century educational response*. OSEP Project Directors' Conference; Washington D.C.
- Thoma, C.A., Tamura, R., Doval, E., **Scott, L.**, & Bartholomew, C. (April, 2009). *Universal design for transition: An idea whose time has come*. Council for Exceptional Children Convention; Seattle, WA.
- Scott, L.A.** (2008, April). *Post-secondary educational needs and visions*. Council for Exceptional Children (DCDT); Boston, MA.

KEYNOTE PRESENTATIONS

- Scott, L.A.** (2023). *Universal design for transition: Linking academic & transition instruction*. Colorado Leadership Transition Institute. Denver Colorado.
- Scott, L.A.** (2023). Culturally responsive transition research. Bader-Kauffman Conference, Ohio.
- Scott, L.A.** (2015). *Universal design for transition: What's the why?* Keynote Address: New York/New Rochelle Public Schools.
- Scott, L.A.** (2015). *Universal design for transition planning and instruction*. New York/New Rochelle Public Schools.

INVITED & NON-REFEREED PROFESSIONAL PRESENTATIONS

- VanderPloeg, L., **Scott, L.A.**, & Howard, R. (2021). Attracting, Supporting, and Retaining a Diverse Special Educator Workforce. Michigan Association of Special Educators.
- VanderPloeg, L., **Scott, L.A.**, & Howard, R. (2021). *Building and Sustaining an Effective Workforce*. National Association of State Directors of Special Education.
- Scott, L.A.** (2021). *Transdisciplinary Research and the Twin Pandemics*. American Association of Colleges for Teacher Education, Holmes Scholars Program (AACTE).
- Ruiz-Brown, A., & **Scott, L.A.** (2021). *The Need for Critical Consciousness in Culturally Responsive Pre-Employment Transition Services*. National Technical Assistance Center-Collaborative (NTACT-C)
- Darling, S., Blanco, M., & **Scott, L.A.** (2021). *Promoting the success of faculty of color: Strategies to diversify leadership in special education*. Higher Education Consortium for Special Education
- Thompson, J., Symons, F., **Scott, L.A.**, Thoma, C.A. (2020). Writing for Publications. American Association for Individuals with Intellectual Disabilities. Webinar:
- Scott, L.A. (2019). Virginia State-level Efforts to Address the Shortages: Shortages of Black Teachers Across Virginia. Webinar
- Thoma, C.A., Dymond, S., **Scott, L.A.**, (2017). Universal design for learning. Invited Guest: UDL IRN Network and Learning Series.
- Scott, L.A.** (2013, February). Universal design for transition. Pennsylvania State Conference; Hershey, Pa.
- Scott, L.A.** & Thoma, C.A. (2011, July). *Universal design for transition*. Arizona Annual Transition Conference; Scottsdale, AZ.
- Scott, L.A.** & Batalo, C. (2011, October). *Preparing reflective evidence-based practitioner's: Co-teaching and collaboration*. Henrico County Public Schools; training at Laburnum Elementary School.
- Scott, L.A.** & Batalo, C. (2011) In-service training on co-teaching and collaboration. Professional development series to help special education teachers and general education teachers with co-teaching and collaboration practices to support preservice teachers. Henrico County Public Schools, Virginia.
- Scott, L.A.** & Thoma, C. (2011). *Inclusion & Collaboration*. Professional development workshop series developed to help both special education teachers and general education teachers with inclusion and collaboration practices. Richmond Public Schools, Virginia.

- Thoma, C.A. & **Scott, L.A.** (2011, February). *Universal design for learning*. Richmond City Schools, training at Binford Elementary School.
- Thoma, C.A. & **Scott, L.A.** (2011, January). *Inclusive education: Collaboration for instruction*. Richmond City Schools, training at Binford Elementary School.
- Thoma, C.A. & **Scott, L.A.** (2010, March). *Universal design for transition*. Two-day training as part of Utah State Transition Forum, Salt Lake City, UT.
- Scott, L.A.** (2010, June). *Universal design for learning and transition planning*. Henrico County Public Schools. Full-day presentation/staff development training. Henrico Co., VA.
- Scott, L.A.** & Taylor, T. (2010, August). *Person-centered planning & student-directed IEP approach*. Henrico County Schools. Full-day presentation/staff development training, Henrico Co., VA.
- Scott, L.A.** (2009, October). *Effective communication for instructional assistants*. Full-day presentation and staff development training, Henrico Co., VA.
- Thoma, C.A. & **Scott, L.** (2009, March) *Universal design for transition*. Two-day training as part of the Utah State Transition Forum. Salt Lake City, UT.
- Thoma, C.A., Bartholomew, C. Tamura, R., **Scott, L.A.**, & Terpstra, J. (2008, April). *UDT: Applying a universal design approach to link transition and academics*. Full-day pre-conference workshop, Council for Exceptional Children Conference, Boston, MA.
- Scott, L.A.** (2008, July). *Student-led IEPs*. Henrico County Public Schools. Full-day presentation and staff development training, Henrico Co., VA.
- Scott, L.A.** (2008, July). *Universal design for learning*. Full-day presentation and staff development training, Henrico Co., VA.

GRANTS AND CONTRACTS

External Grants Funded (total =18; \$8,966,894)

- Kennedy, M., Chiu, J., **Scott, L.A.**, Hall, C., Kunemund, R., & Coleman, O. (2023). Project Mosaic (Multimedia vOcabulary System leveraging Artificial Intelligence to support Content area learning). U.S. Department of Education, Office of Special Education Programs. **Funded:** \$2,500,000. Role on grant is Co-PI.
The purpose of Project MOSAIC is to develop individually responsive, engaging, and powerful academic vocabulary instructional products to support literacy and middle and high school readiness for students with and at risk for disabilities and English learners. MOSAIC intends to do this by incorporating an intelligent tutoring system using natural language processing and ChatGPT to provide feedback to students to meet the needs of

diverse learners with disabilities. The project seeks to facilitate improved academic vocabulary knowledge, content area learning, and middle and high school readiness for students with and at risk for disabilities and English learners.

Scott, L.A. (2022). Black Teacher Educator Project 3.0. *National Center for Teacher Residency*. **Funded:** \$80,000. Role on grant is Principal Investigator.

The purpose of this project was to expand support for the Minority Educator Recruitment, Retention, & Equity Center.

Scott, L.A. (2022). Minority Educator Center Professional Development and Mentoring Program. *Community Foundations Program* (\$50,000). Role: Principal Investigator

The purpose of this award was to expand and evaluate professional development and mentoring support for teachers of color and mentor teachers through the Minority Educator Recruitment, Retention, & Equity Center.

Scott, L.A. (2022). Minority Educator Center Professional Development and Mentoring Program. *Community Foundations Program* (\$20,000). Role: Principal Investigator

The purpose of this award was to expand and evaluate professional development and mentoring support for teachers of color and mentor teachers through the Minority Educator Recruitment, Retention, & Equity Center.

Scott, L.A. (2021). Black Teacher Educator Project 3.0. *National Center for Teacher Residency*. **Funded:** \$250,000. Role on grant is Principal Investigator.

The purpose of this award was to continue to develop and extend interventions through the Minority Educator Recruitment, Retention, & Equity Center to attract, support, and retain inservice and preservice teachers of color.

Scott, L.A., & Dozier, T. (2020). Black Teacher Educator Project. *National Center for Teacher Residency*. **Funded:** \$301,000. Role on grant is Principal Investigator.

The purpose of this award was to continue to develop and extend interventions through the Minority Educator Recruitment, Retention, & Equity Center to attract, support, and retain inservice and preservice teachers of color.

Scott, L.A. (2019). Transforming *COVE* through a Universal Design for Learning Model of Instruction. Virginia Department of Education Traineeships for Education of Special Education Personnel. Virginia Department of Education. **Funded:** \$99,200, for one year. Role on grant is Principal Investigator.

The purpose of this project was to provide scholarships to provisionally licensed students seeking a special education general-education teaching license.

Thoma, C.A., **Scott, L.A.**, Nagro, S., & Chow, J. (2019-2024) Policy and Research Intensive Special Education (PRISE) cohort. Doctoral Leadership Preparation in Special Education, U.S. Department of Education. **Funded:** \$2,333,000. Role on grant is Principal Investigator

The purpose of this grant was to provide scholarships to PhD-level teacher preparation trainees who can assume faculty positions as leaders in institutions of higher education

with expertise in instruction in teacher preparation, promoting policy development, develop competencies in teacher education program accreditation, and promote culturally and linguistically diversity in urban and high-needs schools.

Dozier, T., & **Scott, L.A.** (2019). RTR Black Teacher Educator Project. National Center for Teacher Residency. **Funded:** \$439,659. Role on grant is co-Principal Investigator.

The purpose of this project was to develop a center (Minority Educator Recruitment, Retention, & Equity Center) that would target interventions aimed at attracting, supporting, and retaining teachers of color.

Scott, L.A. (2018). Transforming COVE through a Universal Design for Learning Model of Instruction. Virginia Department of Education Traineeships for Education of Special Education Personnel. Virginia Department of Education. **Funded.** \$127,443, for one year. Role on grant is Principal Investigator.

The purpose of this project was to provide scholarships to provisionally licensed special education teachers.

Scott, L.A. (2017). Transforming COVE through a Universal Design for Learning Model of Instruction. Virginia Department of Education Traineeships for Education of Special Education Personnel. Virginia Department of Education. **Funded.** \$107,337, for one year. Role on grant is Principal Investigator.

The purpose of this project was to provide scholarships to provisionally licensed special education teachers.

Scott, L.A. (2016). Transforming COVE through a Universal Design for Learning Model of Instruction. Virginia Department of Education Traineeships for Education of Special Education Personnel. Virginia Department of Education. **Funded.** \$81,000, for one year. Role on grant is Principal Investigator.

The purpose of this project was to provide scholarships to provisionally licensed special education teachers.

Gibson, D., **Scott, L.A.** (2016). A collaborative model of preparing school counseling students as related service providers to students with disabilities. U.S. Department of Education, Office of Special Education Programs. August 1, 2016 – July 30, 2021. (**Funded** – \$1,250,000). Role on grant is co-Principal Investigator.

The purpose of this grant was to provide scholarships to master student trainees to become trained experts in counseling and special education transition for students with disabilities.

Thoma, C.A., ***Scott, L.A.** (2015). Research to Policy Practice. Leadership Training Proposal to OSEP. U.S. Department of Education. August 1, 2015-July 31, 2020. Amount Funded: \$1.2 million. Role co-Principal Investigator.

The purpose of this grant was to provide scholarships to PhD-level trainees who can assume faculty positions as leaders in institutions of higher education with expertise in special education policy.

Scott, L.A. (2015). Transforming *COVE* through a Universal Design for Learning Model of Instruction. Virginia Department of Education Traineeships for Education of Special Education Personnel. Virginia Department of Education. Submitted for Review. \$108,008, for one year (**Funded** - \$105,000). Role on grant is Principal Investigator. *The purpose of this project was to provide scholarships to provisionally licensed special education teachers.*

Scott, L.A. (2014). Transforming *COVE* through a Universal Design for Learning Model of Instruction. Virginia Department of Education Traineeships for Education of Special Education Personnel. Virginia Department of Education. Submitted for Review. \$96,000 for one year (**Funded** - \$54,455). Role on grant is Principal Investigator. *The purpose of this project was to provide scholarships to provisionally licensed special education teachers.*

Scott, L.A. (2013). Transforming *COVE* through a Universal Design for Learning Model of Instruction. Virginia Department of Education Traineeships for Education of Special Education Personnel. Virginia Department of Education. Submitted for Review. \$96,000 for one year (**Funded** - \$68,000). Role on grant is Principal Investigator. *The purpose of this project was to provide scholarships to provisionally licensed special education teachers.*

Thoma, C.A. & Xu, Y. (2008). Project PREP (Preparing Reflective Evidence-based Practitioners). Special Education Preservice Personnel Improvement Grant. Office of Special Education and Rehabilitation Services, U.S. Department of Education. August 1, 2008 – July 30, 2013. Amount funded totals: \$499,047. Role on grant is Project Coordinator.

Internal Grants Funded (=3; \$49,640):

Thoma, C.A., & **Scott, L.A.** (2020). Universal design intervention for effective transition outcomes for students with disabilities. *VCU Presidential Research Quest Fund*. Role: Co-Principal Investigator (\$35,400). *The purpose of this project was to develop and evaluate professional development modules regarding Universal Design for Transition.*

Scott, L.A. (2017). Teachers of Color Institute. *Office of the VP for Research and Investigation, Virginia Commonwealth University*. (\$10,000). Role: Principal Investigator *The purpose of this project was to pilot a program of supports (e.g., mentorship, emergency funds) and resources to retain preservice teachers of color in the VCU School of Education.*

Wetzel, A., Reed, E., & **Scott, L.** (2012). Engaging expert teachers with prospective teachers to promote adaptive expertise. *Center for Teaching Excellence, Virginia Commonwealth University*. (\$4,240). Role: Co-Principal Investigator.

The purpose of this project was to gain new understandings of how preservice special education teachers understood their developing of adaptive expertise following coursework.

Internal Grants non-Funded (total =2)

Scott, L.A., Chen, C., Hooper, B. (2012, October). Online Education and Universal Design for Transition Model. Proposed budget: \$5,000 (not awarded). CTE

Scott, L.A. (2011, October). Increasing Collaborative Partnerships to Establish Effective Practicum Experiences for Preservice Teachers. Proposed budget: \$5,000 (*not awarded*). VCU Center for Teacher Excellence.

External Grants non-Funded (total =16)

Scott, L.A., Thoma, C.A., Shogren, K. (2022). An Examination of Cultural and Ecological Factors that Facilitate Self-Determination of Black Students with High-Incidence Disabilities in Transition. Institute of Education Sciences (IES), U.S. Department of Education. Proposed Budget: \$1,700,000

Scott, L.A., Thoma, C.A., Shogren, K., & Hagiwara, M. (2021). An Examination of Cultural and Ecological Factors that Facilitate Self-Determination of Black Students with High-Incidence Disabilities in Transition. Institute of Education Sciences (IES), U.S. Department of Education. Proposed Budget: \$1,700,000

Layden, S., Scott, L.A. (2022). Providing Authentic Research Opportunities for Underrepresented Teachers and Their Classrooms. National Institutes of Health (NIH). Proposed Budget: \$500,000

Kennedy, M., & **Scott, L.A.,** (2022). Center for Open Resources and Applied Learning. Office of Special Education and Rehabilitation Services, U.S., Department of Education. Proposed Budget \$6,000,000.

Wehman, P., & **Scott, L.A.** (2022). Rehabilitation Research and Training Center on Equity and Employment. National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILLR). Proposed Budget \$4,665,000.

Bettini, E., **Scott, L.A.,** Morris, H. (2022). Project DECODE. Special Education Preservice Personnel Improvement Grant. Office of Special Education and Rehabilitation Services, U.S. Department of Education. Proposed Budget \$3,600,000.

Morris, H., Bettini, E., **Scott, L.A.,** Peyton, D. (2022). Project SERSE (Supporting Effective Roles for Special Educators). Spencer Foundation. Proposed Budget \$500,000

Lee, D., Farmer, T., **Scott, L.A.,** Chen, C.C., Therrien, B., Cook, B., Faggella-Luby. (2021).

Aligning Developmental Data and Adaptive Practices to Promote Positive Trajectories (ADAPT) Project. Institute of Education Sciences (IES), U.S. Department of Education. Proposed Budget: \$2,700,000

Morris, H., Bettini, E., **Scott, L.A.**, Peyton, D. (2021). Project SERSE (Supporting Effective Roles for Special Educators). Spencer Foundation. Proposed Budget \$1,000,000

Scott, L.A., Thoma, C.A., Shogren, K., & Hagiwara, M. (2021). An Examination of Cultural and Ecological Factors that Facilitate Self-Determination of Black Students with High-Incidence Disabilities in Transition. Institute of Education Sciences (IES), U.S. Department of Education. Proposed Budget: \$1,700,000

Chow, J., Wade, J., Sutherland, K., **Scott, L.A.** (2021). Project SUSTAIN: Preparing Leaders with Expertise Promoting the Uptake and Sustainability of Evidence-Based Practices in Special Education. Office of Special Education Programs, U.S. Department of Education. Proposed Budget: \$2,300,000.

Thoma, C.A., & **Scott, L.A.** (2018). Policy and Research-Intensive Special Education (PRISE) cohort. Doctoral Leadership Preparation in Special Education, U.S. Department of Education. Proposed Budget: \$1,200,000.

Scott, L.A., Dozier, T. (2017). Project Certifying Online Virginia Educators (Project COVE). Personnel Preparation in Special Education, U.S. Department of Education. Proposed Budget: \$1,250,000.

Scott, L.A. (2017). Project Certifying Online Virginia Educators (Project COVE). Personnel Preparation in Special Education, U.S. Department of Education. Proposed Budget: \$1,250,000.

Scott, L.A. (2015). Project Certifying Online Virginia Educators (Project COVE). Personnel Preparation in Special Education, U.S. Department of Education. Proposed Budget: \$1,250,000.

Scott, L.A. (2015). Research-based Transition Education Modules for Online Learners. Google. Proposed Budget: \$87,250

Institute of Education Sciences (IES, 2012) – An examination of cultural and ecological factors that facilitate self-determination of students with disabilities of color (\$1,500,000). **Role on grant was tentative Project Coordinator.**

Office of Special Education Programs (2011, January) “Doing What Works” (DWW) to evaluate reading interventions as evidence-based practices. Proposed budget: \$20,000

Grants Currently Under Review

Bettini, E., **Scott, L.A.**, Morris, H. (2023). Project DECODE. Special Education Preservice Personnel Improvement Grant. Office of Special Education and Rehabilitation Services, U.S. Department of Education. Proposed Budget \$3,600,000.

Shogren, K., Johnson, D., Klem, E., & **Scott, L.A.** (2023). Enhancing Secondary/Transition Outcomes Using Check and Connect with the Self-Determined Model of Instruction. Institute of Education Sciences (IES), U.S. Department of Education. Proposed Budget: \$3,800,000

TEACHING AND ADVISING

UNIVERSITY TEACHING ASSIGNMENTS

- | | |
|-----------|--|
| EDIS 5000 | Exceptional Learner (online) (University of Virginia, CISE undergraduate course, Fall 2022) |
| SEDP 707 | Critical Issues in Special Education, Department of Counseling & Special Education, Virginia Commonwealth University (face-to-face) (Doctoral course, Fall 2017, Fall 2018, Fall 2020) |
| SEDP 772 | Teaching Internship (Doctoral Internship), Department of Special Education & Disability Policy, Virginia Commonwealth University (face-to-face) (Doctoral course, Fall 2014, Summer 2015) |
| SEDP 630 | Trends in Special Education, Department of Counseling & Special Education, Virginia Commonwealth University (online) (Master's course; Summer 2015, Summer 2016, Summer 2017, Summer 2018, Summer 2019) |
| SEDP 630 | Trends in Special Education, Department of Counseling & Special Education, Virginia Commonwealth University (face-to-face) (Master's course; Summer 2014) |
| SEDP 601 | Methods of Teaching I: Teaching Special Education – General Education (Math), Department of Counseling & Special Education, Virginia Commonwealth University (face-to-face) (Master's course; Fall 2013) |
| SEDP 601 | Methods of Teaching I: Teaching Special Education – General Education (Math), Department of Counseling & Special Education, Virginia Commonwealth University (online) (Master's; Fall 2014 section 1, Fall 2014 section 2, Fall 2015 section 1, Fall 2015 section 2; Fall 2016 section 1, Fall 2016 section 2) |
| SEDP 700 | Student Teaching Externship/Internship, Department of Special Education & Disability Policy, Virginia Commonwealth University (face-to-face) (Master's course; Fall 2011) |

- SEDP 602 Methods of Teaching II: Teaching Special Education – General Education (Math; Online), Department of Special Education & Disability Policy, Virginia Commonwealth University (Master’s course; Spring 2015 section 1, Spring 2015 section 2, Spring 2016 section 1, Spring 2016 section 2, Spring 2018 section 1, Spring 2018 section 2)
- SEDP 602 Methods of Teaching II: Teaching Special Education – General Education (face-to-face), Department of Special Education & Disability Policy, Virginia Commonwealth University (Master’s course; Spring 2012, Spring 2014)
- SEDP 531 Education Foundations for Collaboration & UDL, Department of Special Education & Disability Policy, Virginia Commonwealth University (face-to-face) (Master’s course; Spring 2012)
- SEDP 531 Education Foundations for Collaboration & UDL, Department of Special Education & Disability Policy, Virginia Commonwealth University (online) (Master’s course; Summer 2014 section 1; Summer 2014 section 2, Spring 2015 section 1, Spring 2015 section 2, Summer 2015 section 1, Spring 2016)
- SEDP 651 Seminar in Counseling and Special Education, Department of Special Education & Disability Policy, Virginia Commonwealth University (face to face) (Master’s course; Fall 2016, Spring 2017, Fall 2017, Spring 2018, Fall, 2018)
- ESE 691 Behavior Management in the Classroom, Special Education Department, Ashford University
- ESE 633 Collaborative Relationship & Transition, Special Education Department, Ashford University
- EDU 695 Capstone, Special Education Department, Ashford University
- EDU 673 Instr. Strategies for Differentiated Teaching and Learning, Special Education Department, Ashford University
- SPED 907 Secondary Curriculum & Academic Instruction for Transition, Special Education Department, University of Kansas

Course Development

- SEDP 200-400 Developed several new undergraduate courses for special education undergraduate preparation program.
- SEDP 501 Characteristics of Students with Disabilities (developed asynchronous course for distance education via Blackboard and Google), Virginia Commonwealth University

- SEDP 630 Trends in Special Education (developed asynchronous course for distance education via Blackboard and Google), Virginia Commonwealth University
- SEDP 611 Secondary Education and Transition (developed asynchronous course for distance education via Blackboard and Google), Virginia Commonwealth University
- SEDP 601 Methods of Teaching Students in Special Education – General Education I (developed asynchronous course for distance education via Blackboard and Google), Virginia Commonwealth University
- SEDP 602 Methods of Teaching Students in Special Education – General Education II (developed asynchronous course for distance education via Blackboard and Google), Virginia Commonwealth University
- SEDP 700 Student Teaching Externship (developed asynchronous course for distance education via Blackboard and Google), Virginia Commonwealth University
- SEDP 502 Special Education Seminar I (developed asynchronous course for distance education via Blackboard and Google), Virginia Commonwealth University
- SEDP 503 Special Education Seminar II (developed asynchronous course for distance education via Blackboard and Google), Virginia Commonwealth University
- SEDP 651 Seminar in Counseling and Special Education (developed in-person course for grant), Virginia Commonwealth University
- SPED 907 Secondary Curriculum & Academic Instruction for Transition (developed asynchronous course for distance education via Moodle), University of Kansas
- EDU 673 Instr. Strategies for Differentiated Teaching and Learning (developed asynchronous course for distance education via online platform), Ashford University

Teaching Program Development (developed and directed these programs)

- Fall/Spring
2018/2019 Special Education Bachelors Program (approved); Virginia Commonwealth University
- Spring 2017 Special Education K-12 Certificate (approved); Virginia Commonwealth University
- Fall 2016 Ed.D. Educational Leadership – special education specialization track (developed asynchronous online distance education track); Virginia Commonwealth University
- Sum 2014 M.Ed. Special Education-General Education (developed and directed asynchronous online special education program for distance education; university and state-approved), Virginia Commonwealth University

- Spring 2013 Certifying Online Virginia Educators (redesigned program using Google platform), Virginia Commonwealth University
- Sum 2014 M.Ed. Special Education-General Education Richmond Teacher Residency track, (developed and directed special education residency program Teacher Leadership program), Virginia Commonwealth University
- Fall 2016 Ed.D. Education Leadership – special education specialization track (developed asynchronous online distance education track); Virginia Commonwealth University

Teaching Seminar Development

- Fall 2014 *Navigating the Expectations of the First Few Years of Teaching* (developed and hosted at VCU for Masters and COVE participants)
- Fall 2014 *Building Effective IEP's and SPED Documentation* (developed and hosted at VCU for Masters and COVE participants)
- Fall 2014 *Teaching Mathematics to Students with Disabilities* (developed and hosted at VCU for Masters and COVE participants)
- Spring 2015 *Positive Behavior Support & Classroom Management* (developed and hosted at VCU for Master and COVE participants)
- Spring 2015 *Teaching English/Language Arts to Students with Disabilities* (developed and hosted at VCU for Master and COVE participants)
- Fall 2015 *Building Effective IEPs and SPED Documentation* (developed and hosted at VCU for Master and COVE participants)
- Fall 2015 *Co-teaching Strategies and Implementation* (developed and hosted at VCU for Master and COVE participants)
- Fall 2015 *Response to Intervention* (developed and hosted at VCU for Master and COVE participants)
- Spring 2016 *Content Instruction – Math for Students with Disabilities* (developed and hosted at VCU for Master and COVE participants)
- Spring 2016 *Addressing Challenging Behaviors and Classroom Management* (developed and hosted at VCU for Master and COVE participants)
- Spring 2016 *Content Instruction – Literacy for Students with Disabilities* (developed and hosted at VCU for Master and COVE participants)

Other Major Teaching Experiences

2018	Consulted with lead SPA accreditation special education team for M.Ed. in Special Education program at VCU
2011	Co-lead SPA accreditation (Council for Exceptional Children) for M.Ed. in Special Education-General program at VCU
Fall 2015	Increased enrollment in online programs by 110%
Fall 2016	Increased the number of minority candidates in graduate programs
Fall 2014	Developed program handbook for M.Ed. program

DOCTORAL/Mentor COMMITTEES

2022-P	Dissertation Chair – Rachel Walker Bowman
2022-P	Dissertation Chair – Meagan Dayton
2022-23	Dissertation Committee – Lindsay Griendling (<i>finished, 2023</i>)
2022-23	Dissertation Committee – Mary Margaret Brown (<i>finished, 2023</i>)
2016-22	Co-chair of dissertation committee – Peter Temple (<i>finished 12/1/22</i>)
2019-P	Dissertation Committee – Tonya Gokita
2017-P	Doctoral Committee – Vivian Vitullo
2018-20	Dissertation Committee – Lindsay Kozachuk (<i>finished 5/2020</i>)
2018-21	Doctoral Committee – Joshua Taylor (<i>finished 5/2021</i>)
2017-19	Doctoral Committee – Evandra Catherine (<i>finished 7/31/19</i>)
2017-P	Doctoral Committee – Tonya Gokita
2015-20	Dissertation Committee - *Kimberly Boyd (<i>finished 12/18</i>)
2017	Dissertation Committee – Priyadarshini Pattath – (<i>finished 6/17</i>)

SERVICE

National/International Committees:

2021-22	Chair, Education Interest Network, American Association on Intellectual and Developmental Disabilities
2020-22	Advisor, Committee on Educator Diversity, American Association of Colleges for

 Teacher Education (AACTE)

- 2020-P Co-Chair, Project 20/20 Diversity Equity Inclusion in all of CEC (Goal 1), Council for Exceptional Children
- 2019-P Co-Editor, *Inclusion*, Journal of the American Association on Intellectual and Developmental Disabilities (AAIDD)
- 2020-21 Vice-President, Education Interest Network, American Association on Intellectual and Developmental Disabilities
- 2019-P Invited Committee Member, DDEL Research and Professional Issues
- 2019-21 Secretary, Education Interest Network, American Association on Intellectual and Developmental Disabilities.
- 2017-P Education Committee, American Association on Intellectual and Developmental Disabilities, Member
- 2015 Invited Committee Member, American Association on Intellectual and Developmental Disabilities, National Goals, 2015 Committee Education Strand
- 2012-15 Council for Exceptional Children (CEC), Elections Committee

Regional Committees:

- 2017 Co-Founder & Vice President, Virginia Teacher Education Division
- 2015- 21 Committee Member, NBC 12 Excellence in Teaching

University Committees:

- 2021-22 Awards Committee, Virginia Commonwealth University
- 2018-22 GenEd30, Virginia Commonwealth University
- 2018 Faculty Senate, (3-year term), Virginia Commonwealth University
- 2018-22 Professional Education Coordinating Council (PECC)
- 2017- 18 Search Committee Member, ALT Lab, Senior Instructional Technologist, Virginia Commonwealth University
- 2105-2016 NICHE marketing campaign participant, Virginia Commonwealth University
- 2013-2014 Committee Member, Great Place Initiative, Virginia Commonwealth University

2012- 2013 Committee Member, VCU Online Portfolio Initiatives, Faculty Learning Community selected to research and establish online portfolio activities for school of education, Virginia Commonwealth University

2012-2013 Committee Member, VCU Center for Teaching Excellence, Pilot program to study online education initiatives at the university, Virginia Commonwealth University

School Committees:

2022-2023 Search Co-Chair, Manager of Diversity, Equity, and Inclusion. Office of Diversity Equity, & Inclusion, University of Virginia.

2020-2021 Search Committee Chair, Tenure Track Professor, Special Education, Virginia Commonwealth University

2020-2021 Search Committee Chair, Term Professor, Special Education, Virginia Commonwealth University

2020-2021 Promotion and Tenure Committee

2019-2021 Committee Member, FACR

2020 Search Committee Member, Post-doc, Virginia Commonwealth University

2019 Search Committee Member, SEA Systems Coach, Virginia Commonwealth University

2019 Search Committee Member, LEA Systems Coach, Virginia Commonwealth University

2018-P Search Committee Member, Early Childhood Special Education Assistant Professor, Virginia Commonwealth University

2018-P Search Committee Member, Executive Director of Strategic Engagement, Virginia Commonwealth University

2017-P Committee Member, Teacher Pipeline Task Force, Virginia Commonwealth University

2017 –P Search Committee Member, Ruth Harris Endowed Professorship, Virginia Commonwealth University

2017 Search Committee Member, Chair of Counseling & Special Education, Virginia Commonwealth University

2017 Search Committee Member, Ed. Leadership Professor, Virginia Commonwealth University

2017 Search Committee Member, Counseling Professor, Virginia Commonwealth University

- 2016-2017 Committee Member, Online Program Task Force, Virginia Commonwealth University
- 2016 Committee Member, CAEP Rubric Subcommittee, Virginia Commonwealth University
- 2016 Search Committee Member, VCU T/TAC Director position, Virginia Commonwealth University
- 2016 Search Chair, Special Education Assistant Professor Term Faculty, Counseling & Special Education Department, Virginia Commonwealth University
- 2016 Search Chair, Special Education Assistant Professor Term Faculty, Counseling & Special Education Department, Virginia Commonwealth University
- 2016 Search Chair, Special Education Assistant Professor Term Faculty, Counseling & Special Education Department, Virginia Commonwealth University
- 2015 Search Committee Member, T/TAC Training and Technical Assistance Center, Special Education Assistant Professor Term Faculty, Counseling & Special Education Department, Virginia Commonwealth University
- 2015 Search Committee Member, Project Coordinator Special Education Grant Position, Special Education Assistant Professor Term Faculty, Counseling & Special Education Department, Virginia Commonwealth University
- 2014-2015 Technology Committee Member, Virginia Commonwealth University
- 2014-2015 Committee Member, Great Place task force member, Virginia Commonwealth University
- 2013-P Scholarship Committee Member, Virginia Commonwealth University
- 2013-2014 Diversity Committee Member, Virginia Commonwealth University
- 2011-2012 Chair, Diversity Committee, Virginia Commonwealth University
- 2011-2012 Assessment and Data Committee Program Representative, Virginia Commonwealth University

Department Committees

- 2020-P Program Coordinator, Special Education Minor Program, Virginia Commonwealth University
- 2018-P Program Coordinator, Special Education Undergraduate Program, Virginia Commonwealth University
- 2012-P Program Director, Certifying Online Virginia Educators, Virginia Commonwealth University

- 2018-P Program Coordinator, Special Education Certificate Program, Virginia Commonwealth University
- 2015-P Committee Member, Special Education & Disability Policy PHD program, Virginia Commonwealth University
- 2013-2014 Program Director, VCU Center for Teacher Leadership, Special Education-General, Virginia Commonwealth University
- 2011-2016 Program Coordinator, Special Education-General Education, Program Coordinator, Virginia Commonwealth University
- 2011-2012 Committee Member, Faculty Learning Committee for Portfolio Planning, Virginia Commonwealth University
- 2010-P Committee Member, Special Education-General Education Program Group, Virginia Commonwealth University

EDITORIAL SERVICE ACTIVITY

Major Editorial Work

- 2019-27 Co-Editor (with Dr. Colleen Thoma) - *Inclusion*
- 2021-P Associate Editor - *Remedial and Special Education*
- 2021-22 Co-Editor special issue – *Journal of Emotional Behavior Disorders*
- 2017-18 Co-Editor special issue – *Inclusion (AAIDD)*
- 2017-19 Co-Editor special issue – *Remedial and Special Education*
- 2020-21 Co-Editor special issue – *Teacher Education and Special Education*

Other Editorial Work

- 2020-P Editorial board – *Journal of Vocational Rehabilitation*
- 2020-P Reviewer – *International Journal on Inclusive Education*
- 2020-P Reviewer – *Education Policy*
- 2020-P Editorial board – *Remedial and Special Education*
- 2020- Editorial board – *Teaching and Teacher Education*
- 2016-P Editorial Board, *Inclusion (AAIDD)*
- 2016-P Editorial Board, *Journal of Emotional and Behavioral Disorders*
- 2017-P Reviewer, *Focus on Autism*

- 2017-P Reviewer, *Journal of Teacher Education*
- 2014-5 Reviewer, *Journal of Emotional and Behavioral Disorders*
- 2014-2015 Reviewer, *Education Research and Reviews*
- 2014-2015 Reviewer, *Science Domains International - Advances in Research/British Journal of Education*
- 2012-2013 Strategic Planning Committee, *Miles Jones Elementary School*, Richmond Public Schools

MEMBERSHIPS IN ORGANIZATIONS AND SOCIETIES

Council of Exceptional Children

Teacher Education Division

Division on Career Development and Transition

Council of Administrators of Special Education

Division for Research

Division for Culturally and Linguistically Diverse Exceptional Learners

Virginia CEC Division (Vice President)

National Association of Special Education Teachers

American Association of Intellectual and Developmental Disabilities

American Education Research Association

Special Education Research