

OLIVER W. EDWARDS, ED.D., PH.D., NCSP, BCBA-D

CONTACT INFORMATION

The University of Central Florida
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ACADEMIC BACKGROUND

- Ph.D. School Psychology – University of Florida, Department of Educational Psychology – **An American Psychological Association (APA) Accredited Program.**
Dissertation Topic: Cattell-Horn-Carroll Theory and Mean Difference in Intelligence Test Scores (Thomas D. Oakland, Ph.D., Chair). 2003
- Ed.D. Educational Administration and Supervision – Florida International University
Department of Educational Leadership; Florida Education Fund – McKnight Doctoral Fellow.

Dissertation Topic: Grandfamilies –Grandchildren Raised by Grandparents: Impact on Students and School Services (Peter Cistone, Ph.D., Chair). 1998
- Ed.S.
M.Ed. School Psychology – University of Florida
Research Topic – Agreement among School Psychologists in Diagnosing Potentially Emotionally Handicapped Children (Craig Frisby, Ph.D., Chair). 1989
- B.A. Psychology - Florida International University; Research Topic - Parental Expectations and Academic Performance in Children of West Indian Descent in America (Marvin Dunn, Ph.D., Chair). 1986

HONORS/AWARDS

Academy Awards

- 2017 **Teaching Incentive Program Award, University of Central Florida:** Recipient is deemed to have contributed significantly to the advancement of teaching, learning, and professional development of UCF students and professionals in the field.
- 2013 **Award for Scholarship of Teaching and Learning (SOTL), University of Central Florida, College of Education:** The SOTL Award Program recognizes faculty who make outstanding contributions to the scholarship of teaching and learning within their discipline and/or to the teaching and learning community at UCF.
- 2012 **American Psychological Association:** Division 16 Service Award for serving as journal editorial board member.
- 2009 **Award for Excellence in Graduate Teaching, University of Central Florida, College of Education:** The Graduate Teaching Award Program recognizes outstanding graduate-level teaching at UCF.
- 2009 **Research Incentive Program Award, University of Central Florida:** Recipient is deemed to have conducted research that has contributed significantly to the discipline and is recognized by peers at UCF and colleagues in the discipline as having advanced the field.
- 2009 **Teaching Incentive Program Award, University of Central Florida:** Recipient is deemed to have contributed significantly to the advancement of teaching, learning, and professional development of UCF students and professionals in the field.
- 2008 **Distinguished Researcher, University of Central Florida, College of Education:** The Distinguished Researcher Program recognizes outstanding research conducted at UCF that advances the award recipient's field.
- 2005 **Early Career Scholar, American Psychological Association Division 16, Society for the Study of School Psychology:** The Society for the Study of School Psychology sponsors the Award to identify and enhance the research efforts and skills of qualified early career researchers who conduct psychological research relevant to education and the practice of psychology in the schools.

HONORS/AWARDS - continued

- 2004 American Psychological Association, Advanced Training Award: Using Large-Scale Databases: NICHD Study of Early Child Care and Youth Development. The training exposes psychological scientists to emerging technologies and the most current research methodologies. They provide training and hands-on experience in a variety of areas, such as research with diverse racial and ethnic groups and conducting research with longitudinal methods, modeling, and measurement. The training was conducted at the University of North Carolina, Chapel Hill.
- 2000 Post Graduate Award, Graduate School, University of Florida: A graduate school fellowship based on excellent academic performance and potential to contribute to society.
- 1989 Graduate Dean Award, Graduate School, University of Florida: A graduate school fellowship based on excellent academic performance and potential to contribute to society.

UNIVERSITY EXPERIENCE

- 2019- **Department Chair:** University of Central Florida, Department of Counselor Education & School Psychology.
- 2018-2019 **Interim Department Chair:** University of Central Florida, Department of Counselor Education & School Psychology.
- 2018- Professor (Tenured): University of Central Florida, Department of Counselor Education & School Psychology: **School Psychology Program – a NASP approved Ed.S. Program.**
- 2017-2018 **Associate Department Chair:** University of Central Florida, Department of Child Family and Community Sciences. Glenn Lambie, Ph.D., Department Chair.
- 2015- Program **Co-Coordinator** for the **NASP Approved and CAEP Nationally Recognized Ed.S. Program;** University of Central Florida, Department of Child Family and Community Sciences. Glenn Lambie, Ph.D., Department Chair.

UNIVERSITY EXPERIENCE – continued

- 2009-2015 **Program Coordinator** for the **NASP Approved and CAEP Nationally Recognized Ed.S. Program**; University of Central Florida, Department of Child Family and Community Sciences. Glenn Lambie, Ph.D., Department Chair.
- 2009-2018 Associate Professor (Tenured): University of Central Florida, Department of Child, Family, and Community Sciences, **School Psychology Program – a NASP approved Ed.S. Program**. Anne Culp, Ph.D., Department Chair.
- 2003-2009 Assistant Professor (Tenure Track): University of Central Florida, Department of Child, Family, and Community Sciences, **School Psychology Program – a NASP approved Ed.S. Program**. Rex Culp, Ph.D., Department Chair.
- 2001-2002 Adjunct Professor: Served as an adjunct professor in the School Psychology Program at Barry University, Florida. Agnes Shine, Ph.D., Program Director.
- 1999-2000 Teaching Assistant: Provided teaching assistance to Dr. Thomas Oakland, professor at the University of Florida in courses. Occasionally served as lead instructor for Psychoeducational Assessment III. John Kranzler, Ph.D., Program Director.
- 1988-1989 Graduate Assistant to Roderick J. McDavis, Ph.D., the Associate Dean of the Graduate School of the University of Florida. Served as Recruitment Coordinator; coordinated the efforts of over fifty recruiters and their visits to colleges and universities as they attempted to increase the graduate minority student enrollment at the University of Florida.
- 1987-1988 Research Assistant, Counselor Education Department, University of Florida. Joe Wittmer, Ph.D., Department Chair.

UNIVERSITY-BASED ADMINISTRATIVE RESPONSIBILITIES

Department Chair

- Provide active supervision of 14 faculty: Tenured, tenure-tract, and lecturers
- Provide active supervision of roughly 20 adjunct faculty
- Provide active supervision of 5 graduate assistants who serve as teaching faculty
- Provide active supervision of 3 administrative staff
- Provide active supervision of 5 graduate assistants who serve in administrative capacities
- Responsible for a personnel and departmental budget of approximately \$2,500,000
- Provide active supervision of faculty with annual grant budgets of approximately \$3,000,000

Specific duties as follows:

Department Leadership

- Encourage and motivate faculty, students, and staff to establish and maintain a long-term vision for the department that is consistent with the departmental, college, and university missions
- Serve as a liaison between the department and other units of the institution
- Ensure departmental compliance with College, University, System, and State rules and regulations

Department Curriculum

- Oversee curriculum development and revisions for the department
- Review and assess academic programs offered by the department
- Assess general education outcomes in core courses taught within the department
- Initiate new academic programs and projects when appropriate

Department Operations

- Utilize data-based decision-making to determine course and program offerings
- Utilize “Institutional Knowledge Management” software to monitor, track, and modify programmatic decisions
- Conduct trend analysis, slope analysis, and monitor progress to aim lines to ensure efficient and effective use of departmental personnel and financial resources
- Manage course schedules that serve program and student needs
- Manage course registrations and instructor assignments
- Oversee the department's fiscal operations
- Review and revise department information published in the university catalog
- Manage the maintenance of departmental print and electronic records, including websites

Personnel

- Recruit, appoint, and supervise faculty
- Evaluate faculty and staff performance
- Support and oversee the overall development of the department faculty and staff
- Recruit, appoint, and supervise department staff and student assistants
- Review faculty and staff grievances within the department

Students

- Recruit and retain students in the department's programs
- Coordinate student advising and reviews of degree progress
- Review student academic appeals and grievances

RESEARCH AND CREATIVE ACTIVITIES

RESEARCH AGENDA

1. Children Raised by Grandparents: Child and Adolescent Developmental Pathways
2. Caregiver Configuration (Family Structure): Child and Adolescent Developmental Pathways
3. Differential effects of ethnicity and performance on intelligence and other standardized tests

REFEREED PUBLICATIONS

Research/Scholarship

Total Peer Reviewed Publications: 554639

Total Refereed Publications: 45

Refereed journal articles: 39

11=Sole Author, 22=First Author, 4=Second Author, 2=Other

Refereed publications for national professional associations: 2

Refereed publications in conference proceedings: 5

Book chapters – peer reviewed: 3

Invited articles – peer reviewed: 2

State publications – peer reviewed: 3

Presentations at national/international conferences: 25

Presentations at regional conferences: 15

5-Year Impact Factors or Acceptance Rates for Dr. Edwards' Frequent Publication Venues

<http://guides.ucf.edu/az.php?a=j>

<http://www.cabells.com/journals>

School Mental Health – IF = 1.689
Journal of Child & Family Studies – IF = 1.820
Psychology in the Schools – IF = 1.588
School Psychology International – IF = 1.780
School Psychology Quarterly – IF = 3.317
Journal of Psychoeducational Assessment – IF = 1.876
Psychological Reports – IF = .782
Journal of Intellectual & Developmental Disability – IF = 1.640
Journal of Educational & Psychological Consultation – IF = .548
School Psychology Forum: Research in Practice – AR = .25 (Journal Website)
International Journal for the Advancement of Counselling – IF = .435 (Journal Website)
Journal of Applied School Psychology – AR = 21-30% (Cabells)
Children & Schools – AR = 21-30% (Cabells)
American Journal of Educational Studies – AR = 25% (Cabells)
Research in the Schools – AR = 27% (Cabells)
Contemporary School Psychology – AR = 30% (Cabells)

REFEREED PUBLICATIONS

**** INDICATES COAUTHORED WITH MY GRADUATE STUDENTS.**

Revision & Resubmission Requested by Journal

**** Soong, M.J., Edwards, O.W., & Sivo, S. (Revision/Resubmission).** Empirical analysis of the effectiveness of English as a second language instructional models. *School Psychology Quarterly*. (Empirical Study)

National/International Exclusively in this Section

39. Taub, G. E. & Edwards, O. W. (in press). Applying and Interpreting the Standard Error of Measurement and Standard Error of the Estimate in Intelligence Testing. *Forensic Studies*.

38. Edwards, O.W., McKinzie Bennett, C., & Johnson, B. (2019). School consultation to counter stereotype threat. *Journal of Educational & Psychological Consultation*, 29, 188-205. (doi:10.1080/10474412.2018.1482218 (Conceptual Study)

37. Edwards, O.W. (2018). School perceptions of children raised by grandparents. *Journal of Applied School Psychology*, 34, 86-100. doi: 10.1080/15377903.2017.1403401 (Empirical Study)

REFEREED PUBLICATIONS – National/International – continued

- **36.** Hayles, O., Xu, L., & **Edwards, O.W.** (2018). “Family Structures, Family Relationship, and Children’s Perceptions of Life Satisfaction” *School Psychology Forum: Research in Practice*, 12, 91-104. (Empirical Study)
- **35.** **Edwards, O.W.** & Shipman, W. (2018). Food insecurity and BMI across six grade levels.” *International Journal of Child and Adolescent Health*, 11, 15-22 (Empirical Study)
- 34.** **Edwards, O.W.** & Taub, G. (2017). Children and youth perceptions of family food insecurity and bullying. *School Mental Health*, 9, 263-272
doi: 10.1007/s12310-017-9213-8. <http://rdcu.be/rqs4> (Empirical Study)
- 33.** **Edwards, O.W.** & Batlemento, P. (2016). Caregiver Configurations and Bullying among High School Students. *Journal of Child & Family Studies*, 25, 2885-2893.
doi:10.1007/s10826-016-0442-5 (Empirical Study)
- **32.** Puyana, O.E. & **Edwards, O.W.** (2016). Identifying School Psychologists’ Intercultural Sensitivity. *School Psychology Forum: Research in Practice*, 10, 410-421. (Empirical Study)
- 31.** **Edwards, O.W.**, & Jones, J.A. (2016). A comprehensive health and wellness model for promoting positive youth development. *Being Black Is Not a Risk Factor: Statistics and Strengths-Based Solutions*, 5, 22-25. National Black Child Development Institute, Washington, D.C. (Conceptual Study)
- **30.** **Edwards, O.W.**, & Cheeley, T. (2016). Positive youth development and nutrition: interdisciplinary strategies to enhance student outcomes. *Children & Schools*, 38, 170-176. doi: 10.1093/cs/cdw019 (Conceptual Study)
- 29.** **Edwards, O.W.** (2016). Bullying among middle school children raised by grandparents. *Contemporary School Psychology*, 20, 254-261. doi:10.1007/s40688-015-0082-6 (Empirical Study)
- **28.** **Edwards, O.W.**, & Pratt, H. (2016). Family meal participation as a corollary of positive youth development: Opportunities for counseling services. *International Journal for the Advancement of Counselling*, 38, 89-96. doi:10.1007/s10447-016-9258-7 (Conceptual Study)

REFEREED PUBLICATIONS – National/International – continued

- 27. Edwards, O.W., & Taub, G.E. (2015).** The influence of specific phonemic awareness processes on the reading comprehension of African American students. *Journal of Research in Childhood Education, 30*, 74-84. doi:10.1080/02568543.2015.1105332 (Empirical Study)
- 26. Edwards, O.W. (2015).** Bullying and victimization among children raised by grandparents. *GrandFamilies: The Contemporary Journal of Research, Practice and Policy, 2* (2). Open Access Journal Available at: <http://scholarworks.wmich.edu/grandfamilies/vol2/iss2/4> (Empirical Study)
- 25. Edwards, O.W. (2012).** Deliberate practice to advance teaching and learning of college-level applied skills. *American Journal of Educational Studies, 5*, 41-50. (Theoretical Work)
- **24. Edwards, O.W., & Rottman, A. (2011).** Empirical analysis of the relationship between student examiners' learning with deliberate test practice and examinees' intelligence test performance. *Journal of Instructional Psychology, 38*, 157-163. (Empirical Study)
- 23. Edwards, O.W., & Benson, N.F. (2010).** A four-factor social support to mediate stressors experienced by children raised by grandparents. *Journal of Applied School Psychology, 26*, 54-69. doi:10.1080/15377900903368862 (Theoretical Work)
- 22. Edwards, O.W., & Ray, S. (2010).** Value of family and group counseling to promote the well-being of children raised by grandparents. *International Journal for the Advancement of Counseling, 32*, 178-190. doi:10.1007/s10447-010-9098-9 (Conceptual Study)
- 21. Edwards, O.W. (2009).** A choice theory teaching and learning model for working with children of prisoners. *Educational Psychology in Practice, 25*, 259-270. doi: 10.1080/02667360903151833 (Theoretical Work)
- 20. Edwards, O.W. & Taub, G.E. (2009).** A conceptual pathways model to promote positive youth development in children raised by their grandparents. *School Psychology Quarterly, 24*, 160-172. doi:10.1037/a0016226 (Conceptual Study)
- 19. Edwards, O.W. (2009).** Empirical investigation of the psychosocial functioning of children raised by grandparents. *Journal of Applied School Psychology, 25*, 128-145. doi:10.1080/15377900802484653 (Empirical Study)

REFEREED PUBLICATIONS – National/International – continued

- **18.** Shillingford, M.A., & **Edwards, O.W.** (2008). Professional school counselors using choice theory to meet the needs of children of prisoners. *Professional School Counseling, 12*, 62- 65. (Theoretical Work)
- **17.** Shillingford, M.A., & **Edwards, O.W.** (2008). Application of choice theory with a student whose parent is incarcerated: A qualitative case study. *International Journal of Reality Therapy, 28*, 41-44. (Theoretical Work)
- 16.** **Edwards, O.W.**, & Ray, S. (2008). An attachment and school satisfaction framework for helping children raised by grandparents. *School Psychology Quarterly, 23*, 125-138. doi:10.1037/1045-3830.23.1.125 (Conceptual Study)
- **15.** **Edwards, O.W.**, & Paulin, R. (2007). Referred students scores on the Reynolds Intellectual Assessment Scales and the Wechsler Intelligence Scale for Children-IV. *Journal of Psychoeducational Assessment, 27*, 334-340. doi:10.1177/0734282907300453 (Empirical Study)
- 14.** **Edwards, O.W.** (2007). An analysis of the differential impact of IQ: Considering consequential validity and disproportionality. *Research in the Schools, 14*, 29-39.
- **13.** **Edwards, O.W.**, Mumford, V.E., Shillingford, M.A., & Serra-Roldan, R. (2007). Developmental assets: A prevention framework for students considered at risk. *Children & Schools, 29*, 145-153. doi:10.1093/cs/29.3.145 (Theoretical Work)
- 12.** **Edwards, O.W.**, & Sweeney, A.E. (2007). Theory-Based interventions for school children cared for by grandparents. *Educational Psychology in Practice, 23*, 177–190. 10.1080/02667360701320879 (Conceptual Study)
- **11.** **Edwards, O.W.**, Mumford, V.E., Serra-Roldan, R. (2007). A positive youth development model for students considered at-risk. *School Psychology International, 28*, 29-45. doi:10.1177/0143034307075673 (Theoretical Work)
- 10.** **Edwards, O.W.** & Oakland, T.D. (2006). Factorial invariance of Woodcock-Johnson III scores for Caucasian Americans and African Americans. *Journal of Psychoeducational Assessment, 24*, 358-366. doi:10.1177/0734282906289595 (Empirical Study)

REFEREED PUBLICATIONS – National/International – continued

9. **Edwards, O.W.** (2006). Special education disproportionality and the influence of Intelligence test selection. *Journal of Intellectual & Developmental Disability, 31*, 246-248. doi: 10.1080/13668250600999178 (Conceptual Study)
8. **Edwards, O.W., & Daire, A.P.** (2006). School-age grandchildren raised by grandparents: Problems and solutions. *Journal of Instructional Psychology, 33*, 113-119. (Conceptual Study)
7. **Edwards, O.W.** (2006). Teachers' perceptions of the emotional and behavioral functioning of children raised by grandparents. *Psychology in the Schools, 43*, 565-572. doi: 10.1002/pits.20170 (Empirical Study)
6. **Edwards, O.W. & Fuller, D.P.** (2005). Implications of the Cattell-Horn-Carroll theory and on ethnic difference in IQ. *Psychological Reports, 97*, 891-897. doi:10.2466/PRO.97.7.891-897 (Conceptual Study)
5. **Edwards, O.W., & Mumford, V.E.** (2005). Children raised by grandparents: Implications for social policy. *International Journal of Sociology & Social Policy, 25*, 18-30. (Conceptual Study)
4. **Edwards, O.W., & Mumford, V.E.** (2005). Mean IQ differences and disproportionate representation of African Americans in gifted education. *Psychology and Education, 42*, 35-44. (Conceptual Study)
3. **Edwards, O.W.** (2003). Living with grandma: A home and family study. *School Psychology International, 24*, 204-217. doi:10.1177/0143034303024002005 (Empirical Study)
2. **Edwards, O.W.** (1998). Helping grandkin-grandchildren raised by grandparents: Expanding psychology in the schools. *Psychology in the Schools, 35*, 173-181. doi:10.1002/(SICI)1520-6807(199804)35:2<173::AID-PITS9>3.0.CO;2-Q (Conceptual Study)
1. **Skaruppa, C., Boyer, A., & Edwards, O.W.** (1997). Tuition reimbursement for parents' unilateral placement of students in private institutions: Justified or not? *West's Education Law Reporter, 114*, 353-358. (Conceptual Study)

INVITED PUBLICATIONS

3. Edwards, O.W., (2018). Scholarship of teaching and learning in school psychology. *School Psychology Forum: Research in Practice, 11*, 124-128. (Theoretical Work)
2. Edwards, O.W., (2017). Toward a Framework for Translational Research in School Psychology. *School Psychology Forum: Research in Practice, 11*, 1-4. (Theoretical Work)
1. Edwards, O.W. (2013). A brief model for graduate teaching and mentorship. *UCF Faculty Focus, 12*, 6-8. (Conceptual Study)

BOOK CHAPTERS

3. Edwards, O.W., & Shaw, S.A. (2018). Publishing in *School Psychology Forum: Research in Practice*. In R. Floyd (Ed.), *Publishing in School Psychology and Related Fields: An Insider's Guide*. NY: Routledge. (Conceptual Study)
2. Edwards, O.W. (2009). Administering, Scoring Tests, and Reporting Results. In E. Mpofu & T. D. Oakland (Eds.), *Assessment In Rehabilitation And Health* (pp. 139-157). DE: Allyn & Bacon. (Conceptual Study)
1. Edwards, O.W. (2001). Grandparents raising grandchildren. In M.J. Fine & S.W. Lee (Eds.), *Handbook of Diversity in Parent Education: The Changing Faces of Parenting and Parent Education* (pp. 199-210). San Diego: Academic. (Conceptual Study)

REFEREED PUBLICATIONS – Professional Association

- **2. Edwards, O.W., & Kananack, L. (2005). A clinical supervisor's guide to positive school psychology practicum experiences. *NASP Communiqué, 34*, 42-44. (**Nationally Refereed Professional Association Publication**).
1. Edwards, O.W. (1996). The grandfamily school support network (GSSN). *NASP Communiqué, 16*, 3. (**Nationally Refereed Professional Association Publication**).

REFEREED PUBLICATIONS – State

- **3.** Amunategui, M.J. & **Edwards, O.W.** (2005). Research review: The importance of academic interventions for students with ADHD. *The Florida School Psychologist*, 32, 30-32.
- **2.** Serra, R. & **Edwards, O.W.** (2005). At-Risk Students: Developing resiliency through asset building. *The Florida School Psychologist*, 32, 5-7.
- 1.** **Edwards, O.W.** (2004). The potential impact of intelligence test selection on ESE disproportionality. *The Florida School Psychologist*, 31, 30-31.

PAPERS PUBLISHED IN CONFERENCE PROCEEDINGS

- 5.** **Edwards, O.W.** (2012, March). *An Empirical method for teaching and evaluating graduate students' supervision*. Paper published in the proceedings at the Annual Convention of the American Institute of Higher Education, Williamsburg, VA.
- **4.** Soong, M., & **Edwards, O.W.** (2010, March). *Empirical investigation of teaching and learning social skills with gifted students*. Paper published in the proceedings at the Annual Convention of the American Institute of Higher Education, Williamsburg, VA.
- **3.** Neal, M., & **Edwards, O.W.** (2010, March). *Investigation of teaching and learning intelligence test administration and the flynn effect*. Paper published in the proceedings at The Annual Convention of the American Institute of Higher Education, Williamsburg, VA.
- **2.** Romano, B., & **Edwards, O.W.** (2008, April). *The efficacy of test practice as a reading intervention for 'at-risk' readers*. Paper published in the proceedings at the Annual Convention of the American Institute of Higher Education, Orlando, FL.
- **1.** Walls, C., & **Edwards, O.W.** (2008, April). *The effects of peer mentoring on on-task social interactions of students diagnosed with autism*. Paper published in the proceedings at the Annual Convention of the American Institute of Higher Education, Orlando, FL.

Technical Papers

Little, M., **Edwards, O.**, & Slanda, D.D. (2021). OSEP FY 2020 Grant Performance Report (CFDA # 84.325K PR/ Award # H325K180145. Annual Performance Report.

Little, M., **Edwards, O.**, & Slanda, D.D. (2020). OSEP FY 2019 Grant Performance Report (CFDA # 84.325K PR/ Award # H325K180145. Annual Performance Report.

Little, M., **Edwards, O.**, & Slanda, D.D. (2019). OSEP FY 2018 Grant Performance Report (CFDA # 84.325K PR/ Award # H325K180145. Annual Performance Report.

WORKS SUBMITTED TO REFEREED JOURNALS

N/A

WORKS IN PROGRESS

Edwards, O.W. (in progress). Developmental trajectory of transracial/transethnic school children.

Edwards, O.W. (in progress). Psychosocial functioning of transracial/transethnic school children.

Edwards, O.W. (in progress). Psychoeducational outcomes of transracial/transethnic school children.

Edwards, O.W. (in progress). The nexus between positive youth development and CREATION Health.

DISSERTATIONS COMPLETED

Edwards, O.W. (2003). Cattell-Horn-Carroll theory and mean difference in intelligence scores, Dissertation Abstracts International: Section B: The Sciences & Engineering, 64, 7B. (University Microfilms No. AAI3096617).

Edwards, O.W. (1998). Grandfamilies-grandchildren raised by grandparents: Impact on students and school services, Dissertation Abstracts International: Section B: The Sciences & Engineering, 59, 5B. (University Microfilms No. AAM9835705).

PRESENTATIONS – International and National Refereed

- 33.** Little, M. E., **Edwards, O.**, & Slanda, D. D. (2022, January 16-19). Restructuring personnel preparation for special educators and school psychologists: A shared responsibility. Submitted to Council for Exceptional Children Convention and Expo, Orlando, Florida.
- 32.** Little, M. E., **Edwards, O.**, & Slanda, D. D. (2021, July 19-22). *Collaborative personnel preparation in intensive interventions* [Presentation with Q&A]. Office of Special Education Programs, Project Director's Conference, Virtual.
- 31.** Little, M., **Edwards, O.**, & Slanda, D. D. (2021, March 3-6). *No limits: Interdisciplinary educator preparation to support every child* [Presentation Q&A]. Council for Exceptional Children Convention and Expo, Virtual Conference.
- 30.** **Edwards, O.**, Little, M. E., & Slanda, D. D. (2021, February 23-26). *Federally-funded grant: Collaborative university training in school psychology and ESE* [On-Demand Session]. National Association of School Psychologists, Virtual Conference.
- 29.** Little, M., **Edwards, O.**, & Slanda, D. D. (2020, July 20-22). *Ensuring collaborative personnel preparation in intensive interventions*. Submitted to Office of Special Education Programs (OSEP) Project Director's Conference, Crystal City, Virginia.
*Canceled due to COVID-19 Pandemic.
- 28.** **Edwards, O.W.** (2019, February). Bullying and children raised by grandparents. Paper presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA
- 27.** **Edwards, O.W.** (2019, February). A teaching and learning framework for practicum and internship supervision. Poster presentation at the Annual Convention of the National Association of School Psychologists, Atlanta, GA
- 26.** Floyd, R. G., **Edwards, O.W.**, McGoey, K. E. , & Reschly, A. L. (2018, February). Get involved in publishing with NASP. Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL
- 25.** **Edwards, O.W.** & Xu, Lihua (2017, August). Caregiver configurations, family connectedness, & children's perceptions of life satisfaction. Poster presentation at the 125th Annual Convention of the American Psychological Association, Washington, DC
- 24.** **Edwards, O.W.** (2017, July). Bullying prevention among children raised by grandparents. Paper presented at the Annual Convention of the International School Psychology Association, Manchester, UK

PRESENTATIONS – International and National Refereed – continued

23. **Edwards, O.W.** (2017, February). Advancing positive youth development via family mealtime initiatives. Paper presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX
22. **Edwards, O.W.** (2017, February). Bullying among children raised by their grandparents. Paper presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX
21. **Edwards, O.W.** (2016, February). Caregiver configurations and bullying in high school. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
20. **Edwards, O.W.** (2015, February). Bullying and victimization among children raised by their grandparents. Paper presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.
- **19. Puyana, O. & **Edwards, O.W.** (2013, February). *School psychologists' perceptions regarding implementation of RtI with ELLs*. Paper presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.
- **18. Soong, M. & **Edwards, O.W.** (2013, February). *Tier I Response-to-Intervention for English Language Learners*. Paper presented at the Annual Convention of the National Association of School Psychologists, Seattle, WA.
17. **Edwards, O.W.** (2012, March). *An Empirical method for teaching and evaluating graduate students' supervision*. Paper published in the proceedings at the Annual Convention of the American Institute of Higher Education, Williamsburg, VA.
16. **Edwards, O.W.** (2011, February). *Promoting positive youth development in children raised by their grandparents*. Paper presented at the Annual Convention of the National Association of School Psychologists, San Francisco, CA.
15. Neal, M., & **Edwards, O.W.** (2010, March). *Investigation of teaching and learning intelligence test administration and the flynn effect*. Paper presentation in the proceedings at the Annual Convention of the American Institute of Higher Education, Williamsburg, VA.
14. Soong, M., & **Edwards, O.W.** (2010), *Empirical investigation of teaching and learning social skills with gifted students*. Paper presentation in the proceedings at the Annual Convention of the American Institute of Higher Education, Williamsburg, VA.

PRESENTATIONS – International and National Refereed – continued

13. **Edwards, O.W.** (2009, March). *Using choice theory with children of prisoners: A case study*. Paper presented at the Annual Convention of the National Association of School Psychologists, Boston, MA.
12. **Edwards, O.W.** (2008, November). *A positive youth development model to empower students of color*. Paper presented at the Annual Convention of the National Association of Multicultural Education, New Orleans, LA.
11. Romano, B., & **Edwards, O.W.** (2008, April). *The efficacy of test practice as a reading intervention for 'at-risk' readers*. Paper presentation in the proceedings at the Annual Convention of the American Institute of Higher Education, Orlando, FL.
10. Walls, C. & **Edwards, O.W.** (2008, April). *The effects of peer mentoring on on-task social interactions of students diagnosed with autism*. Paper presentation in the proceedings at the Annual Convention of the American Institute of Higher Education, Orlando, FL.
9. **Edwards, O.W.** (2008, February). *Positive youth development, school satisfaction, and children raised by grandparents*. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
8. **Edwards, O.W.** (2007, March). *Positive youth development: Implications for school psychologists*. Paper presented at the Annual Convention of the National Association of School Psychologists, New York, NY.
7. **Edwards, O.W.** (2007, March). *Behavioral functioning of children raised by grandparents*. Paper presented at the Annual Convention of the National Association of School Psychologists, New York, NY.
6. **Edwards, O.W.** (2007, January). *Positive youth development: Implications for prevention and intervention*. Paper presented at the Annual Hawaii International Conference on Education. Honolulu, HI.
5. **Edwards, O.W.** (2007, January). *Grandchildren raised by grandparents: School support interventions*. Paper presented at the Annual Hawaii International Conference on Education. Honolulu, HI.
4. **Edwards, O.W.** (2006, March). *Comparison of RIAS and WISC-IV scores: Implications for test selection*. Paper presented at the Annual Convention of the National Association of School Psychologists, Anaheim, CA.
3. **Edwards, O.W.** (2005, April). *Differential effects of ethnic membership and limiting the impact of IQ*. Paper presented at the Annual Convention of the National Association of School Psychologists, Atlanta, GA.

PRESENTATIONS – International and National Refereed – continued

2. **Edwards, O.W.** (2005, December). *Children raised by grandparents*. Paper presented at the Annual International Conference on Social Science Research. Orlando, FL.
1. **Edwards, O.W.** (2004, March). *Grandchildren Raised by Grandparents: School-Related Implications and Interventions*. Paper presented at the Annual Convention of the National Association of School Psychologists, Dallas, TX.

PRESENTATIONS – State Refereed

15. Pratt, H., & **Edwards, O.W.** (2016, November). Family meals as a corollary of positive youth development. Paper presented at the Annual Convention of the Florida Association of School Psychologists, Palm Harbor, FL.
14. **Edwards, O.W.** (2014, November). Bullying and among young children raised by their grandparents. Paper presented at the Annual Convention of the Florida Association of School Psychologists, Sarasota, FL.
- **13. Ellis, A., Kurtz, K., & **Edwards, O.W.** (2014, November). *Nonsuicidal self-Injurious behaviors in youth*. Paper presented at the Annual Convention of the Florida Association of School Psychologists, Sarasota, FL.
- **12. Puyana, O. & **Edwards, O.W.** (2012, October). *School psychologists' perceptions regarding implementation of RtI with ELLs*. Paper presented at the Annual Convention of the Florida Association of School Psychologists, Championsgate, FL.
- **11. Soong, M. & **Edwards, O.W.** (2012, October). *Tier I RtI for English Language Learners with varying levels of language proficiency*. Paper presented at the Annual Convention of the Florida Association of School Psychologists, Championsgate, FL.
10. **Edwards, O.W.** (2011, November). *Investigation of practicum and intern students' assessment skills*. Paper presented at the Annual Convention of the Florida Association of School Psychologists, Championsgate, FL.
9. **Edwards, O.W.** (2007, November). Reframing school psychology via *positive youth development*. Paper presented at the Annual Convention of the Florida Association of School Psychologists, Daytona Beach, FL.
- **8. **Edwards, O.W.**, & Shillingford, M.A. (2007). *Interventions for children raised by their grandparents*. Training presented at the 9th Annual Family Cafe, Orlando, Florida.
- **7. Shillingford, M.A., & **Edwards, O.W.** (2007). *Children raised by their grandparents*. Training presented at the 9th Annual Family Cafe, Orlando, Florida.

PRESENTATIONS – State Refereed – continued

6. **Edwards, O.W.** (2006, November). *Positive youth development: Implications for school psychologists*. Paper presented at the Annual Convention of the Florida Association of School Psychologists, Orlando, FL.
5. **Edwards, O.W.** (2005, November). *Referred Students' Scores on the RIAS and WISC-IV: Implications for Test Selection*. Paper presented at the Annual Convention of the Florida Association of School Psychologists, Tampa, FL.
4. **Edwards, O.W.** (2004, November). *Implication of intelligence test renorming on ESE eligibility*. Paper presented at the Annual Convention of the Florida Association of School Psychologists, Tampa, FL.
3. **Edwards, O.W.** (2004, July). *Collaboration among Florida school psychology administrators and university trainers*. Paper presented at the Summer Institute of the Florida Association of School Psychologists, Palm Beach, FL.
2. **Edwards, O.W.** (2003, November). *Racial/Ethnic Differences on the WJ-III*. Paper presented at the Annual Convention of the Florida Association of School Psychologists, Tampa, FL.
1. Sorice, C, **Edwards, O.W.**, Joyce, D, Taub, G.E., & Oakland, T. (November, 2002). *Should the IQ be abandoned when diagnosing LD?*. Paper presented at the annual conference of the Florida Association of School Psychologists, Jacksonville, FL.

PRESENTATIONS – INVITED

8. **Edwards, O.W.** (2019, February). School Psychology Forum: Journal Editor Report. Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
7. **Edwards, O.W.** (2018, February). School Psychology Forum: Journal Editor Report. Paper presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
6. **Edwards, O.W.** (2017, February). School Psychology Forum: Journal Editor Report. Paper presented at the Annual Convention of the National Association of School Psychologists, San Antonio, TX.

PRESENTATIONS – INVITED – continued

5. **Edwards, O.W.** (2016, February). School Psychology Forum: Journal Editor Report. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
4. **Edwards, O.W.** (2013). *Intervention Specialist Certification School Psychology Course*. Presentation at the Intervention Specialist Planning Conference with School District Partners, Orlando, FL.
3. **Edwards, O.W.** (2011). *RtI: A Florida Perspective*. University of Central Florida, College of Education Annual Literacy Symposium.
2. **Edwards, O.W.** (2011). *RtI Panel Discussion*. University of Central Florida, College of Education Annual Literacy Symposium.
1. **Edwards, O.W.** (2004, October). *Advanced WISC-IV interpretation*. Training presented to The School Board of Brevard County, Florida, Psychological Services Staff.

PRESENTATIONS – School Districts

- Edwards, O.W.** (2002). *Warning signs in violence assessment*. Training presented to The School Board of Broward County, Florida, North Area school principals.
- Edwards, O.W.** (2002). *Suicide prevention strategies*. Training presented to The School Board of Broward County, Florida, school teachers.
- Edwards, O.W.** (2001). *Preventing violence in schools*. Training presented to The School Board of Broward County, Florida, school principals.
- Edwards, O.W.** (2001). *Violence threat assessment with adolescents*. Training presented to The School Board of Broward County, Florida, school principals.
- Edwards, O.W.** (2000). *Student Services Department in schools*. Training presented to The School Board of Broward County, Florida, school principals.
- Edwards, O.W.** (2000). *Responding to OCR mandates*. Training presented to The School Board of Broward County, Florida, North Area school principals.
- Edwards, O.W.** (2000). *Problem-solving approach to intervention*. Training presented to The School Board of Broward County, Florida, District Student Services Staff.
- Edwards, O.W.** (2000). *Comprehensive Evaluation Process*. Training presented to The School Board of Broward County, Florida, District Student Services Staff.

PRESENTATIONS – School Districts – continued

Edwards, O.W. (1998). *Grandparents raising grandchildren*. Paper presented at the meeting of the Broward Association of School Psychologists.

Edwards, O.W. (1997). *ADHD in schools*. Training presented to the staff of The School Board of Broward County, Florida, Castle Hill Annex Elementary.

Edwards, O.W. (1996). *The Grandfamily Intervention Project*. Paper presented at the annual conference of the Florida Association of School Psychologists.

Edwards, O.W. (1996). *Grandchildren living with grandparents: School issues*. Training presented to the staff of The School Board of Broward County, Florida, North Fork Elementary.

Edwards, O.W. (1996). *Grandchildren living with grandparents: School issues*. Training presented to the staff of The School Board of Broward County, Florida, Edgewood Elementary.

Edwards, O.W. (1995). *ESE in schools*. Training presented to the staff of The School Board of Broward County, Florida, Edgewood Elementary.

Edwards, O.W. (1995). *Gifted minority children*. Training presented to the staff of The School Board of Broward County, Florida, Edgewood Elementary.

Edwards, O.W. (1995). *ESE in schools*. Training presented to the staff of The School Board of Broward County, Florida, Rock Island Elementary.

Edwards, O.W. (1993). *Gifted minority children*. Training presented to the staff of The School Board of Broward County, Florida, Rock Island Elementary.

Edwards, O.W. (1993). *Learning disabilities and school-age children*. Training presented to the staff of The School Board of Broward County, Florida, North Fork Elementary.

Edwards, O.W. (1992). *Gifted minority children*. Training presented to the staff of The School Board of Broward County, Florida, North Fork Elementary.

GRANTS

- #8 **Co-Principal Investigator**, Project Bridges: Interdisciplinary Preparation in Special Education Focus Area B-ID: 1066270, (**Funded \$1,250,000**). Federal Office of Special Education Programs. (This grant was funded to develop a collaborative intervention preparation program for School Psychology and Exceptional Student Education (2018-2023).

- #7 **Principal Investigator**, National Association of School Psychologists (NASP; **Funded \$20,000**). This grant was funded to provide a graduate assistant to serve as an editorial assistant for my role as Editor-in-Chief for the NASP journal School Psychology Forum: Research in Practice. It also supports travel (2017-2019).

- #6 **Co-Principal Investigator**, Project Intervention NET (**Funded \$30,000**). State of Florida, Department of Education, School Improvement Grant. (This grant was funded to develop a transdisciplinary instructional module of response to intervention (RtI) training **for students in the UCF School Psychology, School Counseling, and Exceptional Education Programs** (2006).

- #5 **Principal Investigator**, University of Central Florida – In-House Grant (**Funded, \$7,500**). Emotional and Behavioral Functioning of Grandchildren Raised by Grandparents (2004-2005).

- #4 **Principal Investigator**, Toni Jennings Exceptional Education Institute Special Initiative Awards, University of Central Florida (**Funded, \$6000**). The University of Central Florida Bilingual School Psychology Certificate Program (2004-2005).

- #3 **Principal Investigator**, Faculty Center for Teaching and Learning Summer Faculty Development Conference, University of Central Florida (**Funded, \$1000**). Program Development (2004).

- #2 **Principal Investigator**, Linking Academic Scholars to Educational Resources – LASER, University of South Florida, (**Funded, \$10,000**). The differential impact of IQ: Considering consequential validity and disproportionality (2003-2004).

GRANTS – continued

- #1 **Principal Investigator**, Faculty Center for Teaching and Learning Summer Faculty Development Conference, University of Central Florida (**Funded, \$1,000**). Course Development (2003).

SCHOOL-BASED ADMINISTRATIVE EXPERIENCE

- 2000-2003 **North Area Student Services Coordinator, Broward County, Florida:**
Administrative supervisor and provided consultation services to approximately 65 school psychologists and school social workers in their daily practice. Dr. Frank Till, Superintendent.
- 1989-1999 **Practicing school psychologist with the School Board of Broward County:**
Performed psychological evaluations and reevaluations of ESE students; wrote psychoeducational reports, provided counseling, consultation; and intervention services; practiced in elementary, middle, and high schools. Dr. Lane Roosa, Psychological Services Director.
- 1996-1999 **Director and developer of the Grandfamily School Support Network (GSSN):** A grant funded program. The program is designed to help children being raised by their grandparents perform better at school. Keith Zeman, Student Services Coordinator.

SCHOOL-BASED ADMINISTRATIVE RESPONSIBILITIES

Active supervision of a staff of 65 school psychologists and school social workers in their daily practice
Active supervision of 8 clerical and paraprofessional staff
Responsible for hiring and termination decisions for professional and non-professional staff
Responsible for a personnel and departmental budget of approximately \$4,500,000

SCHOOL-BASED ADMINISTRATIVE RESPONSIBILITIES – Duties as follows:

- Supervise staff as assigned in the performance of job duties.
- Develop and implement systems to collect and use relevant data for planning, policies, procedures, program evaluation, and for adhering to such data requests from state, school districts, national/state/local professional organizations, community agencies, media and the general public.
- Utilize data-based decision-making to determine program implementation and evaluate program efficacy
- Ensure that staff remain compliant with Federal and State regulations legislating educational services and mental health services for all students.
- Ensure staff compliance with federal and state mandates and School Board policies, including adherence to and fulfillment of procedural safeguards for students and parents.
- Utilize data-based decision-making to determine staffing levels and staff assignments aligned with District cultural and linguistic diversity principles.
- Provide training in data-based decision-making to help determine student prevention and intervention strategies.
- Serve as a member of various District level, local, state, and national committees, to support the provision of mental health and psychoeducational services.
- Support academic, social, and interpersonal student development by supporting and implementing Student Support, Recovery, and Student Services Department initiatives.
- Provide essential communication to District leadership and staff, on all applicable psychoeducational programs.
- Ensure that school psychologists and school social work assignments and specific responsibilities meet the needs of the District, schools, and students.
- Provide supervision and performance evaluation according to District policies, state requirements and professional ethics.
- Serve as the point of contact for managing, assembling, and deploying the Crisis Response Team.
- Review sensitive reports/documents to ensure the timely dissemination and/or communication of information to staff, school, and/or district staff, as applicable.
- Provide guidance and consultation with the School Principal, District and community leaders on educational planning for students/families in support of improved academic and mental health outcomes.
- Direct staff in the review and interpretation of student records relative to educational programs monitoring, and tracking of student promotion, and graduation rates.
- Serve as the liaison between and among the District's offices, departments, school sites, the local and state agencies pertaining to the provision of psychoeducational services for all students.
- Conduct annual staff performance evaluations, as required by state and BCPS guidelines.
- Ensure compliance in assessing, identifying, and recommending services for students with disabilities.

SCHOOL-BASED ADMINISTRATIVE RESPONSIBILITIES – Duties as follows:

- Ensure that staff provide adequate direct services, case management, and follow-up procedures.
- Oversee staff utilization and access to confidential data, ensuring compliance with rules relating to the transfer and dissemination of information between schools, District offices and approved governmental agencies, in compliance with FERPA and HIPPA.
- Maintain active status of Student Support programs changes and additions, including assigned staff.
- Develop, implement, and monitor a comprehensive program of student services throughout the District ensuring that the department's priorities and projects align with the District Strategic Plan.
- Develop, implement, and monitor a comprehensive program of to ensure inclusion and cultural and linguistic diversity among staff.
- Provide staff training to ensure competence in areas of cultural and linguistic diversity.
- Plan, implement and monitor initiatives relating to the student attendance needs of the District and to comply with compulsory attendance laws.
- Develop, implement and maintain active communication vehicles for educating school personnel and members of the community regarding the support services offered by the Student Services Department.
- Develop, monitor and manage the Student Services Department budget.
- Develop, implement and monitor data management procedures to ensure student records and other sensitive data collected on students is maintained in a confidential and secure environment.
- Develop and implement recruitment strategies to attract candidates to best fill positions within the department.
- Collaborate with professional training programs to enhance the relevance of training experiences to practice.
- Plan and monitor the effectiveness of social work internship program supported by the department.
- Collaborate with community organizations to provide and enhance services for all students and families, in support of the District Strategic Plan.
- Develop and monitor the implementation of models of student services delivery which promote informed family involvement.
- Establish and maintain policies and procedures which ensure compliance with Federal and State mandates and School Board policies, including but not limited to, compulsory attendance laws, reporting of child abuse and neglect, services to delinquent and dependent students.
- Represent Student Services, to include child abuse, teenage parent programs, and homeless students, on District and community groups/advisory to identify and address systemic issues related to services within the department.
- Support the academic, social, and interpersonal student development through results-driven professional development, providing appropriate clinical and related services, and compliance monitoring of all programs and services.

SCHOOL-BASED EXPERIENCE

- 1991-1992 **Served as the initial school psychologist at the Juvenile Assessment Center:** A grant-funded assessment and treatment program for students (11-17) operated by both the School Board of Broward County and Broward County Social Services Division. Assessed clients as well as provided individual and group counseling. Keith Zeman, Psychological Services Coordinator.
- 1988-1989 **Full-time 1200 clock hour internship in School Psychology, School Board of Broward County:** Performed evaluations and reevaluations; provided consultation and worked in elementary, middle, high schools, and Exceptional Student Education Center settings. Dr. Martin Levine, Psychological Services Coordinator.
- 1988 **Practicum in School Psychology 160 clock hours, School Board of Alachua County:** The experience involved rotating among the different school settings and school psychologists within the county. Dr. Lenny Weis, Lead Psychologist.

PROFESSIONAL EXPERIENCE

- 1992-1999 **Technology Facilitator for area student services:** Developed technology plans, taught computer application skills, and served on district advisory. Keith Zeman, Psychological Services Coordinator.

LICENSURE AND CERTIFICATION

Board Certified Behavior Analyst – Doctoral
Nationally Certified School Psychologist
State of Florida Licensed School Psychologist
State of Florida Certified School Psychologist
State of Florida Certified in Educational Administration and Supervision

ADMINISTRATIVE, UNIVERSITY, & SCHOOL SERVICE

- 2020** **Appointed Chair – Search Committee: Associate Dean for Research and Innovation**, University of Central Florida, College of Community Innovation and Education
- 2018 - 2019** **Elected to the UCF Faculty Senate Steering Committee**, University of Central Florida.
- 2016** **Elected Chair – Search Committee: Associate Dean for Academic Affairs**, University of Central Florida, College of Education and Human Performance
- 2016** **External Promotion and Tenure Reviewer** (Dr. Andy Pham)
Florida International University
- 2015 - 2016** **Elected to the UCF Faculty Senate Steering Committee**, University of Central Florida.
- 2015 -** **Program Co-Coordinator, UCF School Psychology Program**; Appointed by the Chair, UCF College of Education & Human Performance, Department of Child, Family, & Community Sciences
- 2014 - 2015** **Provost Appointed Co-Chair, Diversity Dimension University of Central Florida, Foundations of Excellence (FoE) Transfer Initiative – Provost Office Initiative** (Dr. Dale Whittaker)
- 2014 - 2015** Appointed to the University of Central Florida, **Foundations of Excellence (FoE) Transfer Initiative – Provost Office Initiative**
- 2013 - 2014** **Elected to the UCF Faculty Senate Steering Committee, University of Central Florida.**
- 2013 - 2014** Appointed to the University of Central Florida, Florida Faculty Center for Teaching and Learning Advisory Committee
- 2012 - 2014** **Elected Senator, University Faculty Senate**, University of Central Florida
- 2011 - 2013** Elected member of the University of Central Florida Commencement, Convocation, and Recognitions Committee
- 2009 - 2015** **Program Coordinator, UCF School Psychology Program**; Appointed by the Chair, UCF College of Education, Department of Child, Family, & Community Sciences

ADMINISTRATIVE, UNIVERSITY, & SCHOOL SERVICE – continued

- 2009 - 2010 Elected to the UCF Faculty Senate Steering Committee, University of Central Florida
- 2008 - 2010 Elected Senator, University Faculty Senate, University of Central Florida
- 2007 - 2009 Elected Member, Human Resource Committee, University of Central Florida
- 2006 - 2008 Elected Senator, University Faculty Senate, University of Central Florida
- 2005 - 2006 Vice Chair, Graduate Curriculum Standards Committee, College of Education, University of Central Florida
- 2003 - Practicum Coordinator, School Psychology Program, Department of Child, Family, and Community Sciences, University of Central Florida.
- 2003 - 2007 Elected Member, Graduate Curriculum Standards Committee, College of Education, University of Central Florida
- 2006 Search Committee Member, Sports Leadership Search Committee Meeting, College of Education, University of Central Florida
- 2005 - 2008 Faculty Advisor, Campus Advent Ministries, University-Wide Student Service Organization
- 2003 - Member School Psychology Program Admissions Committee, College of Education, University of Central Florida.
- 2003 - 2005 Member, NCATE Reaccreditation: Standard 5 Subcommittee, College of Education, University of Central Florida.
- 2000 University of Florida – APA Accreditation Site Visit Response Committee
- 2000 - 2001 The School Board of Broward County, Florida: OCR Response Committee
- 1998 - 1999 The School Board of Broward County, Florida: Stranahan Innovation Zone – Staff Allocation Committee
- 1996 - 1999 The School Board of Broward County, Florida: Psychological Services Technology Committee

ADMINISTRATIVE, UNIVERSITY, & SCHOOL SERVICE – continued

- 1995 - 1996 The School Board of Broward County, Florida: North Fork Elementary School – School Improvement Team
- 1994 The School Board of Broward County, Florida: Alliance of Quality Schools (formation committee)
- 1993 - 1996 The School Board of Broward County, Florida: Psychological Services Standing Committee
- 1991 - 1992 The School Board of Broward County, Florida: Juvenile Assessment Center Committee

SERVICE TO PROFESSIONAL ORGANIZATIONS

- 2017 Site Accreditation National Reviewer: National Association of School Psychologists, Program Accreditation Board (Pilot Program).**
- 2016-2019 **NASP Publications Committee Board Member:** National Association of School Psychologists
- 2016 **GRADUATE PROGRAM FOCUS GROUP:** National Association of School Psychologists
- 2015 - 2016 **FASP Interest Group Chair for Crisis Intervention:** Florida Association of School Psychologists
- 2012 - 2015 **Research Committee Board Member:** Florida Association of School Psychologists
- 2004 - 2006 **Executive Board Member:** Florida Association of School Psychologists – Research Committee Chair
- 2003 - 2004 **Executive Board Member:** Florida Association of School Psychologists – Training & Credentials Committee Chair

EDITORIAL RESPONSIBILITIES

Editor-in-Chief

2017 – 2019 *School Psychology Forum: Research in Practice: A Publication of the National Association of School Psychologists*

Editor-Elect

2016 *School Psychology Forum: Research in Practice: A Publication of the National Association of School Psychologists*

Associate Editor

2011 – 2016 *School Psychology Forum: Research in Practice: A Publication of the National Association of School Psychologists*

Editorial Board Member

2010 – 2011 *School Psychology Forum: Research in Practice: A Publication of the National Association of School Psychologists*

2007 – 2018 *School Psychology Quarterly: An APA Journal*

2007 – 2008 *Journal of Applied School Psychology*

2005 – Present *Journal of Psychoeducational Assessment*

Ad Hoc Reviewer

- *Journal of School Psychology*
- *Best Practices in School Psychology – 5*
- *Children's Needs III: Understanding and Addressing the Developmental Needs of Children*
- *Journal of Black Psychology*

FEDERAL OR STATE AGENCY SERVICE: GRANT PROPOSAL REVIEWER

National Science Foundation (NSF) – Lifelong Learning Cluster of the Division of Research on Learning in Formal and Informal Settings (DRL): Merit review of proposals submitted to the Innovative Technology Experiences for Students and Teachers (ITEST) Program. These efforts support the communities in advancing research and development in science, technology, engineering and mathematics education across the nation. **(Selected by the Federal Government as an expert reviewer teaching and learning grant applications.)**

PROFESSIONAL MEMBERSHIP

American Psychological Association

Florida Association of School Psychologists

International School Psychology Association

National Association of School Psychologists

SERVICE TO THE COMMUNITY

2004 – 2006 School Board of Brevard County, Florida, Psychological Services Department:
Unpaid Consultant for assessment and response-to-intervention

2005 – 2006 Florida Hospital East: Unpaid Therapeutic Consultant

GRADUATE TEACHING ASSIGNMENT

As a faculty member in a relatively small program, Dr. Edwards currently teaches **8 different classes per year** to School Psychology graduate students. He has taught **13 different classes during his tenure at UCF**. His teaching evaluations by students, colleagues, and administrators have been outstanding.

EDP 6056 Advanced Educational Psychology, Graduate Faculty, School Psychology Program, University of Central Florida.

SPS 6125 Infant Developmental Assessment, Graduate Faculty, School Psychology Program, University of Central Florida.

SPS 6191 Psycho-Educational Diagnosis I, Graduate Faculty, School Psychology Program, University of Central Florida.

SPS 6194 Assessment of Special Needs, Graduate Faculty, School Psychology Program, University of Central Florida.

SPS 6225 Behavioral and Observational Analysis of Classroom Interactions in Schools, Graduate Faculty, School Psychology Program, University of Central Florida.

SPS 6402 I Applied Prevention and Intervention in Schools I, Graduate Faculty, School Psychology Program, University of Central Florida.

SPS 6403 II Applied Prevention and Intervention in Schools, Graduate Faculty, School Psychology Program, University of Central Florida.

SPS 6601 Introduction to School Psychology, Graduate Faculty, School Psychology Program, University of Central Florida.

SPS 6801 Developmental Bases of Diverse Behaviors, Graduate Faculty, School Psychology Program, University of Central Florida.

SPS 6909 Research Report I, Graduate Faculty, School Psychology Program, University of Central Florida.

GRADUATE TEACHING ASSIGNMENT – continued

SPS 6909 Research Report II, Graduate Faculty, School Psychology Program, University of Central Florida.

SPS 6946 Practicum in School Psychology I, Graduate Faculty, School Psychology Program, University of Central Florida.

SPS 6948 School Psychology Internship II, Graduate Faculty, School Psychology Program, University of Central Florida.

Practicum Coordinator

Obtain practicum sites and supervise 16-18 School Psychology graduate students during their 2-semester practica each year. School Psychology Program, Department of Child, Family, and Community Sciences, University of Central Florida.

Internship Supervisor

Site contacts and supervise 6-9 School Psychology graduate students during their internship. School Psychology Program, Department of Child, Family, and Community Sciences, UCF.

Graduate Student Faculty Advisor

Supervise one-third to one-half of all graduate students in the School Psychology Program each year. School Psychology Program, Department of Child, Family, and Community Sciences, University of Central Florida.

Service on Dissertation Committees as Chair or Co-Chair

Olivia Puyana – Dissertation Defended 2012 – **Dissertation Co-Chair**
Maria Soong – Dissertation Defended 2012 – **Dissertation Co-Chair**

Service on Dissertation Committees as Member

Stephan Herndon – Dissertation Defended 2011
Margaret Ann Shillingford – Dissertation Defended 2009
Tisome Nugent – Dissertation Defended 2009
Charrisa Marrah – Dissertation Defended 2007

Graduate Research Projects Supervised (Students' Initials Only)

CC – Project Completed 2012
AL – Project Completed 2012
MM – Project Completed 2012
LS – Project Completed 2012

AA – Project Completed 2011
AS – Project Completed 2011
JS – Project Completed 2011
LS – Project Completed 2011

CC – Project Completed 2010
NC – Project Completed 2010
BJ – Project Completed 2010
AM – Project Completed 2010

AC – Project Completed 2009
CD – Project Completed 2009
ED – Project Completed 2009
AG – Project Completed 2009

CF – Project Completed 2008
JD – Project Completed 2008
JG – Project Completed 2008
JF – Project Completed 2008
RR – Project Completed 2008

MB – Project Completed 2007
EJ – Project Completed 2007
NM – Project Completed 2007
NN – Project Completed 2007
AM – Project Completed 2007

AA – Project Completed 2006
MA – Project Completed 2006
TB – Project Completed 2006
LB – Project Completed 2006
DC – Project Completed 2006

CN – Project Completed 2005
RP – Project Completed 2005
BR – Project Completed 2005
DS – Project Completed 2005

Graduate Research Projects Supervised – continued (Students' Initials Only)

KP – Project Completed 2004
AR – Project Completed 2004
CS – Project Completed 2004
KS – Project Completed 2004
AM – Project Completed 2004

REFERENCES

Steven R. Shaw, Ph.D., NCSP
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Professor, Exceptional Student Education

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