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EDUCATION

- 2002** **Ph.D., Educational Psychology** (Human Development)
University of Wisconsin-Madison, Madison, WI.
Dissertation: Opportunity to Learn Standards-Based Content for Students who are Deaf or Hard of Hearing
- 1995** **M.A., Psychology** (Social Psychology)
Stanford University, Stanford, CA.
Thesis: Gender differences in construals of sexual harassment
- 1994** **B.A., Psychology**
Stanford University, Stanford, CA. Conferred with Departmental Honors
Honors Thesis: Syntax development in children who are deaf or hard of hearing

PROFESSIONAL APPOINTMENTS

- 2013-present** **Associate Professor**, Human Development, Culture, and Learning Sciences (also affiliated with School Psychology), Department of Educational Psychology, The University of Texas at Austin.
- 2013-present** **Fellow**, Joe R. & Teresa Lozano Long Endowed Faculty Fellows Fund, UT Austin.
- 2013-present** **Board of Directors and Director of the Educational Access Research Institute**, Meadows Center for Preventing Educational Risk, College of Education, UT Austin.
- 2011-present** **Associate Director of Research and Evidence Synthesis**, pepnet2.
- 2007-present** **Director of Research and Evaluation**, *Drama for Schools*, UT Austin.
- 2007-2013** **Assistant Professor**, Department of Educational Psychology, The University of Texas at Austin.
- 2003-2007** **Faculty**, Department of Psychology, Walden University (based in Minneapolis, MN).
- 2003** **Adjunct Faculty**, College of Psychology, Mount Mercy College, Cedar Rapids, IA.
- 2002** **Lecturer**, Department of Educational Psychology, University of Wisconsin-Madison, Madison, WI.
- 1995-1997** **Educational Consultant**, Schoolhouse and Townhall Services, Menlo Park, CA.

PUBLICATIONS

Peer-Reviewed Books

Cawthon, S. (2011). *Accountability-Based Reforms: The Impact on Deaf or Hard of Hearing Students*. Gallaudet University Press. <http://gupress.gallaudet.edu/bookpage/ABRbookpage.html>. (Reviewed by Armstrong, H. in *Journal of Deaf Studies and Deaf Education* (2011), doi: 10.1093/deafed/enr032.)

Cawthon, S. & Garberoglio, C.L. (book under contract, due June 2015). *Transition from Secondary to Postschool Settings for Individuals who are Deaf or Hard of Hearing: Individual Agency, Barriers, and Opportunities*. Gallaudet University Press.

Cawthon, S. & Garberoglio, C.L.* (edited book proposal revision under review). *Research Methodology with Deaf and Hard of Hearing Populations*. Oxford University Press.

Dawson, K., & **Cawthon, S.** (book under contract, due September 2016). *Drama-Based Instruction Professional Development Volume 2: A systems approach to the implementation and research of DBI in schools*. Intellect Press.

Peer-Reviewed Journal Articles (in reverse order). *denotes student collaborator at time of publication

Lee, B. & **Cawthon, S.** (in press). What predicts pre-service teacher use of arts-based pedagogies in the classroom? An analysis of the beliefs, values, and attitudes of pre-service teachers. *Journal for Learning through the Arts: A Research Journal on Arts Integration in Schools and Communities*.

Cole, E. V.* & **Cawthon, S.** (in press, 2015). Self-Disclosure decisions of university students with learning disabilities. *Journal of Postsecondary Education and Disability* 28(2).

Cawthon, S., Leppo, R.*, Ge, J.*, & Bond, M.* (in press, 2014). Accommodations use patterns in high school and postsecondary settings for students who are d/Deaf or hard of hearing. *American Annals of the Deaf*.

Garberoglio, C. L.*, Dickson, D.*, **Cawthon, S.**, & Bond, M.* (in press, 2014). Bridging the communication divide: computer-mediated communication and the contribution to deaf individuals' literacy skills. *Language, Learning and Technology*.

Cawthon, S., Caemmerer, J.*, Dickson, D.*, Ocuto, O.*, Ge, J.*, Bond, M.* (in press, 2014). Social skills as predictors of postsecondary outcomes for schools of the deaf. *Applied Developmental Science*.

Walsh, E.* & **Cawthon, S.** (2014). The mediating role of depressive symptoms in the relationship between adverse childhood experiences and smoking. *Addictive Behaviors*. 39, 1471-1476. DOI: 10.1016/j.addbeh.2014.05.020

Garberoglio, C. L., Schoffstall, S.*, **Cawthon, S.**, Bond, M.*, & Ge, J.* (in press, 2014). The role of self-beliefs in predicting postschool outcomes for deaf young adults. *Journal of Developmental and Physical Disabilities*. DOI 10.1007/s10882-014-9388-y

Cawthon, S., Caemmerer, J.*, and the RES team* (in press, 2014). Parent expectations and transition outcomes for individuals who are deaf or hard of hearing. *American Annals of the Deaf*.

Lee, B.*, Patall, E., **Cawthon, S.**, & Steingut, R.* (in press, 2014). The effect of drama-based pedagogy on preK-16 outcomes: A meta-analysis of research from 1985 – 2012. *Review of Educational Research*. DOI: 0034654314540477

Cawthon, S., Garberoglio, C. L.* , Caemmerer, J.*, Bond, M.*, & Wendel, E.* (in press, 2014). Effects of parent expectations and parent involvement on postschool outcomes for individuals who are deaf or hard of hearing. *Exceptionality*.

Sligar, S., **Cawthon, S.**, Morere, D., & Moxley, A. (in press, 2014) Test equity considerations for individuals who are deaf or hard of hearing. *Journal of American Deafness and Rehabilitation Association*.

- Cawthon, S.** Schoffstall, S.* & Garberoglio, C. L. * (2014). How ready are postsecondary institutions for students who are d/Deaf or hard-of-hearing? *Educational Policy Analysis Archives*. DOI: <http://dx.doi.org/10.14507/epaa.v22n13.2014>
- Cawthon, S.,** Leppo, R.*, and the RES team*. (2013). Accommodations quality for students who are d/Deaf or hard-of-hearing. *American Annals of the Deaf*, 158(4), 438-452
- Garberoglio, C.*, **Cawthon, S.,** & Bond, M.* (2013). English literacy as a predictor of postschool outcomes for individuals who are deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education*, 19 (1): 50-67.
- Cawthon, S.** & Leppo, R.* (2013). Assessment accommodations on tests of academic achievement for students who are deaf or hard-of-hearing: A Qualitative Meta-Analysis of the Research Literature. *American Annals of the Deaf*, 157, 363-376.
- Leppo, R.,* **Cawthon, S.,** & Bond, M.* (2013). Including deaf and hard-of-hearing students with co-occurring disabilities in the accommodations discussion. *Journal of Deaf Studies and Deaf Education*, 19 (2): 189-202 DOI: 10.1093/deafed/ent029
- Lee, B.,* **Cawthon, S.,** Dawson, K., & Norris, T. * (2013). Teacher self-efficacy and pedagogical conceptual change in a drama-based professional development program. *Teaching and Teacher Education*, 30, 84-98.
- Cawthon, S.,** Leppo, R.* Carr, T., & Kopriva, R., & (2013). Towards accessible assessments: The promises and limitations of test item modifications for students with disabilities and English language learners. *Educational Assessment*, 18 (2) 73-98.
- Cawthon, S.,** Beretvas, S. N., Lockhart, L.,* & Kaye, A.* (2012). Factor structure of Opportunity to Learn for students with and without disabilities. *Educational Policy Analysis Archives*, 20 (41). <http://epaa.asu.edu/ojs/article/view/1043>
- Cawthon, S.,** Dawson, K., Judd-Glossy, L.,* Ihorn, S.,* (2012). Participatory research in an arts integration professional development program, *Teacher Development*, 16 (2), 217-234. DOI: 10.1080/13664530.2012.688678
- Beretvas, S. N., **Cawthon, S.,** Lockhart, L.,* & Kaye, A.* (2012). Assessing impact, DIF and DFF in accommodated item scores: A comparison of multilevel measurement model parameterizations. *Educational and Psychological Measurement*, 72 (5), 754–773; first published online on April 24, 2012 as doi:10.1177/0013164412440998
- Garberoglio, C.*, Gobble, M.*, & **Cawthon, S.** (2012). A national perspective on teachers' efficacy beliefs in deaf education. *Journal of Deaf Studies and Deaf Education*, 17(3), 367-383.
- Cawthon, S.,** Kaye, A., Lockhart, L.* & Beretvas, S. N. (2012). Effects of linguistic complexity and accommodations on estimates of ability for students with learning disabilities. *Journal of School Psychology*, 50, 293-316.
- Cawthon, S.** (2011). Education of deaf and hard of hearing students and accountability reform: Issues for the future. *American Annals of the Deaf*, 156 (4), 424-430 | DOI: 10.1353/aad.2011.0035
- Cawthon, S.** & Dawson, K. (2011). Drama-based instruction and educational research: Activating praxis in an interdisciplinary partnership. *International Journal of Education and the Arts*, 12(17). 22 pages. <http://www.ijea.org/v12n17/>.
- Cawthon, S.,** Highley, K.,* & Leppo, R.* (2011). Test item modifications for English Language Learners: Review of the empirical literature and recommendations for practice. *School Psychology Forum: Research in Practice*, 5(2), 28-41.
- Cawthon, S.** (2011). Test item linguistic complexity and assessments for deaf students. *American Annals of the Deaf*, 156 (3), 255-69.

- Cawthon, S.,** Winton, S.,* Garberoglio, C.,* & Gobble, M.* (2011). The effects of American Sign Language as an assessment accommodation for students who are deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education*, 16(2), 198-211.
- Dawson, K., **Cawthon, S.,** & Baker, S.* (2011). Drama for Schools: Teacher change in an applied theatre professional development model. *Research in Drama Education: The Journal of Applied Theatre and Performance*, 16 (3), 313-335.
- Cawthon, S** & the Accommodations Research Lab.* (2010). Assessment accommodations for English Language Learners: The case of former-LEPs. *Practical Assessment, Research and Evaluation*, 15(13). <http://pareonline.net/getvn.asp?v=15&n=13>.
- Friedman Narr, R. & **Cawthon, S.** (2010). The “Wh” questions of visual phonics: Who, what, where, when, and why. *Journal of Deaf Studies and Deaf Education*, 16(1): 66-78.
- Cawthon, S.,** Dawson, K. & Ihorn, S.* (2010). Activating Student Engagement Through Drama-Based Instruction. *International Journal for Learning Through the Arts: A Research Journal on Arts Integration in Schools and Communities*, 7(1), <http://escholarship.org/uc/item/6qc4b7pt>
- Cawthon, S.** Wurtz, K.* & the Online Research Lab* (2010). Predictors of assessment accommodations use for students who are deaf or hard of hearing. *Journal of Educational Research and Policy Studies*, 10 (1), 17-35.
- Cawthon, S.** (2010). Science and evidence of success: Two emerging issues in assessment accommodations for students who are deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education*, 15 (2):185-203. DOI: 10.1093/deafed/enq002
- Cawthon, S.** & Cole, E.* (2010). Postsecondary students who have a Learning Disability: Student perspectives on accommodations access and obstacles. *Journal of Postsecondary Education and Disability*, 23 (2), 112-125.
- Cawthon, S.,** Harris, A.* & Jones, R.* (2010). Cognitive apprenticeship in an Online Research Lab for graduate students in psychology. *International Journal of Web-Based Learning and Teaching Technologies*, 5 (1), 1-15, DOI: 10.4018/jwlitt.2010010101
- Cawthon, S.** & Dawson, K. (2009). Drama for Schools: Impact of a drama-based professional development program on teacher self-efficacy and authentic instruction. *Youth Theatre Journal*, 23 (2), 144-161.
- Cawthon, S.,** & the Online Research Lab* (2009). Accommodations for students who are deaf or hard of hearing in large-scale, standardized assessments: Surveying the landscape and charting a new direction. *Educational Measurement: Issues and Practice*, 28 (2), 41-49.
- Cawthon, S.,** Ho, E.,* Patel, P.,* Potvin, D., * & Trundt, K.* (2009). Multiple constructs and effects of accommodations on accommodated test scores for students with disabilities. *Practical Assessment, Evaluation, and Research*, 14 (21). Available online: <http://pareonline.net/genpare.asp?wh=0&abt=14>.
- Cawthon, S.,** Nichols, S,* & Collier, M. (2009). Facilitating access: What information do Texas post-secondary institutions provide on accommodations and services for students who are deaf or hard of hearing? *American Annals of the Deaf*, 153 (5), 450-460.
- Cawthon, S.** (2009). Making decisions about assessment practices for students who are deaf or hard of hearing. *Remedial and Special Education*. First published online 8 December 2009; DOI: 10.1177/0741932509355950, 4-21.
- Cawthon, S.** (2009). Professional development for teachers of students who are deaf or hard of hearing: Facing the Assessment Challenge. *American Annals of the Deaf*, 154 (1), 50-61.

- Cawthon, S.,** Wurtz, K.* & the Online Research Lab* (2009). Alternate assessment use with students who are deaf or hard of hearing: An exploratory mixed methods analysis of portfolio, checklists, and out-of-level test formats. *Journal of Deaf Studies and Deaf Education*, 14 (2), 155-177.
- Cawthon, S.** (2007). Hidden benefits and unintended consequences of No Child Left Behind policies for students who are Deaf or hard of hearing. *American Educational Research Journal*, 44 (3), 460-492.
- Cawthon, S.** & the Online Research Lab* (2007). Accommodations use for statewide standardized assessments: Prevalence and recommendations for students who are Deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education*, 13 (1), 55-96.
- Cawthon, S.** (2006b). Pebbles in the mainstream: How do we find them? *American Annals of the Deaf*, 151 (2), 105-113.
- Cawthon, S.** & the Online Research Lab* (2006). Findings from the National Survey on Accommodations and Alternate Assessments for Students who are Deaf or Hard of Hearing. *Journal of Deaf Studies and Deaf Education*, 11 (3), 337-359.
- Abbeduto, L., Murphy, M. M., Richmond, E. K., Amman, A., Beth, P., Weissman, M. D., Kim, J-S., **Cawthon, S.**, & Karadottir, S. (2006). Collaboration in referential communication: Comparison of youth with Down syndrome or fragile X syndrome. *American Journal on Mental Retardation*, 111, 170 -183.
- Cawthon, S.** (2004). How will No Child Left Behind improve student achievement? The necessity of classroom-based research in accountability reform. *Essays in Education*, 11, 11p. <http://www.usca.edu/essays/>
- Cawthon, S.** (2004). Schools for the Deaf and the No Child Left Behind Act. *American Annals of the Deaf*, 149 (4), 314 – 323.
- Cawthon, S.** (2004). Early elementary curricular alignment and teacher perspectives on standards-based reform. *American Annals of the Deaf*, 149 (5), 428-434.
- Abbeduto, L., Murphy, M., **Cawthon, S.**, Richmond, E., Weissman, M., Karadottir, S., & O'Brien, A. (2003). Receptive language skills of adolescents and young adults with down or fragile X syndrome. *American Journal on Mental Retardation*, 108 (3), 149-160.
- Abbeduto, L., Pavetto, M., Kesin, E., Weissman, M., Karadottir, S., O'Brien, A. & **Cawthon, S.** (2001). The linguistic and cognitive profile of Down syndrome: Evidence from comparison with fragile X syndrome. *Down Syndrome Research and Practice*, 7 (1), 9-15.
- Cawthon, S.** (2001). Teaching strategies in inclusive classrooms with Deaf students. *Journal of Deaf Studies and Deaf Education*, 6 (3), 212-225.

Peer-Reviewed Book Chapters

- Cawthon, S.** (2008). NCLB and Schools for the Deaf: Integration into the Accountability Framework. In Johnson, R.C., Karchmer, M., & Mitchell, R. (Eds.), *Assessing the Academic Achievement of Deaf Students in an Age of Accountability*, p 92-114. Washington, DC: Gallaudet University Press.
- Cawthon, S.** & Harris, A.* (2008). Developing a community of practice in an online research lab. In Orvis, K. & Lassiter, A. (Eds). *Computer Supported Collaborative Learning: Best Practices and Principles for Instructors*, p 41-65. Hershey, PA: Idea Group Publishing.

Published Conference Proceedings

- Dawson, K., Lee, B.,* & **Cawthon, S.** (2009a, May). Drama-based Professional Development for Adult Learners. Keynote presentation included in the *Proceedings for the Southeast Center for Education and the Arts*, Chattanooga, TN.
- Dawson, K., Lee, B.,* & **Cawthon, S.** (2009b, May). Quality and Fidelity Issues in Implementation of a Drama-based Professional Development Model. Keynote presentation included in the *Proceedings for the Southeast Center for Education and the Arts*, Chattanooga, TN.

Cawthon, S., Lee, B.,* Dawson, K., Baker, S.* , & Kutach, L. (2009, March). Engaging teachers and students through drama-based instruction. Paper included in the *Proceedings for the Southwest Teaching and Learning Conference*, San Antonio, TX.

Harris, A.,* **Cawthon, S.**, & Jones, R.* (2005, November). The use of the asynchronous learning environment as a cognitive apprenticeship tool for adult learners. Paper included in the *Proceedings for the Annual Conference for the American Association of Adult and Continuing Education*, Pittsburg, PA.

Book Reviews

Cawthon, S. (2013). Inaugural Book Review for American Annals of the Deaf. Review of the book *A measure of success: The influence of Curriculum-Based Measurement on Education*, by Christine Espin, Kristen McMaster, Susan Rose, and Miya Miura Wayman. *American Annals of the Deaf*.

Cawthon, S. (2013). Of Dog Ears and Hyperlinks. Review of *Literacy Instruction for Students who are Deaf and Hard of Hearing* by Susan Easterbrooks and Jennifer Beal-Alvarez. *American Annals of the Deaf*.

Cawthon, S. (2013). Review of Hoffman, Nancy. (2011) *Schooling in the Workplace: How Six of the World's Best Vocational Education Systems Prepare Young People for Jobs and Life*. Cambridge, MA: Harvard Education Press. In *Education Review*, <http://www.edrev.info/>

Cawthon, S. (2011). The Truth is Out There. Review of Spencer, P., & Marschark, M. (2010). Evidence-based Practice in Educating Students Who are Deaf and Hard of Hearing, *Journal of Deaf Studies and Deaf Education*. 16 (3). 415, doi:10.1093/deafed/enq068

Cawthon, S. (2009). The Implicit Nature of Access for Deaf Persons. Review of DeLuca, D., Leigh, I., Lindgren, K., & Napoli, D. (Eds.) (2008). Access: Multiple Avenues for Deaf People. *Journal of Deaf Studies and Deaf Education*. 15(1): 103, doi:10.1093/deafed/enp003

Cawthon, S. (2006). How Did We Get Here and Where Are We Going? Review of Osgood, R. (2005). The History of Inclusion in the United States. *Journal of Deaf Studies and Deaf Education*, 11 (2), p 270.

Policy Briefs and Research Summaries

Valenzuela, A., **Cawthon, S.**, Hamilton, M., Vasquez-Heilig, J., & Holme, J. (2007, March). *Recommended Changes to NCLB for the NETwork Congressional Advisory Committee to Nancy Pelosi on the Re-Authorization of NCLB*. Austin, TX: Texas Center for Education Policy.

Cawthon, S. (2006a). Testing accommodations and students who are Deaf-Blind. *Deaf-Blind Perspectives*, 14 (1), 8-10. Available online at <http://www.nationaldb.org/dbp/sep2006.htm#accomodations>.

Technical Reports

Cawthon, S. and the Research and Evidence Synthesis (RES) Team. (2012). *Pepnet2 Needs Assessment Final Report*. Available at www.pepnet.org.

Cawthon, S. (2005a). *Captioned Media Program Evaluation Review*. Spartanburg, NC: National Association of the Deaf.

Cawthon, S. (2005b). *Deafness, Access and Captioned Media*. Spartanburg, NC: National Association of the Deaf.

Cawthon, S. (2005c). *Current Research in Professional Development*. Literature review prepared for evaluation of Skillpoint Institute Professional Development Workshops, Austin, TX.

Cawthon, S. (2004). *Quality Teaching for the Improvement of Mathematics and Science (QTIMS)*. Final reports for each of four members of the collaborative: Texas State University at San Marcos, Blinn College, University of Texas at San Antonio, and Texas A & M University at San Marcos. Reports prepared on behalf of the Texas Center for Education Research, Austin, TX.

Braden, J. & **Cawthon, S.** (1999, November). *Participation of Students with Exceptional Educational Needs in State Assessments*. Report from the Center for the Study of Systemic Reform in Milwaukee Public Schools at the Wisconsin Center for Educational Research, Madison, WI.

RESEARCH PRESENTATIONS (in reverse order) *denotes student collaborator

- Cawthon, S.**, Caemmerer, J.*, Garberoglio, C. L.*, Bond, M.*, & Wendel, E.*, (April, 2014). *Effect of Parental Expectations on Postschool Outcomes for Individuals who are d/Deaf or Hard-of-Hearing*. Annual meeting of the American Education Research Association, Philadelphia, PA.
- Lee, B., Patall, E., **Cawthon, S.**, Steingut, R* (April, 2014). *The Effect of Drama-Based Pedagogy on PreK-16 Outcomes: A Meta-Analysis of Research from 1985 – 2012*. Annual meeting of the American Education Research Association, Philadelphia, PA.
- Cristiano, G., * & **Cawthon, S.** (April, 2014). *A Qualitative Meta-Analysis of Student Outcomes for Special Populations in Settings with Drama-Based Instruction*, Annual meeting of the American Education Research Association, Philadelphia, PA.
- Wendel, E.*, & **Cawthon, S.** (February, 2014). *Postsecondary Psychological Services for Deaf and Hard of Hearing Youth*, National Association of School Psychologists, Washington, DC.
- Schoffstall, S.*, & **Cawthon, S.** (February, 2014). *Assessing Social-Emotional Functioning of Deaf and Hard of Hearing Students*. National Association of School Psychologists, Washington, DC.
- Schoffstall, S.*, & **Cawthon, S.** (February, 2014). *Social-Emotional Functioning of Deaf and Hard of Hearing Students*. National Association of School Psychologists, Washington, DC.
- Lee, B., Patall, E., **Cawthon, S.**, Steingut, R.* (February, 2014). *The Effect of Drama-Based Pedagogy on PreK-16 Academic-Related Outcomes: A Meta-Analysis of Research from 1985 – 2012*. Society for Personality and Social Psychology, Austin, TX.
- Lee, B., Enciso, P., Patall, E. & **Cawthon, S.** (December, 2013). *A meta-analysis of the effects of drama-based pedagogy on English Language Arts outcomes*. Literacy Research Association. Dallas, TX.
- Lee, J., Malloy, C., & **Cawthon, S.** (October, 2013). *The Design and Implementation of the Pepnet 2 Evaluation*. Paper Presentation at the Annual Meeting of the American Evaluation Association. Washington, D.C.
- Cawthon, S.**, & Leppo, R.* (April, 2013). *Accommodations Availability, Quality, and Consistency for Students who are Deaf or Hard of Hearing*. Paper presentation at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
- Lee, B.,* **Cawthon, S.**, & Dawson (April, 2013). *Teacher Self-Efficacy and Pedagogical Conceptual Change in a Drama-Based Professional Development Program*. Paper presentation at the Annual Meeting of the American Educational Research Association. San Francisco, CA.
- Leppo, R.* & **Cawthon, S.** (April, 2013). *Accommodations Quality for Students who are Deaf or Hard of Hearing in Secondary and Postsecondary Settings*. Annual Convention of the Council on Exceptional Children. San Antonio, TX.
- Rainey, R.* & **Cawthon, S.** (April, 2013). *Educator Preparedness to Work With Students Who Are Deaf or Hard of Hearing*. Annual Convention of the Council on Exceptional Children. San Antonio, TX.
- Schoffstall, S.* & **Cawthon, S.** (April, 2013). *Individualized Education Programs and Section 504 Planning: Considerations for Service Providers*. Annual Convention of the Council on Exceptional Children. San Antonio, TX.
- Schoffstall, S.,* & **Cawthon, S.** (February, 2013). *Feasibility of Transition Training Methods for Students who are DHH*. Session at the Annual Convention of the National Association of School Psychologists. Seattle, WA.

- Rainey, J. *, Caemmerer, J. & **Cawthon, S.** (February, 2013). *School Psychology Essentials in Deaf and Hard of Hearing Assessment*. Session at the Annual Convention of the National Association of School Psychologists. Seattle, WA.
- Leppo, R.* & **Cawthon, S.** (February, 2013). *Accommodations for Students who are Deaf or Hard of Hearing*. Participant Information Exchange Session at the Annual Convention of the National Association of School Psychologists. Seattle, WA.
- Dawson, K., & **Cawthon, S.** (July, 2012). *Connecting Ontology and Methodology through Technology: "Crowdsourcing" online video resources*. Paper presentation for the International Drama in Education Research Institute. Limerick, Ireland.
- Cawthon, S.** (April, 2012). *Methodological considerations for research in assessment for individuals who are deaf or hard of hearing*. Invited presenter for Inclusion and Accommodation in Educational Assessment SIG. American Education Research Association, Vancouver, BC.
- Cawthon, S.** (April, 2012). *Issues of equity and access in assessment for students who are deaf or hard of hearing*. Invited panelist for the National Council on Measurement in Education, Vancouver, BC.
- Walsh, E.*, Dawson, K., **Cawthon, S.**, & Lotz, E.* (April, 2012). *Drama-Based Instruction at a Constructivist Charter School: Opportunities and Challenges for Research Methodology*. Paper presentation for the annual meeting of the American Education Research Association, Vancouver.
- Dawson, K., **Cawthon, S.**, Kutach, L., & Heinold, M. (November, 2011). *Drama for Schools: Activating Learning Through the Arts*. Texas Association for Supervision and Curriculum Development Annual Meeting, Austin, TX.
- Kaye, A.* & **Cawthon, S.** (October, 2011). *The Impact of NCLB on Academic Outcomes for Students with Learning Disabilities*. Annual International Conference on Learning Disabilities, Austin, TX.
- Cawthon, S.** (April, 2011). *American Sign Language Accommodations for Deaf or Hard-of-Hearing Students*. Paper presentation for the annual meeting of the American Education Research Association, New Orleans, LA.
- Cawthon, S.**, Beretvas, S. N., Kaye, A., & Lockhart, L. (April, 2011). *Effects of Linguistic Complexity and Accommodations on NAEP Item Difficulty for Students with Learning Disabilities*. Paper presentation for the annual meeting of the American Education Research Association, New Orleans, LA.
- Lee, B., **Cawthon, S.**, & Dawson, K. (April, 2011). *What Happens When the Apprentice Is Also the Master? A Qualitative Analysis of Graduate Students as Both Apprentice and Master Trainers in a Cognitive Apprenticeship Model*. Paper presentation for the annual meeting of the American Education Research Association, New Orleans, LA.
- Leppo, R. & **Cawthon, S.** (February, 2011). *Do Test Modifications Raise Item Accessibility?* Poster presentation at the annual convention of the National Association of School Psychologists, San Francisco, CA.
- Cawthon, S.** (May, 2010). *The Future of NCLB: What Does It Mean for Schools for the Deaf?* Paper presentation for the annual meeting of the American Education Research Association, Denver, CO.
- Cawthon, S.**, Beretvas, T, Lockhart, L., & Kaye, A. (May, 2010). *Factorial Validity Assessment of Opportunity to Learn Measures Using 4th Grade NAEP Indicators*. Paper presentation for the annual meeting of the American Education Research Association, Denver, CO.
- Cawthon, S.** & Dawson, K. (May, 2010). *Drama-Based Instruction and Educational Research: A Critical Pedagogical Approach to an Interdisciplinary Partnership*. Paper presentation for the annual meeting of the American Education Research Association, Denver, CO.
- Ihorn, S., **Cawthon, S.** & Dawson, K. (May, 2010). *Drama for Schools Professional Development Program and Teacher Evaluation of Student Engagement*. Paper presentation for the annual meeting of the American Education Research Association, Denver, CO.

- Lockhart, L., Beretvas, S. N., **Cawthon, S.** & Kaye, A. (May, 2010). *A Multilevel Measurement Model That Assesses Whether Accommodations Moderate Linguistic Complexity's Effect on Items' Difficulties*. Poster presentation at the Annual Meeting of the National Council on Measurement in Education, Denver, CO.
- Harris, A. & **Cawthon, S.** (2010, February). *Immediacy in an online psychology graduate research course*. Poster presentation for the 22nd Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Kaye, A. & **Cawthon, S.**, Beretvas, S. N. & Lockhart, L. (February, 2010). *Linguistic Complexity and Learning Disabilities: An Investigation of Accommodations and Validity*. Paper presentation for the Southwest Education Research Association annual meeting, New Orleans, LA.
- Friedman Narr, R.A. & **Cawthon, S.** (2010, February). Who, what, where, when, and why with Visual Phonics. Association of College Educators of the Deaf/Hard of Hearing Annual Conference. Lexington, KY.
- Cole, E. & **Cawthon, S.** (July, 2009). Learning Disabled Student's High School to College Transition: Accommodations, Knowledge, and Barriers. Poster presentation at the *Annual Conference of the Association on Higher Education and Disability*, Louisville, KY.
- Cawthon, S.** (June, 2009). The Validity Evaluation Tool for Students who are Deaf or Hard of Hearing. In Cawthon, S. (chair), *Accommodations Decision Making: What (online) tools can increase the validity of assessments for students with disabilities?* Symposia in the National Conference on Student Assessment, Los Angeles, CA.
- Harris, A. & **Cawthon, S.** (May, 2009). *Social Construction of Knowledge in an Asynchronous, Online, Graduate Learning Environment*. Poster presentation for the annual meeting of the Association for Psychological Science, San Francisco, CA.
- Cawthon, S.**, Wurtz, K., & Getsch, S. (April, 2009). *Professional Development for Teachers of Students who are Deaf or Hard of Hearing: Facing the Assessment Challenge*. Paper presentation for the annual meeting of the American Education Research Association, San Diego, CA.
- Cawthon, S.**, Dawson, K., & Kutach, L. (2009, April). *Drama for Schools: Impact of an Arts Integration Professional Development Program on Teacher Self-Efficacy and Authentic Instruction*. Paper for the annual meeting of the American Education Research Association, San Diego, CA.
- Cawthon, S.**, Hersh, M., Kim, Seong-Hyeon, & the Online Research Lab (2009, April). *Accommodations for Students who are Deaf or Hard of Hearing in Large-scale, Standardized Assessments: Surveying the Landscape and Charting a New Direction*. Paper presentation for the annual meeting of the American Education Research Association, San Diego, CA.
- Cawthon, S.**, Dawson, K. & Lee, B. (2009, March). *Drama for Schools: Engaging Teachers Through DBI Professional Development*. Southwest Teaching & Learning Conference, San Antonio, TX.
- Cawthon, S.** (2008, April). *High-Stakes Testing of Students who are Deaf or Hard of Hearing: Participation, Proficiency, and Policy (and back again!)*. Department Brown Bag, Department of Educational Psychology, The University of Texas at Austin.
- Cawthon, S.** (2008, April). *Factors that affect assessment accommodations recommendations for students who are deaf or hard of hearing*. Paper presentation for the annual meeting of the American Educational Research Association, New York, NY.
- Harris, A. & **Cawthon, S.** (2008, April). *Secondary Discourse Analysis of Social Construction of Knowledge in an Online Asynchronous Graduate Research Setting*. Poster presentation for the annual meeting of the American Educational Research Association, New York, NY.
- Cawthon, S.** (2007, April). *Findings from the first two years of the National Survey of Assessments and Accommodations for Students who are Deaf or Hard of Hearing*. Paper presentation for the annual meeting of the American Educational Research Association, Chicago, IL.

- Cawthon, S.** and the Online Research Lab (2006, November). *Evolution of Cognitive Apprenticeship during an Online Psychology Lab: A Transcript Analysis*. Poster presentation for the Southwest Teachers of Psychology meeting, Houston, TX.
- Cawthon, S., Harris, A. & Jones, R.** (2006, May). *Student Perception of Connectedness Related to Learning Outcomes in Online Research Laboratory*. Poster presentation for the annual meeting of the Association for Psychological Science, New York, NY.
- Cawthon, S.** (2006, May). *Accommodations and Assessments for students who are Deaf or hard of hearing*. Paper presented at the annual Conference of Educational Administrators of Schools and Programs for the Deaf, Riverside, CA.
- Cawthon, S.** (2006, April). *Mentorship in an online research laboratory*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Cawthon, S. & Harris, A.** (2005, August). *Integrating research training into an online graduate program in psychology*. Poster presented at the annual convention of the American Psychological Association, Washington, DC.
- Cawthon, S.** (2005, April-a). *The impact of accountability reform on assessment practices for Deaf and hard of hearing students*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Cawthon, S.** (2005, April-b). *No Child Left Behind and Deaf Education*. Paper presented at the annual Conference of Educational Administrators of Schools and Programs for the Deaf, Atlanta, GA.
- Cawthon, S.** (2004, June). *Does classroom setting count? An analysis of reading instruction for Deaf and hearing students*. Poster presentation at the annual Symposium for Research in Child Language Development, Madison, WI.
- Cawthon, S.** (2000, July). *Inclusive philosophies and teacher speech to Deaf and hard-of-hearing students*. Poster presentation at the International Congress for the Education of the Deaf, Sydney, Australia.
- Braden, J. & **Cawthon, S.** (2000, April-a). Including all students in accountability assessment. In Clune, W. (Chair), *Interdisciplinary action research on systemic reform in an urban district*. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Cawthon, S.** (2000, April-b). Perspectives that facilitate inclusion of students with disabilities in large-scale assessments. In Cawthon, S. (Chair), *Inclusion and accommodation in large-scale assessments: What do educators need to know?* Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Cawthon, S.** (2000, April-c). *Individualized instruction to Deaf and hearing students*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

GRANTS and CONTRACTS

Submitted

- 2015-2020** *Interdisciplinary Predoctoral Training Program for Intervention Research. Institute for Educational Sciences, US Department of Education. Principal Investigator.* (\$4 million) Funding proposed for five-year, comprehensive doctoral training program including interdisciplinary coursework in research methods, learning, and policy; mentored and independent research experiences; a rigorous training seminar with a full three year curriculum; affiliated faculty from 13 departments across The University of Texas at Austin; and multiple opportunities to collaborate with practitioners and policymakers in the field.

Awarded (listed in reverse order)

- 2011-2016** ***PEPNet 2 (Center proposal formerly titled “Center for Results in Education and Employment for Deaf Students: Research and Collaboration for System Change”)***. Office of Special Education Programs, US DOE. **Associate Director for Research and Evidence Synthesis**. (\$2.4 million subaward from California State Northridge, \$20 million total). Project designed to improve postsecondary outcomes for individuals who are deaf or hard of hearing, including those with co-occurring disabilities, through provision of evidence-based resources and services. UT portion is responsible for conducting high-quality needs assessments, synthesizing available research for use in technical assistance and professional development activities, and utilizing available large-scale datasets to identify factors that support or are barriers to postsecondary opportunities for students who are deaf.
- 2012-2014** ***Arts Integration for Middle School Teachers, Co-Principal Investigator***. Bartlett Foundation Grant (\$86,000). Expansion of Drama for Schools program to the Austin Independent School District, a collaboration with the College of Fine Arts to provide professional development in drama-based instruction to K-12 teachers.
- 2012-2013** ***Special Research Grant***, The University of Texas at Austin (\$750). Funding to support data analysis in school-university partnership research project.
- 2012-2013** ***Arts Integration at AISD, Co-Principal Investigator***. MindPOP Foundation grant (\$12,200). Support for personnel to facilitate expansion of Drama for Schools program to the Austin Independent School District.
- 2011-2012** ***Special Research Grant***, The University of Texas at Austin (\$750). Funding to support meta-analysis of student outcomes in classrooms with drama-based instruction.
- 2011-2012** ***Bridging the Gap in Arts Integration Theory and Practice: A “Crowdsourcing” Approach to Digital Resource Development for Texas Educators. Co-Principal Investigator***, Longhorn Innovation Fund for Technology (\$100,000). Video project in conjunction with Drama for Schools to develop videos and online learning components in drama-based instruction.
- 2011-2012** ***Drama for Schools, Co-Principal Investigator***. Subcontract to the McAllen Independent School District award from the U.S. Department of Education, Arts-Integration Grant CFDA 84.351c1 (\$21,000). Contract to support research and professional development to support elementary teacher arts integration.
- 2011** ***Arts Integration Research Funding. Co-Principal Investigator***. Donor gift from Mary Cox to support Drama for Schools Summer Institute enrollment for teachers from Victoria, Texas (\$1,000).
- 2010-2012** ***Drama for Schools, Co-Principal Investigator***. Bartlett Foundation Gift awarded to support expansion of Drama for Schools at the Austin Discovery School, a constructivist charter school in Austin (\$45,000).
- 2010-2011** ***Arts Integration Research Tool Development, Principal Investigator***. Research tool development project funded by a mini-grant from mindPOP: Expanding Creative Learning, a collaborative community arts organization in Austin (\$7,500).
- 2010-2011** ***Web-based Arts Integration Online PD Support Pilot, Co-Principal Investigator/Faculty Supervisor***. Online professional development component of Drama for Schools funded by a mini-grant from mindPOP: Expanding Creative Learning in Austin (\$2,000).
- 2010-2011** ***Drama for Schools, Co-Principal Investigator***. Subcontract to the McAllen Independent School District award from the U.S. Department of Education, Arts-Integration Grant CFDA 84.351c1 (\$62,000). Contract to support research and professional development to support elementary teacher arts integration
- 2010-2011** ***Transformational Funds***, Department of Educational Psychology, The University of Texas at Austin (\$1,500). Funds used to support grant writing for two submissions to the US Institute for Educational Sciences.
- 2010** ***The Psychology Portal: A Window Into the Study of Human Behavior. Project Director***. FASTex (Faculty and Student Teams for Technology) Program, Division of Instructional Innovation and Assessment, The University of Texas at Austin. In-kind technical support to develop an online portfolio system to be used as a pedagogical tool for doctoral level course.

- 2009-2010** **Transformational Funds**, Department of Educational Psychology, The University of Texas at Austin (\$3,200). Funds used to support grant writing for one submission to US Department of Education.
- 2009-2010** ***Drama for Schools, Co-Principal Investigator***. Contract with the Victoria Independent School District with support from the Hewitt Foundation (\$20,000). Contract to support research and professional development to support elementary teacher arts integration.
- 2008-2009** ***Drama for Schools, Co-Principal Investigator***. Contract with the Victoria Independent School District (\$80,000). Contract to support research and professional development to support secondary teacher arts integration.
- 2008-2009** **Special Research Grant**, The University of Texas at Austin (\$750). Funds used to support research activities.
- 2008** **Summer Research Assignment**, The University of Texas at Austin (Summer salary). Time used to develop a research project called the Validity Evaluation Tool, a framework for measuring the impact of accommodations on student test scores.
- 2007-08** **University Research Grant**, The University of Texas at Austin (\$6,000). Research funding used to support student graduate assistant in the development of the Validity Evaluation Tool.
- 2007** **Faculty Excellence Fund Award**, Walden University (\$10,000). Funds used to support graduate student assistant in National Survey of Assessments and Accommodations for Students who are Deaf or Hard of Hearing.
- 2006** **Faculty Excellence Fund Award**, Walden University (\$8,590). Funds used to support graduate student assistant in National Survey of Assessments and Accommodations for Students who are Deaf or Hard of Hearing.

AWARDS and FELLOWSHIPS

- 2012** **Exceptional Book of the Year Award**, Exceptionality Education International
- 2011-2012** **Dean's Fellow**, The University of Texas at Austin.
- 2011-2012** **Graduate School Diversity Mentoring Fellowship**, The University of Texas at Austin.
- 2009-2010** **Graduate School Diversity Mentoring Fellowship**, The University of Texas at Austin.
- 2009** **Office of Students with Disabilities Recognition**, The University of Texas at Austin.
- 2009** **Early Career Scholar, School Psychology Research Collaboration Conference**, Toronto, Canada.
- 2008** **Outstanding Publications Competition** (Second Place), Division H (Research, Evaluation, and Assessment in Schools), American Educational Research Association
- 2006** **Extraordinary Faculty Award Recipient**, College of Behavioral Sciences, Walden University
- 2004** **Fellow**, Institute on Statistical Analysis in Educational Policy, American Educational Research Association
- 2001** **Award for Outstanding Research on Education of Deaf Persons**, American Educational Research Association
- 1999-2001** **Fellow**, Wisconsin Spencer Doctoral Research Training Program, University of Wisconsin-Madison
- 1997-1998** **Knapp Graduate Fellowship**, University of Wisconsin-Madison

SPECIAL HONORS AND EVIDENCE OF MERIT

Keynote Presenter (Scheduled for June, 2016). *Best Practice in Educating Deaf and Hard-of-Hearing Learners in the Mainstream*, National Technical Institute for the Deaf.

Invited Presenter (March, 2014). *1st International Conference on Teaching Deaf Learners*, Amsterdam, The Netherlands.

Editorial Consultant (2013-2015). *Review of Research in Education Volume 39: Teacher Assessment and the Assessment of Students with Special Needs*.

Advisory Board Member (2013-current). *Guidelines for Accessible Assessment Project*, Measured Progress, federal grant awarded to the Maryland Department of Education and represents a consortium of 18 states, both the PARCC and Smarter Balanced Common Core Standards consortia, National Center for Educational Outcomes evaluation experts, and WGBH's National Center for Accessible Media.

Advisory Consultant (2014-present). *PARCC Listening and Speaking Assessment Development*. Review assessment guidelines and documentation for formative assessments.

Invited Master Class Instructor (2014, July). *Nailing Jello to the Wall: Measuring the Impact of your Arts Programming* (with K. Dawson). American Alliance for Theatre Education Annual Meeting, Denver, CO.

Invited Webinar Presenter (2013, January). *Effects of Test Item Characteristics and Modifications on Assessments for Special Populations*. National Association of School Psychologists.

Invited Workshop Facilitator (2012, December). *Thematic Coding in Arts-Based Research*. Department of Theatre and Dance, University of Texas at Austin.

Invited Expert Panelist (2012, April). *Accessibility of ASL Accommodated Items*. Measured Progress, Boston, MA.

Invited Expert Panelist (2012, March). *Meeting on Assessment and Accommodations for the Common Core Assessments*. Smarter Balanced State Consortium, Boston, MA.

Advisory Panel Member (2011-present). *myASL Quizmaker*, Institute for Disabilities Research and Training, Inc. Project funded by the Institute on Educational Sciences in the US Department of Education.

Invited Webinar Panel Moderator (2011, August). *Testing Issues for Deaf and Hard of Hearing Students*. PEPNet, Bozeman, MN.

Invited Assessment Expert (2011, April). *Assessment accommodations for students with disabilities*. US Department of Education, Washington, DC.

Invited keynote presentation (2009, August). *Assessment Practices for Students who are Deaf or Hard of Hearing*. Universidad de Catolica de Santiago. Santiago, Chile.

Invited Summit Panelist (2008, August). *Deaf and Hard of Hearing: Test Equity Summit*. PEPNet, Denver, CO.

Associate Editor, *Journal of Deaf Studies and Deaf Education* (2014-present).

Advisory Board, *School Psychology Forum*, (2013-present)

Book Review Editor, *American Annals of the Deaf* (2013-present).

Principal Reviewer, *Journal of Educational Psychology* (2014-present).

Editorial Board, *Journal of Deaf Studies and Deaf Education* (2010-2014), *Journal of Postsecondary Education and Disability* (2010-present), *American Annals of the Deaf* (2008-present), *Journal of Developmental and Physical Disabilities* (2013-present)

ADMINISTRATION AND SERVICE

International and National:

American Educational Research Association (AERA)

SIG Chair (2008-2011), Research on the Education of Deaf Persons Special Interest Group. The SIG Chair is responsible for overall operations of research group including overseeing the development and implementation of the annual conference program, student and faculty award review, and SIG membership and leadership recruitment. During my tenure, AERA made substantial changes to the conference submission review process. As Chair, I facilitated the changes, including revised by-laws, establishment of a program co-chair position, and a systematic research review panel process.

Program Chair (2006-2008), Research on the Education of Deaf Persons Special Interest Group.

Review Panelist, 2011 Annual Meeting (New Orleans, LA); 2012 Annual Meeting (Vancouver, BC), 2013 Annual Meeting (San Francisco, CA).

Reviewer, Reviewed papers for the April, 2002 (New Orleans, LA), 2004 (San Diego, CA), 2005 (Montreal), and 2006 (San Francisco, CA) national conferences.

Additional National Organizations

Awards Committee Member (2011-present), *Association of College Educators-Deaf and Hard of Hearing (ACE-DHH)*.

Committee Member (2011), *National Association of School Psychologists (NASP) Division 16*, Committee for Review of the Standards for Educational and Psychological Testing.

Ad Hoc Reviewer, *International Conference on the Learning Sciences* (2008); *International Congress on the Education of the Deaf* (2010); *American Education Research Journal* (2007, 2008); *Higher Education Research and Development* (2007); *Journal of Deaf Studies and Deaf Education* (2005, 2007, 2008, 2012, 2014); *Remedial and Special Education* (2008, 2011, 2014); *Educational Measurement: Issues and Practice* (2009-2012); *Field Methods* (2009); *Journal of Developmental and Physical Disabilities* (2012), *Educational Assessment* (2013), *Educational Policy Analysis Archives* (2013), *Journal of Speech, Language, Hearing Research* (2014).

Book Reviewer, *Journal of Deaf Studies and Deaf Education* (2007, 2009, 2010); *Education Review* (2013).

Co-chair, *Symposium for Research on Child Language Disorders (SRCLD)*, Madison, WI (2000). Coordinated planning committee for international conference, developed conference themes and list of invited speakers, reviewed and evaluated conference submissions, coordinated conference proceedings with support staff, summarized participant evaluation forms for incoming conference chairs.

University: University of Texas at Austin (2007-present)

Member, University Communications Standards Leadership Council (2014-present).

Member, Assessment Subgroup for the Ethics and Leadership Flag Committee (2013-present).

Member, Faculty committee to advise Sanger Learning Center on best practices for Students with Learning Disabilities (2013 – present).

Reviewer, Graduate School Student Award Committee (2012-present).

Faculty Fellow, Jester East Residence Hall (2007-2009). Served as a faculty liaison and mentor to undergraduate residence hall of over 1,500 students.

Texas Center for Education Policy, University of Texas at Austin (2006-2010). Work with collaborative group of faculty on topics related to equity and excellence in K-16 education. Participants support guest speakers, research on policy issues, and provide policy briefs to legislators.

Faculty Mentor, UT Intellectual Entrepreneurship Pre-Graduate School Program (2007-2008, 2011-2012, 2013-2014). Mentor undergraduates in research and scholarship as part of University program to provide hands-on experiences before applying to graduate school.

Faculty Advisor, *Association of Deaf Academic Discourse* (2009-2014).

Honors Thesis Second Reader (Di Chen, Asian Studies, 2012).

Plan II (Honors) Thesis Advisor (Ayelet Ronen, 2009-2010).

Plan II (Honors) Sophomore Faculty Advisor (Brianna Guidorzi, 2011).

Guest Speaker, Women in Psychology Undergraduate Club. (Fall, 2008).

Faculty Mentor, UT Bridging Disciplines Program. Mentor students in certification program for students who wish to integrate scholarship, research experiences, and an internship experience in an interdisciplinary content area. (Summer 2009, Summer 2011, Fall 2011, Fall 2013).

Reviewer, UT Research Grant Competition (Fall, 2008).

Faculty Participant, Fundraiser for Susan B. Komen Foundation for Breast Cancer Research, Alpha Kappa Delta Phi Asian sorority (Spring, 2009).

University: Walden University (2003-2007)

Coordinator, General Psychology Area of the School of Psychology. Responsibilities included student admissions and faculty mentorship.

Senior Mentor for New Faculty, School of Psychology. One-on-one mentorship for novice faculty, with a specific focus on best practices in online, asynchronous pedagogy for graduate courses.

Lead Faculty: Educational Psychology, Research Lab Seminar, Professional Writing Course. Responsibilities include creating the course syllabus, readings, and assignments.

Committee Chair: Thesis (20 students); Dissertation (24 students)

Professional Development: Created New Faculty Orientation Course for School of Psychology. This course was a 12-week sequence on best practices in online, asynchronous graduate education.

College: UT College of Education (2007- present)

Chair, Educational Psychology Department Chair Review Committee (2014).

Department Liaison for College Website Development Initiative (2013-2014).

College Representative to the University Ethics and Leadership Flag Committee (2011-present).

Honors Day Marshall, College of Education (April, 2010).

Department and Program: UT Educational Psychology (2007-present)

Chair, Beeman Phillips Fellowship Award Committee (2014)

Chair, Student Affairs Committee (2014-present)

Co-Chair, Transformational Funds Committee (2014-present)

Member, Faculty Teaching Review Committee (2013-2014)

Faculty Mentor for Dr. Jodi Casabianca (Incoming Assistant Professor) (Fall, 2013 – present).

School Psychology Faculty Representative, Department Fellowship Committee (2013-present).

Co-Chair, School Psychology Leadership Review Committee (Spring, 2012).

Faculty Advisor, School Psychology Student Diversity Committee (2010-present)

Member, Prospectus (Qualifying Exam) Committee (Fall, 2010–2104).

Member, Faculty Hiring Committee (Fall, 2008; Fall, 2013).

Member, Department Retreat Planning Committee (Fall, 2008).

Member, Department Transparency Committee for Salaries (Spring and Fall, 2009).

Dissertation Committee Chair (*Emma Cole*, Summer, 2012; *Austin Beasley-Rodgers Combs*, Summer, 2014; *Carrie Smith*, Summer 2014; *Rachel Leppo*, Summer 2014, *Han Ren*, anticipated defense: Summer 2015).

Dissertation Committee Member (In Program: *Shea Pilgrim, May Matson, Iektje van Bolhuis-Stephens, Cynthia Austin, Lauren Gentry, Eching Ho, Katie Trundt, Judy Wan, Meredith Brinster, Chelsea Brewer*; Out of Program: *Breanna Dacy, Jamie Kuhlman, Carrie Lou Garberoglio, Mark Gobble, Bridget Lee*; Out of Department: *Joan Altobelli*; Out of College: *I-chen Lu*).

Thesis Committee Chair (In Program: *Alyssa Kaye, Han Ren, Carrie Smith, Kristen Highley, Elizabeth Walsh, Rachel Leppo*).

Thesis Committee Member (In Program: *Austin Beasley-Rodgers Combs, Eching Ho, Tory Mauseth, Judy Wan, Leah Wang*. Out of Program: *Eliana Tseng, Angela Finley, Natasha Hamilton*; Out of College: *Sarah Coleman, Noah Martin, Lindsay Hearn, Liz Schildkret*).

Community

Member, Steering Committee for the Any Given Child Initiative, Austin TX. (2011-present)

Co-Chair, Assessment Evaluation Committee for the Any Given Child Initiative, Austin, TX. (2013-present)

Presenter and Discussion Facilitator, St. Austin's Catholic Church, Austin, TX. (2004-present)

MEMBERSHIPS

American Educational Research Association
Association for Psychological Science
National Council on Measurement in Education
National Association of School Psychologists
American Psychological Association
Association of College Educators-Deaf and Hard of Hearing