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Curriculum Vitae

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EDUCATION

- Ph.D. Curriculum & Instruction: Special Education (2006)
Specialization: Impact of policy on culturally and linguistically diverse learners
University of South Florida, Tampa
- M.A. Special Education: Varying Exceptionalities (2002)
University of South Florida, Tampa
- B.A. Psychology (1998)
University of South Florida, Tampa

PROFESSIONAL EXPERIENCE

- 2022- Present Professor of Special Education, University of Florida
- 2022- Present Associate Dean, Faculty Affairs, Diversity, Equity, & Inclusion, and Community Engagement, College of Education, University of Florida
- 2019- Present Director, School of Special Education, School Psychology & Early Childhood Studies (SESPECS), University of Florida
- 2016-19 Associate Director, SESPECS, University of Florida
- 2013- Present Associate Professor of Special Education (tenured), University of Florida

2013- Present	Co-Director, Collaboration for Effective Educator, Development, Accountability, & Reform (CEEDAR) Center
2007-13	Assistant Professor of Special Education (tenure-accruing)
2006-07	Visiting Assistant Professor of Special Education, M.A. in Special Education Program Coordinator, Department of Special Education, University of South Florida
2003-06	Graduate Teaching Assistant, Assistant to the Graduate Program Coordinators, Department of Special Education, University of South Florida
1999- 2003	Special Education Teacher (Grades 3-8), School District of Hillsborough County, Tampa, FL

HONORS & AWARDS

2022	Bouchet Graduate Honor Society Inductee
2017	University of Florida Term Professor (2017-2019)
2012	Excellence Award for Assistant Professors
2012	Literati Network Awards for Excellence Outstanding Author Contribution
2012	College of Education Graduate Teacher of the year (nominee)
2009	College of Education Undergraduate Teacher of the year
2008	College of Education Undergraduate Teacher of the year (nominee)

PUBLICATIONS

Books

Sindelar, P.T., McCray, E. D., Brownell, M.T., & Lignugaris/Kraft, B. (Eds.). (2014). *Handbook of Research Special Education Teacher Preparation*. New York: Routledge.

McCray, E.D., Alvarez McHatton, P., & Beverly, C. L. (2011). *Knowledge, Skills and Dispositions for Culturally Competent and Interculturally Sensitive Leaders in Education*. Charleston, SC: Diversity Caucus, Teacher Education Division of CEC.

Book Chapters

Kamman, M. L., & McCray, E. D. (2022). Interpreting and communicating assessment information with stakeholders to collaboratively design and implement educational programs. In J. McLeskey, B. Billingsley, L. Maheady, & M. T. Brownell, (Eds.) *High-leverage Practices for Inclusive Classrooms* (2nd ed.). Routledge.

McCray, E. D., Thompson, S., & Jackson, D.* (2022). Support for students from culturally and linguistically diverse backgrounds. In J. L. McLeskey, F. Spooner, B. Algozzine, & N. L. Waldron (Eds.), *Handbook of effective inclusive elementary schools: Research and practice* (2nd ed.) (pp. 459-482). Routledge.

McCray, E.D., Dowie-Chin, T. ⁹, & Harvey, A. ⁹ (2022). Engaging in (de)liberate dialogue: An endarkened feminist trio-ethnography among Black teacher educators. In B. Turner Kelly & S. Fries-Britt (Eds.), *Building mentorship networks to support Black women: A guide to succeeding in the academy*. Routledge.

McCray, E. D., Mullen, D. L. ⁹, Freeman, A. J. ⁹, & Santiago Poventud, L. (2021) Mis-education at Woodson Middle School: Student perceptions of a magnet school-within-a-school. In D. E. Hines, C. Barrett, M. Bovda, T. Hollis, & E. J. Lindo (Eds.), *Racism by another name: Black children, overrepresentation, and the carceral state of special education* (pp. 79-98). Information Age Publishing.

Kamman, M. L.*, & McCray, E. D. (2018). Interpreting and communicating assessment information with stakeholders to collaboratively design and implement educational programs. In J. McLeskey, B. Billingsley, L. Maheady, & M. T. Brownell, (Eds.) *High-leverage Practices for Inclusive Classrooms* (pp. 67-79). New York: Routledge.

- McCray, E.D., Butler, T.W., & Bettini, E. ⁹ (2014). What are roles of general and special educators in inclusive schools? In J. McLeskey, N.L. Waldron, F. Spooner, & B. Algozzine, (Eds.) *Handbook of Research and Practice for Effective Inclusive Schools* (pp. 80-93). New York: Routledge.
- Correa, V. I., Alvarez McHatton, P., McCray, E. D., & Baughan, C. C. ⁹ (2014). Preparing teachers to work with diverse populations. In P.T. Sindelar, E. D. McCray, M.T. Brownell, & B. Lignugaris/Kraft, (Eds.) *Handbook of Research on Special Education Teacher Preparation* (pp. 194-214). New York: Routledge.
- Kozleski, E. B., Artiles, A. J., McCray, E. D., & Lacy, L. ⁹ (2014). Equity challenges in the accountability age: Demographic representation and distribution in the teacher workforce. In P.T. Sindelar, E.D. McCray, M.T. Brownell, & B. Lignugaris/Kraft, (Eds.) *Handbook of Research on Special Education Teacher Preparation* (pp. 113-126). New York: Routledge.
- Lignugaris/Kraft, B., Sindelar, P. T., McCray, E. D., & Kimerling, J. ⁹ (2014). The “wicked question” of teacher education effects and what to do about it. In P.T. Sindelar, E.D. McCray, B. Lignugaris/Kraft, & M.T. Brownell (Eds.), *Handbook of Research on Special Education Teacher Preparation* (pp. 461-471). New York: Routledge.
- McHatton, P. A., & McCray, E. D. (2013). Diversity: Beyond tolerance. In R. L. Smith & D. Skarbek (Eds.), *Professional Teacher Dispositions: Additions to the Mainstream* (pp. 51-66). Lanham, MD: Rowman & Littlefield Education.
- McCray, E. D. & Shealey, M. W. (2011) Letters to a Senior Professor: Supporting graduate students and Jr. faculty of color in special education. In E. D. McCray, P. Alvarez McHatton, & C. L. Beverly (Eds.), *Knowledge, Skills and Dispositions for Culturally Competent and Interculturally Sensitive Leaders in Education* (pp. 1-32). Charleston, SC: Diversity Caucus, Teacher Education Division of CEC.
- McCray, E. D. (2011). Woman(ist)s’ work: The experiences of Black women scholars in education at Predominately White Institutions. In G. Jean-Marie & B. Lloyd-Jones (Eds.), *Women of Color in Higher Education: Turbulent Past, Promising Future* (pp. 99-125). United Kingdom: Emerald Group Publishing Limited.
- Sindelar, P. T., McCray, E. D., Kiely, M. T. ⁹, & Kamman, M. ⁹ (2008). The impact of No Child Left Behind on special education teacher supply and the preparation

of the workforce. In T. E. Scruggs & M. A. Mastropieri (Eds.), *Advances in Learning and Behavioral Disabilities*, Volume 21 (pp. 89-123). United Kingdom: Emerald Group Publishing Limited.

Refereed Journal Articles

Dietz, G.⁹, Douglas, E. P., McCray, E. D., Mieja, A.* , Revelo, R.* , & Pawley, A. (2022). Learning from anti-racist theories to reframe engineering education research on race. *Journal of Women and Minorities in Science and Engineering*, 28(2), 1-30.

<https://doi.org/10.1615/JWomenMinorScienEng.2022036609>

Reeves, S. M. ⁹, Crippen, K. J., & McCray, E. D. (2021). Beyond a focus on efficacy: The varied experience of undergraduate students learning chemistry in virtual reality laboratories. *Computers & Education*, 175. <https://doi.org/10.1016/j.compedu.2021.104320>

Boveda, M.* , & McCray, E.D. (2021). Writing (for) our lives: Black feminisms, interconnected guidance, and qualitative inquiry in special education. *International Journal of Qualitative Studies in Education*, 34(6), 496-514. DOI: 10.1080/09518398.2020.1771465

Houchins, D. E., Gagnon, J., Lane, H., Lambert, R., & McCray, E. (2018). The efficacy of a literacy intervention for incarcerated adolescents. *Residential Treatment for Children & Youth*, 35(1), 60-91.

McCray, E. D., Ribuffo, C. ⁹, Lane, H., Murphy, K. M.* , Gagnon, J. C., Houchins, D. E., Lambert, R. G. (2018). "As real as it gets": A grounded theory study of a reading intervention in a juvenile correctional school. *Child & Youth Care Forum*, 47(2), 259-281.

Little, M., Sobel, D., McCray, E. D., & Wang, J. ⁹ (2015). Redesigning personnel preparation: Lessons learned and considerations for program enhancement. *Teacher Education and Special Education*, 38(4), 306-322.

Israel, M., Kamman, M. L., McCray, E. D., & Sindelar, P. T. (2014). Mentoring in action: The interplay between professional assistance, emotional support, and teacher evaluation. *Exceptional Children*, 81(1), 45-63.

Shealey, M. W., McHatton, P. A., McCray, E., & Thomas, U. (2014). "Sista doctas" taking a seat at the table: Advocacy and agency among women of color in teacher education. *NASPA Journal About Women in Higher Education*, 7(1), 19-46.

- Steinberg, M. A.⁹, & McCray, E. D. (2012). Listening to their voices: Middle Schoolers' Perspectives of Life in Middle School. *The Qualitative Report*, 17(Art. 68), 1-14. Retrieved from <http://www.nova.edu/ssss/QR/QR17/steinberg.pdf>
- McCray, E. D. (2012). Learning while teaching: A case study of beginning special educators completing a Master of Arts in Teaching. *Teacher Education and Special Education*, 35(3), 166-184.
- Chalfant, P.⁹, Plasschaert, C.⁹, Madsen, K.⁹, & McCray, E. D. (2011). Is hiring a literacy coach worth the investment? Addressing common assumptions. *ERS Spectrum*, 29(3), 1-10.
- McCray, E. D., & McHatton, P. A. (2011). "Less afraid to have them in my classroom": Understanding pre-service general educators' perceptions about inclusion. *Teacher Education Quarterly*, 38(4), 135-155.
- Lane, H. B., Hudson, R. F., McCray, E. D., Tragash J. R., & Zieg, J. L. (2011). "Tutoring opened my eyes!": Tutor experiences through the America Reads Challenge. *Mentoring & Tutoring: Partnership in Learning*, 19(2), 199-217.
- McCray, E. D., Rosenberg, M. S., Brownell, M. T., deBettencourt, L., Leko, M., & Long, S.⁹ (2011). The role of leaders in forming school-university partnerships for special education teacher preparation. *Journal of Special Education Leadership*, 24(1), 47-58.
- McCray, E. D. & McHatton, P. A. (2010). Current demographics and challenges: The education imperative. *Race, Gender, & Class*, 17(2), p. 47-50.
- McHatton, P. A. & McCray, E. D. (2009). Removing our masks: Using the visual and performing arts to promote deep reflection in pre-service teachers. *Penn GSE Perspectives on Urban Education*, 6(2), 41-42.
- McHatton, P. A. & McCray, E. D. (2007). Inclination toward inclusion: Perceptions of elementary and secondary education teacher candidates. *Action in Teacher Education*, 29(3), 25-32.
- McCray, E. D. (2006). It's 10 A.M.: Do you know where your children are? *Intervention in School and Clinic*, 42(1), 30-33.

Shealey, M. W., Lue, M. S., Brooks, M., & McCray, E. (2005). Examining the legacy of Brown: The impact on special education and teacher practice. *Remedial and Special Education, 26*(2), 113-121.

Book Reviews

McCray, E. D. (2019, July 18). *Inside Academia: Professors, Politics, and Policies*, by S.M. Cahn. Teachers College Record, retrieved from: <https://www.tcrecord.org> ID Number: 22980

McCray, E. D. (2012). *Building Racial and Cultural Competence in the Classroom*, K. M. Teel and J. E. Obidah (Eds.). *Urban Education, 47*(3), 681-689.

McCray, E. D. (2004). *Young, Gifted, and Black: Promoting High Achievement Among African-American Students*, by T. Perry, C. Steele, and A.G. Hilliard. *Urban Education, 39*(1), 108-13.

Other Publications

McCray, E. D. (2022). Foreword. In M. Peterson-Ahmad & V. L. Luther (Eds.), *Collaborative Approaches to Recruiting, Preparing, and Retaining Teachers for the Field*. IGI Global.

McCray, E. (2020). Teacher shortages: Are we heading in the right direction? What degree trends are telling us about teacher shortages in high-demand specialties. *District Administration*. Retrieved from: <https://districtadministration.com/teacher-shortages-are-we-heading-in-the-right-direction/>

Brownell, M., Holdheide, L., Kamman, M., & McCray, E. (2020). Systemic support for special education making it a more integral part of general teacher preparation. *American Educator*. Retrieved from: https://www.aft.org/ae/winter2020-2021/brownell_holdheide_kamman_mccray

McCray, E. D., Robinson, N., Jackson, D.*, & Harvey, A. N.⁹ (2019). *Culturally Relevant Education: A Course Enhancement Module*. Retrieved from <https://cedar.education.ufl.edu/cems/culturally-relevant-education/>

McCray, E. D., Kamman, M., Brownell, M. T., & Robinson, S. (2017). High-leverage practices and evidence-based practices: A promising pair. Retrieved from: <https://cedar.education.ufl.edu/portfolio/high-leverage-practices-and-evidence-based-practices-a-promising-pair/>

Jackson, D.* & McCray, E. D. (2016, October). *Culturally and Linguistically Diverse (CLD) Students: What Educator Preparation Programs Need to Do to Support Teacher Learning* (CEEDAR Center State Policy and Practice Portrait). Gainesville, FL: CEEDAR Center.

Kamman, M.L., McCray, E.D., Brownell, M.T., Wang, J. ⁹, & Ribuffo, C. ⁹ (in press). *Teacher education pedagogy: What we know about preparing effective teachers* (CEEDAR Document No. XXXX). Gainesville, FL: CEEDAR Center.

Sobel, D., Little, M., McCray, E.D., & Wang, J. ⁹ (2014). *A review of the OSEP 325T redesign projects: Analysis, synthesis, and recommendations* (CEEDAR Document No. BPR-1). Gainesville, FL: CEEDAR Center.

Rosenberg, M. S., Brownell, M., McCray, E. D., deBettencourt, L. U., Leko, M.*, & Long, S. ⁹ (2009). *Development and Sustainability of School-University Partnerships in Special Education Teacher Preparation: A Critical Review of the Literature* (NCIPP Document No. RS-3ES).

GRANTS

Funded Grants

Early Childhood Policy in Institutions of Higher Education (ECPIHE). (\$194,136, pending). F. C. Curran (Principal Investigator), Snyder, P. (Co-Principal Investigator), Conroy, M. (Project Faculty), Knopf, H. (Project Faculty), & McCray, E. (Project Faculty).

Matrix of Anti-Racism across the Curriculum (MARC): Building theory and instrumentation to address race across the undergraduate curriculum. (\$60,000; 2020-2021). University of Florida Racial Justice Research Fund. Principal Investigator with Latoya Haynes-Thoby*, Kakali Bhattacharya, Nicole Jones*, & Taryrn Brown* (Co-PIs); Chonika Coleman-King*, & Shaunté Duggins* (Investigators).

The (In)authentic Experiences of Black Engineers (\$478,839; 2018-2021) National Science Foundation-funded project for Broadening Participation in Engineering. Co-Principal Investigator with Elliot P. Douglas (Principal Investigator).

Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center 2.0 (\$21,250,000; 2018-2022) U.S. Department of Education, Office of Special Education Programs. Co-Principal Investigator

with Mary Brownell (Principal Investigator), Meg Kamman, and Lynn Holdheide (American Institutes for Research).

Project Studying Teacher Effectiveness, Evaluation, and Policy (STEEP) (1,250,000; 2014-2019). U.S. Department of Education, Office of Special Education Programs. Co-Principal Investigator with Mary Brownell (Principal Investigator) and Paul Sindelar.

Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center (\$25,000,000; 2013-2017). U.S. Department of Education, Office of Special Education Programs. Co-Principal Investigator with Mary Brownell (Principal Investigator) and Paul Sindelar.

Project Literacy Instruction Based on Evidence through Research for Adjudicated Teens to Excel (LIBERATE). U.S. Department of Education, Institute of Education Sciences sub-contract from Georgia State University (David Houchins & Kristine Jolivette). Investigator with Joseph Gagnon and Holly Lane, Co-Principal Investigators.

Project Research on Quality in Educating Special education Teachers (ReQuEST). (\$799,967; 2009-2013). U.S. Department of Education, Office of Special Education Programs. Co-Principal Investigator with Mary Brownell (Principal Investigator) and Paul Sindelar.

National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP). (\$2,500,000; 2008-2012). U.S. Department of Education, Office of Special Education Programs. Investigator with Mary Brownell and Paul Sindelar, Co-Principal Investigators.

Project Preparing Regular Educators for Certification in Special Education (PRECISE). (\$799,668; 2007-2011). U.S. Department of Education, Office of Special Education Programs. Co-Principal Investigator with Patricia Alvarez McHatton and Jim Tramill (University of South Florida).

Submitted Grants

Project Disrupting Inequities in Research and Education using Cultural Theories (DIRECT). (\$3,595,113, 2022). U.S. Department of Education, Office of Special Education Programs. Principal Investigator with Mildred Boveda (Penn State); Kathleen King Thorius, Cristina Santamaria Graff (Indiana University-Purdue University, Indianapolis).

Project Disrupting Inequities in Research and Education using Cultural Theories (DIRECT). (\$3,660,661, not funded, 2021). U.S. Department of Education, Office of Special Education Programs. Principal Investigator with Hannah Mathews*, Chonika Coleman-King*; Mildred Boveda, Kathleen Collins, Ashley Patterson*, Aaron Campbell* (Penn State); Kathleen King Thorius, Cristina Santamaria Graff, Samantha Paredes Scribner (Indiana University-Purdue University, Indianapolis).

Project Culturally Responsive Educational Approaches in Teacher Education (CREATE). (\$1,174,929; not funded, 2019). U.S. Department of Education, Office of Special Education Programs. Principal Investigator with Hannah Mathews*.

PRESENTATIONS

Invited Speaker: International & National Conferences

Boveda, M., Howard, N. R., & McCray, E. D. (2022, April). *Critically examining STEM faculty and teacher educators' intersectional competence*. American Educational Research Association Annual Meeting, San Diego, CA.

Lynn, M., Chard, D., Ginsberg, A., Hernandez, F., Lacina, J., & McCray, E. (2022, March). Learning Lab panel: *Strategies to promote a diversified professoriate*. American Association of Colleges for Teacher Education Annual Meeting, New Orleans, LA.

Boveda, M., & McCray, E. D. (2022, January 28). Racial equity in special education (webinar). American Association of Colleges for Teacher Education. <https://aacte.org/events/race-and-equity-in-special-education/>

McCray, E. D. (Moderator), Boveda, M., McHatton, P.A., & Fisher, K., & Leffler, B. (2021, November 4). Higher Education Consortium for Special Education (HECSE) Panel. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Ft. Worth, TX.

McCray, E. D., Scott, L., Green, A., & Bettini, E. (2021, November 4). Diversity Caucus Symposium Panel. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Ft. Worth, TX.

Hayes, L., (Moderator, McCray, E., Newton, J., Drakeford, W., & VanCleve, C. (2022, July 21). Supporting a diverse education workforce. OSEP Leadership and Project Directors' Conference (virtual). <https://youtu.be/LSYEyThL3kI>

- McCray, E. D. (2021, July 15). Feeling great, feeling good! How are you?: Setting boundaries to maintain our mental health. UNITE second Annual HBCU Virtual Student Leadership Conference.
- McCray, E. D., & Aceves, T. C. (2021, March 15). *Supporting educators' use of culturally responsive practices*. Striving Readers Comprehensive Literacy and Comprehensive Literacy State Development National Convening, Virtual.
- McHatton, P. A. (Moderator), Edyburn, D., Hill-Clarke, K. Moderator, & McCray E. (2021, February 25). *There's no going back: Leading the call to action in teacher education* [AACTE Session]. American Association of Colleges for Teacher Education Annual Meeting, Virtual.
- Artiles, A. J., Ortiz, A., McCray, E., White, A., & King, T. (2021, February 18). In David Allsopp (Moderator), *Social justice in education for students with learning disabilities: The intersection of disability and culture* [Spotlight panel presentation]. Learning Disabilities Association of America 58th Annual International Conference, Virtual.
- Boveda, M.*, McCray, E., & Yell, M. (2021, February 4). In Silvia Correa-Torres (Moderator) *Striving for quality and equity in challenging times* [Opening panel]. Higher Education Consortium of Special Education Winter Summit, Virtual.
- McCray, E., McIntosh, K., & Zumeta Edmonds, R. (2021, January 25). *Discussing race in PK-12 classrooms: Why it's an essential skill*. American Association of Colleges for Teacher Education, Webinar.
- Kea, C., Ondrasek, N., Pianta, R., Maughan, & E. McCray (2020, October 28). Preparing Effective Personnel (virtual panel discussant). U.S. Department of Education, Office of Special Education Programs: Attract, Prepare, Retain Summit.
- McCray, E. & Harvey, A.⁹ (2020, August 13). *Evidence-based culturally responsive practices* (webinar). U.S. Department of Education, Office of Special Education Programs, MTSS Community of Practice.
- McCray, E., McLeskey, J., & Billingsley, B. (2020, April 7). *Special education do's and don'ts: Supporting implementation of HLP for students with disabilities* (Webinar). National Association of Elementary School Principals.

McCray, E., & Bateman, D. (2020, January). *Inclusive principal leadership breakout session: Useful resources*. Council of Chief State School Officers Advancing Inclusive Principal Leadership Winter Convening.

McCray, E. (2020, February). *Black Children and the Carceral State of Special Education* (Invited panel). Council for Exceptional Children Annual Convention, Division for Diverse Exceptional Learners, Portland, OR.

McCray, E. (2020, February). Working to diversify the profession (Invited panel). Council for Exceptional Children Annual Convention, Teacher Education Division /Higher Education Consortium for Special Education (TED/HECSE), Portland, OR.

McCray, E. (2019, November). *Articulating theoretical and conceptual frameworks in teacher education research* (Invited panel). Council for Exceptional Children, Teacher Education Division Annual Conference, New Orleans, LA.

McCray, E. D. (2016, June). *Designing practice opportunities to support learning of students with disabilities across general and special education* (Panel presentation). CEEDAR-IRIS Cross State Convening, Reston, VA.

Sindelar, P., Kamman, M., & McCray, E. (2010). *Laying the groundwork: What principals can do to support beginning special education teachers through induction* (Webinar). National Association of Elementary School Principals.

Refereed Presentations: International & National Conferences

Marichal, M. E., Delouche, A., McCray, E. D., & Smith-Bonahue, T. (2022, April). Empowering Latinx ESOL paraprofessionals: Unveiling their cultural capital in U.S. secondary schools. American Educational Research Association Annual Meeting, San Diego, CA.

McCray, E. D., Brown, T. T. C., Bhattacharya, K., Coleman King, C., Duggins, S., Haynes-Thoby, L., Jones, N. E., Green, A. J. (2022, April). Each one, teach one: Building theory and instrumentation to address race across the undergraduate curriculum. American Educational Research Association Annual Meeting, San Diego, CA.

Harvey, A., & McCray, E. D. (2022, April). "I want to be that person": Preservice teachers' self-efficacy for culturally responsive classroom management. American Educational Research Association Annual Meeting, San Diego, CA.

- Brownell, M.T., McCray, E.D., Jez, R., Franklin, T., & Powell, S. (2022, March). *Integrating culturally responsive and high-leverage practices: Reimagining learning opportunities for intersectionality marginalized students*. Annual Conference for the American Association of Colleges of Teacher Education: New Orleans, LA.
- McCray, E. (Discussant; 2021, April 12). *Equity for urban students: Novice teachers' efforts to virtually impact learning during the COVID-19* [Symposium]. American Educational Research Association 2021 Virtual Annual Meeting.
- Marichal, M.⁹, Delouche, A.⁹, Smith-Bonahue, T., & McCray, E. (2021, April 11). *Building partnerships responsibly: Considering culture in family engagement among Latinx immigrant families*. American Educational Research Association 2021 Virtual Annual Meeting.
- McCray, E., Jackson, D.*⁹, Robinson, N. C., & Harvey, A.⁹ (2021, March 13). *HLP and CRE: Ensuring learning for all*. Council for Exceptional Children Learning Interactive Virtual Event (LIVE) Convention & Expo.
- Dietz, G. A.⁹, Douglas, E. P., & McCray, E. D. (2021). *Marginalization and the In/Authentic Experiences of Engineers*. CoNECD Annual Conference Proceedings, Virtual.
- Dietz, G. A.⁹, Douglas, E. P., & McCray, E. D. (2020). *Work in Progress: An Exploration of the In/Authentic Experiences of Engineers*. ASEE Annual Conference Proceedings, Virtual.
- McCray, E. D. & Boveda, M.* (2020, Apr 17 - 21) *(Re)centering interconnectivity: Endarkened feminist inquiry in special education* [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/w7x7u37> (Conference Canceled)
- Jackson, D.*⁹, & McCray, E. (2019, November). *Preparing culturally responsive educators*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, New Orleans, LA.
- Kamman, M.*⁹, Burson, D., McCray, E., & Watkins, T. (2019, November). *"I love it when a plan comes together": Leveraging program review to improve teaching for all students*. Annual Conference the Teacher Education Division of the Council for Exceptional Children, New Orleans, LA.

- Ziegler, D., Holdheide, L., McCray, E., & Kamman, M.* (2019, July). *HLPs in action: Resources and examples for personnel development*. Office of Special Education Programs Leadership Conference, Washington, DC.
- McCray, E., Connolly, K., Moss, P. C., Moss, S. C., & Hodack, T. (2019, July). *Leadership at every level for effective teaching at every tier*. Office of Special Education Programs Leadership Conference, Washington, DC.
- Dietz, G. A.⁹, McCray, E. D., & Douglas, E. P. (2019). Critical Theories for Unmasking the Personal and Structural Racialized Experiences of Engineers. *American Society for Engineering Education Annual Conference Proceedings*. Retrieved from <http://par.nsf.gov/biblio/10097748>
- Douglas, E. P., McCray, E. D., & Dietz, G. A.⁹ (2019). The In/Authentic Experiences of Black Engineers. *Proceedings, American Society for Engineering Education Annual Conference*. Retrieved from <http://par.nsf.gov/biblio/10097747>
- Douglas, E. P., McCray, E. D., & Dietz, G. A.⁹ (2019, June). *The in/authentic experiences of Black engineers*. American Society for Engineering Education Annual Conference, Tampa, FL.
- Boveda, M., & McCray, E. D. (2019, May). *Black feminist perspectives in special education research*. 15th Annual International Congress of Qualitative Inquiry.
- McCray, E. D., Dowie-Chin, T.⁹, & Harvey, A. N.⁹ (2019, April). *Engaging in (de)liberate dialogue: An endarkened feminist trioethnography among Black teacher educators*. Annual Meeting of the American Educational Research Association, Toronto, Ontario.
- McCray, E. D. (2019, April). *Society of one: Single-mothering as survivance and agency in Predominantly White Institutions*. Annual meeting of the American Educational Research Association, Toronto, Ontario.
- Ackerman, K., Brownell, M., Lingo, A., & McCray, E. (2019, February). *High leverage practices in action*. Annual Meeting of the American Association of Colleges for Teacher Education, Louisville, KY.
- Ackerman, K., Brownell, M., Lingo, A., & McCray, E. (2019, February). *Kentucky KEEP: Partnering to implement high leverage practices systemwide*. Annual

Meeting of the American Association of Colleges for Teacher Education, Louisville, KY.

Haddow, D., Hunter, W., McCray, E., Nelson, J., & Page, L. (2019, February). *Establishing PLC Communities through CEC/CEEDAR special education high leverage practices*. Presentation at the Annual Meeting of the American Association of Colleges for Teacher Education, Louisville, KY.

Huang, J., Kamman, M., McCray, E., & Robinson, N. (2019, February). *Reflective and responsive reform: Statewide efforts to diversify educator pipeline and practice*. Annual Meeting of the American Association of Colleges for Teacher Education, Louisville, KY.

Wexler, L., Bateman, D., McCray, E., & Airhart, K. (2019, January). *High-quality IEPs: OSEP resources for translating Endrew F. into practice*. Council for Exceptional Children Annual Convention, Indianapolis, IN.

McCray, E., Paulsen, K., & Hodack, T. (2019, January). *Purposeful partnership: Implementing high-leverage and evidence-based practices across preparation and practice*. Presentation at the Council for Exceptional Children Annual Convention, Indianapolis, IN.

McCray, E. (2018, November). *Taking a seat at the table to advance systemic change for students with disabilities*. International Conference on Urban Education, Nassau, Bahamas.

McCray, E., Kamman, M.*, & Marx, T. (2018, July). *Putting practices into practice: The power of high-leverage practices and evidence-based practices through MTSS*. OSEP Project Directors' Conference, Washington, DC.

Kamman, M.*, McCray, E., & Hayes, L. (2018, July). *Collaboration for effective educator development, accountability and reform (CEEDAR) Center 2.0: Technical assistance (TA) to support teaching and leading for each student*. OSEP Project Directors' Conference, Washington, DC.

McCray, E. (2018, July). *Building a firm foundation: Approaches to preparing teachers to implement evidence-based and high-leverage practices*. Council for Exceptional Children, Division of International Special Education & Services (DISES) Conference, Cape Town South Africa.

- McCray, E., & Kamman, M.* (2018, April). *Ensuring culturally responsive practice: Resources from the CEEDAR Center*. Council of Chief State School Officers' Diverse and Learner-Ready Teachers Initiative Meeting, Albuquerque, NM.
- Brownell, M., McCray, E., & Kamman, M.* (2018, February). *Learner ready day one: Systemic approaches to preparing and supporting new teachers* (Program Chair Featured Session). Presentation at the Council for Exceptional Children Annual Convention, Tampa, FL.
- McCray, E., Kamman*, M., Paulsen, K., & Deloach, T. (2018, February). *It pays to partner: Building reform capital through cross-agency collaboration*. Council for Exceptional Children Annual Convention, Tampa, FL.
- McCray, E., Kamman, M.*, & Boyd-Robinson, N. (2017, November). *Real life in real time: Preparing educator preparation faculty to prepare candidates for culturally responsive teaching*. 40th Annual Conference the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.
- Kamman, M.*, Wyler, K., Michael, B., Connally, K., & McCray, E. (2017, November). *CEEDAR and NTEP: Creating synergy for statewide improvements in educator preparation*. 40th Annual Conference the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.
- McCray, E. (2017, April). *Examinations of faculty motivation and engagement within current sociopolitical contexts for teacher education reform* (Discussant). Structured poster session at the Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Brownell, M., McCray, E., Kamman, M.*, Sindelar, P., Benedict, A.*, Holdheide, L., Robinson, S., Barber, B.*, Richards-Tutor, C. (2017, April). *Practice-based teacher preparation: Using Research and partnerships to prepare more effective teachers* (TED Showcase). Council for Exceptional Children Annual Convention Boston, MA.
- Brownell, M., Howley, A., Johnson, H., Many, J., McCray, E., Michael, B., & Telfer, D. (February, March 2017). *Building school partnerships through effective leadership*. Annual Meeting of the American Association of Colleges for Teacher Education, Tampa, FL.
- McCray, E., Paulsen, K., & Kamman, M.* (2016, November). *Educator preparation policy as a lever for improving teacher and leader preparation: Keeping*

promises in Tennessee. 39th Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Lexington, KY.

McCray, E., Lubig, J., Littman, J. (2016, September). *Refining and aligning educator preparation systems: The CEEDAR Center's technical assistance to states.* Fall CAEP Conference, Washington, DC.

McCray, E. Kamman, M.* (2016, June). *Using CEEDAR Center technical assistance tools to retool professional learning systems.* OSEP Project Directors' Conference Washington, DC.

McCray, E. (2015, September). *Seeking the seal of approval: How CEEDAR Center TA states are leveraging program approval to improve professional learning systems.* Fall CAEP Conference, Washington, DC.

Kamman, M., Brownell, M., McCray, E. & Sindelar, P. (2015, April). *Practicing what we preach: Using research to improve teacher preparation.* Council for Exceptional Children Annual Convention, San Diego, CA.

McCray, E. (2015, April). *Implementing literacy intervention in a secure-care facility: Considering context.* Council for Exceptional Children Annual Convention, San Diego, CA.

McCray, E., Kamman, M.*, Brownell, M. & Grenot-Scheyer, M. (2015, February). *Improving teacher education by using the evidence: Innovation Configurations as a tool for enhancement.* Annual Meeting of the American Association of Colleges for Teacher Education, Atlanta, GA.

Kamman, M.*, McCray, E., Brownell, M. & Sindelar, P. (2014, November). *From good to great: Using innovation configurations for program coherence and enhancement.* Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Indianapolis, IN.

McCray, E., Kamman, M.*, & Brownell, M. (2014, November). *The practice-to-research gap in teacher education: The other side of the coin.* Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Indianapolis, IN.

McCray, E. & Kamman, M.* (2014, July). *Collaborating with State Education Agencies, Institutes for Higher Education, and Local Education Agencies to ensure teacher and leader effectiveness.* OSEP Project Directors' Conference, Washington, DC.

- McCray, E. & Kamman, M.* (2014, October). *An eye on the evidence: Using the CEEDAR Center's tools to improve preparation programs*. Fall CAEP Conference, Washington, DC.
- Brownell, M., Kamman, M.*, McCray, E. & Sindelar, P. (2014, April). *Creating opportunities to learn for teachers: Improving outcomes for students with disabilities*. Council for Exceptional Children Annual Convention, Philadelphia, PA.
- McCray, E., Brownell, M., & Sindelar, P. (2013, November). *Improving outcomes for students with disabilities by improving teachers' opportunities to learn*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Fort Lauderdale, FL.
- Kamman, M., & McCray, E. (2013, July). *CEEDAR Center (Collaboration for Educator Development, Accountability, and Reform)*. OSEP Project Directors' Conference, Washington, DC.
- Houchins, D., Lambert, R.G., Lane, H.B., Gagnon, J.C., & McCray, E.D. (2013, April). *Literacy implementation fidelity: Findings from an efficacy study*. Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Lane, H. Madsen, K.⁹, McCray, E., Houchins, D., & Murphy, K.⁹ (2012, November). *Reading professional development in juvenile corrections*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Grand Rapids, MI.
- Sindelar, P., McCray, E., & Lignugaris/Kraft, B. (2012, November). *Handbook of research on special education teacher preparation*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Grand Rapids, MI.
- Kroeger, S., & McCray, E. (2012, July). *Racial identity development among preservice special education teachers*. OSEP Project Directors' Conference, Washington DC.
- Shealey, M. W., Alvarez, McHatton, P., & McCray, E. D. (2012, April). *Advocacy and agency in special education: Building partnerships to promote equitable opportunities for culturally and linguistically diverse learners and their families*. Council for Exceptional Children Annual Convention, Denver, CO.

- Patterson, D.*, McCray, E., & Alvarez McHatton, P. (2011, November). *Knowledge, skills, and dispositions for culturally competent and inter-culturally sensitive leaders in education: The TED Diversity Caucus monograph*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Austin, TX.
- Kamman, M.*, McCray, E., Sindelar, P., & Brownell, M. (2011, November). *Bridging the best of research and practice: Tools for inducting and mentoring beginning special educators*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Austin, TX.
- Israel, M., Kamman, M.*, & McCray, E. (2011, November). *Mentoring new special educators in the context of high-stakes accountability*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Austin, TX.
- McCray, E., & Alvarez McHatton, P. (2011, November). *Moving beyond a disposition for diversity: The promoting human dignity model*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Austin, TX.
- McCray, E., & Casey, R.⁹ (2011, November). *Know your students and what they need: Examining pre-service special educators' instructional decision-making and reflection*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Austin, TX.
- Kamman, M.*, McCray, E., Sindelar, P., & Brownell, M. (2011, November). *Providing the link: How one national center uses technology to facilitate collaboration between IHEs, SEAs, and LEAs*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Austin, TX.
- Shealey, M. W., McHatton, P. A., McCray, E. D., & Thomas, U. (2011, April). *"Sista doctas" taking a seat at the table: Advocacy and agency among women of color in teacher education*. Annual Meeting of the American Educational Research Association, New Orleans, LA.
- McCray, E. D. (2011, April). *What's it like here?: Student perceptions of an urban magnet school-within-a-school*. Annual Meeting of the American Educational Research Association, New Orleans, LA.

- McCray, E., Kamman, M.*, Israel, M., Casey, R., & Jaress, J. (2011, April). *Clicking on all cylinders: How principals strategically support beginning special educators' development*. Council for Exceptional Children Annual Convention, National Harbor, MD.
- Kamman, M.*, Israel, M., & McCray, E. (2010, November). *Unpacking practice: Using structured evaluation as a tool for mentoring beginning special education teachers*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, St. Louis, MO.
- Israel, M., Kamman, M.*, & McCray, E. (2010, November). The 3 Cs of mentor-mentee interactions: Content, context, and communication. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, St. Louis, MO.
- Brownell, M., Sindelar, P., Kamman, M.*, & McCray, E. (2010, November). *Considering context: Examining induction and mentoring of beginning special education teachers in promising programs*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, St. Louis, MO.
- Kamman, M.*, & McCray, E. (2010, July). *National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP): Technical assistance and dissemination highlighted products*. OSEP Project Directors' Conference, Washington, DC.
- McCray, E. D. & McHatton, P. A. (2010, April-May). "Less afraid to have them in my classroom": Understanding pre-service general educators' perceptions about inclusion. Annual Meeting of the American Educational Research Association, Denver, CO.
- Sindelar, P., Brownell, M., Kamman, M.*, & McCray, E. (2010, April). *Validating promising induction and mentoring practices*. Council for Exceptional Children Annual Convention, Nashville, TN.
- Sindelar, P., Brownell, M., McCray, E., & Kamman, M.* (2009, November). *National Center to Inform Policy and Practice (NCIPP): Validating promising induction and mentoring*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Charlotte, NC.
- Sindelar, P., McCray, E., & Kamman, M.* (2009, July). *Preparing and sustaining highly qualified special education teachers: Lessons learned and next steps*. OSEP Project Directors' Conference, Washington, DC.

- Rosenberg, M., Gillespie, P., Kroeger, S., & McCray, E. (2009, April). *Building effective partnerships for recruiting, preparing and mentoring beginning special education teachers*. Council for Exceptional Children Annual Convention, Seattle, WA.
- Brownell, M., Sindelar, P., & McCray, E. (2009, April). *Securing and developing the highly qualified special education teachers we need*. Council for Exceptional Children Annual Convention, Seattle, WA.
- Brownell, M., Sindelar, P., McCray, E., & Kamman, M.* (2008, November). *National Center to Inform Policy and Practice in Special Education Professional Development*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Dallas, TX.
- McCray, E., Brownell, M., Rosenberg, M., & deBettencourt, L. (2008, November). *University school partnerships: Lessons learned from the research*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Dallas, TX.
- Thomas, D. & McCray, E. (2008, November). *Taking stock and making change: Where the Diversity Caucus has been and where we're going* (Symposium). Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Dallas, TX.
- McCray, E. & Kamman, M.* (2008, July). *National Center to Inform Policy and Practice in Special Education Professional Development (Project NCIPP)*. OSEP Project Directors' Conference, Washington, DC.
- McHatton, P. A., McCray, E. D., & Thomas, D. D. (2007, November). *Project PRECISE: A different means to an anticipated end*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Milwaukee, WI.
- McHatton, P. A., McCray, E. D. & Robic, A.⁹ (2007, November). *Preparing each one to teach one: General educators' perceptions on inclusion for exceptional students*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Milwaukee, WI.
- McHatton, P. A. & McCray, E. D. (2007, May). *A picture is worth a thousand words*. Third International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

McHatton, P. A. & McCray, E. D. (2006, November). *And the Oscar goes to: Deepening reflective capacity through the arts*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, San Diego, CA.

Shealey, M. W. & McCray, E. D. (2005, November). *New "scriptwriters" in special education: Challenges and opportunities*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Portland, ME.

McCray, E. D. (2004, November). *An ounce of prevention: Increasing the knowledge of pre-service general educators*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Albuquerque, NM.

McCray, E. D. & Turro, D. C. (2004, October). *The Domino Effect: Still Black and White fifty years after Brown*. National Association for Multicultural Education Annual Conference, Kansas City, MO.

Invited Speaker: Regional, State, & Local Conferences/Other Events

McCray, E. (2022, April). *KEEPing it culturally relevant: Cultivating learning environments that are conducive for all*. KEEP Educator Summit (Kentucky), virtual keynote.

McCray, E. (2022, March). *What are we pretending not to know? Reimagining educator preparation research and praxis for a diversity of learners*. University of Virginia School of Education & Human Development Cooper Lecture.

McCray, E. (2022, March). *UDL: For the love of learning* [remote workshop]. University of Florida Center for Teaching Excellence.

McCray, E. (2022, February). *Take up space to make room: Expanding agency and inclusion for the next generation*. PEAK Parent Center (Colorado) Conference on Inclusive Education, virtual keynote.

McCray, E., Brown, T., Bhattacharya, K., Coleman-King, C., Duggins, S., Haynes-Thoby, L., Jones, N., & Green, A. (2022, February). *Matrix of Anti-Racism across the Curriculum (MARC): Examining undergraduate coursework* [remote workshop]. University of Florida Center for Teaching Excellence.

McCray, E. (2021, October 14). "And how are the children?" (Re)centering the well-being of learners in schools. Colorado Department of Education Directors of Special Education Fall Meeting, Virtual.

- McCray, E. (2021, March 23). *Griotte's got something to say: Employing qualitative methods for intergenerational transfer*. UF COE Qualitative Research Series, Virtual.
- Classen, S., McCray, E., & Otto, K. (2020, November). *Leaders in action: Disrupting inequity* [panel presentation]. University of Florida Leadership Network.
- McCray, E. (2020, November). *Call-in culture: Cultivating a community where everyone is seen and heard* [virtual conference session]. Florida Virtual School.
- McCray, E. (2020, October). *Think about it, talk about it, be about it* [remote professional development]. University Athletic Association Learning Services Disability Awareness Month Presentation Series.
- McCray, E. (2020, September). *Your "who" affects your "do": Addressing culture in leading, teaching, and learning* [remote professional development session]. Florida Virtual School.
- Altamirano, G.⁹ & McCray, E. (2020, September). *UDL: For the love of learning* [remote workshop]. University of Florida Center for Teaching Excellence.
- McCray, E. & Harvey, A.⁹ (2020, July). *Lunch & Learn: Culturally Relevant Education* [Webinar]. Florida Institute for Teacher Educators.
- McCray, E. (2019, July). *Breaking bad: Using FBAs to understand student behavior to promote academic and behavioral success*. University of Memphis Professional Learning Community (PLC) Day, Memphis, TN.
- McCray, E. (2019, July). *Culturally responsive teaching practices* [Panel presentation]. Mississippi Elevate Teachers Conference, Jackson, MS.
- McCray, E. Kamman, M., Cihak, D., Nelson, J., & Paulsen, K. (2019, February). *Implementing high-leverage practices in coursework and field experiences*. Tennessee Association for Colleges of Teacher Education (TACTE), Franklin, TN.
- Kamman, M.*, McCray, E., & Harvey, A.⁹ (2019, February). *CEEDAR Center resources*. Tennessee Association of Colleges for Teacher Education (TACTE), Franklin, TN.

- McCray, E. D. (2018, September). *Creating learning environments conducive for all: "Do it for the culture"* [Keynote presentation]. West Tennessee PBIS Conference, Memphis, TN.
- McCray, E. D. (2018, September). *Come in!: You're invited and welcomed*. West Tennessee PBIS Conference, Memphis, TN.
- McCray, E. D. (2012, October). *Teacher education in the context of diversity: Integrating research, teaching, and service*. University of Florida Institute of Black Culture, Gainesville, FL.
- McCray, E. (2010, January). *Teaching matters: Practice and reflection* (Panel). Distinguished Speaker Series, Lecture #4 College of Education, University of Florida.
- McCray, E. D. (2008, April). *Women of tomorrow* [Panel presentation]. UF Alliance Panel Discussion. University of Florida.
- McCray, E. D. (2008, June). *Exploring new horizons and charting a new course: Considerations for general and special education in inclusive urban schools*. UF Alliance Summer Leadership Institute, Cocoa Beach, FL.
- McCray, E. D. (2007, March). *Behavior management: Back to basics*. Project Faith-based Community Integrated Access (FACIA), Institute on Black Life University of South Florida, Tampa.

Refereed Presentations: State & Local Conferences

- Reeves, S.*, Crippen, K. J., McCray, E., & Veige, M. (2020). *A phenomenographic study of undergraduate chemistry students' experience with virtual laboratories* [virtual presentation]. University of Florida STeMPowered Faculty Symposium.

SERVICE Profession

- 2021- CAST UDL Rising to Equity Advisory Board (Member)
- 2020- National Center for Systemic Improvement Thought Leader

- 2020- National Center for Learning Disabilities (NCLD) Professional Advisory Board (Member)
- 2020- American Association for Colleges of Teacher Education (AACTE) Research & Dissemination Committee (Member)
- 2018-20 Council for Exceptional Children (CEC) Standards Development Workgroup (Member)
- 2018 Teacher Education Division of CEC Dissertation Award Selection Committee (Member)
- 2010-12 Early Career Faculty SIG, Teacher Education Division of CEC (Co-chair)
- 2010-11 Diversity Caucus, Teacher Education Division of CEC (Immediate-Past Chair)
- 2009-10 Diversity Caucus, Teacher Education Division of CEC (Chair)
- 2008-09 Diversity Caucus, Teacher Education Division of CEC (Assoc. Chair)

University

- 2017 University of Florida Disability Resource Center Director/Assistant Dean Search Committee (Chair)
- 2015-16 University Minority Mentoring Program (Faculty Mentor)
- 2012 Ronald E. McNair Post-Baccalaureate Achievement Program (Faculty Mentor)
- 2009 Undergraduate Curriculum Task Force (Member)
- 2008-09 University Minority Mentoring Program (Faculty Mentor)

College

2019-20	Inclusion, Diversity, Equity, & Access (IDEA) Conversations Work Group (Chair)
2018	Special Education Faculty Search Committee (Member)
2018	Special Education/Literacy Clinical Faculty Search Committee (Chair)
2017-19	Qualitative Methods Faculty Search Committee (Member)
2017-	UF Chapter of AACTE Holmes Scholars Program (Coordinator)
2016-17	Educational Leadership/Administration Faculty Search Committee (Member)
2016	SESPECS Director Search Committee (Member)
2015-16	Faculty Policy Council, Faculty Affairs Committee (Member)
2013-2014	Mathematics Education Search Committee (Member)
2012-2014	Faculty Policy Council (Representative)
2012-13	Teacher of the Year Committee (Member)
2009-10	Teacher of the Year Committee (Member)
2009-12	FPC Diversity Committee (Member)
2009-10	UF Alliance Director Search Committee (Member)

Department/School

2019-	Personnel Development Ad Hoc Committee
2014-15	Merit Committee

2009-17 Early Childhood Special Education Association of Doctoral Students
(ECSEADS) (Faculty Advisor)
2007-18 Special Education Graduate Admissions Committee

Editorial Service

Journals

Exceptionality

International Journal of Qualitative Studies in Education

Journal of African American Women and Girls in Education

Journal of Engineering Education

Journal of Special Education Leadership (guest co-editor, volume 24, issue 1)

Journal of Women and Minorities in Engineering

Journal of Teacher Education

Multicultural Perspectives

Multiple Voices for Ethnically Diverse Exceptional Learners (Consulting Editor)

Remedial and Special Education

Teaching and Teacher Education

Teaching Exceptional Children

Teacher Education and Special Education

Urban Education

Book Reviewer

Sage Publishing

Pearson Education

Conference Proposal Reviewer

American Educational Research Association (Division K, Critical Examination of Race, Ethnicity, Class, and Gender SIG)

Council for Exceptional Children

Teacher Education Division of the Council for Exceptional Children

Consultation

- 2018- Teacher Quality Partnership Project (University of Central Florida)
- 2012 Monarch Center Data-Based Problem Solving Workshop
- 2008 Florida Teacher Certification Examination Competency Developer

Professional Memberships

- American Educational Research Association
- American Society for Engineering Education
- Council for Exceptional Children (Division for Diverse Exceptional Learners, Teacher Education Division)
- National Society of Black Engineers

RECENT TEACHING

- Qualitative Data Collection & Analysis
- Reading & Designing Qualitative Research
- Qualitative Foundations of Educational Research
- Effective Teacher Education Pedagogy and Practice for Teaching Students with Disabilities
- Issues in Teacher Quality: Equity and Social Justice in Special Education
- Cultural and Linguistic Diversity in Special Education Teacher Education
- Writing for Publication
- Foundations of Special Education
- Transdisciplinary & Transition Services in Special Education
- Intervention for Language & Learning Disabilities
- Differentiated Instruction
- Teachers and Learners in Inclusive Schools

THESES & DISSERTATIONS

Chair or Co-Chair

Alexandria Harvey (Ph.D., 2021). Tell Me How You Really Feel: A Mixed-Methods Exploration of Preservice Teachers' Self Efficacy for Culturally Responsive Classroom Management Centering Race.

Adam Jordan (Ph.D., 2019). How Technology Supports Empowerment, Equality, and Efficiency: Voices of Students with Dyslexia.

Rachel Thomas (Ph.D., 2017). Writing Instruction For Students With Learning Disabilities: A Grounded Theory Of Expert Middle School Language Arts Teachers.

Bridgette Johnson (Ph.D., 2015). An Investigation of the Self-Efficacy Beliefs of Teachers Serving Students with Significant Disabilities.

Lourdes Santiago Poventud (Ph.D., 2013). Developing Social-Emotional Vocabulary through Storybook Reading.

Member/External

Tiffany Fisher (Ph.D., 2020). Roles and Preparedness in Multi-Tiered Systems of Support: A Survey of Florida Elementary Special Educators.

Shalaunda Reeves (Ph.D., 2020). Unpacking the Experience: Beliefs and Conceptions of Undergraduate Science Students Concerning Virtual Laboratories.

Melissa Gonzalez (Ph.D., 2020). Lived Experiences of the Diagnostic Process and Symptom Interpretation Among Puerto Rican Mothers with a Child with Autism Spectrum Disorder.

Nihan Agacli Dogan (Ph.D., 2020). Description and Exploration of Middle School Students' Acceptance of Chromebooks: A Mixed Methods Study.

Rachel Orgel (Ed.D., 2019). Socializing for Social Justice: How Cogenerative Dialogues with Early Adolescent Black Males Foster Relationship Building in a Large, Suburban Elementary School.

Cecelia Ribuffo (Ph.D., 2019). Different Layers of Complexity: Understanding Pediatricians' Decision Making for Early Detection of Possible Autism Spectrum Disorder.

Travis Seay (Ph.D., 2019). "I Don't Want to Cause Trouble": A White History Teacher's Negotiation of Racial Boundaries in a Diverse Rural School.

Sharon Lutz (Ed.D., 2019). The Role of Learning Specialists in NCAA Division I Institutions.

Sunshine Moss (Ph.D., 2019). Teacher Knowledge of Dyslexia and Special Education Policy.

Deborah Tarver (Ph.D., 2017). A Latina Critical Race Study of Embodied "Nice" White Supremacy in Teacher Education and Researcher Preparation.

Brittney Beck (Ph.D., 2017). Inappropriate, Disruptive, and Against Common Sense: The Minoritization of Teacher Candidates.

Jun Wang (Ph.D., 2016). The Relationship between General Teacher Professional Learning and Their Perceptions of Principal Leadership Practices and the Academic Achievement of Students with Disabilities.

Carmen Edwards (Ph.D., 2016). Evaluating the Efficacy of the Enhancing Educators Efficacy Triple E Program: A Behavior Management Training Program for Early Childhood Educators.

Clarence Anthony (Ph.D., 2016). Black College Student-Athlete Identity Achievement Status: An Intersection of Racial Identity, Athletic Identity, and Gender.

Janise Parker (Ph.D., 2015). Understanding Struggling High School Males' Experiences with Autonomy Supportive Teacher Practices.

Angelina Nortey (Ph.D., 2015). Broadening Our Understanding of School Discipline: The Decision Making Process of Black Educators with Political Clarity.

Kristi Cheyney-Collanté (Ph.D., 2015). Friendly Street: A Photovoice Exploration of High-Poverty/High-Quality Childcare.

Kristin Page (Ph.D., 2014). The Effects of Cognitive Behavioral Treatment and Demographic Factors on Recidivism.

Rebecca Stempel (Ed.D., 2014). Common Core State Standards: a Concerns-Based Adoption Model Investigation.

Thomas Moore (Ph.D., 2014). A Race Conscious Perspective on Academic Advising: Counternarratives of Black Doctoral Students in a College of Education.

Abigail Fuller (Ed.D., 2014). Listening to the Student Voice: An Exploration of Students' Perceptions of Their Teachers' Cultural Responsiveness.

Tracy Hickman (Ph.D., 2013). Alternatively Certified Teachers' Use of Mathematical Discourse.

Tia Barnes (Ph.D., 2013). An Examination of the Influence of Student Characteristics on the Effectiveness of the Tools for Getting along Curriculum.

Mary Anne Steinberg (Ph.D.,2012). Secondary Special Education Teachers' Usage of Technology for Instruction.

Dena Landry (Ed.D., 2012). The Changing Roles of School Psychologists in School-Wide Models of Response to Intervention.

Anntwanique Edwards (Ph.D., 2012). African-American Male Student Perceptions about Factors Related to Why Black Boys Drop out of Secondary School.

Stephanie Arriaza de Allen (Ph.D., 2010). Evaluating the Effects of the University of Florida Literacy Initiative (UFLI) on the Reading Skills of Spanish-Speaking English Language Learners.

Richmond Wynn (Ph.D., 2010). The Intersection of Ethno-Cultural Identity, Sexual Orientation and Traumatic Stress in Adult African-American Gay Men.

CERTIFICATIONS

Florida

Special Education: Exceptional Student Education (K-12)

Middle Grades Integrated Curriculum