

POSTER AGENDA, 2015 VIRTUAL PROJECT DIRECTORS' CONFERENCE

BOOTH A

APPLIED STUDENT RESEARCH

Emily Lakey, Florida State University; **Toby Macrae**, Florida State University

This poster will describe a cohort research project for Improving Language and Literacy Outcomes for Children With Communication Disorders in High-Need Populations, an OSEP-supported personnel development grant. First-year graduate students in speech–language pathology collaborated with faculty mentors and community partners to design and implement an embedded phonological awareness intervention study in a preschool classroom. Methodology, preliminary results, and implications will be shared.

Keywords: Early Childhood, Personnel Development

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FIELD-BASED INFANT/TODDLER DEVELOPMENT

Adam Kennedy, Loyola University; **Anna T. Lees**, Loyola University

This poster will present a study that examined results associated with field-based undergraduate early childhood special education (ECSE) teacher preparation situated in a community setting. Classroom observations were used to assess undergraduates' progress in developmentally appropriate adult-child interaction during a semester-long professional preparation sequence focused on infants and toddlers offered in an inclusive Early Head Start setting. Findings included significant growth in Classroom Assessment Scoring System (CLASS) scores in response to tiered supports.

Keywords: Early Childhood, Personnel Development

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BECOMING REFLECTIVE EARLY INTERVENTION (EI) PROFESSIONALS

Angela Stone-MacDonald, University of Massachusetts

This presentation will examine how preservice EI specialists become reflective practitioners through their internship, coursework, and real world experiences. This qualitative study will describe how students incorporate professional, practical, and personal experiences and decisions in the EI and early childhood settings in which they work.

Keywords: Early Childhood, Personnel Development

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PREPARING DIGITAL LEADERS

Sharon Raimondi, University at Buffalo

This poster will present information on a leadership grant whose goals are to increase the number of faculty in special education who can assume leadership roles at institutions of higher education (IHEs) and contribute to the quality of special education teacher training programs. The grant provides faculty in the program with the knowledge, skills, and abilities to meaningfully integrate technology into the teaching/learning practices of future teachers; and trains them to prepare future teachers to use modern information, communication, and learning tools.

Keywords: Personnel Development, Technology

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CULTURALLY RESPONSIVE EARLY INTERVENTION (EI)/EARLY CHILDHOOD SPECIAL EDUCATION (ECSE) TEAMS

Jennifer Kilgo, University of Alabama

This poster will highlight effective strategies to prepare transdisciplinary teams of scholars to (a) provide services to children and families representing diverse cultural backgrounds and

structures, and (b) think outside the box about the cultural aspects of hybrid families and families in general. The presentation will illustrate a team problem-solving approach that can be used to engage in meaningful collaboration designed to honor family diversity in providing culturally responsive services.

Keywords: Early Childhood, Personnel Development

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COMMUNITY COLLABORATION IN TEACHER DEVELOPMENT

Eun Kyeong Cho, University of New Hampshire; **Leslie Couse**, University of New Hampshire

This presentation will share findings of a qualitative study examining how intentional engagement of community partners in an Early Childhood Special Education Assistive Technology (EC-SEAT) project impacts early childhood special education (ECSE) teacher candidates and the early childhood (EC) community of practitioners.

Keywords: Early Childhood, Community Collaboration

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BOOTH B

ENSURING IMPLEMENTATION FIDELITY

Marilyn Muirhead, Maryland State Department of Education; **Elaine Pierrel**, Maryland State Personnel Development Grant (SPDG)

All too often, stakeholders perceive instructional improvement initiatives as separate and disconnected. That's why the Maryland SPDG project has built a coherent instructional delivery system, the Team Based Cycle of Instruction (TBCI), that can be used to deliver instruction in any content area. The TBCI system integrates Universal Design for Learning (UDL), structured

cooperative learning, assessment, and involvement of families into daily instruction. This poster will present information on the system and our teacher fidelity check.

Keywords: Coaching and Mentoring, Data

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ANALYTICS TO SUPPORT DEVELOPMENT

Samantha Daley, Center for Applied Special Technology (CAST); **Gabrielle Rappolt-Schlichtmann**, CAST

Design-based research methods rely on researchers and developers using data collected with authentic stakeholders throughout the design process. Identifying critical patterns and trends can be difficult, however, particularly when faced with large amounts of data during rapid iterative cycles. A national center focused on literacy outcomes for middle school students with disabilities will share examples and insights from the use of a data analytics platform to address this challenge.

Keywords: Technology, Literacy

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DEVELOPMENT IN INTENSIVE INTERVENTIONS

Mary Little, University of Central Florida (UCF)

The project that will be described in this session is designed to prepare highly qualified special education teachers as intensive interventionists to serve students with low-incidence disabilities, including students with persistent and severe learning and behavioral problems that require the most intensive individualized supports. This presentation will describe a coordinated, efficient system of personnel development of scholars within a pre-existing master's degree program that incorporates an intensive intervention certificate.

Keywords: Personnel Development, Multi-Tiered Systems of Support

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SPECIAL EDUCATION COACHING THROUGH TECHNOLOGY

Beverly Weiser, Southern Methodist University; **Patricia Mathes**, Southern Methodist University

This poster will present information on the Institute for Evidence-Based Education at Southern Methodist University, which is examining how ongoing, data-focused instructional coaching through technology may improve special education teachers' knowledge and delivery of reading instruction, and thus increase students' engagement, learning, and academic performance. The institute is collaborating with teachers on the most productive ways of interpreting data to differentiate instruction for students of varying abilities and how to use effective, evidence-based assessment and instruction strategies.

Keywords: Coaching and Mentoring, Technology

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PRACTICUM: PARTNERING WITH PARENTS

Louise Kaczmarek, University of Pittsburgh; **Rachel Gwin**, University of Pittsburgh

This poster will present information on a 13-week practicum for master's degree students in an early intervention program. Pairs of early intervention master's students coached parents on the use of interactive and direct teaching strategies to promote socialcommunication in their children using Project IMPACT (Improving Parents as Communication Teachers).

Keywords: Personnel Development, Coaching and Mentoring

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BOOTH C

IMPLEMENTING INTENSIVE INTERVENTION

Amy Peterson, American Institutes for Research

In this poster, the National Center on Intensive Intervention (NCII) will (a) share information about data-based individualization (DBI), the Center's approach to intensive intervention, (b) provide a case example of a student receiving support through the DBI process within one of our technical assistance sites, and (c) describe lessons learned from our technical assistance work to date. Supplemental materials will highlight web resources, tools, and training modules available from the Center.

Keywords: Data, Multi-Tiered Systems of Support

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MPUP-I: AN EVALUATION FRAMEWORK

Greg Welch, University of Nebraska; **Malinda Eccarius**, University of Nebraska

This presentation will focus on the development of an evaluation framework for a teacher training program funded by OSEP. Funding for the training program was supplemented with additional funding to carry out a comprehensive evaluation of impact at the student level. The principal investigator and evaluator collaborated with an expert from Westat Corporation in the development of a logic model to guide the evaluation. The presentation will focus on this logic model.

Keywords: Evaluation, Low-Incidence Disabilities

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NEW RESOURCES FROM THE IRIS CENTER

Naomi Tyler, Vanderbilt University; **Deborah Smith**, The IRIS Center

This poster will provide conference attendees the opportunity to learn more about the latest free online resources from the IRIS Center, including STAR Legacy Modules on selecting and implementing evidence-based practices in the classroom, early childhood behavior management, and much more!

Keywords: Personnel Development, Technical Assistance and Dissemination

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TECHNOLOGY-BASED PROGRESS MONITORING

Simon Hooper, Penn State University; **Susan Rose**, University of Minnesota

This poster will illustrate the main features of Ave: PM, a software suite to help teachers monitor students' progress in reading and writing. It will also include research data from teacher and student use.

Keyword: Data, Technology

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INTEGRATING THE WORK

Earl Focht, Ohio Department of Education

This poster will present information on how Ohio's State Personnel Development Grant (SPDG) will expand the effective use of the Ohio Improvement Process (OIP) developed through the previous SPDG project.

Keyword: Personnel Development

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PREPARING URBAN SCHOOL LEADERS

Suzanne Martin, University of Central Florida (UCF); **Jillian Gourwitz**, UCF

This poster will present a project addressing the critical need for highly qualified doctoral-level urban school district special education administrators who will develop, implement, and evaluate exemplary practices and services for students with disabilities. The goals of the project are to design and deliver an exemplary doctoral program, create a cadre of experts in special education, and develop and disseminate a model of high-quality preparation and support for school leaders in urban districts.

Keywords: Personnel Development, Leadership

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STATES' GRADUATION POLICIES

Martha Thurlow, National Center on Educational Outcomes (NCEO); **Sheryl Lazarus**, NCEO

Graduation rates and requirements for earning a regular diploma are of increasing interest as States seek to ensure that all students are college- and career-ready when they leave school with a diploma. This national policy analysis focuses on State graduation options for students with significant cognitive disabilities who take a State's alternate assessment based on alternate achievement standards (AA-AAS).

Keywords: Transition, Technical Assistance and Dissemination

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PROCESS PROJECT

Debra Cote, California State University, Fullerton (CSUF); **Sara Head**, CSUF

The Preparation and Retention of Collaborative, Effective, and Successful Specialists (PROCESS Project) is a special education preservice program improvement grant. This poster presents the work of the project team to restructure the existing Education Specialist Mild/Moderate teacher education program and conduct a review of evidence-based practices, Common Career Technical Core (CCTC) standards, and Council for Exceptional Children (CEC) standards.

Keywords: Multi-Tiered Systems of Support, Coaching and Mentoring

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PROJECT ASD TEACHER EFFECTIVENESS

Cynthia Pearl, University of Central Florida (UCF); **Eleazar Vasquez**, UCF

Twenty-five graduates of Project ASD: Preparing Teachers to Work with Students with Autism Spectrum Disorder completed structured interviews on topics related to employment and evaluation, including reviews of employment, job satisfaction, the teacher effectiveness evaluation systems used in their districts, their most recent teacher effectiveness ratings, and overall perceptions of the efficacy of the evaluation systems employed. This poster will share results of the interviews as well as implications for practice.

Keywords: Personnel Development, Research

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PROJECT SPD ACTION RESEARCH

Eleazar Vasquez, University of Central Florida (UCF); **Cynthia Pearl**, UCF

Scholars from the personnel development grant Preparing Highly Qualified Personnel to Serve Students with Severe/Profound Disabilities (Project SPD) complete an action research project during their internship during the final semester of their program of study. The process of action research will be discussed as well as the results from some exemplar studies. In addition, guidelines for this applied assignment and the associated rubric will be shared.

Keywords: Personnel Development, Low-Incidence Disabilities

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UNIVERSITY OF NORTH CAROLINA (UNC) AT CHARLOTTE'S SPECIAL EDUCATION PH.D.

Colleen Robertson, University of North Carolina (UNC); **Meghan Childres**, UNC

The University of North Carolina at Charlotte's special education doctoral program provides multiple opportunities for growth as a researcher. The doctoral program focuses on four pillars to prepare students to become professional researchers: researcher, collaborator in diverse contexts, teacher, and leader. This presentation will provide details on courses and opportunities offered within the program to prepare future professional researchers.

Keywords: Personnel Development, Research

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HOW KIDS WATCH TV

Wendy Sapp, Bridge Multimedia; **Matt Kaplowitz**, Bridge Multimedia

Children in the United States watch 35 hours of television a week, and watching educational television instead of entertainment television positively impacts their development and learning. Children with visual impairments are at a disadvantage in accessing the educational content of television at home and in the classroom. This presentation will explain new ways for children with visual impairments to access educational television.

Keywords: Low-Incidence Disabilities, Technology

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PERSONNEL DEVELOPMENT EFFECTS AND OUTCOMES

Fatima Terrazas-Arellanes, University of Oregon; **Gerry Crocker**, Education Northwest

For this poster, staff from the Center for Advanced Technology in Education at the University of Oregon and Education Northwest will present case study results from Project S-SOAR (Stepping Up to Strategies for Online Academic Research). S-SOAR investigates personnel development models that teach middle school teachers how to integrate SOAR strategies to help students search for, read, and organize notes online. These strategies are taught using a multimedia online environment designed to support all students.

Keywords: Research, Technology

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MAKING CONNECTIONS THROUGH TECHNOLOGY

Shirley Farrell, Alabama Department of Education

This poster will focus on how the Alabama State Personnel Development Grant (SPDG) uses technology to connect teachers and students to make a difference and increase student achievement. Technology is the avenue to participate in personnel development, receive technical assistance, observe peers, and participate in eCoaching and ePlanning. This presentation will also share how teachers can collaborate online synchronously or asynchronously and then teach students the power of collaboration through technology.

Keywords: Technology, Coaching and Mentoring

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SCALING UP DATA-BASED DECISION MAKING

Jay Buzhardt, University of Kansas; **Charles Greenwood**, University of Kansas

Infant and toddler service providers lack effective tools to monitor the progress of children with or at risk for delays. The Infant and Toddler Indicators of Growth and Development for Infants

(IGDIs) are psychometrically sound measures of important outcomes, including communication, motor, social, and problem-solving skills. This poster will describe these measures, the web-based tools that support their use for intervention decision making, and additional tools and strategies we are developing to scale up their use in infant-toddler programs.

Keywords: Early Childhood, Technology

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TEACHING RESEARCH ONLINE

Jiabei Zhang, Western Michigan University

This poster will present information from a research paper that described a systematic process of teaching independent research in an online adapted physical education graduate program. Each student enrolled in the online course is required to complete a research paper over the course of the semester. Using a systematic process, 52 students have completed independent research courses since 2009. The presentation will also include results and implications from the paper.

Keywords: Personnel Development, Research

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