

CURRICULUM VITAE

Mary E. Little, Ph.D.

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University of Central Florida
College of Education
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ACADEMIC BACKGROUND

- Ph.D. University of Kansas
Dual Major: Special Education and Curriculum and Instruction
- M.S. State University College at Buffalo
Major: Special Education
- B.S. State University College at Buffalo
Dual Major: Special Education and Elementary Education
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PROFESSIONAL EXPERIENCE

Universities/Colleges

- 1996-Present *University of Central Florida* at Orlando, Florida
School of Teacher Education
- 2008-Present Exceptional Student Education Program Area Coordinator-
Graduate Programs in Exceptional Student Education
- 2012-Present Professor
2003-2012 Associate Professor
1997-2009 Principal Investigator: *Effective Instructional Practices* project
2002-2003 Director: *Reading First* Professional Development
1997-2002 Exceptional Education Program Coordinator-Daytona Beach
campus
1997-2003 Assistant Professor
1996-1997 Instructor
- 1992-1996 *University of Kansas* at Lawrence, Kansas
Department of Special Education
- 1994-1996 Courtesy Professor
- 1990 *Central Missouri State University* at Warrensburg, Missouri

Department of Education
Adjunct Professor

RELATED PROFESSIONAL EXPERIENCE

- 1994-1996 *Kansas State Board of Education, Topeka, KS*
Program Consultant
- 1992-1994 *University of Kansas at Lawrence, Kansas*
Department of Special Education
Project Coordinator-OSEP federal grant
- 1990-1992 *Blue Valley District Schools, Overland Park, KS*
Learning Strategist and Consultant
- 1983-1990 *Raytown C-2 District Schools, Raytown, MO*
Coordinator, Secondary Learning Disabilities Program
- 1980-1990 *Raytown C-2 District Schools, Raytown, MO*
Teacher/Department Chair, Middle School programs
- 1977-1980 *Grand Island Senior High School, Grand Island, NY*
Teacher, Learning Disabilities (Erie County BOCES #1)

HONORS AND AWARDS

- 2022 Shirley Schwartz Urban Education Impact Award
Council of Great City Schools
- 2021 National Center of Intensive Interventions
Champion of Leadership-National Award-Ten Year Award
- 2021 Florida Association of Teacher Educators
Mary L. Collins Award for Excellence in Teacher Education
- 2020 University of Central Florida
Pen and Quill Society
- 2017 University of Central Florida
Teaching Incentive Program Award
- 2017 University of Central Florida
Advisory Board Member-Women in Leadership
- 2016 University of Central Florida
Academic Leadership Academy-Inaugural Cohort Member
- 2016 University of Central Florida Doctoral Mentoring Award
Service-20 Year Honoree
- 2015 Leadership Award-Women of Significance
University of Central Florida
- 2014 Scholarship of Teaching and Learning (SoTL) Award
University of Central Florida
- 2014 Women in Leadership Award
University of Central Florida
- 2011 Sustaining Millionaire Award-External Funding

2010	University of Central Florida Millionaire Award –External Funding University of Central Florida
2009	Leadership Award International Academy for Research in Learning Disabilities
2009	Leadership Award Florida Department of Education Bureau of Exceptional Education and Student Services
2009	Millionaire Award –External Funding University of Central Florida
2008	Women in Leadership Award University of Central Florida
2008	Millionaire Award –External Funding University of Central Florida
2007	Teaching Incentive Program Award University of Central Florida
2007	Millionaire Award –External Funding University of Central Florida
2006	Administrative Leadership Award in Systems Change National Leadership Award University of Kansas Center for Research on Learning
2006	Millionaire Award –External Funding University of Central Florida
2005	Millionaire Award –External Funding University of Central Florida
2004	What Works in K-12 Literacy Staff Development National Staff Development Council Oxford, OH One of eight National Awards for Professional Development
2004	Millionaire Award –External Funding University of Central Florida
2003	Research Incentive Program Award University of Central Florida
2003	Millionaire Award –External Funding University of Central Florida
2002	Millionaire Award –External Funding University of Central Florida
2002	Teaching Incentive Program Award University of Central Florida
2001	Millionaire Award –External Funding University of Central Florida

RESEARCH AND CREATIVE ACTIVITIES

Research Interests: Focus is the educational impact of evidence-based instructional practices and interventions on students with and without disabilities as implemented with integrity by effective teachers within complex school contexts.

Publication

Books and Chapters (refereed)

Little, M. & Slanda, D.D. (Contract awarded.) *Action research for Teachers*. Rowman & Littlefield, New York, NY.

Slanda, D.D., Pike, L.*, & Little, M. (Contract awarded). *The General Educator's Guide to Inclusive Education: Essential Knowledge, Skills, and Dispositions*. Rowman & Littlefield, New York, NY.

Olan, E., Little, M. E., Puig, E. (Accepted to Publication). *Engaging in Boundary Spanning: Collaborative Experiences*. In D. Polly (Ed.), *Boundary Spanning in School – University Partnerships*. IGI Global.

Slanda, D. D., & Little, & M. E. (In Press, 2022). Developing special educators to work within tiered frameworks. In J. Bell (Ed.), *New Considerations and Best Practices for Training Special Education Teachers*. IGI Global.

Caton, J.* & Little, M.E., van de Mark, C. Ickes, R. (In Press, 2022). *Enhancing Professional Learning within teams of university faculty, supervising teachers, and teacher candidates*. Association of Teacher Educators, New York, NY.

Pike, L.*, Herbert, L.*, Slanda, D.D. & Little, M. (2020). Digital Sponsorship of Pre-Service Teacher Interns During COVID-19. *Journal of Technology and Teacher Education*. Ferdig, R.E., Baumgartner, E., Hartshorne, R., Kaplan-Rakowski, R. & Mouza, C. (Eds). (2020). *Teaching, Technology, and Teacher Education During the COVID-19 Pandemic: Stories from the Field*. Association for the Advancement of Computing in Education (AACE). Retrieved June 15, 2020 from <https://www.learntechlib.org/p/216903/>.

Slanda, D.D. * & Little, M.E. (2018) Exceptional Education is Special. In G. Hall, D. Gollnick, & L. Quinn ((Eds.), *Handbook on Teaching and Learning*. Hoboken, NJ: Wiley-Blackwell.

Little, M.E. & Slanda, D.D.* (2017). Collaborating with General Education Colleagues. In K. Mitchem, K. Kossar, & J. Goeke (Eds.), *Re-designing High Incidence*

Teacher Preparation: Challenges and Solutions. Hoboken, NJ: Wiley-Blackwell.

Witzel, B. & Little, M. (2016). *Elementary Mathematics for Students with Disabilities and At-Risk Students*. New York NY: Guilford.

Little, M. & Dieker, L. (2016). *The Arithmetic to Algebra Gap: Instruction and intervention through collaboration*. Upper Saddle River, NJ: Pearson.

Cramer, E., Little, M., & McHatton, P. (2015). *Demystifying the Data-based decision making process*. Manassas Park, VA: Teacher Education Yearbook XIX, Association of Teacher Educators.

Ehren, B. & Little, M., (2014). Effective teaching in secondary inclusive classrooms. In J. McLeskey (Ed.) *Handbook of research and practice for effective inclusive schools*. Upper Saddle River, NJ: Pearson.

Little, M. (2014). Issues and considerations of individuals with disabilities. *International encyclopedia of social issues*. London, UK: Oxford Press.

Little, M., & Gresham, G. (2013). *RTI and mathematics: Practical tools for teachers in K-8 classrooms*. Upper Saddle River, NJ: Pearson.

Little, M. (2013). *The RtI Lesson Plan Book*. Port Chester, NY: National Professional Resources.

Little, M. (2012). *RTI and mathematics for middle school*. Port Chester, NY: National Professional Resources.

Little, M. (2011). Effective techniques for teaching math. In J.R. Boyle, & M. Provost (Eds.). *Strategies for teaching students with disabilities in inclusive classrooms: A case method approach*. Boston, MA: Pearson.

Little, M., & Witzel, B. (2009). Mathematics instruction. In R. Evers, & S. Spencer (Eds.), *Planning effective instruction for students with learning and behavior problems* (302-331). Boston, MA: Allyn & Bacon.

Little, M. (2008). *Instructional classroom decision-making for teachers*. Denver, CO: Love Publications.

Little, M. (2007). Assessment and instructional problem-solving using classroom data. In E. Meyen (Ed.), *Special education*. University of Kansas. Retrieved from <http://scholarship.bc.edu/education/tecplus/vol6/iss1/art1>

- Little, M. (2006). A system approach to professional development: A state's perspective. In J. Killion (Ed.), *What works in K-12 literacy professional development* (116-131). Oxford, OH: National Staff Development Council.
- Little, M. (2004). Professional development to improve student learning: A systems approach. In E. M. Guyton, & J. Dangle (Eds.), *Teacher education yearbook XII: Research linking teacher preparation and student performance* (pp. 57-82). Dubuque, IA: Kendall/Hunt.
- (Ed.), *Using literature to help troubled teenagers cope with identity issues* (pp. 111-127). Westport, CT: Greenwood.
- Little, M., & Hollis, B. (Eds.). (1996). *Reaching our students: Building a community circle of caring*. Bloomington, IN: National Educational Service.

Professional Journal Articles (refereed) **International/National**

- Hahs-Vaughn, D. L., DeStefano, C. D.*, Little, M. (Revise and resubmit). Trials and tribulations: Challenges and adjustments in a multi-site school-based randomized controlled trial. *American Journal of Evaluation*.
- Little, M. & DeStefano, C. (under review.) Creating Collaborative School Cultures to Enhance Social Justice, Equity, and Diversity. *American Educational Research Journal*.
- Cramer, E. & Little, M. (Under review.) The Impacts of COVID-19 Policies and Practices on Our Most Vulnerable Students: Expanding the Conversation on Systemic Educational Inequities. *Education and Urban Society*.
- Little, M., Puig, E.A., & Richards, E. (2022). The roles of Professors-In-Residence within an enhanced clinical preparation model of teacher learning and leading. *PDS Partners: Bridging Research to Practice*, 17(3), 7-13.
- Kocaoz, O., Little, M.E., & Gallup, J. (2019). Impact of video modeling combined with skillstreaming teaching procedures on the social interaction skills of middle school-aged children with ASD. *Education and Training in Autism and Developmental Disabilities*, 54(3), 237-248.
- Cramer, E., McHatton, P. & Little, M.E. (2017). Equity, equality, and standardization. *Education and Urban Society*, 12(4), 23-30.

- Gallup, J.* & Little, M. E. (2017). Examining the social interactions of young adults with autism spectrum disorders in a virtual environment. *The Qualitative Report*, 22(8), 12-17.
- Kocaoz, O.*, Little, M.E., & Gallup, J. (2017). Video modeling with skillstreaming teaching procedures on the social skills of students with autism. *Research in Autism Spectrum Disorders*, 10(2), 12-17.
- Miller, K.* & Little, M. E. (2017). Examining the effects of SRSD in combination with video self-modeling on writing by third grade students with learning disabilities. *Exceptionalities*, 17(4), 25-31.
- Cramer, E., Little, M., & McHatton, P. (2016). Equality, standardization, and individualization: Expanding the conversations. *Urban Education*, 24(3), 26-31.
- Little, M.E., Sobel, D.M., McCray, E.D., & Wang, J. (2015). Redesigning personnel preparation: Lessons learned and considerations for program enhancements. *Teacher Education and Special Education*. DOI-10.1177/108884064155814994
- Hunt, J. & Little, M.E. (2014). Intensifying interventions for students by identifying and remediating conceptual understandings in mathematics. *Teaching Exceptional Children*, 46(6), 187-196.
- Simmons, D. C., Kwok, O., Little, M. E., Rawlinson, D. M., Kim, M., Coyne, M., Simmons, L. E., Oslund, E., Hagan-Burke, S., & Fogarty, M. (2013). Examining the effects of linking student performance and progression in a tier 2 kindergarten reading intervention. *Journal of Learning Disabilities*, 28(3), 201-225.
- Little, M.E., Hunt, J. & Powell, S. (2013). Electronic mentoring of beginning special education teachers. *Teacher Education in Special Education*, 36(4), 286-297.
- Simmons, D., Taylor, A., Oslund, E., Coyne, M., Hagan-Burke, S., Simmons, L., Little, M.E., Rawlinson, D., Kwok, O., & Kim, M. (2013). Learner and intervention variables that predict kindergartners' later reading achievement. *American Educational Research Journal*, 12(2), 126-142.
- Coyne, M.C., Little, M.E., Rawlinson, D. M., Simmons, D., Kwok, O., Kim M., Simmons L., Hagan-Burke, S., & Civetelli, C. (2013). Replicating the Impact of a Supplemental Beginning Reading Intervention: The Role of Instructional Context. *Journal of Research on Educational Effectiveness*, 6(1), 1-23.
- Little, M.E., Rawlinson, D., Simmons, D., Coyne, M., Kim, M., Hagan-Burke, S., Simmons, L., Kwok, O., Taylor, A., & Oslund, E. (2012). A Comparison of

Responsive Interventions on Kindergarteners' Early Reading Achievement.
Learning Disabilities Research to Practice, 27(4), 189-202.

Coyne, M. D., Little, M. E., Rawlinson, D. M., Simmons, D. C., Kwok, O., Kim, M., Simmons, L. E., Hagan-Burke, S., & Civetelli, C. (2012). Adjusting beginning reading intervention based on student performance: An experimental evaluation. *Exceptional Children*, 31(3), 32-51.

Gresham, G. & Little, M. (2012). RTI in math class. *Teaching Children Mathematics*, 19(1), 20-29.

Witzel, B. S., Little, M.E. & Herlong, M.* (2012). Response to intervention in middle school. *Focus on Middle Schools*, 23(4), 20-25.

Little, M., & Martin, K.* (2012, October). The changing roles for teachers when implementing response-to-intervention in their classrooms. *LD Forum*, 1-5.

Little, M. (2009). Teaching mathematics: Issues and solutions. *TEACHING Exceptional Children Plus*, 6(1), Article 1. Retrieved from <http://scholarship.bc.edu/education/tecplus/vol6/iss1/art1>

Little, M. (2009, November). Response to intervention and specific learning disabilities: Connections and considerations. *LD Forum*, 5-8.

Little, M. (2006.) Comprehensive school reform based on student results. *Forum on Educational Policy*, 5, 127-139.

*Denotes graduate student

National (refereed)

Hahs-Vaughn, D., DeStefano, C., & Little, M. (Accepted.) Trials and Tribulations: Challenges and Adjustments in a Multi-Site School-Based Randomized Controlled Trial. *American Journal of Evaluation*.

Little, M., & Puig, E. (In Press.) The roles of professors in residence in an enhanced model of teacher preparation. *The New Educator*.

Little, M. (In Press). *Collaboration and connections among middle school teachers of mathematics: Enhancing efficacy through professional learning communities*. Southeast Regional Association of Teacher Educators.

Slanda, D. D., & Little, M. E. (2021). Data-driven decision-making to intensify literacy instruction and intervention. *Florida Literacy Journal*, 2(2), 69-79.
<http://flareads.org/wp-content/uploads/2022/01/12-31-21-FINAL-FLJ-Winter->

[2021-v3_-002.pdf](#)

- Little, M. Garcia, J., & Van Horn, S. (2020). Integration of physical, mental, social-emotional health for families in poverty by implementing a trans-disciplinary framework to enhance the quality of life. *PHILLIS*. Washington, DC.
- Reyes, M., Hutchinson, C., & Little, M. (2017). Preparing educators to teach effectively in inclusive settings. *Association for Teacher Educators*. 25(3), 26-3.
- Bullock-Daugherty, K*. & Little, M.E. (2016). Teacher efficacy and implications for teaching our underserved students. *PHILLIS: The journal for research on African American women*. 4(1), 44-49.
- Cruse-Craig, J., & Little, M. E. (2016). Call to continued action. *PHILLIS: The journal for research on African American women*. 4(1), 112-118.
- Little, M. E. (2016). *Insights and perspectives of teacher participants*. *PHILLIS: The journal for research on African American women*. 4(1), 20-29.
- Little, M.E., Cramer, E.D., & McHatton, PA. (2015). Constructing a new model for teacher preparation: A collaborative approach. *Action in Teacher Education*, 23(4), 27-35.
- Little, M.E. & Delisio, L.* (2014). Early interventions in mathematics to meet the common core state standards for students with learning disabilities. *Research in Learning Disabilities*, 25(2), 8-15.
- Gresham, G. & Little, M. (2013). Implementing response to intervention: Policy into practice. *National Council of Supervisors of Mathematics*. Upper Saddle River, NJ: Pearson.
- Little, M. (2009). Action research and response to intervention: Bridging the discourse divide. *Educational Forum*, 23(2), 23-31.
- Little, M., & Dieker, L. A. (2009). Co-Teaching: Challenges and solutions for administrators. *Principal Leadership*, 9(8), 42-46.
- Little, M., & King, L.* (2008). Using on-line modules to bridge research to practice in classrooms. *Teacher Education and Special Education*, 31(3), 208-223.
- Little, M., & Hahs-Vaughn, D. (2008). The implementation of content enhancement routines for improved content literacy for middle and secondary social studies students. *Journal of Personnel Evaluation in Education*, 20(3-4), 261-280.
doi: 10.1007/s11092-008-9056-9

- Little, M. (2008). Improving content literacy in social studies classrooms: Teachers' voices within comprehensive school reform. *Social Studies Research and Practice, 3*(2), 5-41.
- Little, M. (2006). Schools for all students: Issues and solutions for school leaders. *Educational Forum, 21*(2), 35-43.
- Little, M., & King, L.* (2006). Using on-line modules for professional development in action research: Analysis of beta testing results. *Journal for Interactive Online Learning, 6*(2), 3-20.
- Dieker, L., & Little, M. (2005). Secondary reading: Not just for reading teachers anymore. *Intervention in School and Clinic, 40*(5), 276-283.
- Little, M. (2004). Strategies for all students. *Counterpoint, 19*(2), 5-6.
- Little, M. (2003). Successfully teaching algebraic thinking: Planning is the key. *Educational Forum, 67*(3), 276-282.
- Roberts, S., Hutchinson, C, & Little, M. (2003). Making the invisible visible and back again: Highlighting technology in an integrated curriculum for pre-service teachers. *Journal of Computing in Teacher Education, 19*(3), 73-78.
- Little, M., & Houston, D. (2003). Comprehensive school reform: A model based on student learning. *Journal of Disability Policy Studies, 14*(1), 54-62.
- Little, M., & Houston, D. (2003). Research-into-practice through professional development. *Remedial and Special Education, 24*(2), 75-87.
- Little, M., & Crawford, P. (2002). Collaboration among educators for true innovative programming! *Teacher Education and Special Education, 24*(3), 47-61.
- Little, M. (2002). Meeting the needs of students with emotional and behavioral disorders through proactive approaches. *Behavioral Disorders, 23*(2), 23-34.
- Little, M. (2001). Classroom action research improving student outcomes. *Florida Educational Leadership, 2*(1), 41-44.

*Denotes graduate student

Technical Reports

- Little, M., Edwards, O., & Slanda, D.D. (2022). OSEP FY 2020 Grant Performance Report (CFDA # 84.325K PR/ Award # H325K180145. Annual Performance Report.
- Little, M., Rosa Lugo, L. I., & Slanda, D. D. (2021). OSEP FY 2020 Grant Performance Report (CFDA # 84.325K PR/ Award # H325K190075. Annual Performance Report.
- 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., Rosa-Lugo, L. I., & Slanda, D. D. (2020). OSEP FY 2019 Grant Performance Report (CFDA # 84.325K PR/ Award # H325K190075. 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.
- Little, M. E. (2016). *Delta Teacher Efficacy Campaign: Summative evaluation results-Year II*. Washington, DC: Delta Research Educational Foundation.
- Little, M. E. (2015). *Delta Teacher Efficacy Campaign II: Proposed evaluation plan*. Washington, DC: Delta Research Educational Foundation.
- Little, M. E. (2015). *Delta Teacher Efficacy Campaign: Summative evaluation results-Year I*. Washington, DC: Delta Research Educational Foundation.
- Little, M. E. (2015). *Comprehensive program enhancements: Lessons learned from the field*. New York, NY: Fordham.
- Little, M., Sobel, D., & McCray, E. (2013). *A review of the Office of Special Education Program 325T program redesign projects: analysis, synthesis, and recommendations*. Washington, DC: Office of Special Education Programs.
- Little, M., Hunt, J.* & Powell, S.* (2011). *Comprehensive program evaluation of national e-mentoring system of novice special education teachers*. Washington, DC: Office of Special Education Programs and New Teacher Center.

- Little, M., & Robertson, S.* (2009). *Algebra success keys* (Report No.14277068.1). Tallahassee, FL: Florida Department of Education.
- Little, M., & Robertson, S.* (2008). *Algebra success keys* (Report No.14277062.2). Tallahassee, FL: Florida Department of Education.
- Little, M., & Greenidge, W.* (2007). *Summative report of algebra success keys: Impact of teacher professional development* (Report No.14277057.1). Tallahassee, FL: Florida Department of Education.
- Little, M., Rozanski, S., & Atallah, J. (2007). *Results of a comprehensive professional development: Perceptions of implementation of selected content enhancement routines within secondary Social Studies classrooms by teachers*. Tallahassee, FL: Florida Department of Education.
- Little, M., Greenidge, W.*, Rawlinson, D.* (2006). *Summative report: Impact of teacher professional development in literacy with students in juvenile justice facilities*. Tallahassee, FL: Florida Department of Education.
- Little, M., & Hahs-Vaughn, D. (2006). *Results of a comprehensive plan for improved content literacy for secondary students: Palm Beach County content enhancement routines research report*. Tallahassee, FL: Florida Department of Education.
- Little, M. (2006). *Summary of research-based instructional methods and metacognitive strategies*. Tallahassee, FL: Florida Department of Education.
- Little, M., & Rawlinson, D.* (2006). *The language-reading connection for speech-language pathologists*. Tallahassee, FL: Florida Department of Education.
- Little, M. (2005). *Impact of professional development on student learning in secondary schools: Summative report*. Tallahassee, FL: Florida Department of Education.

Grants and Other Funded Projects:

Total external funds to date: \$25,328,694

- Little, M. (2023). *Math, Mentoring, and Gaming*. Florida Blue Foundation. \$25,000.
- Little, M. E., Slanda, D. D., Edwards, O. (2022). *Project CENTRAL: Connecting Enhanced Networks to Reach all Learners. Office of Special Education Programs, Absolute Priority: Interdisciplinary Preparation in Special Education, Early Intervention, and Related Services* (CFDA 84.325K), Focus Area B: Preparing Personnel to Serve School-Age Children with Disabilities who have

high-intensity needs (HIN). Principal Investigator/Co-Author. Awarded \$1,250,000.

Little, M., Rosa-Lugo, L., & Slanda, D. (2019). *Project SPEECH: Interdisciplinary Preparation in Special Education*. (Office of Special Education Programs). Principal Investigator/Co-author. \$1,250,000.

Varcholik, P., Little, M. & Lohmeyer, E. (2019). Developing and Initiating a Pilot 4th Grade After-School Robotics Program (Futures program). Principal Investigator/Co-Author. \$30,000.

Little, M. & Hahs-Vaughn, D. (2018). *Enhancing Quality in Teacher Preparation in Mathematics within Urban Partnerships*. (US Department of Education). Principal Investigator/Co-Author. \$3,388,951.

Little, M. & Edwards, O. (2018). *Project Bridges: Interdisciplinary Preparation in Special Education*. (Office of Special Education Programs). Principal Investigator/Co-Author. \$1,250,000.

Little, M., & Kelly, M. (2017). *Sustaining a Model Inclusive Pre-service Educational Programs*. (Florida Department of Education). Principal Investigator/Co-Author. \$25,000.

Little, M., Wenzel, T., Kelly, M., Ortiz, E., & Safi, F. (2016). *Intensive interventions to meet the reading and mathematics needs of struggling students*. (University of Central Florida). Principal investigator/Co-Author. \$10,000.

Ortiz, E., Little, M. & Wenzel, T. (2015). *Intensive interventions to meet the reading and mathematics needs of struggling students*. (University of Central Florida). Co-Principal investigator/Co-Author. \$3,500.

Little, M., Hutchinson, C., & Reyes, M. (2015). *Developing a Model Inclusive Pre-service Educational Programs*. (Florida Department of Education). Principal Investigator/Co-Author. \$50,000.

Little, M. & Pearl, C. (2014). *Intensive Interventions*. (Office of Special Education Programs). Principal Investigator/Co-Author. \$1,250,000.

Little, M. & Wenzel, T. (2014). *Intensive interventions to meet the reading needs of struggling students*. (University of Central Florida). Principal investigator/Co-Author. \$5,000.

Little, M. & Wenzel, T. (2013). *Project safety NET: Networking educational teams to meet the reading needs of struggling students*. (University of Central Florida).

Principal investigator/Co-Author. \$5,000.

Little, M. & Smith, L. (2013). *STEM education within middle schools* (University of Central Florida). Principal investigator/Co-Author. \$5,000.

Little, M. (2009). *Response to intervention: Teaching learning connections (RtI-TLC)*. Florida Department of Education. Principal Investigator/Author. \$887,000.

Little, M. (2008). *Response to intervention: Teaching learning connections (RtI-TLC)*. Florida Department of Education. Principal Investigator/Author. \$887,000.

Little, M. (2008). *Building bridges: Developing highly qualified special education teachers for middle schools in urban areas*. Office of Special Education Programs. Principal Investigator/Author. \$500,000.

Little, M. (2007). *Project CENTRAL*. Florida Department of Education. Principal Investigator/Author. \$960,000.

Little, M., & Hock, M. (2007). *Research in secondary reading intervention*. Florida Department of Education. Principal Investigator/Co-Author. \$850,988.

Simmons, D., Coyne, M., & Little, M. (2006). *Early reading intervention: Examination of curriculum efficacy, replicability, and intensity*. US Department of Education. Co-Principal Investigator/Co-Author. \$2,885,628.

Little, M. (2006). *Effective instructional practices*. Florida Department of Education. Principal Investigator/Author. \$960,000.

Little, M. (2005). *Effective instructional practices*. Florida Department of Education. Principal Investigator/Author. \$1,066,251.

Little, M. (2005). *Parallel curriculum model*. Florida Department of Education. Principal Investigator/Author. \$28,000.

Little, M. Edwards, O., & Ray, S. (2005). *Project intervention N.E.T.: Response to intervention*. Florida Department of Education. Principal Investigator/Co-Author. \$30,000.

Little, M., & King, L.* (2005) *Research in reading instruction: Implementing assistive technology in the classrooms*. Toni Jennings Exceptional Education Institute Research Award from the University of Central Florida. Principal Investigator/Author. \$5,600.

Little, M. (2004). *Effective instructional practices*. Florida Department of Education.

Principal Investigator/Author. \$1,116,251.

Little, M. (2004). *Parallel curriculum model*. Florida Department of Education.
Principal Investigator/Author. \$28,000.

Little, M., & King, L.* (2004) *Project FLAME: Implementing assistive technology in the classrooms*. Toni Jennings Exceptional Education Institute Research Award from the University of Central Florida. Principal Investigator/Author. \$5,600.

Little, M. (2003). *Effective instructional practices*. Florida Department of Education.
Principal Investigator/Author. \$1,111,786.

Little, M., & King, L.* (2003) *Project LIT: Implementing assistive and augmentative communication and accommodations in reading*. Toni Jennings Exceptional Education Institute Research Award from the University of Central Florida.
Principal Investigator/Author. \$3,000.

Little, M. (2002). *Effective instructional practices*. Florida Department of Education.
Principal Investigator/Author. \$1,051,575.

Little, M. (2001). *Effective instructional practices*. Florida Department of Education.
Principal Investigator/Author. \$996,794.

Little, M. (2001) *Implementing continuous improvement within PDS schools*. Toni Jennings Exceptional Education Institute Research Award from the University of Central Florida. Principal Investigator/Author. \$5,000.

Little, M. (2000). *Effective instructional practices*. Florida Department of Education.
Principal Investigator/Author. \$785,000.

Little, M. (2000). *Project READ: Strategies in the classroom*. Initial Research Award-
University of Central Florida: Daytona Beach. Principal Investigator/Author.
\$1,300.

Little, M. (1999). *Effective Instructional Practices* Florida Department of Education.
Principal Investigator/Author \$504,380

Little, M., & Crawford, P. (1999). *Continuing collaboration between special education and regular education faculty*. Learning Disabilities Association-Teacher Educators Project. Co-Author. \$500.

Little, M. (1999). *Promoting and enhancing literacy education*. Initial Research Award
- University of Central Florida. Principal Investigator/Author. \$1,200.

- Little, M. (1998). *Effective instructional practices*. Florida Department of Education. Co-Principal Investigator/Co-Author. \$249,890.
- Little, M. (1998). *Implementing a continuous improvement model within schools: University initial research award*. University of Central Florida. Principal Investigator/Author. \$9,500.
- Little, M. (1998). *Improving student outcomes for all students through family involvement*. Florida Inclusion Network: Florida Department of Education. Principal Investigator/Author. \$2,000.
- Little, M., & Crawford, P. (1997). *University collaborative teacher teams to facilitate successful inclusion*. Learning Disabilities Association. Principal Investigator/Co-author. \$1,000.
- Robinson, S.M., & Little, M. (1994). *A training project for full certification approval for teachers and coordinators in special education*. Office of Special Education Programs of the US Department of Education. Co-Author/Project Coordinator. \$558,000.
- Little, M. (1993). *The effects of feedback strategies during preservice training of teachers*. Hammill Foundation Dissertation Award. Principal Investigator/Author. \$5,000.
- Little, M. (1992). *Continuation of the development of critical thinking/writing skills*. Blue Valley Schools, Overland Park, KS. Principal Investigator/Author. \$2,000.
- Little, M. (1991). *Development of critical thinking/writing skills*. Blue Valley Schools, Overland Park, KS. Principal Investigator/Author. \$2,000.
- Little, M. (1990). *Teacher assistance teams: Developing instructional teams*. Missouri State Department of Education. Principal Investigator/Author. \$4,500.
- Little, M. (1988). *Collaboration of regular and special educators*. Missouri State Department of Education. Principal Investigator/Author. \$2,000.
- Allee, T., Little, M., & Stoneking, R. (1987). *Computerized IEP Management System*. Missouri State Department of Education. Co-Principal Investigator/Co-Author. \$18,000.

Presentations

International/National

- Cramer, E. & Little, M. (2023). *The impacts of covid-19 policies and practices on our most vulnerable students: Expanding the conversation on systemic educational inequities in the US*. INTED2023 Technical Secretariat. Valencia, Spain.
- Slanda, D. D., Little, M. E., & Pike, L.* (2022, November 8-11). Mentor demonstration sites: in high-need schools: Building bridges to evidence-based practice [Paper Presentation]. Accepted to Teacher Educator Division of the International Council for Exceptional Children, Richmond, Virginia.
- Little, M. E., & Slanda, D. D. (2022, November 8-11). Breaking down the silos: Re-envisioning teacher education by building bridges across disciplines [Multiple Paper Presentations]. Accepted to Teacher Educator Division of the International Council for Exceptional Children, Richmond, Virginia.
- Little, M. & Slanda, D.D. (2022). *Developing intervention specialists through collaborative preparation*. [Presentation with Q&A]. Office of Special Education Programs, Project Director's Conference, Virtual.
- Slanda, D.D. & Little, M. (2022). *Interdisciplinary preparation in language and literacy interventions*. [Presentation with Q&A]. Office of Special Education Programs, Project Director's Conference, Virtual.
- Little, M. & Slanda, D.D. (2022). *The role of professors-in-residence within a reimagined model of teacher learning*. American Association of Colleges of Teacher Education. New Orleans, LA.
- Little, M. & Slanda, D.D. (2022). *Creating collaborative school cultures to enhance social justice, equity, and diversity*. Association of Teacher Educators. Chicago, IL
- Slanda, D.D. & Little, M. (2022). *Re-envisioning teacher education: Collaborative structures that enhance inclusive programming*. Association of Teacher Educators. Chicago, IL
- Pike, L. *, Little, M. & Herbert, L.* (2022). *Virtually together: Utilizing technology to enhance internship experiences*. Association of Teacher Educators. Chicago, IL
- DeStefano, C. D.*, Charles, C. D.*, Hahs-Vaughn, D. L., & Little, M. (2021, April 10). Treatment fidelity procedures for a teacher candidate RCT internship intervention: Design, feasibility, and preliminary results. In M. Chian & A. Skukauskaite (Chairs), *Educational Responsibilities in Problem-Based Education: Principles, Practices and Networks Creating and Supporting PBE*.

[Poster session]. American Educational Research Association 2021 Annual Meeting, Virtual. <https://www.aera.net/Events-Meetings/2021-Annual-Meeting>

DeStefano, C. D.,* Charles, C. D.*, Hahs-Vaughn, D., & Little, M. L. (2021, April 9). *Treatment Fidelity Procedures for a Teacher Candidate RCT Internship Intervention: Design, Feasibility, and Preliminary Results* [Conference session]. American Educational Research Association 2021 Annual Conference, Virtual. <https://www.aera.net/Events-Meetings/2021-Annual-Meeting>

Hahs-Vaughn, D. L., Charles, C. D*., DeStefano, C. D.*, & Little, M. L. (2021, April 9). *Trials and Tribulations: Challenges and Adjustments in a Multi-Site School-Based RCT*. [Conference session]. American Educational Research Association 2021 Annual Conference, Virtual. <https://www.aera.net/Events-Meetings/2021-Annual-Meeting>

Little, M. E., Edwards, O., & Slanda, D. D. (2022, January 16-19). *Restructuring personnel preparation for special educators and school psychologists: A shared responsibility*. Council for Exceptional Children Convention and Expo, Orlando, Florida.

Slanda, D.D., Little, M.E. & Rosa-Lugo, L. (2022, January 16-19). *Interdisciplinary preparation of special educators and speech-language pathologists in language and literacy*. Council for Exceptional Children Convention and Expo, Orlando, Florida.

Slanda, D.D., & Little, M. (2021). *Preparing educators to implement intensive interventions in online settings: What has the pandemic taught us?* Teacher Education Division of the Council for Exceptional Children. Ft. Worth, TX.

Little, M., & Slanda, D. (2021). *Interdisciplinary collaborative preparation to improve student outcomes*. Teacher Education Division of the Council for Exceptional Children. Ft. Worth, TX.

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.

Little, M. E., Rosa-Lugo, L., & Slanda, D. D. (2021, July 19-22). *Interdisciplinary Preparation in Language and Literacy Intervention* [Presentation with Q&A]. Office of Special Education Programs, Project Director's Conference, Virtual.

Hahs-Vaughn, D., Little, M., Destafano, C. & Charles, C. (2021). *Trials and Tribulations: Challenges and Adjustments in a Multi-Site School-Based RCT*.

- American Education Research Association. Virtual Conference due to COVID-19.
- Little, M., Gromell, M., & Whinnery, S. (2021). *When We Actually WANT the scale to go up! CEEDAR national Convening*. Virtual Conference due to COVID-19.
- Knox, R*, Slanda, D., & Little, M. (2021). *Supporting Educators in the Implementation of Intensive Interventions in a Virtual Setting*. Society for Information Technology & Teacher Education. Virtual conference. United States.
- Little, M. & Hazel, R. (2021). *Supporting New Teachers through Coaching*. World Education Summit. Virtual Conference due to COVID-19.
- Edwards, O., Little, M., & Slanda, D. (2021). *Federally funded Grant: Collaborative University Preparation in School Psychology and Special Education*. National Association of School Psychology. Virtual Conference due to COVID-19.
- Little, M., Edwards, O., & Slanda, D. (2021). *No Limits: Interdisciplinary Preparation to Support Every Child*. Council for Exceptional Children. Virtual Conference due to COVID-19.
- Little, M., Slanda, D., Herbert, L., & Pike, L. (2021). *Retaining Teachers in High-Need Urban Settings by Developing Resiliency and addressing Mental Health*. Council for Exceptional Children. Virtual Conference due to COVID-19.
- Slanda, D. D., Herbert, L.*, Pike, L.*, & Little, M. (2021, March 3-6). *Retaining teachers in high-need urban settings by developing resiliency and addressing mental-health* [Poster Session]. Council for Exceptional Children Convention and Expo, Virtual.
- Slanda, D. D., Little, M., Pike, L.*, & Herbert, L.* (2021, February 13-17). *Building a cadre of culturally responsive teachers in an increasingly diverse world* [Roundtable Session]. Association of Teacher Educators, Virtual.
- Little, M., Blanch, N., Van De Mark, C., Bagley, E., Puig, E., & Kelly, S. (2021). *The Role of Professors-In-Residence within An Enhanced Partnership Model of Teacher Learning*. Accepted to the Association of Teacher Educators. Anaheim, CA., Virtual Conference due to COVID-19.
- 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.

- Slanda, D. D., Little, M., Pike, L.*, & Herbert, L.* (2021, February 13-17). *Building a cadre of culturally responsive teachers in an increasingly diverse world* [Roundtable Session]. Association of Teacher Educators, Virtual Conference due to COVID-19.
- Little, M., Brooks, L., & Carli, M. (2020, April). *Supporting beginning teachers with mathematics instruction*. Accepted to the 100th Annual National Council of Teachers of Mathematics. Chicago, IL **Conference canceled due to Coronavirus Disease (COVID-19).
- Little, M. E., Pearl, C., & Slanda, D. D. (2020, February). *Seeing 20/20 in 2020: Lessons learned implementing intensive interventions in high-needs schools*. Presented at the Council for Exceptional Children Conference, Portland, Oregon.
- Little, M. E., Pearl, C., & Slanda, D. D. (2019, November). *Implementing intensive interventions in high-needs schools*. Presented at Council for Exceptional Children, Teacher Education Division Conference, New Orleans, LA
- Little, M. E. & Slanda, D. D. (2018, November). *Access and Equity: Challenges Facing Special Education Teachers Working in Inclusive Settings*. Presented at Council for Exceptional Children, Teacher Education Division Conference, Las Vegas, NV.
- Little, M. E. & Slanda, D. D. (2018, April). *Access and equity: Challenges facing inclusive educational practices*. Presented at American Educational Research Association Conference, New York, NY.
- Little, M. E., Pearl, C., & Slanda, D. D. (2018, February). *Implementation of Intensive Interventions within a Multi-Tier System of Support Framework*. Presented at Council for Exceptional Children Conference, Tampa, FL.
- Little, M. E., Pearl, C. & Slanda, D. D. (2018, February). *The Complexity of MTSS Implementation in Schools: Successes and Challenges*. Presented at Council for Exceptional Children Conference, Tampa, FL.
- Little, M.E. & Hazel, R. (2017). *Unlocking Data-Based Decision-Making through Action Research: Keys to Instruction and Professional Learning*. Learning Forward. Orlando, FL.
- Little, M.E. & Pearl, C. (2016). *Intensive interventions*. American Institutes of Research. Washington, DC.
- Holdheidi, L., Hayes, L., & Little, M.E. (2016). *Implementation of reforms within*

universities. Office of Special Education Programs. Washington, DC.

Little, M., & Witzel, B. (2016). Project Bridges: *Fact fluency and automaticity*. Council for Exceptional Children conference. St. Louis, MO

Little, M.E. (2014). *Implementing instructional practices in mathematics to meet the needs of all Students*. Institute in Special Education. Toledo, OH.

Little, M. (2013). *Implementing the common core state standards in reading: Moving beyond compliance with collaborative leadership*. Seventh Annual Leadership Institute in Special Education. Columbus, OH.

Little, M. (2013). *Implementing the common core state standard: Instructional practices in mathematics*. Seventh Annual Leadership Institute in Special Education. Columbus, OH.

Miller, K.* & Little, M.E. (2013). *Examining writing instruction in combination with video self-modeling for students with learning disabilities*. Teacher Education Division of the Council for Exceptional Children. Ft. Lauderdale, FL.

Powell, S.*, Hunt, J.*, Little, M.E., & Mike, A. (2013). *E-mentoring of novice teachers in special education*. Teacher Education Division of the Council for Exceptional Children. Ft. Lauderdale, FL.

Martin, S., Little, M.E., Lue-Stewart, M. (2013). *Graduate course discussions on culturally responsive teaching: Inspiring effective practice*. Teacher Education Division of the Council for Exceptional Children. Ft. Lauderdale, FL.

Little, M. & Gresham, R. (2013). *Implementing and evaluating evidence-based practices in K-12 classrooms by teacher candidates in mathematics*. Council for Exceptional Children. San Antonio, TX.

Little, M., Cramer, E., & McHatton, P. (2013). *Data-based accountability and instructional decision-making within universities*. Monarch Center of the Office of Special Education Programs, New Orleans, LA.

Little, M. (2013). Electronic mentoring of novice teachers in special education. International Conference on Education. Honolulu, HI

Little, M., Cramer, E., & McHatton, P. (2012). *Data-based accountability and instructional decision-making within universities*. Monarch Center of the Office of Special Education Programs, Chicago, IL.

Little, M. (2011). *Instructional problem-solving within response-to-intervention*.

Learning Forward preconference. Indianapolis, IN.

Little, M., Cramer, E., & McHatton, P. (2011). *Sustaining collaborative programming within universities*. Monarch Center of the Office of Special Education Programs, Chicago, IL.

Little, M., Diamond, H., & Cline, L. (2010). *Implementing a statewide system to improve student achievement in Mathematics using evidence-based practices*. Office of Special Education Programs, Washington, DC.

Little, M., Cramer, E., & McHatton, P. (2010). *Preparing teacher candidates to work collaboratively*. Monarch Center of the Office of Special Education Programs, Chicago, IL.

Little, M. (2009). *Response to intervention: School-wide approaches*. National Leadership Academy: College of William and Mary, Williamsburg, VA.

Little, M. (2009). *Instructional problem solving within response to intervention*. National Staff Development Council pre-conference session, Boston, MA.

Little, M. (2005). *Research in learning disabilities*. The International Conference on Learning Disabilities, Ft. Lauderdale, FL.

Little, M. (2005). *Knowing what works: Classroom research for improved student literacy outcomes*. The ACCESS Center, Washington, DC.

Little, M. (2005). *Strategies for parents of struggling readers*. Division of Learning Disabilities, Orlando, FL.

Little, M., Goff, S., & Donaldson, W. (2001). *Effective instructional practices in reading*. National Association of State Directors of Special Education, San Antonio, TX.

Little, M. (1998). *Professional development schools*. Invited Panel Member. Teachers Education Division of the Council for Exceptional Children, Dallas, TX.

Little, M., & Blankstein, A. (1997). *Reaching today's students: Building a community circle of caring*. Preconference session. International Conference on Children and Youth with Behavioral Disorders, Dallas, TX.

Little, M. (1997). *Reaching today's students: Building a community circle of caring*. National Training Institute, Orlando, FL.

Little, M. (1995). *Adapting instruction and the teaching and learning environment in*

the inclusive classroom. Succeeding with Diverse Learners in the Inclusive School conference. Institute for Educational Development, Aspen, CO.

Little, M. (1995). *Promoting a safe and caring school environment.* United School Administrators, Wichita, KS.

Little, M., & Rindone, N. (1995). *Collaborative teaching: Making it work!* St. Louis Special School District, St. Louis, MO.

Little, M. (1995). *Professional collaboration through peer coaching.* Institute for School Improvement, Lawrence, KS.

Little, M. (1995). *Curriculum adaptations for ALL students.* Seventeenth International Conference on Learning Disabilities, Chicago, IL.

Regional/State (Invited)

Carli, M., Little, M., & Pike, L. * (2022). *Reimagining Professional Learning Through Partnerships.* Florida Association of Teacher Educators. Orlando, FL.

Caton, J.,* & Little, M. (2022). *Supporting Mathematics Through Community Partnerships.* Florida Association of Teacher Educators. Orlando, FL.

Carli, M., Wood, K., Little, M., & Williams, B. (2022). *From University Scholar to Teacher.* Florida Association of Teacher Educators. Orlando, FL.

DeStefano, C.*, Herbert, L.*, & Little, M. (2022). *Integrating Teaching Inclusivity Competence within Teacher Preparation Programs: Measuring Social Justice Beliefs of Teacher Candidates.* Paper Presentation at the Eastern Educational Research Association Conference, Clearwater, FL.

Little, M., Blanch, N., Van De Mark, C., Bagley, E., & Chapman, D. (2021). *Reimagining professional learning through collaboration.* Florida Association of Teacher Educators. Tampa, FL.

Pike, L.*, Carli, M., & Little, M. (2021). *Staying virtually together: Leveraging technology to enhance practicum experiences.* Florida Association of Teacher Educators. Tampa, FL.

Little, M. (2021). *Rethink, reimagine, and recharge: Growing our profession together from demoralized to determined.* Florida Institutes of Teacher Education annual conference. Florida Department of Education. Tallahassee, FL

Slanda, D. D., Kelly, S., Little, M. E., Herbert L. & Pike, L. (2021, January). University

sponsored mentorship and induction: A model for retaining high-quality teachers [Presentation Recording]. *Sunshine State Teaching and Learning Conference*, Virtual conference due to COVID-19.

<https://youtu.be/I5HglArn3Yw>

Little, M. & Carli, M. (2020). *Tools You Can Use*. Presented at the USDOE Effective Educator Development Conference webinar. Washington, DC.

Little, M. (2019, November). *Evidence-based Practices within Preservice teacher education*. Presented at Florida Council for Exceptional Children Annual Conference, St. Augustine, FL.

Little, M. (2019, October). *High-Quality Individualized Education Programs: New Online Resources*. Presented at Florida Council for Exceptional Children Annual Conference, Daytona Beach, FL.

Little, M. (2019, October). *High-Quality Instruction with Online Resources*. Presented at Florida Council for Exceptional Children Annual Conference, Daytona Beach, FL.

Little, M. E., Pearl, C., & Slanda, D. D. (2019, October). *Intensive interventions within multi-tier system of supports*. Presented at Florida Council for Exceptional Children Annual Conference, Daytona Beach, FL.

Little, M. E., Pearl, C., & Slanda, D. D. (2018, October). *Providing services and interventions to students with disabilities within multi-tier system of supports*. Presented at Florida Council for Exceptional Children Annual Conference, Ponte Vedra Beach, FL.

Little, M., Kelly, M., Gromoll, M. & Grillo, L. (2018). *Program Enhancements within Higher Education to Prepare Pre-service teachers for Inclusive Classrooms*. Florida Department of Education. St. Petersburg, FL

Little, M. (2017). *Intensive interventions: Facilitating success in literacy for all learners*. Florida Literacy Association. Tampa, FL

Swenson, N.* & Little, M. (2017). *Designing for diverse learners: Applying universal design principles in the online environment*. Center for Distributed Learning. Orlando, FL.

Little, M., Hutchinson, C., Kelly, M., & Hoffman, E. (2017). *Inclusive practices at the university level*. Florida Association of Teacher Educators. Tampa, FL

Little, M. & Korngold*, J. (2016). *Inclusive teacher preparation*. Tallahassee, FL.

- Little, M. & Hayes, L. (2015). *Intensive interventions in special education: Program revisions at the University of Central Florida*. Tallahassee, FL.
- Little, M. (2015). *Problem solving in educational problem solving*. Florida Literacy Coaches state conference. Orlando, FL
- Little, M. (2015). *Providing intensive interventions in times of change*. Annual Florida Literacy Symposium. Orlando, FL
- Little, M. (2014). *Engaging our students in mathematics*. Annual Parents United with Leaders in Special Education (PULSE) Symposium. Orlando, FL
- Little, M. (2013). *Collaborative leadership in times of change*. Annual Florida Literacy Symposium. Orlando, FL
- Little, M. (2012). *Leadership in Florida today*. Annual Leadership conference of the Council for Exceptional Children, Tampa, FL.
- Little, M. & Clements, T. (2012). *RtI in my classroom*. Florida Literacy Symposium. Orlando, FL.
- Little, M. & Rivera, E. (2012). *Collaborative leadership in times of change*. Keynote address. Council for Exceptional Children: Division of Learning Disabilities. Orlando, FL
- Little, M., Clements, T., & Etherton, C.* (2011). *Collaboration within RtI in Literacy*. Florida Literacy Symposium. Orlando, FL.
- Little, M. (2010). *Instructional problem solving for teachers*. Florida Council of Administrators of Special Education, Sanibel, FL.
- Little, M., & Robertson, S.* (2010). *Problem solving in mathematics within RtI*. Florida Mathematics Leadership Institute, Orlando, FL.
- Little, M., & Zugelder, G.* (2010). *Problem solving in literacy within RtI*. Instructional and Literacy Coaches Update conference, Orlando, FL.
- Little, M., & Robertson, S.* (2009). *Teaching math instruction and interventions for all students within RtI*. Keynote and pre-conference session. Florida Council for Exceptional Children, Daytona Beach, FL
- Little, M., Dorman, C., Wheeler, D., & Robertson, S.* (2009). *Using case studies in math for problem solving in RtI*. Florida Leadership in Math and Science,

Jacksonville, FL.

Little, M., & Robertson, S.* (2008). *Response-to-intervention: How to improve math instruction and interventions for all students*. Keynote and pre-conference session. Florida Council for Exceptional Children, Sarasota, FL.

Batsche, G., Little, M., & Kincaid, D. (2008). *Response-to-intervention in Florida*. Keynote session. Just Read, Florida! Administrative Leadership conference, Orlando, FL.

Little, M., & Robertson, S.* (2007). *Improving math for all students*. Keynote and pre-conference session. Florida Council for Exceptional Children, Ft. Lauderdale, FL.

Little, M., Kinney, M.*, & Robertson, S.* (2006). *Increasing rigor and relevance in math through interactions*. Keynote and pre-conference session. Florida Council for Exceptional Children, Panama City, FL.

Little, M. (2006). *Celebrating, retaining, and sustaining education: the legacy of teaching*. Keynote-Teacher's Academy, Broward Co., FL.

Little, M., & Friend, E. (2004). *Increasing academic rigor in the middle schools*. Administrator's Management Meeting, Orlando, FL.

Little, M. (2004). *Improving student learning through classroom action research*. Educational state conference, Daytona Beach, FL.

Little, M. (2003). *Meeting the reading needs for ALL students*. Invited Keynote. Broward County School District, Ft. Lauderdale, FL.

Little, M. (2002). *Phonological awareness: Research and strategies*. The Governor's Second Annual Educational Leadership Summit, Tampa, FL.

Little, M. (2002). *Reading for all students*. Institute for Small and Rural Schools, Palm Coast, FL.

Little, M. (2002). *Metacognitive strategies in algebraic thinking*. Florida Council for Exceptional Children. Daytona Beach, FL.

Little, M. (1998). *Middle school and inclusion: Continuous improvement through strategies for successful implementation*. Florida Inclusion Network, Ft. Pierce, FL.

Little, M., & Robinson, S. (1997). *Middle school and inclusion: A perfect match*.

Florida Inclusion Network, Ft. Pierce, FL.

Little, M. (1997). *Accommodating all learners in the middle school community*. Florida Inclusion Network-Region 4, Sarasota, FL.

Little, M., & Rindone, N. (1996). *Collaborative teaching: A class-within-a-class*. St. Louis School District, St. Louis, MO.

Little, M. (1996). *IDEA reauthorization: An update*. Council of Administrators of Special Education, Manhattan, KS.

Little, M. (1996). *Teaming: Strategies to enhance the power of two*. Wichita School District, Wichita, KS.

Little, M. (1996). *Educational reform within Kansas*. Associated Colleges of Central Kansas conference, Hutchinson KS.

Little, M. (1995). *Conflict negotiation and problem solving*. Topeka #501 School District, Topeka, KS.

Little, M. (1995). *Collaborative teaming: Making it work!* St. Louis Special School District, St. Louis, MO.

Little, M. (1995). *Policies into practices: Making sense of it all!* Rural Teachers Federal Training Grant, Hutchinson, KS.

Little, M., & Rindone, N. (1994). *Team building and decision-making*. Kansas City School District, Kansas City, KS.

Little, M. (1994). *Inclusion: Implementation and planning*. The Learning Exchange, Kansas City, MO.

Little, M., & Rindone, N. (1993). *Collaborative planning for co-teaching models*. ESSDECK Educational Cooperative, Hutchinson, KS.

Little, M. (1993). *Effective teaching strategies*. SE Kansas Educational Cooperative, Greenbush, KS.

*Denotes graduate student

Conference Proceedings and Presentations (Peer Reviewed)

International and National

- Cramer, E. & Little, M. (2023). *The impacts of covid-19 policies and practices on our most vulnerable students: Expanding the conversation on systemic educational inequities in the US*. INTED2023 Technical Secretariat. Valencia, Spain.
- Little, M., & Slanda, D. (2022). *Breaking down the silos: Re-envisioning teacher education by building bridges across disciplines*. Teacher Education Division conference. Louisville, KY
- Slanda, D., Little, M., & Pike, L. (2022). *Mentor demonstration sites for high-need schools: Building bridges to evidence-based practices*. Teacher Education Division conference. Louisville, KY
- Campbell, L., Little, M., Puig, E. (2022). *Transdisciplinary literacies: New directions in broad spectrum learning and instruction*. 22nd European Conference on Literacy. Dublin, Ireland.
- Slanda, D. & Little, M. (2021). *Preparing educators to implement intensive interventions in online settings*. Teacher Education Division conference. Ft. Worth, TX
- Slanda, D. & Little, M. (2021). *Breaking down the silos: Transforming teacher education for inclusive programming*. American Teachers Association. Virtual Summer Conference due to COVID-19.
- Hahs-Vaughn, D., Little, M., Destafano, C. & Charles, C. (2021). *Trials and Tribulations: Challenges and Adjustments in a Multi-Site School-Based RCT*. American Education Research Association. Virtual Conference due to COVID-19.
- Knox, R*, Slanda, D., & Little, M. (2021). *Supporting Educators in the Implementation of Intensive Interventions in a Virtual Setting*. Society for Information Technology & Teacher Education. Virtual conference. United States.
- Edwards, O., Little, M., & Slanda, D. (2021). *Federally-Funded Grant: Collaborative University Training in School Psychology and ESE*. National Association for School Psychologists. Virtual conference.
- Little, M., Boren, R., & Hazel, K. (2019). *Supporting New Teachers through Job-Embedded Coaching*. International Visible Learning Conference. Edinburgh, Scotland, UK.
- Kelly, M., Spalding, L. Little, M., & Slanda, D. (2018). *Remodeling a Pre-service Elementary Education Program to Prepare Preservice Teacher Candidates for*

Inclusive Settings. Teacher Education Division: Council for Exceptional Children Convention and Expo, Las Vegas, NV.

Little, M., Kelly, M., Spalding, L. & Slanda, D. (2018). *Preparing Pre-service teachers for Inclusive Classrooms*. Teacher Education Division: Council for Exceptional Children Convention and Expo, Las Vegas, NV.

Slanda, D. & Little, M. (2018). *Access and equity: Challenges facing inclusive educational practices*. American Educational Research Association. New York, New York.

Slanda, D., Little, M., & Pearl, C. (2018). *The Complexity of MTSS Implementation in Schools: Successes and Challenges*. Council for Exceptional Children Convention and Expo, Tampa, FL

Little, M., Slanda, D., & Pearl, C. (2018). *Implementation of Intensive Interventions within a Multi-Tier System of Support Framework*. Council for Exceptional Children Convention and Expo, Tampa, FL

Little, M. (2018). *Personnel preparation as intervention specialists*. International Conference on Education. Honolulu, Hawaii.

Marx, T., Little, M. and Lemon, C. (2017). *Data rich and information poor no more: Building educators' competencies in intensive interventions*. Teacher Education Division of CEC conference. Savannah, GA.

Slanda, D., Little, M., and Pearl, C. (2017). *Implementation of intensive interventions within a multi-tiered system of supports*. Teacher Education Division of CEC conference. Savannah, GA.

Barton-Arwood, S., DaFonte, A., and Little, M. (2017). *You did what with what: The surprising and inventive ways faculty use IRIS modules*. Teacher Education Division of CEC conference. Savannah, GA.

Holdheidi, L., Little, M., Kearns, D. (2017). *Can we bridge the implementation gap? Educator preparation for real-world contexts*. CEEDAR conference. Washington, DC.

Little, M., Hutchinson, C., Roberts, S., Spaulding, L-A., Slanda, D., Brooks, L. and Hoffman, E. (2017). *There is no "I" in team: Inclusive programming within a university*. Association of Teacher Educators, Orlando, FL

Little, M., Pearl, C., & Slanda, D. (2016). *Preparation in intensive interventions*. Teacher Education Division of CEC conference. Lexington, KY

- Little, M., Pearl, C., Slanda, D.* & Findley, V.* (2016). *Project Bridges: Preparation in intensive interventions*. Council for Exceptional Children conference. St. Louis, MO
- Little, M. (2015). *The effects of implementation of action research on efficacy of middle school mathematics teachers*. American Educational Research Association. Washington, DC.
- Little, M. & Hahs-Vaughn, D. (2015). *Intensifying reading interventions by teacher candidates within clinical experiences*. American Educational Research Association. Washington, DC.
- McHatton, P., Little, M., & Cramer, E. (2015). *Using data to inform practice: Demystifying the process*. Teacher Education Division of the Council for Exceptional Children. Phoenix, AZ
- Little, M. & Pearl, C. (2015). *Preparation in intensive interventions in special education*. Office of Special Education Programs. Washington, DC.
- Little, M. (2015). *Improving letter recognition in a Prekindergarten inclusive classroom using action research*. American Educational Research Association. Chicago, Ill.
- Little, M. & Hahs-Vaughn, D. (2015). *Intensifying reading interventions with elementary students within early field experiences*. American Educational Research Association. Chicago, Ill.
- Little, M., Reyes, M., Pearl, C., & Slanda, D.* (2015). *Data-based decision-making using action research: Collaboratively transforming P-16 educational systems*. Congreso Puertorriqueno de Investigacion en la Educacion. San Juan, Puerto Rico.
- Patrusky, L.* & Little, M.E. (2015). *MTSS and intensive interventions: Improving reading gains for all learners*. National Association for School Psychologists. Orlando, FL.
- Brownell, M., Little, M., & McCray, E. (2014). *Improving teacher education by using the evidence: Innovation configurations as a tool for enhancement*. American Association Council of Teacher Education conference. Atlanta, GA.
- Cramer, E., Little, M.E., & McHatton, P.A. (2014). *De-mystifying the use of data for program accountability*. Association of Teacher Educators. Phoenix, AZ.

- Little, M.E., O'Connor-Morin, A., Wilkins, I. (2014). *Developing synergy to improve student outcomes through collaborative partnerships*. Teacher Education Division conference, Indianapolis, IN.
- Little, M., Sobel, D., & McCray, E. (2014). *Collaboration to Enhance Teacher Preparation: Results of National Evaluation*. Council for Exceptional Children conference. Philadelphia, PA.
- Little, M. & Hahs-Vaughn, D. (2014). *Sustained professional learning for mathematics teachers: teacher efficacy and student results*. Council for Exceptional Children conference. Philadelphia, PA.
- Little, M., & Hahs-Vaughn, D. (2014). *Effects of implementation of a professional learning community structure on perceived efficacy of middle school teachers of mathematics*. American Educational Research Association conference. Philadelphia, PA.
- Powell, S.,* Hunt, J.,* Little, M.E., Mike, A. (2013). *The effects of e-mentoring on beginning teacher competencies and perceptions*. Teacher education division of the Council for Exceptional Children conference. Ft. Lauderdale, FL.
- Miller, K.,*Little, M.E. (2013). *Examining writing instruction in combination with video self-modeling for students with learning disabilities*. Teacher education division of the Council for Exceptional Children conference. Ft. Lauderdale, FL.
- Little, M., Martin, S., Stewart, M., & Gourwitz, J*. (2013). *Collaborative program evaluation to bridge theory into practice*. Office of Special Education Programs National Meeting, Washington, DC.
- Little, M.E., Hunt, J., & Powell, S. (2013). *Electronic mentoring of novice special education teachers*. International conference on education. Honolulu, HI.
- Little, M.E. (2012). *Implementing response to intervention in mathematics classrooms*. Teacher education division of the Council for Exceptional Children conference. Grand Rapids, MI.
- Little, M.E. (2012). *Reading intervention research in secondary schools: Results of comprehensive scale-up implementation*. American Education Research Association. Vancouver, BC, CA.
- Little, M.E., Simmons, D. C., Coyne, M. (2012). *A comparison of responsive interventions on kindergarteners' early reading achievement*. American Education Research Association. Vancouver, BC, CA.

- Little, M.E., Rawlinson, D. M., Simmons, D. C., Coyne, M. D., Kwok, O., Kim, M., Simmons, L. E., Hagan-Burke, S., (2012). *A comparison of supplemental interventions on kindergarteners' early reading achievement*. Council for Exceptional Children. Denver, CO.
- Little, M.E., Martin, S. & Stewart, M. (2012). *Creating a continuum of professional learning: Preservice through inservice*. Council for Exceptional Children. Denver, CO.
- Little, M.E., Rawlinson, D. M., Simmons, D. C., Coyne, M. D., Kwok, O., Kim, M., Simmons, L. E., Hagan-Burke, S., (2012). *A comparison of interventions on kindergarteners' early reading*. Pacific Coast Research Council, San Diego, CA.
- Little, M., Hunt, J.,* & Powell, S.* (2011). *Impact of e-mentoring of novice teachers in special education*. Office of Special Education Programs National Meeting, Washington, DC.
- Little, M., Martin, S., & Stewart, M. (2011). *Changing the way we prepare teachers: A bridge to excellence*. Council for Exceptional Children. National Harbor, MD.
- Little, M. (2010). *Case-based instruction in mathematics within response-to-intervention*. Teacher Education Division conference, St. Louis, MO.
- Coyne, M. D., Little, M. E., Simmons, D.C., Kwok, O., Kim, M., Hagan-Burke, S., Simmons, L. E., Rawlinson, D.M., Johnson, C., Taylor, A. B., Ruby, M.F., & Lentini, A. (2010). *Assessing the impact of reading intervention in kindergarten classrooms: A between-context comparison*. Pacific Coast Research Council, San Diego, CA.
- Simmons, D., Coyne, M., Hagan-Burke, S., Kwok, O., Kim, M., Simmons, L., Little, M., & Rawlinson, D. (2010). *The impact of modifying early reading intervention based on kindergartener's response*. Institute of Education Sciences, Washington, DC.
- Little, M. (2010). *Implementing response-to-intervention: Tools teachers can use!* International Council for Learning Disabilities, Myrtle Beach, SC.
- Little, M. (2009). *Research of reading intervention programs within middle and high schools*. International Council for Exceptional Children, Seattle, WA.
- Little, M., Robertson, S.* & Hunt, J.* (2009). *Teaching math using C-R-A to engage students*. National Council of Teachers of Mathematics, Washington, DC.
- Little, M., Martin, S., Hunt, J.* & Straub, C.* (2009). *Bridging schools and universities*

to improve math and science. Teacher Education Division conference, Charlotte, NC.

Little, M. (2009). *Student voices: Results of qualitative research of secondary reading.* Pacific Coast Research Council, San Diego, CA.

Little, M., & Hahs-Vaughn, D. (2008). *Evaluation of a reading intervention program for struggling middle and high school readers.* American Evaluation Association, Denver, CO.

Little, M., & Robertson, S.* (2008). *Levels of learning in math instruction.* Teacher Education Division of the International Council for Exceptional Children, Dallas, TX.

Little, M. (2008). *Response-to-intervention: What special education teachers need to know.* International Council for Learning Disabilities, Kansas City, MO.

Little, M., & Simpkins, B. (2008). *Instructional problem solving within response-to-intervention.* National Staff Development Council Summer Institute, Orlando, FL.

Little, M. (2008). *Active engagement in math classrooms.* International Council for Exceptional Children, Boston, MA.

Little, M. (2007). *Professional development in math.* Teacher Education Division of the International Council for Exceptional Children, Milwaukee, WI.

Little, M. (2007). *Professional development in Algebra to meet the needs of all students.* International Council for Learning Disabilities, Myrtle Beach, SC.

Little, M., & Hahs-Vaughn, D. (2007). *Assessing student learning from professional development in secondary content literacy.* Consortium for Research on Educational Accountability and Teacher Evaluation, Orlando, FL.

Little, M. (2007). *Secondary Results in Content Literacy.* International Council for Exceptional Children, Louisville, KY.

Robinson, S., Puig, E., Sharlach, T., Little, M., Nelson, L.*, & Zygouris-Coe, V. (2007). *A comprehensive vision for improving reading for all students.* American Association Colleges of Teacher Educators, New York, NY.

Little, M. (2006). *Comprehensive school reform: A model based on student learning.* Oxford Round Table International Forum, Oxford, England.

- Little, M. (2006). *Professional development in action research: Analysis of beta testing results*. American Educational Research Association, San Francisco, CA.
- Robinson, S., Puig, E., Little, M., Sharlach, T., Nelson, L. *, & Zycouris-Coe, V. (2006). *A comprehensive vision for improving reading for all students*. International Reading Association, Chicago, IL.
- Little, M. (2006). *Measuring the impact of professional development in secondary content literacy*. Teacher Education Division of the International Council for Exceptional Children, San Diego, CA.
- Little, M. (2006). *Empowering teacher leaders to facilitate school improvement*. National Staff Development Council, Nashville, TN.
- Little, M. (2006). *Response to intervention*. Office of Special Education Programs National Meeting, Washington, DC.
- Little, M. (2005). *Staff development system to improve student learning*. International Conference on Special Education, Honolulu, HI.
- Hahs-Vaughn, D. & Little, M. (2005). *Design and analysis of action research questionnaire*. American Educational Research Association, Montreal, CA.
- Little, M., Simpkins, B., Roser, L., & Hansen, J. (2004). *Professional development that shows results in middle schools*. National Staff Development Council, Vancouver, WA.
- Little, M. (2004). *Knowing what works: Classroom research for improved student outcomes*. American Council on Rural Special Education, Orlando, FL.
- Little, M. (2004). *Professional development to improve student learning: A systems approach*. Association of Teacher Educators, Dallas, TX.
- Little, M., & Gumm-Shearon, R. (2002). *Comprehensive professional development in Reading*. Harvard Literacy Symposium, Boston, MA.
- Little, M. (2002). *Staff development that shows results*. Learning Disabilities Association, Denver, CO.
- Little, M., Goff, S., & Donaldson, W. (2001). *Effective instructional practices in reading*. National Association of State Directors of Special Education, San Antonio, TX.

- Cross, L., & Little, M. (2001). *Action research for teachers*. Council for Exceptional Children-Teacher Education Division, St. Petersburg, FL.
- Hutchinson, C., Roberts, S., Lynch, J., Little, M., Palmer, M., & Smalley, S. (2001). *Black Bear, Black Bear, What Do You See? I see teacher educators integrating technology*. Society for Information Technology and Teacher Education, Orlando, FL.
- Little, M., Miller, K., & Platt, J. (2000). *It's not a gamble anymore: Professional development schools are winners!* International Council for Exceptional Children-Teacher Education Division, Las Vegas, NV.
- Little, M. (2000). *Staff development resulting in improved student outcomes in this new millennium*. Council for Exceptional Children-Teacher Education Division, Las Vegas, NV.
- Little, M. (2000) *Enhancing effective instructional practices*. International Council of Exceptional Children, Vancouver, BC.
- Little, M. (2000). *Reframing challenging behaviors by meeting basic needs: A community circle of caring*. Consortium for Social Responsibility and Character in Education, Orlando, FL.
- Little, M., & Blankstein, A. (1999). *Reaching today's students: Building a community circle of caring*. International Conference on Special Education, Sydney, Australia.
- Little, M. (1999). *Bridging theory into practice through collaboration*. International Council for Exceptional Children conference, Charlotte, NC.
- Little, M., & Crawford, P. (1999). *Two heads ARE better than one: Collaborative course development*. Learning Disabilities of America International conference, Atlanta, GA.
- Crawford, P., & Little, M. (1999). *Media in teacher education: Teachers go to the movies*. Association of Teacher Educators, Chicago, IL.

Materials Development (abbreviated)

- Little, M.E. (2014). Case studies: Mathematics on line. <http://maryelittle.com/>
- Little, M.E. (2012). Action research on-line modules.
- Little, M. (2008). *Response-to-intervention in Florida's classrooms*. Tallahassee, FL:

Florida Department of Education.

Little, M., Kinney, M.*, & Robertson, S.* (2008). *Metacognitive strategies for teachers in mathematics*. Tallahassee, FL: Florida Department of Education.

Little, M. (2007). *Content literacy continuum: Implementation guide for Florida*. Tallahassee, FL: Florida Department of Education.

Little, M. (2007). *Learning strategies beginner's implementation guide in Florida*. Tallahassee, FL: Florida Department of Education.

Little, M. (2007). *Project CENTRAL: From vision to reality*. Tallahassee, FL: Florida Department of Education.

Little, M. (2004). *Secondary cool tools: Informal assessments for classroom teachers*. Tallahassee, FL: Florida Department of Education.

Little, M., Ortiz, E., & Ringler, M.* (2004). *Algebraic success keys*. Tallahassee, FL: Florida Department of Education.

Little, M., & Hewitt, R. (2004). *Collaborative leadership guide*. Tallahassee, FL: Florida Department of Education.

Hewitt, R., & Little, M. (2004). *Leading action research in the schools*. Tallahassee, FL: Florida Department of Education.

Little, M. (2003). *Classroom-based research*. Tallahassee, FL: Florida Department of Education.

Little, M. (2003). *Assessment and decision-making on-line module*. Lawrence, KS: University of Kansas.

Little, M. (2001). *Peer coaching*. Tallahassee, FL: Florida Department of Education.

Little, M., & Rawlinson, D.* (2001). *Classroom-based research for teachers*. Tallahassee, FL: Florida Department of Education.

Little, M., Rawlinson, D.*, & Pankaskie, S. (1999). *Data-based decision-making in your classroom: Action research*. Tallahassee, FL: Florida Department of Education.

Little, M. (1999). *School site implementation guide: School improvement planning*. Tallahassee, FL: Florida Department of Education.

Little, M. (1998). *Teaching our students: Building a community circle of caring*.

Bloomington, IN: National Educational Service.

- Little, M., Newsome, L., Powell, J., Sanders, G., & Snider, V. (1998). *Training for inclusive schools: A comprehensive preservice staff development guide* (2nd ed.). Orlando, FL: University of Central Florida.
- Little, M., Powell, J., Sanders, G., & Snider, V. (1997). *Training for inclusive schools: A comprehensive preservice staff development guide*. Orlando, FL: University of Central Florida.
- Little, M. (1996). *Promoting a safe and caring school environment: A concept paper for statewide implementation*. Kansas State Board of Education, Topeka, KS.
- Little, M. (1996). *Teachers' perceptions of strategies and their effectiveness for promoting safe and caring school environments*. State Board of Education, Topeka, KS.
- Little, M., Luksa, M., Miller, J., & Smith, P. (1995). *Quality indicators for inclusive programs*. Kansas State Board of Education, Topeka, KS.
- Little, M. (1995). *Facilitating educational innovation: A state department perspective*. The Alliance Update, Lawrence, KS.
- Little, M. (1994). *A qualitative inquiry of collaboration on the development of teacher thinking* (Doctoral dissertation). Retrieved from University of Kansas.

*Denotes graduate student

Materials Development-(Refereed)

Served on Following Committees: (Abbreviated listing-2009 only, as multiple products were developed each year through grant funding)**

- Florida Department of Education. (2009). *What is RtI?* (English & Spanish) [Brochure]. Tallahassee, FL: Author.
- Florida Department of Education. (2009). *Fidelity of implementation* (English & Spanish) [Brochure]. Tallahassee, FL: Author.
- Florida Department of Education. (2009). *Progress monitoring* (English & Spanish) [Brochure]. Tallahassee, FL: Author.
- Florida Department of Education. (2009). *RtI quick facts*. Tallahassee, FL: Author.
- Florida Department of Education. (2009). *RtI teaching learning connections* (English &

Spanish) [Brochure]. Tallahassee, FL: Author.

Florida Department of Education. (2009). *Algebra success keys* (English & Spanish)[Brochure]. Tallahassee, FL: Author.

Florida Department of Education. (2009). *Primary edible math*. Tallahassee, FL: Author.

Florida Department of Education. (2009). *Secondary edible math*. Tallahassee, FL: Author.

Florida Department of Education. (2009). *Classroom cognitive and meta-cognitive strategies for teachers* [Brochure]. Tallahassee, FL: Author.

Florida Department of Education. (2009). *Connections: Learning gains an instructional decision making in the math classroom*. Tallahassee, FL: Author.

Florida Department of Education. (2009). *Cool tools in mathematics: Classroom informal assessments for teachers*. Tallahassee, FL: Author.

Florida Department of Education. (2009). *Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools an intro brief*[Brochure]. Tallahassee, FL: Author.

Florida Department of Education. (2009). *Technology for the classroom* [Brochure]. Tallahassee, FL: Author.

Florida Department of Education. (2009). *How to collect and showcase your mathematics data and assessment* [Brochure]. Tallahassee, FL: Author.

Florida Department of Education. (2009). *Mathematics concepts and skills checklist grade level K-12*. Tallahassee, FL: Author.

Florida Department of Education. (2009). *Keys of problem solving* (English & Spanish) [Brochure]. Tallahassee, FL: Author.

*Full listings of peer reviewed materials produced as deliverables through federal external funds since 1997 available upon request.

Non-print Productions (Refereed) (2009 only)**

University of Central Florida (2017). *ESE Graduate Program Rubrics and Syllabi*. Orlando, FL: Author.

- University of Central Florida (2015). *ESE Graduate Program Rubrics and Syllabi*. Orlando, FL: Author.
- University of Central Florida (2015). *Project Bridges: Intensive interventions*. Orlando, FL: Author.
- University of Central Florida (2009). *ESE e-mentoring website*. Orlando, FL: Author.
- University of Central Florida (2009). *ESE program area advising website*. Orlando, FL: Author.
- University of Central Florida (2009). *ESE Graduate Program Rubrics and Syllabi*. Orlando, FL: Author.
- Florida Department of Education (2009). *Differentiated instruction* [Video]. Tallahassee, FL: Author.
- Florida Department of Education. (2009). *Primary edible math* [CD]. Tallahassee, FL: Author.
- Florida Department of Education. (2009). *Secondary edible math* [CD]. Tallahassee, FL: Author.
- Florida Department of Education (2009). *Overview of CRA* [Video]. Tallahassee, FL: Author.
- Florida Department of Education (2009). *Research regarding assisting students struggling in mathematics* [Video]. Tallahassee, FL: Author.
- **Full listings of peer reviewed noon-print materials produced as deliverables through federal external funds since 1997 available upon request.
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TEACHING

Graduate

EEX 7320	Program Evaluation in Education (Doctoral seminar)
EEX 6946	Graduate Internship
EEX 6061	Instructional Strategies PreK-6
EEX 6065	Instructional Strategies 6-12*
EEX 6107	Teaching Spoken and Written Language *
EEX 6266	Assessment and Curriculum Prescriptions for the Exceptional Students
EEX 6612	Methods of Behavior Management
EEX 6524	Parent and Professional Collaboration

EEX 6863 Supervised Student Internship *
EEX 6342 Seminar in Critical Issues in Special Education

Undergraduate

EEX 4070 Teaching Exceptional Students
ELD 4242 Instructional Strategies for Students with Learning Disabilities
EEX 3102 Teaching Spoken and Written Language *
EEX 3221 Assessment and Curriculum Prescriptions for the Exceptional Students*
EEX 3224 Methods of Behavior Management
EEX 4943 Supervised Student Internship *

* Denotes on line course development and delivery

Independent Study, Dissertation, Thesis, Research Supervision

Doctoral Dissertation Committee

Chair/Co-Chair

Pike, L. (2023). *A Qualitative Inquiry Investigating the Lived Experiences of Preservice Teachers and Their Development of Intersectional Awareness*. (Doctoral dissertation chair). University of Central Florida, Orlando, FL.

Thomas, L. (2021). *Interrupting the Achievement Gap Ideology: Exploring the Academic Achievement and Lived Experiences of Black Students Taking College-Level Mathematics Courses*. (Doctoral dissertation chair). University of Central Florida, Orlando, FL.

Kacaoz, O. (2015). *Examining the effects of video self-modeling on introductory social skills for middle school students with ASD*. (Doctoral dissertation chair). University of Central Florida, Orlando, FL.

Miller, K. (2013). *The effects of a writing strategy on expository essays by elementary students with language disabilities* (Doctoral dissertation chair). University of Central Florida, Orlando, FL.

Awarded national Dissertation of the Year (2013) by the Teacher Education Division of the Council for Exceptional Children.

Gromoll, M. (2008). *The relationship between FCAT reading scores and students with learning disabilities* (Doctoral dissertation chair). University of Central Florida, Orlando, FL.

Robertson, S. (2008). *Comparing middle school general and special educators' use of*

research-based instruction in mathematics for students with learning disabilities (Doctoral dissertation chair). University of Central Florida, Orlando, FL.

Zgonc, K. (2007). *The impact of co-teaching on student learning outcomes in secondary social studies classrooms implementing content enhancement routines.* (Doctoral dissertation chair). University of Central Florida, Orlando, FL.

Black, D. (2007). *We're becoming bilingual and bi-literate: An ethnographic study on how a dual-language program in Florida contributes to the literacy development of English language learners* (Doctoral dissertation co-chair). University of Central Florida, Orlando, FL.

King, L. (2006). *Teaching characteristics and practices which affect language and literacy development for students with complex communication needs.* (Doctoral dissertation chair). University of Central Florida, Orlando, FL.

Shealey, M. (2003). *The use of direct instruction within a culturally competent classroom* (Doctoral dissertation chair). University of Central Florida, Orlando, FL.

Committee Member

Cartegna, S. (2021). *Evaluation of an Online Module on Functional Behavior Assessment Enhanced with Universal Design for Learning.* (Doctoral dissertation). University of Central Florida, Orlando, FL.

Lannan, A. (2021). *Understanding Discourse of Co-Teachers in Middle School Mathematics Inclusive Classrooms.* (Doctoral dissertation). University of Central Florida, Orlando, FL.

Aldrich, C. (2021). *Exploring Conceptual Factors in Black and Hispanic Proficient Students in English Language Arts.* (Doctoral dissertation). University of Central Florida, Orlando, FL.

Mitchell, M. (2021). *An Examination of Secondary English Language Arts and Social Studies' Teachers Perceptions and Implementation of Effective Literacy Instructional Practices in Their Content Area Classrooms: A Correlation Study.* (Doctoral dissertation). University of Central Florida, Orlando, FL.

Gault, R. (2016). *A case study: How third-grade students who struggle in mathematics make sense of fraction concepts.* (Doctoral dissertation). University of Central Florida, Orlando, FL.

Wells, E. (2016). *The experiences of school leaders who promote achievement among*

- students with disabilities.* (Doctoral dissertation). University of Central Florida. Orlando, FL.
- Jester, L. (2016). *An exploration of postsecondary education programs for students with intellectual disabilities in public universities and colleges in Florida.* (Doctoral dissertation). University of Central Florida. Orlando, FL.
- Delaney, C. (2016). *K-12 Transition framework for students with disabilities.* (Doctoral dissertation). University of Central Florida. Orlando, FL.
- Sellers, J (2016). *Inclusion: Political, personal, and educational perspectives.* (Doctoral dissertation). University of Central Florida. Orlando, FL.
- Walsh, A. (2016). *The results of an early warning system for interventions for middle school students.* (Doctoral dissertation). University of Central Florida. Orlando, FL.
- Austin, L. (2016). *Parent perceptions of services for students who are gifted.* (Doctoral dissertation). University of Central Florida. Orlando, FL.
- Theis, E. (2015). *The administrative supports for inclusive services.* (Doctoral dissertation). University of Central Florida. Orlando, FL.
- Cumming, I. (2015). *Perceptions of parents for gifted services in school districts.* (Doctoral dissertation). University of Central Florida. Orlando, FL.
- Becht, K. (2015). *Literacy development among secondary students with intellectual disabilities in inclusive classrooms.* University of Central Florida. Orlando, FL.
- Powell, S. (2012). *Effects of I-PAD applications on mathematics of prekindergarten students* (Doctoral dissertation). University of Central Florida. Orlando, FL.
- Malani, M. (2012). *Effects of a reading comprehension strategy with digital social studies texts for eighth grade students.* (Doctoral dissertation). University of Central Florida, Orlando, FL.
- Griner, A. (2011). *Culturally responsive teaching and professional development.* (Doctoral dissertation). University of Central Florida, Orlando, FL.
- Madden, M. (2011). *An analysis of teacher action research focused on differentiated instruction for student subgroups in one Florida district in 2009-2010.* (Doctoral dissertation). University of Central Florida, Orlando, FL.
- Guilbault, K. (2010). *Academic acceleration in Florida schools: A survey of attitudes,*

policies, and practices (Doctoral dissertation). University of Central Florida, Orlando, FL.

Schaefer-Whitby, P. (2009). *The effects of a modified learning strategy on the multiple step mathematical word problem solving ability of middle school students with high-functioning autism or Asperger's Syndrome*. (Doctoral dissertation). University of Central Florida, Orlando, FL.

Kinney, M. (2008). *An investigation of the effects of using handhelds to increase computational speed by enhancing working memory for secondary students with learning disabilities* (Dissertation co-chair). University of Central Florida, Orlando, FL.

Batcheldor, H. (2008). *An examination of the effects of text talk strategy on pre-school students' vocabulary acquisition* (Doctoral dissertation). University of Central Florida Orlando, FL.

Ringler, M. (2006). *The effects of professional development on student outcomes* (Doctoral dissertation). University of Florida, Gainesville, FL.

Kulkarni, K. (2006). *A case study of four years documenting the changes in the process of self-reporting academic program plans alongside the perceptions of program coordinators* (Doctoral dissertation). University of Central Florida Orlando, FL.

Master's Thesis

Secunda, K. (2006). *Collaborations in literacy acquisition for the diverse learner: Cognitive science vs. the socio-cultural approach* (Masters thesis). University of Central Florida Orlando, FL.

Honors in the Major

Govea, M. (2021). *Examining the Writing and Self-Efficacy of Students with Autism: The influence of the Self-Regulation Strategy Development*. University of Central Florida Orlando, FL.

Stroisi, S. (2014). *The multi-tiered system of supports in Florida: Exploring the knowledge of parents within the MTSS process*. University of Central Florida Orlando, FL.

Diaz-Davila, C. (2014). *Text complexity and close reading: Teachers' perceptions of the language arts Florida standards and curriculum implementation*. University of Central Florida Orlando, FL.

Close, J. (2011). *Preparing elementary teachers to teach students with disabilities: A comparison of program elements across teacher preparation institutions*. (Honors undergraduate thesis). University of Central Florida Orlando, FL.

Counseling and Advisement Activities

There are currently 85 M.Ed. students and 60 M.A. students.

Additional, specific information is available.

Program Development

Exceptional Student Education Program Area Graduate Coordinator: Provide leadership, mentorship, and collaboration with faculty in the Exceptional Student Education program area in concert with School of Education and other College and University units to enhance and align program evaluation and accountability measures while incorporating research-based instructional practices throughout program to assure highly qualified teacher graduates. In addition, facilitate productive relationships with other internal organizations (e.g., the Toni Jennings Exceptional Education Institute) and external organizations (Florida Department of Education, local school districts) to develop and enhance teacher preparation and professional development. 2015-present

Graduate Program Coordinator: Work collaboratively with faculty in the Exceptional Student Education program area to enhance and align program evaluation and accountability measures while incorporating research-based instructional practices throughout program to assure highly qualified teacher graduates. 2008-2013.

Facilitator: Professional Development Schools for Inclusive School Model-University of Central Florida: Collaboratively developed professional development school model within an inclusive middle school with the local school district (Orange) and the University of Central Florida. 2011-2015

Research and Development Coordinator: Effective Instructional Practices federally funded project within Florida: Facilitate collaboration among multiple federal and state researchers and agencies to assure high fidelity implementation of research-based instructional strategies within K-12 classrooms. 1997-2007

Professional Development Coordinator: Reading First: Developed, implemented, and evaluated professional development in reading strategies throughout Florida for teachers in reading, grades kindergarten-third, in collaboration with the state of Florida and the Florida Center for Reading Research. 2002-2003

Program Coordinator in Exceptional Student Education: UCF Daytona Beach:

Developed, coordinated, and evaluated graduate and undergraduate courses in Exceptional Student Education at the UCF Daytona Beach campus.
Recruitment evidenced increases at both the graduate and undergraduate programs of more than 100%. 1997-2002

Facilitator: Professional Development Schools for Inclusive School Model-University of Central Florida: Collaboratively developed professional development school model with the local school district (Volusia) and the University of Central Florida in urban schools 1996-2002

PROFESSIONAL SERVICE**University of Central Florida Committees****University Level**

Mentor Faculty Excellence Promotion Mentorship Committee (2018-present)
Chair University Promotion and Tenure Committee (2015-2016)
Co-Chair University Promotion and Tenure Committee (2014-2015)
Chair: Graduate Program and Awards Committee (2010-2013)
Member: UCF Senate (2010-2012)
Member: Graduate Program and Awards Committee (2010-present)
Member: Review Committee-COE Dean Five Year Evaluation (2006-2007)
Member: University Admissions and Retention Committee (2003-2006)
Member: UCF Undergraduate Course Review Committee (2000-2001)

College Level

Member: College Graduate Curriculum Committee (2018-present)
Member: Faculty Council (2012-present) (Alternate)
Member: Faculty Council (2008-2010)
Member: CCIE Research Council
Member: Graduate Admission and Retention Committee (2009-2012)
Member: Graduate Curriculum and Standards Committee (2006-2008)
Advisor: Student Council for Exceptional Children (2006-present)
Member: Graduate Admission and Retention Committee (2002-2005 and 2007-present)
Chair: Holmes Professional Development School Partnership (1999-2002)
Member: Undergraduate Standards and Curriculum Committee (1999-2001)
Member: Search Committee-Area Campus Faculty (2000-2001)

Chair and Student Issues Committee (1997-2003)
Member:
Reviewer: Teacher Education Portfolio Assessment (1996-present)

Department Level

Program Masters in Exceptional Student Education (2006-present)
Coordinator: Ranked #12 by US News and World Report (2014)
Chair Promotion and Tenure Committee (2016-present)
Program Exceptional Education-Daytona Beach campus (1996-2002)
Coordinator: Daytona Beach campus-UCF
Member: Student Issues Committee (1997-2000)
Chair: Search Committee (1999-2000)
Member: Departmental Curriculum Committee (1997-2001)

School of Teacher Education

2017present Graduate Program Coordinator
2003-2005 College Institutional Effectiveness and Program Evaluation
Committee
2003-2004 College Strategic Planning Committee
1997-2003 College Portfolio Committee Member

National, Regional, State, and Local Committees

Program Reviewer-CAEP several accreditation reviews
Content Reviewer-IRIS Center at Vanderbilt University
CEC National Standards Development Committee Member
CEC Division of Learning Disabilities-Editorial Board
IRIS Center (Vanderbilt University) Advisory Board member (2018-present)
Council for Exceptional Children Standards Development Committee (2017-present)
National Center for Intensive Interventions National Advisory Board member (2016-present)
Teacher Education Division of the Council for Exceptional Children-Chair:
Professional Development Committee (2012-2015)
International Association for Research on Learning Disabilities
International Dyslexia Association
Council for Learning Disabilities (National officer: Treasurer-2006-2009)
Learning Disabilities of America (Executive Committee member)
Phi Delta Kappa
Association for Supervision and Curriculum Development
Council for Exceptional Children (Florida division: Past Vice President)
Teacher Education Division (Past National Membership Chair; Current President-Florida chapter)

National Staff Development Council (member Ethics Committee; past Midwest Regional Representative)

Missouri-Kansas Council for Learning Disabilities (past Chapter President)

Committee Membership

- Member: Council for Exceptional Children Standards Development Committee
Chair: Instruction Standards Sub-committee 2017-2020
- Member: National Advisory Committee-implementation sciences
IRIS Professional Development-Vanderbilt University
- Member: Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) National Center in Teacher Education
- Member: FLDOE Teachers and Leaders
- Co-Facilitator: State Transformation Team for Response to Intervention (FDOE)
- Co-organizer: *First annual UCF Equity Leadership conference* of the National Association of Multi-cultural Education organization-Nov, 2009
- Co-planner: *Annual Administrative Management Meeting* for the Florida Department of Education (FDOE)
- Member: Professional Development/Ethics Committee-Learning Disabilities of America (LDA)
- Member: State Advisory Committee of Bureau of School Improvement (FDOE)
- Member: State Planning committee-Instruction in Mathematics (FDOE)
- Member: Professional Development Advisory Committee (FDOE)
- Member: Speech / Language Advisory Committee (FDOE)
- Member: Multi-cultural and Disproportionality Committee (FDOE)
- Member: Professional Development Alliance-Central Regional (FDOE)
- Member: UCF National Association of Multi-cultural Education organization
- Member: Volusia County Exceptional Education Advisory Committee

Current Professional Memberships

- 2021-present Special Education Research Association-Invited International Research member
- 2018-present Council of Exceptional Children-Learning Disabilities Division-Consulting Editor
- 2017-present Exceptional Education Advisory Board Secretary: Volusia County
- 2008-present Reviewer: Office of Special Education Programs (OSEP) Grant Panel-Federal Competition
- 2005-present Reviewer: *Corwin Press*
- 2004-present Editorial Board member: *Teacher Education and Special Education*
Teacher Education Division of the Council for Exceptional Children
- 2001-present Editorial Board member: *Remedial and Special Education*
Pro-Ed Publishing Company
- 1997-2011 Editorial Board member: *Reaching Today's Youth*

- 1997-2010 National Education Service
Presenter/Professional Developer: Effective Instructional Practices
and Action Research School districts in Florida through Effective
Instructional Practices project
- 2006-2009 Member: Governor's Advisory Committee School Improvement in
Florida

Affiliations

Special Education Research Association-National Invited member
International Academy for Research in Learning Disabilities
American Educational Research Association (Action Research, Special Education,
and School Reform SIG)
Council for Learning Disabilities (National officer: Treasurer-2006-2009)
Learning Disabilities of America (member: Executive Committee)
International Dyslexia Association
Phi Delta Kappa
Association for Supervision and Curriculum Development
Council for Exceptional Children (Florida division: Former Vice President)