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College of Education
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EDUCATION

Vanderbilt University, Nashville, TN

PhD Graduate School in Education and Human Development (1993).

Major Area: Special Education--Mild/Moderate Disabilities
Related Area: Statistics and Research Methodology
Award: Super Student Award (1986-1989). Peabody College full tuition/stipend for 3 years. First student in special education department to receive this scholarship.
Dissertation: *Effects of instructional modifications with and without curriculum-based measurement on the mathematics achievement of students with mild disabilities.*
Major Advisor: Lynn S. Fuchs, PhD
Committee: Douglas Fuchs, Herb Rieth, Victoria Risko, & Deborah Simmons

George Peabody College for Teachers, Vanderbilt University, Nashville, TN

MEd Special Education (1988).

Major Area: Early Childhood Special Education and Mild Disabilities
Award: Early Childhood Special Education Personnel Preparation Grant Recipient (1985-1986). Full tuition and stipend from federally funded grant to work as research assistant while pursuing master's degree.

BS Special Education and Elementary Education (1982).

Emphases: Mild/Moderate, Multiple, and Severe/Profound Disabilities
Minor: Psychology
Honors: *Summa cum laude*; Peabody Award for Outstanding Scholarship; Peabody Scholars Academic Scholarship; All-College Scholarship from Aid Association for Lutherans; member of Omicron Delta Kappa, Kappa Delta Epsilon, and Kappa Delta Pi

PROFESSIONAL TRAINING

Research Grant Project Coordinator (1989-1991). Department of Special Education, Peabody College of Vanderbilt University, Nashville, TN.

Full-time staff position. Supervised/coordinated Computer-Managed Instruction federally sponsored research grant in Nashville, Franklin City, and Williamson County schools, and classwide mathematics progress monitoring project in general and special education classrooms in Nashville. Responsible for management of project staff, supervision of training, instrumentation (development of mathematics concepts and applications measures), consultation with teachers, computer training of special education students, instructional procedures training (classwide peer tutoring in mathematics) in general and special education classrooms, data collection, data analysis, and dissemination.

Graduate Practicum and Student Teaching Supervisor (1991). Department of Special Education, Peabody College of Vanderbilt University, Nashville, TN.

Supervised master's level practicum students and undergraduate student teachers in a variety of special education placements including early childhood, mild/moderate resource, and severe self-contained. Participated in ongoing instructional seminars and reported directly to the Director of Field Experiences.

Research Assistant (1985-1989). Department of Special Education, Peabody College of Vanderbilt University, Nashville, TN.

Assisted with Data-Based Instruction, Mainstream Assistance Teams, and Computer-Managed Instruction federally sponsored research grants. Duties included computer training of teachers and students, inservice training and on-going consultation with teachers, development of instruments and procedures with curriculum-based measurement in mathematics, data collection and management, statistical analyses, and dissemination.

Student Teaching Supervisor (1987). Department of Special Education, Peabody College of Vanderbilt University, Nashville, TN.

Supervised undergraduate student teachers in special education placements.

ACADEMIC APPOINTMENTS

Professor (2006-present). College of Education—formerly Eugene T. Moore School of Education, College of Health, Education, and Human Development; Clemson University; Clemson, SC.

Teach undergraduate, master's, and doctoral-level classes; supervise undergraduate and graduate students in field placements; serve on College and School committees; manage research activities.

Interim Program Coordinator, Special Education Programs. (2013, spring). School Education; College of Health, Education, and Human Development, Clemson University, Clemson, SC.

Coordinated programs at bachelor's and master's levels and represented area at School level.

Visiting Research Associate (2004, Spring/Summer). Peabody College of Vanderbilt University, Nashville, TN.

Sabbatical leave focused on research and scholarship.

Associate Professor (2000-2006). School of Education; College of Health, Education, and Human Development; Clemson University; Clemson, SC.

Taught classes at doctoral, master's, and undergraduate levels in special education with emphasis in learning disabilities and mild/moderate disabilities. Supervised undergraduate student teachers and graduate practicum students. Served on School of Education committees. Awarded sabbatical leave Spring/Summer 2004.

Coordinator, Special Education Programs (2002-2003). School of Education; College of Health, Education, and Human Development, Clemson University, Clemson, SC.

Coordinated four certification programs at undergraduate and master's levels and provided leadership for programs undergoing accreditation process. Represented area at School level.

Project Coordinator, Master's Early Literacy Personnel Preparation Grant. (1997-2000).

US Dept. of Education, Office of Special Education Programs awarded personnel preparation grant to Dept. of Educational Foundations and Special Education, Clemson University, Hodge, PI.

Supervised/coordinated *Preparing Special Educators with Expertise in Early Literacy Instruction: Translating Research into Practice* federally sponsored personnel preparation grant in two Greenville and Anderson County schools. Developed and taught two master's level classes in early literacy practices and research. Supervised eight graduate students yearly in project schools. Developed materials and instruments and consulted with staff at project schools.

Assistant Professor (1996-2000). Department of Educational Foundations and Special Education; College of Health, Education, and Human Development; Clemson University.

Taught classes at doctoral, master's, and undergraduate levels in special education with emphasis in learning disabilities and mild/moderate disabilities. Developed and taught new courses. Advised undergraduate special education majors. Developed CEC/NCATE accreditation reports. Served on departmental and college-wide committees. Chaired faculty search committees.

Assistant Professor (1993-1996). School of Education, Saint Xavier University, Chicago, IL.

Taught graduate classes in special education with emphasis on learning disabilities and in the general education master's program related to research and statistics. Taught undergraduate course on survey of disabilities. Supervised graduate students in Learning Disabilities Clinic. Advised 70 master's students in general education. Served on research committee and advised thesis students.

Acting Director of the Learning Disabilities Graduate Program (1992-1993). School of Education, Saint Xavier University, Chicago, IL.

Administered program while Director was on year's sabbatical. Advised students in the graduate learning disabilities program. Reviewed student transcripts and communicated with the state regarding certification. Conducted Community Advisory Board meetings.

Instructor (1992-1993). School of Education, Saint Xavier University, Chicago, IL.

In this tenure-track position, taught classes in special education with emphasis on learning disabilities. Supervised public school student teacher and graduate students in the Learning Disabilities Clinic. Served on School of Education committees.

OTHER PROFESSIONALLY RELATED POSITIONS

Consultant/Trainer for SC State Personnel Development Grant (2011-present). Appointed position by the leadership in the SC State Department of Education. Collaborate with grant leadership in supporting targeted schools throughout the State to implement evidence-based instructional and behavioral interventions. Provide teacher training in the use of Peer-Assisted Learning Strategies (PALS).

Panel Reviewer for the Technical Review Committee for Progress Monitoring Tools of the *National Center on Intensive Intervention (2012-2016)*. U.S. Dept. of Education's Office of Special Education Programs grant awarded to American Institutes for Research. Progress monitoring tools provided by vendors are evaluated by the Committee and posted on the Center Web site for consumer use. See <http://www.intensiveintervention.org>

Consultant for *National Center on Intensive Intervention. (2012-2016)*. U.S. Dept. of Education's Office of Special Education Programs (OSEP) awarded this Center to American Institutes for Research to serve as a five-year central source of expertise to build state and district capacity to support educators in using data-based individualization to effectively implement intensive interventions in reading, mathematics, and behavior in Grades K-12. Part of OSEP's Technical Assistance and Dissemination Network. See <http://www.intensiveintervention.org>

Panel Reviewer for the Technical Review Committee for Progress Monitoring of the *National Center on Response to Intervention (2008-2012)*. U.S. Dept. of Education's Office of Special Education Programs grant awarded to American Institutes for Research. Progress monitoring tools provided by vendors are evaluated by the Committee and posted on the Center Web site for consumer use. See <http://www.rti4success.org>

Consultant/Trainer for *National Center on Response to Intervention. (2008-2012)*. U.S. Dept. of Education's Office of Special Education Programs awarded \$14.2 million to American Institutes for Research (in partnership with Vanderbilt University and the University of Kansas) to serve as a five-year central source of expertise and research on response to intervention (RTI) for state and district administrators, educators, and parents. The Center provides technical assistance and dissemination related to implementation of comprehensive models of RTI, including identification of students with learning disabilities. See <http://www.rti4success.org>

Progress Monitoring/Mathematics Consultant, Center on Instruction—Mathematics Strand (2006-2009). U.S. Dept. of Education Center with five strands. Mathematics Strand awarded to RMC with Russell Gersten as PI. Serving as developer of materials and papers to be used by regional resource centers for training and presentations to states and local education agencies on progress monitoring for this five-year center.

Peer-Assisted Learning Strategies (PALS) Outreach Trainer (2005-present). Vanderbilt University Kennedy Center. National training to support dissemination of research-validated strategies in reading and mathematics in general education classrooms, K-12. One of several trainers recommended by the Outreach Center to travel to schools/districts to conduct training. For more information, see <http://www.kc.vanderbilt.edu/pals>

Reading/Language Arts Consultant (2004, summer). McGraw-Hill Digital Learning, Nashville, TN. Served as consultant for early development of Web-based progress monitoring product in language arts for Grades 2-8.

Progress Monitoring Consultant, *National Center on Student Progress Monitoring (2003-2008).* U. S. Dept. of Ed., Office of Special Education Programs awarded to American Institutes for Research and Vanderbilt University to serve as a technical assistance and dissemination center for training stakeholders in use of academic progress monitoring techniques for Grades K-5. Served as one of nine national lead trainers and as technical product developer/reviewer for the Center. Yearly summer institutes conducted in Washington, DC, Kansas City, MO, and Nashville, TN during this five-year Center. For more information, see <http://www.studentprogress.org/>

Reading Coach and Trainer, *SC State Improvement Grant in Reading and Positive Behavior Support. (2003-2007).* U. S. Dept. of Ed., Office of Special Education Programs awarded to State for work in selected schools to raise student achievement and to reduce special education and office referrals. Worked as reading coach at Pendleton and Jesse Bobo Elementary Schools and with teachers across SC as a trainer in effective reading strategies and progress monitoring.

PUBLIC AND PRIVATE SCHOOL TEACHING

Public School Teaching Experience

Special Education Teacher (1983-1985). DeKalb County Board of Education, Decatur, GA (Skyland Elementary in Atlanta and Idlewood Elementary in Tucker, GA).

Taught reading, written expression, mathematics, and study skills to students with learning disabilities and emotional/behavioral disorders in grades 1-7. Taught the only summer school class for elementary-aged students with learning disabilities in the county and supervised a master's level student teacher from GA State University during the 1984 summer term.

Related Teaching Experiences

Keyboarding Teacher (1990). Westminster School, Nashville, TN.

Taught beginning level computer keyboarding skills to elementary and junior high students with learning disabilities in an afterschool program.

Private Tutor (1982-1983). Johnson City, TN.

Instructed high school and elementary students in mathematics.

Special Education Student Teacher (1982). Vanderbilt Children's Hospital, Nashville, TN.

Management of classroom for hospitalized students, grades K-12, and instruction at bedside. Communication with parents, medical staff, and patients' home schools.

Elementary Education Student Teacher (1982). Donelson Elementary School, Nashville, TN.

Provided daily mathematics instruction to 90 4th, 5th, and 6th graders, and science, health, and written expression instruction to 30 fourth graders.

Curriculum Laboratory Assistant (1981-1982). Education Library, Peabody College of Vanderbilt University, Nashville, TN.

Assisted with circulation, ordering, and processing of educational curriculum materials. Advised students with assignments. Sole manager of lab during evening and weekend shifts.

Educational Therapist (1979). Mountain Learning Disability Camp, Asheville, NC.

Instructed five daily classes in reading, written expression, and typing. Counseled and supervised learning disabled teens during live-in summer program.

Reader for Visually Impaired College Students (1978-1981). State Department of Human Services, Nashville, TN.

Read textbooks to college students who were blind and assisted with library research.

PAST CERTIFICATIONS

GA: Performance-Based Teacher's Associate Professional Certificate: Interrelated Special Education (K-12) and Learning Disabilities (K-12).

IL: Eligible for Learning Dis. (K-12), Social/Emotional Dis. (K-12), Elem. Ed. (K-9).

NC: Exceptional Children: Cross Categorical (Mildly-Moderately Handicapped), Severely/Profoundly Handicapped, Mentally Handicapped, and Speech-Language Impaired. Elementary: Intermediate Language Arts (4-9).

South Carolina ADEPT/TEAM Evaluator: Assisting, Developing, Evaluating Professional Teaching in Team-Based Evaluation and Assistance Model, #000993. (2000, Oct.). SC Department of Education, Office of Teacher Education and Certification.

TN: Teacher's Associate Professional Certificate: Special Education (K-12) and Elem. (1-8).

HONORS AND AWARDS

National

U.S. Department of Education, Office of Elementary and Secondary Education: *Reading First Expert Panelist.* (2002, May - 2003, Sept.). One of 72 panelists selected nationwide to review state applications for formula grants to implement scientifically based reading programs within state and local educational agencies. Panelists provide consensus report of recommendation to the Secretary of Education. Panels are required by legislation to judge proposals against 25 major criteria. If state application fails to meet even 1 criterion, the application is rejected with the opportunity to continue to revise and resubmit. Resubmissions are returned to the original reviewers.

Clemson University

Eugene T. Moore School of Education's Outstanding Faculty Member in Research Award for 2009-2010. Elected award for one faculty member in the School of Education each year to highlight accomplishments in research and scholarly activities.

Consortium for Advancing Interdisciplinary Research on Human Opportunity Faculty Fellow (2005-2008). Selected to participate in group to enhance collaborative opportunities across the University for conducting and disseminating research.

Eugene T. Moore School of Education's Outstanding Teaching Award for 2004-2005. Elected award for one faculty member in the School of Education each year to highlight teaching accomplishments.

Saint Xavier University, Chicago

Faculty Award for Outstanding Scholarship (1996). Vice President of Academic Affairs Award, Saint Xavier University, Chicago. Plaque and formal recognition for 1 of 10 Universitywide faculty and only faculty member in School of Education to be so recognized.

Excellence in Teaching Nominee (1993). Nominated by undergraduate students for award to be given to one Universitywide faculty member.

EDITORIAL BOARDS

International/National

Literacy Research Association's Yearbook (2011-2013). Editors: Pamela Dunston, Linda Gambrell, Susan Fullerton, Victoria Gillis, Kathy Headley, & Pamela M. Stecker. Publishes peer-reviewed manuscripts based on presentations at the annual conference of the Literacy Research Association.

Remedial and Special Education (2005-2009; 2010-2011). Associate Editor for journal dealing with both research and practitioner-oriented articles published by PRO-ED of Austin, TX. Asked to continue to serve an additional year by new editors.

Learning Disabilities Research and Practice (2005-present). Reviewer for journal dealing with both research and practitioner-oriented articles published by the Division for Learning Disabilities of the International Council for Exceptional Children.

Learning Disability Quarterly (2001-2004; 2010-present). Reviewer for research journal in learning disabilities published by the International Council for Learning Disabilities.

TEACHING Exceptional Children (1997-present). Regular reviewer for practitioner-oriented journal in special education published by the International Council for Exceptional Children.

State/Local Editorial Activities

Porter, L., & Stecker, P. M. (Eds.). (2000, summer). *South Carolina Division for Learning Disabilities Newsletter*.

Stecker, P. M., & Green, R. P. (Eds.). (2000, spring; 1999, spring). *Clemson University's College of Health, Education, and Human Development's 1st and 2nd Annual Faculty Research Forum Proceedings*.

Stecker, P. M. (Ed.). (1999, fall; 1998, spring; 1997, fall). *South Carolina Division for Learning Disabilities Newsletter*.

PUBLICATIONS

Refereed Articles

Published

- Preston, A. I., Wood, C. L., & Stecker, P. M. (2016). Response to intervention: Where it came from and where it's going. *Preventing School Failure: Alternative Education for Children and Youth*, 60(3), 173-182. doi: 10.1080/1045988X.2015.1065399
- Zhang, D., Stecker, P. M., Huckabee, S., & Miller, R. (2016). Students' strategic development for middle school students struggling with fractions: Assessment and intervention. *Journal of Learning Disabilities*, 49(5), 515-531. doi: 10.1177/0022219414562281
- Powell, S. R., & Stecker, P. M. (2014). Using data-based individualization to intensify mathematics intervention for students with disabilities. *TEACHING Exceptional Children*, 46(4), 31-37.
- Fuchs, D., Fuchs, L. S., & Stecker, P. M. (2010). The "blurring" of special education in a new continuum of general education placements and services. *Exceptional Children*, 76, 301-323.
- Lembke, E. S., Garman, C., Deno, S. L., & Stecker, P. M. (2010). One elementary school's journey to response to intervention. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 26, 361-373.
- Lembke, E. S., McMaster, K. L., & Stecker, P. M. (2010). The prevention science of reading research within a response-to-intervention model. *Psychology in the Schools*, 47(1), 22-35.
- Stecker, P. M., Fuchs, D., & Fuchs, L. S. (2008). Progress monitoring as essential practice within response to intervention. *Rural Special Education Quarterly*, 27(4), 10-17.
- Stecker, P. M., & Riccomini, P. J. (2008). Using web-based practice activities to enhance and support preservice teachers' learning. *Journal on Educational Psychology*, 2(2), 9-15.
- Stecker, P. M., Lembke, E. S., & Foegen, A. (2008). Using progress monitoring data to improve instructional decision making. *Preventing School Failure*, 52(2), 48-58.
- Lembke, E. S., & Stecker, P. M. (2007). Curriculum-based measurement in mathematics: An evidence-based formative assessment procedure. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Available: <http://www.centeroninstruction.org>
- Stecker, P. M. (2007). Tertiary intervention: Using progress monitoring with intensive services. *TEACHING Exceptional Children*, 39(5), 50-57.

- Riccomini, P. J., Stecker, P. M., & Johnson, S. (2007). Implementing peer-assisted learning strategies in reading in a South Carolina elementary school. *Teachers as Leaders: A Celebration of Teaching*, 7, 8-13.
- Stecker, P. M. (2006). Using curriculum-based measurement to monitor reading progress in inclusive elementary settings. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 22(1), 91-97.
- Stecker, P. M., Fuchs, L. S., & Fuchs, D. (2005). Using curriculum-based measurement to improve student achievement: Review of research. *Psychology in the Schools*, 42(8), 795-819.
- Riccomini, P. J., & Stecker, P. M. (2005). Effects of technology-enhanced practice on scoring accuracy of oral reading fluency. *Journal of Special Education Technology*, 20(3), 5-12.
- Stecker, P. M. (2004). Monitoring student progress in individualized educational programs using curriculum-based measurement. *National Center on Student Progress Monitoring*, Technical Assistance and Dissemination Center grant from the U.S. Dept. of Education, Office of Special Education Programs awarded to American Institutes for Research and Vanderbilt University. Available: <http://www.studentprogress.org>
- Stecker, P. M., & Hodge, J. (2003-2004). Using research-validated practices to produce high-quality programs in teacher education. *Teacher Education Journal of South Carolina*, 78-82.
- Yell, M. L., & Stecker, P. M. (2003). Developing legally correct and educationally meaningful IEPs using curriculum-based measurement. *Assessment for Effective Intervention*, 28(3&4), 73-88.
- Stecker, P. M. (2002). Monitoring student progress using curriculum-based measurement. *Teachers as Leaders: A Celebration of Teaching*, 4, 7-11.
- Zhang, D., & Stecker, P. M. (2001). Student involvement in transition planning: Are we there yet? *Education and Training in Mental Retardation and Developmental Disabilities*, 36(3), 293-303.
- Stecker, P. M., & Fuchs, L. S. (2000). Effecting superior achievement using curriculum-based measurement: The importance of individual progress monitoring. *Learning Disabilities Research and Practice*, 15(3), 128-134.
- Stecker, P. M., Fuchs, L. S., & Fuchs, D. (2000). Enhancing interactions among elementary students during dyadic learning in mathematics. *Swiss Journal of Educational Sciences*, 22(3), 467-480.
- Stecker, P. M., Fuchs, L. S., & Fuchs, D. (1999). Using curriculum-based measurement for assessing reading progress and for making instructional decisions [12 pages]. In B. K. Lenz & P. G. Gildroy (Eds.), *Overview of Learning Disabilities and Reading Disabilities* (Module 0, Lesson3), Online Academy: Teaching Reading to Individuals With Learning Disabilities [online series]. Lawrence, KS: University of Kansas, Center for Research on Learning. Available from <http://www.onlineacademy.org>
- Langone, J., Malone, D. M., Stecker, P. M., & Greene, E. (1998). A comparison of traditional classroom instruction and anchored instruction with university general education students. *Journal of Special Education Technology*, 13, 99-109.
- Stecker, P. M., Whinnery, K. W., & Fuchs, L. S. (1996). Self-recording during unsupervised academic activity: Effects on time spent out of class. *Exceptionality*, 6(3), 133-147.
- Whinnery, K.W., Stecker, P. M., & Fuchs, L. S. (1996). Reflections on "Self-recording during unsupervised academic activity: Effects on time spent out of class." *Exceptionality*, 6(3), 189-192.

- Fuchs, L. S., Fuchs, D., Hamlett, C. L., Thompson, A., Roberts, P. H., Kubek, P., & Stecker, P. M. (1994). Technical features of a mathematics concepts and applications curriculum-based measurement system. *Diagnostique*, 19(4), 23-49.
- Light, L., Dumlao, C. M., & Stecker, P. M. (1993). Video resume: An application of technology for persons with severe disabilities. *TEACHING Exceptional Children*, 25(3), 58-61.
- Bahr, M. W., Fuchs, D., Fuchs, L. S., Fernstrom, P., & Stecker, P. M. (1993). Effectiveness of student versus teacher monitoring during prereferral intervention. *Exceptionality*, 4(1), 17-30.
- Bahr, M. W., Fuchs, D., Fuchs, L. S., Fernstrom, P., & Stecker, P. M. (1993). Reflections on "Effectiveness of student versus teacher monitoring during prereferral intervention." *Exceptionality*, 4(1), 55-58.
- Stecker, P. M. (1992, Oct.). Response: Can one measurement system be used for teacher accountability and instructional utility? *Association for Supervision and Curriculum Development Update*, 7.
- Whinnery, K. W., & Stecker, P. M. (1992). Individual progress monitoring to enhance instructional programs in mathematics. *Preventing School Failure*, 36(2), 26-29.
- Fuchs, L. S., Fuchs, D., Hamlett, C. L., & Stecker, P. M. (1991). Effects of curriculum-based measurement and consultation on teacher planning and student achievement in mathematics operations. *American Educational Research Journal*, 28, 617-641.
- Bahr, M. W., Fuchs, D., Stecker, P. M., & Fuchs, L. S. (1991). Are teachers' perceptions of difficult-to-teach students racially biased? *School Psychology Review*, 20, 599-608.
- Fuchs, D., Fuchs, L. S., Bahr, M. W., Fernstrom, P., & Stecker, P. M. (1990). Prereferral intervention: A prescriptive approach. *Exceptional Children*, 56, 493-513.
- Fuchs, L. S., Fuchs, D., Hamlett, C., & Stecker, P. M. (1990). The role of skills analysis in curriculum-based measurement in math. *School Psychology Review*, 19, 6-22.
- Fuchs, L. S., Fuchs, D., & Stecker, P. M. (1989). Effects of curriculum-based measurement on teachers' instructional planning. *Journal of Learning Disabilities*, 22, 51-59.
- Fuchs, L. S., Hamlett, C., Fuchs, D., Stecker, P. M., & Ferguson, C., Jr. (1988). Conducting curriculum-based measurement with computerized data collection: Effects on efficiency and teacher satisfaction. *Journal of Special Education Technology*, 9(2), 73-86.

Book and Book Chapters

- Lembke, E., McMaster, K. L., & Stecker, P. M. (2012). Technological applications of curriculum-based measurement in elementary settings: Curriculum-based measurement in the digital age. In C. Espin, K. L. McMaster, S. Rose, & M. M. Wayman (Eds.), *A measure of success: The influence of curriculum-based measurement on education* (pp. 125-135). Minneapolis: Univ. of MN Press.
- Fuchs, D., Stecker, P., & Fuchs, L.S. (2008). Tier 3: Why special education must be the most intensive tier in a standards-driven, No Child Left Behind world. In D. Fuchs, L.S. Fuchs, & S. Vaughn (Eds.), *Response to intervention: A framework for reading educators* (pp. 71-104). Newark, DE: International Reading Association.
- Division for Learning Disabilities. (2007). *Thinking about response to intervention and learning disabilities: A teacher's guide*. Arlington, VA: Author. (contributing author)

Newsletter Article

Stecker, P. M. (1996, Fall). *Early literacy*. South Carolina Division for Learning Disabilities Newsletter.

Technical Reports

Foegen, A., Stecker, P. M., Olson, J., Genareo, V., Simpson, A., & Lyons, R. (2014, Oct.). Professional development for algebra progress monitoring: Final report. Prepared for the Institute of Education Sciences Award R324A090295.

Stecker, P. M., Fuchs, L. S., & Hamlett, C. (1992). *Technical features of mathematics operations and applications progress monitoring measures*. Unpublished manuscript. Nashville: Peabody College, Vanderbilt University.

Other Scholarly Products

Stecker, P. M. (2014). Audio interviews with Dr. Pamela M. Stecker contained in The IRIS Center's *Evidence-based practices (part 3): Evaluating learner outcomes and fidelity*, pp. 2, 4.

Available: iris.peabody.vanderbilt.edu/module/ebp_03/#content

Stecker, P. M. (2012). *Interview with Dr. Pamela M. Stecker* contained in Chapter 7: Laying the foundation for tier 3 supports. In M. Stormont, W. M. Reinke, K. C. Herman, & E. S. Lembke's *Academic and behavior supports for at-risk students: Tier 2 interventions*. New York: Guilford.

Stecker, P. M. (2010, Nov.). *Procedures for developing effective individualized instruction*. Invited webinar in Stan Deno's three-part series on Experimental Teaching: Specially Designed Instruction to Meet Individual Differences. Webinar sponsored by the International Council for Exceptional Children.

Center on Instruction (Foegen, A., & Stecker, P. M.). (2009). An introduction to progress monitoring in mathematics: Presenter's manual. RMC Research Corporation, Portsmouth, NH: Author. (Manual of text and information to accompany companion PowerPoint Presentation to be used for training by regional resource centers and posted on the Web site for the national Center on Instruction--Mathematics Strand: www.centeroninstruction.org

Foegen, A., & Stecker, P. M. (2009, Apr.). *Recent developments in mathematics progress monitoring*. WebEx webinar sponsored by the Center on Instruction—Mathematics Strand. PowerPoint and audioclip available: <http://www.centeroninstruction.org>

Lembke, E. S., & Stecker, P. M. (2007, Nov.) *Using curriculum-based measurement (CBM) in elementary mathematics*. WebEx webinar sponsored by the Center on Instruction—Mathematics Strand. PowerPoint and audioclip available: <http://www.centeroninstruction.org>

Stecker, P. M. (2007, May). *Student progress monitoring for math*. Third webinar training in a series sponsored by the National Center on Student Progress Monitoring. PowerPoint, transcript, and audioclip available: <http://www.studentprogress.org>

Stecker, P. M., & Hintze, J. (2006). *Data-based instructional decision making*. PowerPoint presentation for the 3rd annual Summer Institute of the National Center on Student Progress Monitoring. (Material used in national training and posted on the Center's Web site for public use.) Available: <http://www.studentprogress.org>

Stecker, P. M., & Lembke, E. S. (2005, June). *Advanced applications of CBM in reading*:

Instructional decision-making strategies. PowerPoint presentation for 2nd annual Summer Institute of the National Center on Student Progress Monitoring. (Material used in national training and posted on the Center's Web site for public use.) Available:

<http://www.studentprogress.org>

Stecker, P. M., & Lembke, E. S. (2005, June). *Advanced applications of CBM in reading: Instructional decision-making strategies manual*. Manual prepared for 2nd annual Summer Institute of the National Center on Student Progress Monitoring. (Material used in national training and posted on the Center's Web site for public use.) Available:

<http://www.studentprogress.org>

Stecker, P. M., & Hosp, M. K. (2005, Apr.). *Applications of progress monitoring to IEP and program development*. PowerPoint presentation at the annual meeting of the International Council for Exceptional Children, Baltimore. Presentation was part of a strand provided by the National Center on Student Progress Monitoring. Available:

<http://www.studentprogress.org>

PRESENTATIONS

Refereed Conference Presentations

National/International

Zhang, D., Stecker, P. M., Huckabee, S., & Miller, R. (2015, Apr.). *Middle schoolers struggling in mathematics: Strategic patterns used to solve fraction problems*. Poster presented at the annual convention of the International Council for Exceptional Children, San Diego.

Stecker, P. M., & Olson, J. (2014, Apr.). *When students don't understand the why of x: Progress monitoring in algebra*. Presentation included in C. Espin's strand: "Response to intervention at the secondary level: How do we measure progress?" at the annual meeting of the International Council for Exceptional Children, Philadelphia.

Espin, C., Lembke, E., Campbell, H., Foegen, A., Stecker, P., & Beyers, S. (2013, Apr.). *Progress monitoring at the secondary-school level within response to intervention*. Presentation at the annual convention of the International Council for Exceptional Children, San Antonio.

Foegen, A., & Stecker, P. M. (2013, Apr.) *Algebra progress monitoring: Web-based tools for scoring and data management*. Presentation at the annual convention of the International Council for Exceptional Children, San Antonio.

Stecker, P. M. (May, 2012). *Using vocabulary matching to monitor progress in middle and secondary content areas*. Roundtable session presented at the annual meeting of the International Reading Association, Chicago.

Foegen, A., Olson, J., Singamaneni, S., & Stecker, P. M. (2012, Apr.). *Algebra progress monitoring implementation options for teachers*. Presentation at the annual convention of the International Council for Exceptional Children, Denver.

Foegen, A., Stecker, P. M., Olson, J., & Singamaneni, S. (2012, Apr.). *Online professional development for algebra progress monitoring: An iterative development process*. Poster presented at the annual convention of the International Council for Exceptional Children, Denver.

Stegall, J. B., & Stecker, P. M. (2012, Apr.). Technical features of vocabulary-matching measures

- in a university. Poster presentation at doctoral "Kaleidoscope" session of the Teacher Education Division at the International Council for Exceptional Children, Denver.
- Hodge, J., Stecker, P. M., Mackiewicz, S. M., & Higgins, M. (2011, Apr.). *From preservice to inservice: Teacher preparation and implementation of evidence-based practices*. Presentation at the annual convention of the International Council for Exceptional Children, National Harbor, MD.
- Stecker, P. M., Hodge, J., & Mackiewicz, S. M. (2011, Apr.). *Evaluating program effectiveness in special education teacher preparation*. Poster presented at the annual convention of the International Council for Exceptional Children, National Harbor, MD.
- McMaster, K. L., Stecker, P. M., & Hodge, J. (2010, Nov.). *Data-based instruction: Refocusing teacher education on individualization for students with disabilities*. Presentation accepted for the annual meeting of the Teacher Education Division of the Council for Exceptional Children, St. Louis.
- Stegall, J. B., Wagner, J. Y., Stecker, P. M., Collins, J., & Hodge, J. (2010, Oct.). *Progress monitoring for middle and secondary mathematics and content-area vocabulary*. Presentation at the annual meeting of the International Council for Learning Disabilities, Myrtle Beach, SC.
- Wagner, J. Y., Stegall, J. B., Stecker, P. M., & McCall, A. (2010, Oct.). *Implementing peer-assisted learning strategies in first-grade reading*. Poster presentation at the annual meeting of the International Council for Learning Disabilities, Myrtle Beach, SC.
- Stecker, P. M. (2010, Apr.). *Assisting preservice teachers in using progress monitoring and in evaluating Web-based systems*. Roundtable presentation at the annual meeting of the International Reading Association, Chicago.
- Stecker, P. M. (2010, Apr.). *Experimental teaching: Procedures for developing effective individualized instruction*. One session of a four-session invited strand in Stanley L. Deno's Experimental Teaching: Meeting Individual Differences in Special Education Practice. Presentation at the annual convention of the International Council for Exceptional Children, Nashville, TN.
- Hodge, J., & Stecker, P. M. (2009, Nov.). *Teacher preparation in special education: Evaluating program effectiveness in changing times*. Poster presentation at the annual meeting of the Teacher Education Division of International Council for Exceptional Children, Charlotte.
- Stecker, P. M., & Sanders, S. P. (2009, Apr.) *Web-based maze and language arts progress monitoring and teacher satisfaction*. Poster presentation at the annual meeting of the Council for Exceptional Children, Seattle.
- Stecker, P. M. (2008, May). *Helping teachers to use peer-assisted learning strategies in grades 2-6*. Paper presented at the annual meeting of the International Reading Association, Atlanta.
- Sanders, S., & Stecker, P. M. (2007, July). *Implementing Web-based progress monitoring districtwide*. Poster presentation at the National Center for Student Progress Monitoring Annual Summer Institute, Nashville, TN.
- Sanders, S. P., & Stecker, P. M. (2007, Apr.). *Web-based progress monitoring: What do teachers and students really think?* Poster presentation sponsored by the Division for Learning Disabilities at the annual conference of the Council for Exceptional Children, Louisville.
- Speece, D., & Stecker, P. M. (2006, Apr.). *RTI: Screening for secondary intervention and progress monitoring for tertiary intervention*. Presentation at the annual convention of the Council for Exceptional Children, Salt Lake City.
- Stecker, P. M., Sanders, S. P., & Robbins, K. (2006, Apr.). *Technical features of a Web-based*

- progress monitoring system in mathematics*. Poster presented at the annual meeting of the International Council for Exceptional Children, Salt Lake City.
- Stecker, P. M. (2006, May). *Using technology to enhance practice opportunities for preservice literacy teachers*. Presentation at the annual meeting of the International Reading Association, Chicago.
- Stecker, P. M. (2005, May). *Preparing preservice teachers to evaluate instructional effectiveness using progress monitoring reading data*. Paper presented at the annual meeting of the International Reading Association, San Antonio.
- Stecker, P. M., Hodge, J., Sanders, S. P., & Robbins, K. (2005, Apr.). *Utilizing research-validated practices and performance-based assessments to enhance teacher preparation*. Poster presented at the annual meeting of the International Council for Exceptional Children, Baltimore.
- Riccomini, P. J., & Stecker, P. M. (2004, Apr.). *Using digital technology to enhance preservice teachers' experience: An innovative instructional strategy*. Paper presented at the annual meeting of the International Council for Exceptional Children, New Orleans.
- Stecker, P. M., & Ardoin, S. P. (2004, Apr.). *Oral fluency performance on passages and "Decodable Names Lists" among struggling readers*. Poster presented at the annual meeting of the International Council for Exceptional Children, New Orleans.
- Stecker, P. M., Hodge, J., & Ardoin, S. P. (2004, Mar.) *Using curriculum-based measurement to enhance primary-level reading instruction*. Paper presented at the annual meeting of the Learning Disabilities Association of America, Atlanta.
- Stecker, P. M. (2003, May). *Helping teachers to evaluate early literacy software for struggling readers*. Paper presented at the annual meeting of the International Reading Association, Orlando.
- Stecker, P. M., & Fernstrom, P. (2003, Apr.). *Use of "Decodable Names Lists" to assess beginning reading instruction*. Paper presented at the annual meeting of the International Council for Exceptional Children, Seattle.
- Riccomini, P. J., & Stecker, P. M. (2002, Oct.). *Providing authentic instructional scenarios with digital audioclips to enhance teacher preparation*. Paper presented at the annual meeting of the Teacher Education Division of the International Council for Exceptional Children, Savannah, GA.
- Stecker, P. M., & Fernstrom, P. (2002, Apr.). *Reading assessment for monitoring progress and improving instruction in primary grades*. Paper presented at the annual meeting of the International Council for Exceptional Children, New York City.
- Hodge, J., Buford, R., & Stecker, P. M. (2001, Nov.). *Preparing quality preservice special educators through an innovative and comprehensive preparation program*. Paper presented at the annual meeting of the Teacher Education Division of International Council for Exceptional Children, St. Pete Beach, FL.
- Stecker, P. M., & Fernstrom, P. (2001, Oct.). *Using assessment information to monitor progress and improve reading instruction*. Workshop session presented at the 23rd annual meeting of the International Conference on Learning Disabilities (CLD), Charlotte, NC.
- Stecker, P. M., & Hodge, J. (2000, Nov.). *Implementing curriculum-based measurement and peer tutoring as research-validated procedures*. Part of panel presentation in L. Maheady, S. R. Alber, L. K. Taylor, K. A. Roberts, A. D. Miller, P. M. Stecker, J. Hodge, K. J. Miller, & P. T. Sindelar's panel, Teacher Education's Role in Bridging the Gap Between Research and Practice in General and Special Education, at the annual meeting of the Teacher Education

- Division of the International Council for Exceptional Children, Las Vegas.
- Campbell, M. B., Stecker, P. M., & Mackley, H. D. (2000, May). *IRA and CEC professional standards: Implications for preparing future teachers of literacy*. Paper presented at the annual meeting of the International Reading Association, Indianapolis.
- Stecker, P. M. (2000, April). *Utility of "Decodable Names Lists" for assessing beginning reading skills*. Paper presented at the annual meeting of the International Council for Exceptional Children, Vancouver, British Columbia.
- Stecker, P. M., Hodge, J., & Ellenburg, J. (2000, April). *Preparing special educators with expertise in early literacy: Translating research to practice*. Poster session presented at the annual meeting of the International Council for Exceptional Children, Vancouver, BC.
- Stecker, P. M., & Mackley, H. D. (1999, May). *Preparing teachers for the challenges of working with struggling readers in K-3*. Paper presented at the annual meeting of the International Reading Association, San Diego.
- Hodge, J., & Stecker, P. M. (1999, April). *Effective tools for improving beginning reading performance*. Presented in E. J. Kame'enui & D. C. Simmons' strand, "Teaching beginning reading (K-3): Establishing and sustaining an effective school-wide instructional support system (SWISS)," at the annual meeting of the International Council for Exceptional Children, Charlotte, NC.
- Hodge, J., Stecker, P. M., Sturm, J., Blackmon, A., & Moore, S. (1999, April). *Phonological awareness assessment and instruction and its relation to early literacy*. Paper presented at the annual meeting of the International Council for Exceptional Children, Charlotte, NC.
- Stecker, P. M., & Hodge, J. (1999, Feb.). *Effects of classwide peer tutoring on peer acceptance and literacy achievement of students with and without disabilities in general education classrooms*. Poster presented at the annual meeting of the Learning Disabilities Association of America, Atlanta.
- Mackley, H. D., & Stecker, P. M. (1998, May). *The power of notable nonfiction: Preparing readers for the transition to intermediate grades*. Poster presented at the annual meeting of the International Reading Association, Orlando.
- Stecker, P. M., & Hodge, J. (1997, Nov.). *Facilitating research to practice: Preservice and inservice teachers' implementation of peer tutoring strategies*. Paper presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Savannah.
- Mackley, H. D., & Stecker, P. M. (1997, May). *Nonfiction "stories" to enhance content-area instruction for early intermediate-level children with diverse learning needs*. Paper presented at the annual meeting of the International Reading Association, Atlanta.
- Hodge, J., Stecker, P. M., & McWilliams, B. (1997, April). *Effects of classwide peer tutoring on achievement and peer acceptance in inclusive classrooms*. Paper presented at the annual meeting of International Council for Exceptional Children, Salt Lake City.
- Stecker, P. M., Hodge, J., & Whinnery, K. W. (1996, November). *Directions for authentic assessment: Lessons from curriculum-based measurement*. Paper presented at the 18th annual meeting of the International Conference on Learning Disabilities (CLD), Nashville.
- Pudil, M., & Stecker, P. M. (1996, May). *Adapting an early literacy curriculum for culturally diverse learners*. Paper presented at the annual meeting of the International Reading Association, New Orleans.
- Ruggio, M. K., & Stecker, P. M. (1995, April). *Attitudes of elementary educators toward inclusion whose schools engage in inclusionary practices*. Poster presented at the annual

- meeting of the International Council for Exceptional Children, Indianapolis.
- Stecker, P. M., & Fernstrom, P. (1994, March). *Using curriculum-based measurement as progress monitoring assessment in heterogeneous classrooms*. Paper presented at the annual meeting of the Association for Supervision and Curriculum Development, Chicago.
- Stecker, P. M., & Whinnery, K. W. (1993, April). *Effects of self-monitoring on off-task behavior during unsupervised academic activity*. Paper presented at the annual meeting of the International Council for Exceptional Children, San Antonio.
- Stecker, P. M. (1992, April). *Applying curriculum-based measurement methodology to mathematics applications: Distinctions among general, Chapter 1, and special education students*. Paper presented at the annual meeting of the International Council for Exceptional Children, Baltimore.
- Stecker, P. M. (1991, April). *Curriculum-based measurement: Does monitoring individual performance really make a difference?* Paper presented at the annual meeting of the International Council for Exceptional Children, Atlanta.
- Fuchs, L. S., Hamlett, C. L., Allinder, R. M., Ferguson, C. L., Stecker, P. M., & Whinnery, K. W. (1990, April). *Facilitating curriculum-based measurement using computers*. Paper presented at the annual meeting of the International Council for Exceptional Children, Toronto.
- Ferguson, C., Jr., Stecker, P. M., Allinder, R. M., & Whinnery, K. (1989, April). *Curriculum-based measurement: Effects of computerized feedback on instruction and student achievement*. Paper presented at the annual meeting of the International Council for Exceptional Children, San Francisco.
- Bahr, M. W., Fuchs, D., Stecker, P. M., & Fuchs, L. S. (1989, April). *Students nominated for prereferral intervention: Implications for practice*. Paper presented at the annual meeting of the National Association of School Psychologists, Boston.
- Fuchs, L. S., Hamlett, C. L., Allinder, R. M., Whinnery, K. W., Ferguson, C. L., & Stecker, P. M. (1989, November). *Implementing curriculum-based measurement in school settings: Effects of computer applications*. Paper presented at the annual meeting of the Teacher Education Division of the International Council for Exceptional Children, Memphis, TN.
- Fuchs, L. S., Fuchs, D., Hamlett, C. L., & Stecker, P. M. (1988, October). *Computer-managed curriculum-based measurement, instructional planning, and student achievement*. Paper presented at the 10th International Conference on Learning Disabilities (CLD), Louisville.
- Fuchs, D., Fuchs, L. S., Bahr, M. W., Fernstrom, P. J., Reeder, P., & Stecker, P. M. (1988, October). *Mainstream assistance teams: A self-instructional approach to prereferral intervention*. Paper presented at the 10th International Conference on Learning Disabilities (CLD), Louisville, KY.
- Fuchs, L. S., Fuchs, D., Stecker, P. M., & Ferguson, C., Jr. (1988, March). *Improving instruction with curriculum-based measurement*. Paper presented at the annual meeting of the International Council for Exceptional Children, Washington, DC.
- Fuchs, L. S., Hamlett, C., Stecker, P. M., Hadden, S., & Ferguson, C., Jr. (1987, April). *Technological advances in data-based instruction: Overview and research findings*. Paper presented at the annual meeting of the International Council for Exceptional Children, Chicago.
- Fuchs, D., Fuchs, L. S., Palm, K., Stecker, P. M., & Hawley, J. (1986, November). *Prereferral intervention to maintain difficult-to-teach nonhandicapped pupils in general education*. Paper presented at the annual meeting of the Teacher Education Division of the

International Council for Exceptional Children, Atlanta.

State/Regional

- Lyons, R., Simpson, A., Halter, E., & Stecker, P. M. (2014, Feb.). *Online algebra progress monitoring: Helping teachers determine instructional effectiveness*. Poster presentation at the annual meeting of the SC Federation of the Council for Exceptional Children, Greenville, SC.
- Stecker, P. M., Hodge, J., Wagner, J. Y., Stegall, J. B., & Collins, J. C. (2011, Feb.). *Developing vocabulary-matching measures to monitor progress in content-area subjects*. Presentation at the annual meeting of the SC Federation of the Council for Exceptional Children, Myrtle Beach, SC.
- Collins, T. S., Fries, K. M., Stegall, J. B., & Stecker, P. M. (2010, Feb.). *Progress monitoring tools for middle and secondary mathematics*. Poster presentation at the annual meeting of the SC Federation of the Council for Exceptional Children conference in Myrtle Beach, SC.
- Green, J. M., Baughan, C. J., Wagner, J. Y., Stecker, P. M., & Hodge, J. (2010, Feb.). *Using vocabulary matching for monitoring student progress in middle/secondary content areas*. Poster presentation at the annual meeting of the SC Federation of the Council for Exceptional Children conference in Myrtle Beach, SC.
- Hughes, E. M., Collins, J. C., Alexander, L. Y., & Stecker, P. M. (2010, Feb.). *Progress monitoring tools in mathematics for elementary schools*. Poster presentation at the annual meeting of the SC Federation of the Council for Exceptional Children conference in Myrtle Beach, SC.
- Stecker, P. M., Sanders, S. P., DeAngulo, E., McDaniel, M., Roberts, B. (2008, Feb.). *Progress monitoring in elementary and middle school ELA: Procedures and implementation issues*. Presentation at the annual meeting of the SC Federation of the Council for Exceptional Children conference in Spartanburg, SC.
- Sanders, S. P., & Stecker, P. M. (2007, Feb.). *No time for progress monitoring? Consider the use of Web-based systems*. Presentation at the annual meeting of the SC Federation of the Council for Exceptional Children conference in Myrtle Beach, SC.
- Sanders, S. P., Stecker, P. M., & Altman, S. (2007, Feb.). *Web-based progress monitoring: What do teachers and students really think?* Paper presented at the annual meeting of the SC Federation of the Council for Exceptional Children conference in Myrtle Beach, SC.
- Stecker, P. M., Sanders, S. P., Young, L., Johnson, K., & Jeffers, S. (2006, Feb.). *Using Web-based systems for progress monitoring in literacy and mathematics*. Presentation at the annual meeting of the SC Federation of the Council for Exceptional Children conference in Myrtle Beach, SC.
- Stecker, P. M., Riccomini, P. J., Dorriety, J., Holman, J., & Donaldson, S. (2006, Feb.). *Using curriculum-based measurement to inform instructional decision making*. Presentation at the annual meeting of the SC Federation of the Council for Exceptional Children conference in Myrtle Beach, SC.
- Stecker, P. M., Riccomini, P. J., Sanders, S. P., Robbins, K. R., Phelps, R., & Olson, M. E. (2005, Jan.) *Implementing progress monitoring in mathematics: Implications for IEP development and technological applications*. Paper presented at the annual SC Federation of the Council for Exceptional Children conference in Charleston, SC.
- Riccomini, P. J., Stecker, P. M., Bennett, E., Hasto, B., Hawkins, M., & Kearse, L. (2004, Feb.).

- Implementing progress monitoring to enhance reading instruction: Blending coursework and field experiences.* Paper presented at the annual SC Federation of the Council for Exceptional Children conference in Greenville, SC.
- Stecker, P. M., Riccomini, P. J., Henderson, A. C., Vignola, C., & McCraw, J.P. (2003, Feb.). *Learning to implement curriculum-based measurement: Progress monitoring for enhancing reading instruction.* Paper presented at the annual SC Federation of the Council for Exceptional Children conference in Hilton Head, SC.
- Riccomini, P. J., & Stecker, P. M. (2002, Feb.). *Systematic error patterns in subtraction: How to remediate students' subtraction errors.* Paper presented at the annual meeting of the South Carolina Federation of the Council for Exceptional Children, Myrtle Beach, SC.
- Stecker, P. M., Riccomini, P. J., Conner, A., Potter, H., Smith, J., & Thomas, H. (2002, Feb.). *Using curriculum-based measurement to monitor student progress and to improve reading instruction.* Paper presented at the annual meeting of the South Carolina Federation of the Council for Exceptional Children, Myrtle Beach, SC.
- Stecker, P. M., Mackley, H. D., & Campbell, M. B. (2001, Nov.) *Selecting and using high-quality nonfiction to support literacy instruction of struggling readers.* Paper presented at 21st SE Regional Conference of the International Reading Association in Hilton Head, SC.
- Baker, K., Ellenburg, J., Pixomatis, R., Staples, N., & Stecker, P. M. (2000, Feb.). *Phonological awareness: Overview of assessment and strategies for enhancing early literacy instruction.* Paper presented at the annual meeting of the South Carolina Federation of the Council for Exceptional Children, Myrtle Beach, SC.
- King, P., Duncan, J., Campbell, N., Acton, O., & Stecker, P. M. (2000, Feb.). *Flibbertee-jibbit: Providing young readers with strategies for identifying unknown words.* Paper presented at the annual meeting of the South Carolina Federation of the Council for Exceptional Children, Myrtle Beach, SC.
- Lanford, A. D., & Stecker, P. M. (1999, Oct.). *Phonological awareness activities for the young reader.* Paper presented at the 29th annual meeting of the Clemson Reading Conference, Clemson University, Clemson, SC.
- Davis, B. B., Harris, N. J., Stecker, P. M., & Hodge, J. (1998, Feb.). *Using literature to enhance phonics instruction.* Paper presented at the annual meeting of the South Carolina Federation of the Council for Exceptional Children, Myrtle Beach, SC.
- Moore, S., Blackmon, A., Young, J., Hodge, J., & Stecker, P. M. (1998, Feb.). *Enhancing literacy in the home.* Paper presented at the annual meeting of the South Carolina Federation of the Council for Exceptional Children, Myrtle Beach, SC.
- Sturm, J., Stillwagon, K., Simpson, J., Stecker, P. M., & Hodge, J. (1998, Feb.). *Phonological awareness activities for the beginning reader.* Paper presented at the annual meeting of the South Carolina Federation of the Council for Exceptional Children, Myrtle Beach.
- Stecker, P. M., Hodge, J., & Geer, J. (1997, Oct.). *Using classwide peer tutoring to accommodate student diversity.* Paper presented at the 27th annual meeting of the Clemson Reading Conference, Clemson University, Clemson, SC.
- Stecker, P. M., & Hodge, J. (1997, Feb.). *Goal setting using curriculum-based measurement.* Paper presented at the annual meeting of the South Carolina Federation of the Council for Exceptional Children, Hilton Head, SC.
- Fuchs, D., Fuchs, L. S., & Stecker, P. M. (1991, April). *Classwide applications of curriculum-based measurement in mathematics.* Paper presented at the annual meeting of the TN Special Education Supervisors, Nashville.

- Stecker, P. M., Whinnery, K., Fuchs, L. S., Hamlett, C. L., Allinder, R. M., & Ferguson, C., Jr. (1989, September). *Curriculum-based measurement: Effects of computer feedback on student achievement and instructional planning in math*. Paper presented at the annual meeting of the Tennessee Federation of the Council for Exceptional Children, Gatlinburg.
- Fuchs, L. S., Hamlett, C., Fuchs, D., Stecker, P. M., & Ferguson, C., Jr. (1987, November). *Using computerized feedback to teachers effectively*. Paper presented at the annual meeting of the Tennessee Federation of the Council for Exceptional Children, Nashville.
- Bahr, M. W., Fuchs, D., Stecker, P. M., & Fernstrom, P. (1987, November). *Who are our most difficult-to-teach pupils in the mainstream?* Paper presented at the annual meeting of the TN Federation of the Council for Exceptional Children, Nashville.
- Fuchs, L. S., Fuchs, D., Stecker, P. M., Hadden, S., & Macklin, B. (1986, July). *Computer applications to data-based instruction*. Paper presented at the annual meeting of the Tennessee Federation of the Council for Exceptional Children, Nashville.

Invited Conference Presentations

National/International

- Stecker, P. M., Simpson, A., Lyons, R., Genareo, V., & Foegen, A. (2015, Feb.). *Teacher use and satisfaction with online professional development for algebra progress monitoring*. Poster presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.
- Foegen, A., & Stecker, P. M. (2013, Mar.). *Professional development for algebra progress monitoring: Goal 2 project*. Invited e-poster presentation for the annual Project Directors' meeting for IES-funded projects, Washington, DC.
- Foegen, A., & Stecker, P. M. (2013, Feb.). *Online scoring and data management for algebra progress monitoring: Teacher use and satisfaction*. Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego.
- Foegen, A., & Stecker, P. M. (2012, Feb.). *Online professional development for algebra progress monitoring*. Poster presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.
- Dunston, P., Gambrell, L., Gillis, V., Headley, K., Stecker, P. M., Fullerton, S., Bates, C., & Massey, C. (2011, Dec.). *LRA Yearbook: Opportunity to serve on the doctoral student editorial review board*. Invited session for the annual meeting of the Literacy Research Association, Orlando.
- Dunston, P., Gambrell, L., Gillis, V., Headley, K., Stecker, P. M., Fullerton, S., Bates, C., & Massey, C. (2011, Dec.). *Publish, don't perish: Publishing in the LRA Yearbook*. Invited session for the annual meeting of the Literacy Research Association, Orlando.
- Mackiewicz, S. M., & Stecker, P. M. (2011, Feb.). *Task training: Differentiating between the need for intervention and task misunderstanding*. Poster presentation at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.
- Stecker, P. M., & Hodge, J. (2010, Oct). *Implementing peer-assisted learning strategies (PALS) in reading for grades 2-6: A research-validated inclusive practice*. Day-long workshop at the annual meeting of the International Council for Learning Disabilities, Myrtle Beach, SC.
- Stecker, P. M. (2010, Apr.). *Experimental teaching: Procedures for developing effective individualized instruction*. One session of a four-session invited strand in Stanley L. Deno's *Experimental Teaching: Meeting Individual Differences in Special Education Practice*.

- Presentation at the annual convention of the International Council for Exceptional Children, Nashville, TN.
- Stecker, P. M. (2010, Feb.). Using progress monitoring with intensive instruction in tier 3. One of five sessions in D. Fuchs' Topical Public Policy Workshop, *RTI: Design, Implementation, and Policy Considerations*. Presentation at the annual meeting of the Learning Disabilities Association of America, Baltimore.
- Stecker, P. M., & Sanders, S. P. (2010, Feb.). *Effect of Web-based progress monitoring on language arts achievement in grades 2-8*. Poster presentation at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.
- Stecker, P. M. (2009, Oct.). *The use of progress monitoring within response to intervention*. Half-day workshop at the annual conference of the Council on Learning Disabilities, Dallas.
- Stecker, P. M. (2009, Apr.). *RTI's "Tertiary Prevention": Special education as the most intensive instructional level*. Presentation at the annual convention of the International Council for Exceptional Children, Seattle. One session of a four-session invited strand: Douglas Fuchs and L. S. Fuchs' *Response to Intervention: Important Considerations in Its Design and Implementation*.
- Stecker, P. M. (2007, Nov.) *Peer-assisted reading strategies (PALS) in reading in grades 2-6*. Invited presentation at the annual conference of the Division of Learning Disabilities of the Council for Exceptional Children, San Antonio.
- Stecker, P., Saenz, L, & Lemons, C. (2007, July). *Introduction to using progress monitoring in reading*. One full-day session at the 4th annual Summer Institute of the National Center on Student Progress Monitoring. (Material used in national training and posted on the Center's Web site for public use.) Available: <http://www.studentprogress.org>
- Stecker, P., Lembke, E., & Saenz, L. (2007, July). *Advanced applications of CBM in reading: instructional decision-making strategies*. Two 2-hour sessions at the 4th annual Summer Institute of the national Center on Student Progress Monitoring. (Material used in national training and posted on the Center's Web site for public use.) Available: <http://www.studentprogress.org>
- Stecker, P. M. (2007, Feb.). *Technical features of two reading measures in a Web-based progress monitoring system*. Poster presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.
- Stecker, P. M. (2006, Nov.). *Progress monitoring for elementary mathematics*. Invited presentation for the Center on Instruction Math Summit: Providing Evidence-Based Practices and Implications of NCTM Focal Points, Annapolis, MD.
- Stecker, P. M. (2006, Nov.). *Using curriculum-based measurement to monitor student progress in reading*. Invited presentation at the annual conference of the Division of Learning Disabilities of the Council for Exceptional Children, San Francisco.
- Stecker, P. M., Hall, T., & Busch, T. (2006, July). Using curriculum-based progress monitoring in math. One full-day and one 2-hour session at the 3rd annual Summer Institute of the National Center on Student Progress Monitoring. (Material used in national training and posted on the Center's Web site for public use.) Available: <http://www.studentprogress.org>
- Stecker, P. M., & Hintze, J. (2006, July). *Data-based instructional decision making*. Two, 2-hour sessions at the 3rd annual Summer Institute of the National Center on Student Progress Monitoring. (Material used in national training and posted on the Center's Web site for public use.) Available: <http://www.studentprogress.org>
- Stecker, P. M. (2006, May). *Using curriculum-based measurement for progress monitoring in*

- mathematics*. Presented at the first planning conference for the national Center on Instruction: Mathematics Strand, held in Ann Arbor, MI.
- Lembke, E., & Stecker, P. M. (2006, May). *Technical issues in using progress monitoring for instruction*. Presented at the Advances in Progress Monitoring conference co-sponsored by the Phyllis Mirkin Colloquium Fund, Special Education Program, University of Minnesota and the Research Institute on Progress Monitoring, held in St. Paul, MN.
- Stecker, P. M. (2005, Nov.) *Peer-Assisted learning strategies in reading for first-grade students*. Training presented at the sixth annual conference sponsored by the Division for Learning Disabilities of the International Council for Exceptional Children, Charleston.
- Stecker, P. M. (2005, Oct.). *Implementing progress monitoring in mathematics*. Information Sharing Community conference sponsored by The Access Center, American Institutes for Research, through a grant from the Office of Special Education Programs, U.S. Dept. of Education. Annual State-to-State Community Event for state education agency administrators.
- Fuchs, L. S., Fuchs, D., Hall, T., Hintze, J., Hosp, M., Lembke, E., Saenz, L., & Stecker, P. M. (2005, July). *2005 Summer Institute: Student Progress Monitoring for Mathematics*. Second annual Summer Institute of the National Center on Student Progress Monitoring, U. S. Dept. of Education, Office of Special Education Programs, Washington, DC. (Each presenter covered a portion of this day-long training.)
- Stecker, P. M., & Lembke, E. S. (2005, July). *Advanced applications of CBM in reading: Instructional decision-making strategies*. Second annual Summer Institute of the National Center on Student Progress Monitoring, U. S. Dept. of Education, Office of Special Education Programs, Washington, DC. (Half-day session held twice.)
- Stecker, P. M., & Hosp, M. K. (2005, Apr.). *Applications of progress monitoring to IEP and program development*. Presentation at the annual meeting of the International Council for Exceptional Children, Baltimore. Part of a strand sponsored by OSEP's National Center on Student Progress Monitoring. Available: <http://www.studentprogress.org>
- Stecker, P. M., & Fuchs, L. S. (2005, Feb.). *Technical features of a progress monitoring measure for decoding skills*. Poster presented at the annual meeting of the Pacific Coast Research Conference. Coronado, CA.
- Fuchs, L. S., Fuchs, D., Dimino, J., Hintze, J., Hosp, M., Lembke, E., Saenz, L., & Stecker, P. M. (2004, July). *2004 Summer Institute: Student Progress Monitoring for Reading*, Washington, DC. National Center on Student Progress Monitoring, U. S. Dept. of Education, Office of Special Education Programs--awarded to National Institutes for Research and Vanderbilt University. (Each presenter covered a portion of the day-long training.)
- Hintze, J., & Stecker, P. M. (2004, July). *Using a problem-solving approach to implementing school change*. In 2004 Summer Institute on Student Progress Monitoring for Reading, Washington, DC. Sponsored by National Center on Student Progress Monitoring, U. S. Dept. of Education, Office of Special Education Programs--awarded to American Institutes for Research and Vanderbilt University. (Half-day training during second day of Institute.)
- Stecker, P. M. (2003, Sept.). Using curriculum-based measurement for monitoring progress and gauging adequate yearly progress. Presentation for the Performance Institute's *No Child Left Behind Summit: Overcoming Roadblocks to Excellence in Student Achievement and School Performance*, Washington, DC.
- Stecker, P. M., & Fuchs, L. S. (2002, Oct. 2-4, 7-9, 23-25, & 28-30). *Strategies for making*

adequate yearly progress: Using curriculum-based measurement for progress monitoring. Sponsored by the U.S. Dept. of Education, Office of Elementary and Secondary Education, *First Annual Student Achievement and School Accountability Conference: Using Title I Programs as a Model for Reform.* Invited sessions for four, repeated training conferences for key state-level personnel involved in implementation of *No Child Left Behind.* Stecker presented in Orlando; Washington, DC; and Denver; Fuchs presented in Chicago.

State/Regional

- Stecker, P. M. (2014, July). *Peer-assisted learning strategies for struggling readers at the secondary level.* Day-long workshop for general and special educators and administrators across South Carolina, held in Lexington, SC. Sponsored by the SC Office of Special Education Services, Research-to-Practice Conference.
- Stecker, P. M. (2014, July). *Peer-assisted learning strategies (PALS) in mathematics for students in kindergarten and first grade.* Day-long workshop for general and special educators, mathematics interventionists, and administrators across South Carolina, held in Lexington, SC. Sponsored by the SC Office of Special Education Services, Research-to-Practice Conference.
- Stecker, P. M. (2014, July). *Peer-assisted learning strategies (PALS) in mathematics for students in grades 2-6.* Day-long workshop for general and special educators, mathematics interventionists, and administrators across South Carolina, held in Lexington, SC. Sponsored by the SC Office of Special Education Services, Research-to-Practice Conference.
- Stecker, P. M. (2013, July). *Peer-assisted learning strategies (PALS) in mathematics for students in grades 2-6.* Day-long workshop for general and special educators, mathematics interventionists, and administrators across South Carolina, held in Lugoff, SC. Sponsored by the SC Office of Exceptional Children, Research-to-Practice Conference.
- Stecker, P. M. (2013, July). *Peer-assisted learning strategies (PALS) in reading for students in grades 2-6.* Day-long workshop for general and special educators, reading interventionists, and administrators across South Carolina, held in Lugoff, SC. Sponsored by the SC Office of Exceptional Children, Research-to-Practice Conference.
- Stecker, P. M. (2013, July). *Peer-assisted learning strategies (PALS) in reading for first-grade students.* Day-long workshop for general and special educators, reading interventionists, and administrators across South Carolina, held in Lugoff, SC. Sponsored by the SC Office of Exceptional Children, Research-to-Practice Conference.
- Stecker, P. M. (2013, July). *Peer-assisted learning strategies (PALS) in mathematics for students in kindergarten and first grade.* Day-long workshop for general and special educators, mathematics interventionists, and administrators across South Carolina, held in Lugoff, SC. Sponsored by the SC Office of Exceptional Children, Research-to-Practice Conference.
- Stecker, P. M. (2013, July). *Peer-assisted learning strategies (PALS) in reading for kindergarten students.* Day-long workshop for general and special educators, reading interventionists, and administrators across South Carolina, held in Lugoff, SC. Sponsored by the SC Office of Exceptional Children, Research-to-Practice Conference.
- Stecker, P. M. (2012, July). *Peer-assisted learning strategies (PALS) in mathematics for students in grades 2-6.* Day-long workshop for general and special educators and administrators across South Carolina, held in Lugoff, SC. Sponsored by the SC Office of Exceptional Children,

- Annual Research-to-Practice Conference.
- Stecker, P. M. (2012, July). *Peer-assisted learning strategies (PALS) in reading for students in grades 2-6*. Day-long workshop for general and special educators and administrators across South Carolina, held in Lugoff, SC. Sponsored by the SC Office of Exceptional Children, Annual Research-to-Practice Conference.
- Stecker, P. M. (2012, July). *Peer-assisted learning strategies (PALS) in reading for first-grade students*. Day-long workshop for general and special educators and administrators across South Carolina, held in Lugoff, SC. Sponsored by the SC Office of Exceptional Children, Annual Research-to-Practice Conference.
- Stecker, P. M. (2012, July). *Peer-assisted learning strategies (PALS) in mathematics for students in kindergarten and first grade*. Day-long workshop for general and special educators and administrators across South Carolina, held in Lugoff, SC. Sponsored by the SC Office of Exceptional Children, Annual Research-to-Practice Conference.
- Stecker, P. M. (2012, July). *Peer-assisted learning strategies (PALS) in reading for kindergarten students*. Day-long workshop for general and special educators and administrators across South Carolina, held in Lugoff, SC. Sponsored by the SC Office of Exceptional Children, Annual Research-to-Practice Conference.
- Stecker, P. M. (2011, July). *Providing tiered academic support in kindergarten reading using peer-assisted learning strategies, more intensive reading interventions, and progress monitoring*. Day-long workshop for general and special educators, school psychologists, and administrators across South Carolina, held in Lugoff, SC. Sponsored by the SC Office of Exceptional Children, Research-to-Practice Conference.
- Stecker, P. M. (2011, July). *Providing tiered academic support in grades 2-6 reading using peer-assisted learning strategies, more intensive reading interventions, and progress monitoring*. Day-long workshop for general and special educators, school psychologists, and administrators across South Carolina, held in Lugoff, SC. Sponsored by the SC Office of Exceptional Children, Research-to-Practice Conference.
- Stecker, P. M. (2011, July). *Providing tiered academic support in grades 2-6 mathematics using peer-assisted learning strategies, more intensive reading interventions, and progress monitoring*. Day-long workshop for general and special educators, school psychologists, and administrators across South Carolina, held in Lugoff, SC. Sponsored by the SC Office of Exceptional Children, Research-to-Practice Conference.
- Stecker, P. M. (2011, July). *Providing tiered academic support in kindergarten and first-grade mathematics using peer-assisted learning strategies, more intensive reading interventions, and progress monitoring*. Day-long workshop for general and special educators, school psychologists, and administrators across South Carolina, held in Lugoff, SC. Sponsored by the SC Office of Exceptional Children, Research-to-Practice Conference.
- Stecker, P. M. (2010, July). *Kindergarten and first-grade peer-assisted learning strategies (PALS) in mathematics*. Day-long workshop for general and special education teachers across South Carolina, held in Lugoff, SC. Sponsored by the SC Office of Exceptional Children, Research-to-Practice Conference.
- Stecker, P. M. (2010, July). *First-grade peer-assisted learning strategies (PALS) in reading*. Day-long workshop for general and special education teachers across South Carolina, held in Lugoff, SC. Sponsored by the SC Office of Exceptional Children, Research-to-Practice Conference.
- Stecker, P. M. (2009, July). *Kindergarten and first-grade peer-assisted learning strategies (PALS)*

- in mathematics*. Day-long workshop for general and special education teachers across South Carolina, held in Lugoff, SC. Sponsored by the SC Office of Exceptional Children.
- Stecker, P. M. (2009, July). *Peer-assisted learning strategies (PALS) in mathematics for grades 2-6*. Day-long workshop for general and special education teachers across South Carolina, held in Lugoff, SC. Sponsored by the SC Office of Exceptional Children.
- Stecker, P. M. (2009, July). *First-grade peer-assisted learning strategies (PALS) in reading*. Day-long workshop for general and special education teachers across South Carolina, held in Lugoff, SC. Sponsored by the SC Office of Exceptional Children.
- Hodge, J., & Stecker, P. M. (2008, Aug.). *Peer-assisted learning strategies (PALS) in reading for grades 2-6*. Half day workshop for general and special education teachers across South Carolina, held in Ladson, SC. Sponsored by the SC Office of Exceptional Children and Berkeley County.
- Stecker, P. M. (2008, Aug.). *Peer-assisted learning strategies (PALS) in reading for first-grade students*. Day-long workshop for general and special education teachers across South Carolina, held in Ladson, SC. Sponsored by the SC Office of Exceptional Children and Berkeley County.
- Stecker, P. M. (2007, Nov.). *Peer-assisted learning strategies (PALS) in reading for first-grade students*. Day-long workshop for general and special education teachers across South Carolina, held in Columbia, SC. Sponsored by the SC Office of Exceptional Children, Dept. of Education, and the State Improvement Grant.
- Stecker, P. M. (2007, Nov.). *Peer-assisted learning strategies (PALS) in reading for grades 2-6*. Day-long workshop for general and special education teachers across South Carolina, held in Columbia, SC. Sponsored by the SC Office of Exceptional Children, Dept. of Education, and the State Improvement Grant.
- Stecker, P. M. (2007, Mar.). Progress monitoring in reading and mathematics. Invited presentation at the annual conference of the International Dyslexia Association New York Branch, New York City.
- Stecker, P. M. (2006, Oct.). *Peer-assisted learning strategies (PALS) in reading for first grade*. Half-day session at the co-sponsored SC Council for Exceptional Children and the SC Dept. of Education Office of Exceptional Children's first annual professional development fall conference: Inclusive Practices for the General and Special Educator, Hilton Head, SC.
- Stecker, P. M. (2006, Oct.). *Peer-assisted learning strategies in reading for grades 2-6*. Half-day session at the co-sponsored SC Council for Exceptional Children and the SC Dept. of Education Office of Exceptional Children's first annual professional development fall conference: Inclusive Practices for the General and Special Educator, Hilton Head, SC.
- Stecker, P. M., & Riccomini, P. J. (2005, Nov.). *Overview of big ideas in reading instruction and assessment for schoolwide decision making*. Full-day training for State Improvement Grant (SIG) leadership teams and teachers from SIG schools from across the State, held in Columbia, SC. Sponsored by SC Dept. of Ed. with grant from U.S. Dept. of Ed., Office of Special Education Programs.
- Stecker, P. M. (2005, Oct.). *Peer-assisted learning strategies (PALS) for beginning readers: First grade*. Full-day training for State Improvement Grant (SIG) leadership teams and first-grade teachers from new SIG schools from across the State, held in Columbia, SC. Sponsored by SC Dept. of Ed. with grant from U.S. Dept. of Ed., Office of Special Education Programs.
- Stecker, P. M. (2005, Jan.) *Peer-assisted learning strategies (PALS) in reading for grades 2-6*. Full-day preconference training for elementary general and special educators in classwide

- peer tutoring procedures. Workshop presented at the SC Federation of the Council for Exceptional Children Conference in Charleston, SC. Sponsored by SC-CEC Division for Learning Disabilities.
- Stecker, P. M. (2005, Jan.). *Peer-assisted learning strategies (PALS) in reading for students in grades 2-6*. Full-day training for State Improvement Grant (SIG) leadership teams and classroom teachers from new SIG schools from across the State, held in Columbia, SC. Sponsored by SC Dept. of Ed. with grant from U.S. Dept. of Ed., Office of Special Education Programs.
- Stecker, P. M. (2005, Jan.). *Peer-assisted learning strategies (PALS) for beginning readers: First grade*. Full-day training for State Improvement Grant (SIG) leadership teams and first-grade teachers from new SIG schools from across the State, held in Columbia, SC. Sponsored by SC Dept. of Ed. with grant from U.S. Dept. of Ed., Office of Special Education Programs.
- Hodge, J., & Stecker, P. M. (2004, Dec.). *Big ideas in beginning reading and assessment with Dynamic Indicators of Basic Early Literacy Skills—Oral reading fluency*. Full-day training for State Improvement Grant leadership teams. Sponsored by SC Dept. of Education with grant from the U.S. Dept. of Ed., Office of Special Education Programs.
- Hodge, J., & Stecker, P. M. (2004, Jan.). *Peer-assisted learning strategies (PALS) for beginning readers: Kindergarten*. Full-day training for State Improvement Grant leadership teams and kindergarten teachers from 12 schools across the State held in Columbia, SC. Sponsored by SC Dept. of Ed. with grant from U.S. Dept. of Ed., Office of Special Education Programs.
- Stecker, P. M., & Hodge, J. (2004, Jan.). *Peer-assisted learning strategies (PALS) for beginning readers: First grade*. Full-day training for State Improvement Grant leadership teams and first-grade teachers from 12 schools across the State held in Columbia, SC. Sponsored by SC Dept. of Ed. with grant from U.S. Dept. of Ed., Office of Special Education Programs.
- Hodge, J., Stecker, P. M., & Riccomini, P. J. (2003, Nov.). *Big ideas in beginning reading and assessment with Dynamic Indicators of Basic Early Literacy Skills—Initial sounds fluency, phoneme segmentation, letter naming, and nonsense words*. Full-day training for State Improvement Grant leadership teams from 12 schools across the State held in Columbia, SC. Sponsored by the SC Dept. of Ed. with grant from U.S. Dept. of Ed., Office of Special Education Programs.
- Stecker, P. M., Hodge, J., & Alderman, G. (2003, Nov.). *Big ideas in beginning reading and assessment with Dynamic Indicators of Basic Early Literacy Skills—Oral reading fluency*. Full-day training for State Improvement Grant leadership teams from 12 schools across the State held in Columbia, SC. Sponsored by SC Dept. of Ed. with grant from the U.S. Dept. of Ed., Office of Special Education Programs.
- Stecker, P. M. (2002, July). *Beginning reading instruction*. Two invited sessions at the *Best Practices Seminar: Focus on Direct Instruction* sponsored by the SC Dept. of Education, Office of Exceptional Children, Columbia.
- Hodge, J., & Stecker, P. M. (2002, Apr.) *Effective beginning reading instruction for at-risk students*. Invited presentation at the 35th annual Special Education Conference: “Accountability: Methods, Strategies, and Assessment,” co-sponsored by the SC State Dept. of Education, Office of Exceptional Children, and South Carolina State University’s Program for Recruitment and Retention of Minority Teachers, Orangeburg, SC.
- Hodge, J., Marshall, K., & Stecker, P. M. (2002, Feb.). *Special education and literacy: Strategies for struggling readers*. Invited preconference session sponsored by the SC-Teacher Education Division and the SC State Dept. of Exceptional Education and

presented at the annual meeting of the SC Federation of the Council for Exceptional Children, Myrtle Beach, SC.

Stecker, P. M. (1999, Nov.). *Effective early literacy instruction*. Paper presented at the annual South Carolina chapter of the Council for Children with Behavior Disorders of the Council for Exceptional Children, Myrtle Beach, SC.

Hodge, J., & Stecker, P. M. (1997, Oct.). *Enhancing social outcomes through classwide peer tutoring in reading*. Paper presented at the annual meeting of the South Carolina chapter of the Division for Learning Disabilities of the Council for Exceptional Children, Furman University, Greenville, SC.

Stecker, P. M. (1996, Dec.). *Using curriculum-based measurement to improve academic outcomes*. Paper presented at the annual meeting of the South Carolina chapter of the Division for Learning Disabilities of the Council for Exceptional Children, held at Clemson University, Clemson, SC.

Stecker, P. M. (1990, August). *Curriculum-based measurement*. Paper presented at the annual meeting of the Tennessee Vocational Education Conference, Murfreesboro, TN.

Teacher Inservice/Workshops

Stecker, P. M. (2013, Sept.). *Booster session for peer-assisted learning strategies (PALS) in readings for third graders*. 1 ½-hour workshop to help third-grade teachers prepare materials and review implementation procedures for instructional practices at Stewart Heights Primary in Dillon, SC.

Stecker, P. M. (2013, Sept.). *Booster session for peer-assisted learning strategies (PALS) in reading for second graders*. 1 ½-hour workshop to help second-grade teachers prepare materials and review implementation procedures for instructional practices at Stewart Heights Primary in Dillon, SC.

Stecker, P. M. (2013, Sept.). *Booster session for peer-assisted learning strategies (PALS) in reading for first graders*. 1 ½-hour workshop to help first-grade teachers prepare materials and review implementation procedures for instructional practices at Stewart Heights Primary in Dillon, SC.

Stecker, P. M. (2013, Sept.). *Booster session for peer-assisted learning strategies (PALS) in reading for kindergartners*. 1 ½-hour workshop to help kindergarten teachers prepare materials and review implementation procedures for instructional practices at Stewart Heights Primary in Dillon, SC.

Stecker, P. M. (2013, Sept.). *Booster session for peer-assisted learning strategies (PALS) in mathematics for third graders*. 1 ½-hour workshop to help third-grade teachers prepare materials and review implementation procedures for instructional practices at Stewart Heights Primary in Dillon, SC.

Stecker, P. M. (2013, Sept.). *Booster session for peer-assisted learning strategies (PALS) in mathematics for second graders*. 1 ½-hour workshop to help second-grade teachers prepare materials and review implementation procedures for instructional practices at Stewart Heights Primary in Dillon, SC.

Stecker, P. M. (2013, Sept.). *Booster session for peer-assisted learning strategies (PALS) in mathematics for first graders*. 1 ½-hour workshop to help first-grade teachers prepare materials and review implementation procedures for instructional practices at Stewart

- Heights Primary in Dillon, SC.
- Stecker, P. M. (2013, Sept.). *Booster session for peer-assisted learning strategies (PALS) in mathematics for kindergartners*. 1 ½-hour workshop to help kindergarten teachers prepare materials and review implementation procedures for instructional practices at Stewart Heights Primary in Dillon, SC.
- Stecker, P. M. (2013, Aug.). *Peer-assisted learning strategies (PALS) in mathematics for grades 2-6*. Day-long workshop for general and special educators and principal at Stewart Heights Primary in Dillon, SC.
- Stecker, P. M. (2013, Aug.). *Peer-assisted learning strategies (PALS) in mathematics for grades K-1*. Day-long workshop for general and special educators and principal at Stewart Heights Primary in Dillon, SC.
- Stecker, P. M. (2013, Aug.). *Peer-assisted learning strategies (PALS) for struggling readers at the secondary level*. Day-long workshop for high school special educators and special education coordinator, held at Stewart Heights Primary in Dillon, SC.
- Stecker, P. M. (2013, May). *Peer-assisted learning strategies (PALS) in reading for grades 2-3*. Day-long workshop for general and special educators and principal at Stewart Heights Primary in Dillon, SC.
- Stecker, P. M. (2013, May). *Peer-assisted learning strategies (PALS) in reading for first graders*. Day-long workshop for general and special educators and principal at Stewart Heights Primary in Dillon, SC.
- Stecker, P. M. (2013, May). *Peer-assisted learning strategies (PALS) in reading for kindergartners*. Day-long workshop for general and special educators and principal at Stewart Heights Primary in Dillon, SC.
- Stecker, P. M. (2012, Aug.). *Peer-assisted learning strategies (PALS) in mathematics for grades K-1*. Half-day inservice for teachers and principal at Greendale Elementary, Aiken School District, New Ellenton, SC.
- Stecker, P. M. (2012, Aug.). *Peer-assisted learning strategies (PALS) in mathematics for grades 2-5*. Half-day inservice for teachers and principal at Greendale Elementary, Aiken School District, New Ellenton, SC.
- Stecker, P. M. (2011, Aug.). *Progress monitoring overview*. Half-day teacher inservice for special educators in Anderson Five School District, Anderson, SC.
- Stecker, P. M. (2011, Aug.). *Progress monitoring and application to IEP development*. Half-day teacher inservice for special educators in Anderson Five District, Anderson, SC.
- Stecker, P. M. (2011, June). *Using progress monitoring data to inform instructional decisions*. Half-day workshop for special and general educators and administrators in Berkeley County School District, Berkeley, SC.
- Stecker, P. M. (2011, June). *Peer-assisted learning strategies (PALS) for grades 2-6 in mathematics*. Half-day workshop for special and general educators and administrators in Berkeley County School District, Berkeley, SC.
- Stecker, P. M. (2011, June). *Peer-assisted learning strategies (PALS) for grades K-1 in mathematics*. Half-day workshop for special and general educators and administrators in Berkeley County School District, Berkeley, SC.
- Stecker, P. M. (2011, June). *Peer-assisted learning strategies (PALS) for grades 2-6 in reading*. Half-day workshop for special and general educators and administrators in Berkeley County School District, Berkeley, SC.
- Stecker, P. M. (2011, June). *Peer-assisted learning strategies (PALS) for grade 1 in reading*.

- Half-day workshop for special and general educators and administrators in Berkeley County School District, Berkeley, SC.
- Stecker, P. M. (2011, June). *Peer-assisted learning strategies (PALS) for kindergarten in reading*. Half-day workshop for special and general educators and administrators in Berkeley County School District, Berkeley, SC.
- Stecker, P.M. (2010, Nov.). *Measuring success: Using curriculum-based measurement to monitor student progress at middle and high school levels*. Workshop (one and one-half days) for teachers and administrators across North Carolina in the NC Department of Juvenile Justice and Delinquency Prevention, Research Triangle Park, NC.
- Stecker, P. M. (2010, Sept.). *First-grade peer-assisted learning strategies (PALS) in reading*. Half-day workshop for first-grade teachers from four schools in Mehlville School District, St. Louis.
- Stecker, P. M. (2010, Sept.). *Kindergarten peer-assisted learning strategies (PALS) in reading*. Half-day workshop for kindergarten teachers from four schools in Mehlville School District, St. Louis.
- Stecker, P. M. (2010, Sept.). *Peer-assisted learning strategies (PALS) in reading for Grades 2-5*. Two half-day workshops for elementary teachers from four schools in Mehlville District, St. Louis.
- Stecker, P. M. (2010, May). *First-grade peer-assisted learning strategies (PALS) in reading*. Four, day-long workshops for first-grade teachers, literacy coaches, and administrative staff for Charleston County School District as a part of professional development for their First-Grade Academy. Provided four separate days of PALS training held in Charleston, SC.
- Stecker, P. M. (2009, Nov.) *Monitoring student progress in mathematics at the elementary and middle school levels*. Presentation for the Texas Region 10 Education Service Center's Fall Leadership Conference (84 school districts in Dallas area), Mesquite, TX.
- Stecker, P. M. (2008, Oct.). *Peer-assisted learning strategies (PALS) in reading for first-grade students*. Day-long workshop for general and special education teachers at Sangaree Middle School, Ladson, SC as a part of Berkeley County School District's professional development inservice day for teachers.
- Hodge, J., & Stecker, P. M. (2008, Aug.). *Peer-assisted learning strategies (PALS) in reading for grades 2-6*. Half day workshop for general and special education teachers at Andrews Elementary School in Andrews, SC (Georgetown County School District).
- Stecker, P. M. (2008, Aug.). *Peer-assisted learning strategies (PALS) in reading for first-grade students*. Day-long workshop for general and special education teachers at Andrews Elementary School, Andrews, SC (Georgetown County School District).
- Stecker, P. M. (2007, Aug.). *Implementing progress monitoring in elementary reading*. Two-hour inservice for elementary special educators in Oconee County, SC.
- Hodge, J., & Stecker, P. M. (2007, Mar.). *Using peer-assisted learning strategies to accommodate student diversity*. Day-long workshop for general and special education teachers in Berkeley County, Goose Creek, SC. Co-sponsored by the SC Office of Exceptional Children, State Improvement Grant.
- Stecker, P. M. (2007, Mar.). *Peer-assisted learning strategies in reading for first-grade students*. Day-long workshop for general and special education teachers in Berkeley County School District, Moncks Corner, SC. Co-sponsored by the SC Office of Exceptional Children, State Improvement Grant.
- Stecker, P. M. (2007, Mar.). *Peer-assisted learning strategies for beginning readers: Kindergarten*.

- Half-day workshop for kindergarten teachers in Millbrook Elementary School, Aiken, SC.
- Stecker, P. M. (2007, Mar.). *Peer-assisted learning strategies (PALS) in reading for first-grade students*. Half-day workshop for kindergarten teachers in Millbrook Elementary School, Aiken, SC.
- Stecker, P. M. (2007, Feb.). *Progress monitoring using curriculum-based measurement*. Day-long workshop for special education elementary teachers in Berkeley County School District, Moncks Corner, SC.
- Stecker, P. M. (2006, Oct.). *Implementing peer assisted learning strategies for beginning readers: First grade*. Full-day workshop to be presented to teachers in Mansfield, OH. Sponsored by the North Central Ohio Special Education Regional Resource Center.
- Stecker, P. M., & Hodge, J. (2006, Oct.). *Implementing peer assisted learning strategies in reading for grades 2-6*. Half-day workshop to be presented to teachers in Mansfield, OH. Sponsored by the North Central Ohio Special Education Regional Resource Center.
- Stecker, P. M. (2006, Oct.). *Peer-assisted learning strategies in reading for first graders*. Half-day workshop for first-grade teachers in Anderson Two School District, Honea Path, SC.
- Stecker, P.M., & Hodge, J. (2006, Oct.). *Peer-assisted learning strategies for students in Grades 2-6*. Half-day workshop for elementary teachers in Anderson Two School District, Honea Path, SC.
- Stecker, P. M. (2006, Oct.). *Using progress monitoring data to make instructional decisions*. Presentation for special educators in Grades 1-8 in Anderson Five District Schools, Anderson, SC.
- Stecker, P. M. (2006, Sept.). *Instructional activities for developing phonological awareness and the alphabetic principle in Grades K-2*. Half-day workshop for approximately 100 classroom teachers in Anderson School District One, Piedmont, SC.
- Stecker, P. M. (2006, Sept.). *Implementing progress monitoring using a Web-based system*. Presentation for elementary principals and other administrators in Anderson Five School District, Anderson, SC.
- Stecker, P. M., & Sanders, S. (2006, Aug.). *Implementing Yearly Progress Pro for progress monitoring in special education*. Multiple sessions across one full day to provide training for all special educators in Grades 1-8 in Anderson District Five Schools, Anderson, SC.
- Stecker, P. M. (2006, June). *Using curriculum-based measurement to monitor student progress in reading, mathematics, written expression, and spelling*. Two, two-day workshops for 30 special educators and school psychologists in Lexington District One, Lexington, SC.
- Stecker, P. M. (2005, Nov.). *Implementing peer assisted learning strategies for beginning readers: First grade*. Full-day workshop to be presented to teachers in Mansfield, OH. Sponsored by the North Central Ohio Special Education Regional Resource Center.
- Stecker, P. M., & Hodge, J. (2005, Nov.). *Implementing peer assisted learning strategies in reading for grades 2-6*. Half-day workshop to be presented to teachers in Mansfield, OH. Sponsored by the North Central Ohio Special Education Regional Resource Center.
- Stecker, P. M. (2005, June). *Using curriculum-based measurement to monitor student progress in reading, mathematics, written expression, and spelling*. Two-day workshop for 12 special educators and school psychologists in Lexington District One, Lexington, SC.
- Stecker, P. M. (2005, June). *Using curriculum-based measurement for progress monitoring: Applications in reading and mathematics*. One-day workshop for approximately 100 elementary and secondary teachers and administrators from several counties, Lexington, SC.
- Stecker, P. M. (2005, Feb.). *Using reading progress monitoring measures for IEP planning and*

- instructional decision making*. Half-day workshop for 20 elementary and secondary special education coordinators in Greenville County School District, Greenville, SC.
- Stecker, P. M. (2005, Feb.). *Applications of progress monitoring in reading for special education and general education*. Half-day workshop for 14 elementary and secondary special education coordinators in Greenville County School District, Greenville, SC.
- Alderman, G., & Stecker, P. M. (2005, Jan.) *Big ideas in literacy instruction and assessment*. Day-long workshop for over 100 elementary special educators and district-level personnel in Charleston School District, Charleston, SC.
- Stecker, P. M., & Alderman, G. (2005, Jan.). *Using progress monitoring data for instructional planning*. Day-long workshop for 120 elementary special educators and district-level personnel in Charleston School District, Charleston, SC.
- Stecker, P. M. (2004, Sept.). *Implementing peer-assisted learning strategies in grades 2-6*. Workshop for 10 elementary-level teachers at Jesse Bobo Elementary School, Spartanburg District Six, Spartanburg, SC.
- Stecker, P. M. (2004, Sept.). *Implementing peer-assisted learning strategies in first grade*. Workshop for first-grade teachers at Jesse Bobo Elementary School, Spartanburg District Six, Spartanburg, SC.
- Stecker, P. M. (2004, Oct.). *Implementing peer-assisted learning strategies in first grade*. Workshop for first-grade teachers at Pendleton Elementary School, Pendleton, SC.
- Stecker, P. M. (2004, Oct.). *Implementing peer-assisted learning strategies kindergarten*. Workshop for kindergarten teachers at Pendleton Elementary School, Pendleton, SC.
- Stecker, P. M., & Riccomini, P. J. (2003, Mar.). *Using curriculum-based measurement to enhance instruction in reading and spelling*. Workshop for 40 elementary special education teachers in Oconee County School District, Walhalla, SC.
- Stecker, P. M., & Riccomini, P. J. (2003, Feb.). *Using curriculum-based measurement for monitoring progress in reading and spelling*. Workshop for 40 elementary special education teachers in Oconee County School District, Walhalla, SC.
- Stecker, P. M. (2001, May). *Using curriculum-based measurement in mathematics to improve student performance*. Presentation for special education teachers of southeast GA in Jekyll Island, GA, sponsored by the Georgia Learning Resources System, Southeast GA Center.
- Hodge, J., & Stecker, P. M. (2000, May). *Implementing curriculum-based measurement in language arts and mathematics*. Presentation for special education coordinators in Greenville, SC.
- Stecker, P. M., & Hodge, J. (1999, March). *Importance of implementing research-validated instructional procedures: Utilizing direct instruction*. Presentation for elementary teachers at Berea Elementary, Greenville, SC.
- Stecker, P. M., Bartz, K., Garrard, J., Hays, R., & Wolf, T. (1999, March). *Implementing the "big ideas" of early literacy instruction: Phonological awareness*. Presentation with early literacy master's students for public school teachers in Oconee and Pickens Counties, SC.
- Stecker, P. M., Chandler, J., Scheffler, E., Ward, S., & Willis, K. (1999, March). *Implementing the "big ideas" of early literacy instruction: Alphabetic principle and fluency*. Presentation with early literacy master's students for public school teachers in Oconee and Pickens Counties, SC.
- Stecker, P. M. (1997, October). *Implementation of computerized curriculum-based measurement in reading*. Workshop for 24 elementary and middle schools of Cobb County, Smyrna, GA.

- Stecker, P. M. (1997, July). *Establishing a pilot program to enhance instructional effectiveness using curriculum-based measurement*. Presentation for Cobb County, GA school personnel, Smyrna, GA.
- Stecker, P. M. (1994, October). *Implementation of curriculum-based measurement as progress monitoring in public schools*. Workshop presented at the University of North Alabama for Florence, AL public school teachers, Florence, AL.
- Stecker, P. M. (1994, August). *Curriculum-based measurement: Implementation and application*. Inservice and school visitations through Mid-Eastern Ohio Special Education Regional Resource Center, Cuyahoga Falls, OH.
- Stecker, P. M. (1994, March). *Using curriculum-based measurement to monitor the progress of students with disabilities or who are low achieving*. Presentation as part of the Regular Education Initiative--Inclusive/Integration Level I Training Workshop for the Chicago Public Schools, Chicago.
- Stecker, P. M. (1993, May). *Implementing curriculum-based measurement in the schools*. Presentation at the annual workshop of the Chicago Area School Psychology Association, Chicago.
- Stecker, P. M., & Whinnery, K. W. (1991, May). *Implementing curriculum-based measurement in reading and mathematics in public schools*. CBM instructional procedures for school personnel, Union City Schools, Union City, TN.
- Stecker, P. M., & Fuchs, L. S. (1990, February). *Implementing curriculum-based measurement in reading, spelling, and math in the schools*. CBM instructional procedures for elementary school personnel, Monroe Elementary School, Norfolk, VA.
- Stecker, P. M. (1988, June). *Curriculum-based measurement procedures in math: Applications for Pine County, MN*. CBM implementation training procedures for special education staff of Pine County, MN, held in Nashville.

GRANTS

Research

National or Large Scale

Institute of Education Sciences: *Professional Development for Algebra Progress Monitoring*.

Submitted by Iowa State University, Principal Investigator: Anne Foegen. Subaward total of \$597,010.00 to Clemson University with Pamela M. Stecker as PI (2009-2014). Total grant award of \$1.5 million.

McGraw-Hill Digital Learning Research Grant: *Technical Adequacy of a Web-Based Progress Monitoring System in Grades 1-8—Continuation*.

Stecker, P. M., Principal Investigator. (2005-2007). Awarded \$294,114.00 for examining the efficacy of a Web-based progress monitoring system in mathematics and reading/language arts.

McGraw-Hill Digital Learning Research Grant: *Technical Adequacy of a Web-Based Progress Monitoring System in Grades 1-8*.

Stecker, P. M., Principal Investigator. (2004-2005). Awarded \$245,000.00 for determining reliability and validity of a Web-based progress monitoring system in mathematics (Gr. 1-8) and in reading/language arts (Gr. 2-8) implemented in 78 classrooms with approximately 1300 students.

Clemson University

Clemson University Research Grant: Progress Monitoring of Students' Strategic Development for Middle School Students with Mathematics Disabilities.

Zhang, D., & Stecker, P. M. (2011-2012). Awarded \$8,405.00 to assess students' strategic choices when solving fraction problems and then select a smaller set of students for training in strategic development to facilitate their use of more advanced levels of strategic choices.

Clemson University College of Health, Education, and Human Development Summer Research Grant: Technical Adequacy of "Decodable Names Lists."

Stecker, P. M. (2001, summer). Awarded \$4200 to assist with coding data related to the technical adequacy of newly developed early literacy decoding measures for 1st-4th graders.

Clemson University Research Grant: Instructional Utility of Decodable Names Lists.

Stecker, P. M. (1999-2000). Awarded \$670 to collect progress monitoring data for 1st & 2nd graders and perceptions of instructional utility across practicum students and classroom teachers. (Dean also contributed \$500 from the College of Health, Education, and Human Development to make up budget deficit.)

Clemson University Research Grant: Technical Features of Early Literacy Measures: Decodable Names Lists.

Stecker, P. M. (1998-1999). Awarded \$2977 to collect progress monitoring data for decoding skills of first and second graders.

Instructionally Related

Federal

U.S. Department of Education, Doctoral Leadership Grants, *Roadmap to Excellence for School and University Leaders in Teaching and Scholarship (RESULTS)*.

Correa, V., Principal Investigator with J. Hodge, K. McDuffie, P. Riccomini, J. Ryan, & P. Stecker as Co-PIs (2009-2013). Awarded \$800,000 for 4-year grant to support doctoral-level training in special education.

State

SC Dept. of Education, *Project CREATE: Center for ReEducation and Advancement of Teachers in Special Education*. (2013-2014).

Stecker, P. M., Principal Investigator. Awarded \$15,316 to co-teach an online course, "Characteristics of Individuals With Learning Disabilities," with Dr. Sara Mackiewicz to eligible teachers throughout the State who were seeking a teaching certificate in learning disabilities.

SC Dept. of Education, *Project CREATE: Center for ReEducation and Advancement of Teachers in Special Education.* (2012-2013).

Stecker, P. M., Principal Investigator. Awarded \$15,349 to co-teach an online course, “Characteristics of Individuals With Learning Disabilities,” with Dr. Sara Mackiewicz to eligible teachers throughout the State who were seeking a teaching certificate in learning disabilities.

SC Dept. of Education, *Project CREATE: Center for ReEducation and Advancement of Teachers in Special Education.* (2011-2012).

Stecker, P. M., Principal Investigator. Awarded \$15,463 to co-teach an online course, “Characteristics of Individuals With Learning Disabilities,” with Dr. Sara Mackiewicz to eligible teachers throughout the State who were seeking a teaching certificate in learning disabilities.

SC Dept. of Education, Funded by U.S. Dept. of Education, Improving Teacher Quality Grants: *The Clemson/Charleston Literacy Project.*

Hodge, J., Principal Investigator with P. M. Stecker, V. Correa, & M. Martin as Co-PIs: \$600,000 approved for funding beginning 2008 for 4 years but never awarded.

U.S. Department of Education, Office of Special Education Programs, *State Improvement Grant* awarded to SC Office of Exceptional Children (2003-2005).

State subcontract of \$54,000 awarded to Clemson University for each of 2 years equally for Stecker, Hodge, Riccomini, and Buford to provide State training and coaching for targeted schools to support effective reading instruction and assessment and to promote positive behavior in schoolwide initiatives.

South Carolina Commission on Higher Education, Columbia: *Facilitating the Use of Research-Validated Practices in Schools--The Center of Excellence in Rural Special Education.*

Hodge, J., Stecker, P. M., & Katsiyannis, A. (1998-1999). Awarded \$13,999 (a) to provide inservice and preservice faculty development at a rural elementary school by focusing on enhancement of literacy achievement and improvement of student behaviors and (b) to build a network among institutions of higher education throughout the state of SC. Centers of Excellence Mini-grants Program, Education Improvement Act of 1984.

Clemson University

Eugene T. Moore School of Education’s Alumni Assessment, Accountability, and Accreditation Grants: *Improving Program Effectiveness of the Master’s Degree in Special Education: Analysis of Program Assessment Tools and Change in Candidate Perceptions*

Stecker, P. M., & Hodge, J. (2010). Awarded \$4000.00 for 1 year to redesign graduate exit survey, convert it to an online system, pilot the new system, use with graduating students, summarize data, and use data in program reports and program modifications.

Eugene T. Moore School of Education’s Alumni Assessment, Accountability, and Accreditation Grants: *Special Education Effectiveness: Student and Faculty Perceptions.*

Hodge, J., & Stecker, P. M. (2009). Awarded \$3000.00 for 1 year to redesign undergraduate exit survey, convert it to an online system, pilot the new system, use with graduating

seniors, summarize data, use data in program reports and in program modifications, submit proposal, and present results of the project to faculty.

Creative Inquiry: Implementing Web-Based Progress Monitoring with Teachers of Students with Disabilities.

Stecker, P. M. (2006-2008). Awarded \$7,500.00 across 2 years to fund projects and conference travel for undergraduates and doctoral student mentor to develop expertise in implementation of progress monitoring procedures in K-8 classrooms.

Clemson University's Innovations in Teaching Fund: Using Audio and Video Clips of K-12 Students to Enhance Preservice Teachers' Experience: An Innovative Instructional Strategy.

Riccomini, P. J., & Stecker, P. M. (2002). Awarded \$20,000 to fund development of instructional technology modules for curriculum-based measurement in reading and mathematics to be available by CD-ROM or Web for use across teacher education courses in special and general education.

Clemson University's Innovations in Teaching Fund: Promoting Professional Development of Preservice Teachers Through Conference Participation.

Stecker, P. M. & Hodge, J. (1998-1999). Proposal request of \$8031.94 to fund all full-time special education undergraduates and graduate students to attend the International Council for Exceptional Children's annual convention to be held April 14-17, 1999 in Charlotte, NC. Not funded initially but was resubmitted for Departmental funding and subsequently funded.

Clemson University's Bell South Technology Grant: Project Trainee (1 of 12) from Department of Educational Foundations and Special Education and the Department of Curriculum and Instruction.

Stecker, P. M. (1998-1999). Awarded \$2,000 for technology training and implementation in classroom instruction.

Clemson University's Innovations in Teaching Fund: Extending Field Experiences with Multimedia Technology.

Stecker, P. M., & Peters, C. (1996-1997). Awarded \$11,744 to purchase equipment to support the development of multimedia for coursework.

Saint Xavier University, Chicago

Lilly Foundation Multicultural Grant

Stecker, P. M. (1995-1996). Center for Educational Practice award of \$200 to attend and present a multicultural project at the International Reading Association annual conference held in New Orleans.

Faculty Development Grant

Stecker, P. M. (1995-1996). Center for Educational Practice and the Office of the Vice President of Academic Affairs award of \$100 to attend and to present at the International Reading Association held in New Orleans.

Faculty Development Grant

Stecker, P. M. (1994-1995). Center for Educational Practice award of \$300 to attend and to present at the Council for Exceptional Children annual conference held in Indianapolis and to use information to enhance teaching effectiveness.

Teaching Incentive Grant

Stecker, P. M. (1992-1993). Center for Educational Practice award of \$300 to attend and to present at the Council for Exceptional Children annual conference held in San Antonio and to use information to enhance teaching effectiveness.

INVITED REVIEWS

Solicited Manuscript Reviewer

Reading Research Quarterly (2012, summer). Reviewer for journal dealing with research articles in literacy published by the International Reading Association.

Journal of School Psychology (2011, fall). Reviewer for journal that publishes original empirical articles and literature reviews on research and practice relevant to psychological and behavioral processes in school settings by the Society for the Study of School Psychology.

Scientific Studies of Reading (2007, summer). Reviewer for journal dealing with research articles in reading published by the Society for the Scientific Study of Reading.

Remedial and Special Education (2004-2005, fall). Reviewer for journal dealing with both research and practitioner-oriented articles published by PRO-ED of Austin, TX.

School Psychology Review (2004, fall-2005). Reviewer for research and practitioner-oriented journal in school psychology published by the National Association of School Psychologists.

Learning Disabilities Research and Practice (2003, fall - 2005, fall). Reviewer for journal dealing with both research and practitioner-oriented articles published by the Division for Learning Disabilities of the International Council for Exceptional Children.

Journal of Learning Disabilities (2002, fall). Guest reviewer for a research journal in learning disabilities.

Learning Disability Quarterly (1993). Guest reviewer for special issue.

Journal of Special Education (1992, 1988). Guest reviewer for selected manuscripts.

Conference Proposals

Council for Exceptional Children, Instructional Design and Strategies Topical Area. (2011, Summer; 2012, summer; 2013, summer). Reviewer for topical area sessions for the International Council for Exceptional Children convention held in Denver in 2011, in San Antonio in 2013, and in Philadelphia in 2014.

Council for Exceptional Children, Instructional Design and Strategies Topic Area—Program Advisory Committee member for 2011 Convention. (2010, summer/fall). Managed over 200 proposals submitted for consideration of presentation at the 2011 convention in National Harbor, MD.

Division for Learning Disabilities of the Council for Exceptional Children Convention Proposals (2005, summer; 2006, summer; 2007, summer; 2008, summer; 2009, summer; 2011, summer). Reviewer for division's slots at the upcoming International Council for exceptional Children conventions held in Salt Lake City in 2006, in Louisville, KY in 2007, in Boston in 2008, in Seattle in 2009, in Nashville in 2010, and in Denver in 2012.

Response to Intervention Strand for the Council for Exceptional Children Convention Proposals (2009, summer; 2011, summer). Reviewer for strand's slots at the International Council for Exceptional Children convention held in Nashville in 2010 and in Denver in 2012.

Instructional Strategies Strand of the Council for Exceptional Children Convention Proposals (2005, summer). Reviewer for strand's slots at the International Council for Exceptional Children conference held in Salt Lake City in 2006.

Division for Research of the Council for Exceptional Children Convention Proposals (2002, summer; 2003, summer). Reviewer for research division's slots at the International Council for Exceptional Children conferences held in Seattle in 2003 and in New Orleans in 2004.

Grant Applications

Reading First Expert Panel Reviewer (2002, May- Sept. 2003). Federal activity under *No Child Left Behind Act of 2001*. One of 72 members selected nationally to review state grant applications for formula funding. By law, applications were judged against 25 major criteria; if one criterion failed to be met, the application was rejected. The state then had the opportunity to revise and resubmit with the application being sent to original review panel.

Grant-Related Materials

IRIS Center for Faculty Enhancement. (2009). Vanderbilt University, Nashville, TN. Reviewed two case study modules on response to intervention: *Data-Based Decision Making* and *Progress Monitoring*.

Institutes in Beginning Reading (K-3) I and II. (2004). University of Oregon, College of Education

and American Institutes for Research, Washington, DC. Reviewed the quality of professional development training provided over multiple days regarding focus and objectives, content, organization, application activities, and presentation of content, especially as related to the replication of delivery of these institutes in home states.

Responsible Reintegration of Academically Competent Students (1994). University of Oregon, College of Education, School Psychology Program. Reviewed curriculum-based measurement graphed data.

Curriculum-Based Assessment in Special Education (1993). University of Delaware, College of Education, Department of Educational Studies. Reviewed mathematics videotapes and instructional manuals developed to assist teachers in using curriculum-based assessment.

PROFESSIONAL LEADERSHIP POSITIONS

National/International

International Reading Association's Advisory Board for the Commission on Response to Intervention (2008-2011). Invited member by IRA President Barbara Walker.

DLD's President's Task Force on LD Standards. (2007-2010). Appointed by the President of DLD to represent DLD on a task force in conjunction with CLD to develop advanced standards for learning disabilities professionals and to direct a national validation study.

International Reading Association's Title I Committee. (2007-2009). Appointed member by President of the IRA to serve one year; reappointed the second year by new IRA President to serve another term.

Advanced Standards for Learning Disabilities, Ad Hoc Committee of the Division for Learning Disabilities of the International Council for Exceptional Children (2006-2007). Appointed member of committee to develop and manage national validation study for advanced standards to be used in graduate programs for teachers and professionals working with students with learning disabilities.

Division for Learning Disabilities, International Council for Exceptional Children (2005-2008). As chairperson of a standing committee (Professional Development, Standards, and Ethics Committee) appointed member of the DLD Board. Attend three Board meetings annually.

Professional Development, Standards, and Ethics Committee of the Division for Learning Disabilities of the International Council for Exceptional Children (2008-2009). Appointed member of committee to review professional standards for learning disabilities and select/award nominees for national award of outstanding contribution to the field and for several innovative teaching grant proposals.

Professional Development, Standards, and Ethics Committee of the Division for Learning

Disabilities of the International Council for Exceptional Children (2005-2008). Appointed Chairperson of committee to manage validation process of professional standards for teachers of students with learning disabilities and recommend to the Council for Exceptional Children as national standards. Solicit nominees and select candidates for several national awards.

Professional Development, Standards, and Ethics Committee of the Division for Learning Disabilities of the International Council for Exceptional Children (2002-2005). Appointed member of committee to review professional standards for learning disabilities and select/award nominees for national award of outstanding contribution to the field and for several innovative teaching grant proposals.

Program Co-Chair for Professors of Reading Teacher Educators of the International Reading Association (2001-2004). Elected position to prepare call for proposals, review proposals, secure keynote speaker, and develop this special interest group's presentation slots for keynote and roundtables at the annual conference of the International Reading Association.

State

Member of South Carolina's Steering Committee for the State Personnel Development Grant—*SC Gateways: From Cradle to Careers*. (2011-present). Appointed position by the leadership in the SC State Department of Education.

Member of South Carolina's Leadership Team for Research-Based Schoolwide Practices (2007-2011). Appointed position by the Office of Exceptional Children for advisory group on statewide implementation of academic and behavioral programs.

Nominations Committee/member of South Carolina-Teacher Education Division of the Council for Exceptional Children (2002-2003). Appointed position by President to develop slate of officers for next election and to meet with executive board throughout the year.

Secretary of South Carolina-Teacher Education Division of the Council for Exceptional Children (2001-2002). Elected position. Attend executive board meetings and record minutes.

Nominations Committee member of the South Carolina Federation of the Council for Exceptional Children (2000-2001). Appointed position to develop slate of officers for election at the 2001 annual conference.

Treasurer of South Carolina-Teacher Education Division of the Council for Exceptional Children (2000-2001). Elected position. Assisted with finances and reports; attended executive board meetings.

Past President of South Carolina-Division for Learning Disabilities of the Council for Exceptional Children (2000-2001). Elected position. Assisted with on-site registration at 1st national DLD conference held in Charleston, September, 2000. Wrote nomination letter on behalf of SC-DLD for former Clemson graduate student, Jennifer Young, then a special educator in Greenville, who won SC-CEC's "Rookie Teacher of the Year" award at the annual SC-CEC

conference in Hilton Head, February, 2001.

President of South Carolina-Division for Learning Disabilities of the Council for Exceptional Children (1999-2000). Elected position. Hosted annual SC-DLD conference. Fall 1999 DLD Conference: “Translating Research to Effective Instructional Practices.” Keynote Speaker: Dr. Michael S. Rosenberg, Chair of Special Education at The Johns Hopkins University. Concurrent sessions followed, which were presented by 12 teacher educators across the state.

President Elect of South Carolina-Division for Learning Disabilities of the Council for Exceptional Children (1998-1999). Elected position. Assisted with annual SC-DLD conference, helped to develop “Blue Chips Teacher Exchange” session at SC-CEC conference, and attended executive board meetings and state CEC meetings.

Vice President of South Carolina-Division for Learning Disabilities of the Council for Exceptional Children (1997-1998). Elected position. Assisted with annual state conference and edited division newsletters. Four-year commitment to serve in subsequent years as President Elect, President, and Past President.

Membership Committee member of the South Carolina-Teacher Education Division of the Council for Exceptional Children (1997-present). Appointed position to develop strategies for enhancing membership and communication/collaboration among higher education faculty in special education in South Carolina.

University

Clemson University: University level

Research Council (2012-2015). Elected position, representing School of Education on advisory board to the Vice President of Research.

Research Council (2010-2011). Appointed position while elected faculty member was on leave. Represents College on advisory board to the Vice President of Research.

Research Grants (2009-2012). Elected position. Represents College on committee that reviews internal applications for research support, project completion grants, and nominations/applications for faculty award in research.

Clemson University: College level

College of Health and Human Development Research Committee. (2014-2015). Appointed position by the Dean of the School of Education to represent the SOE on common research interests and planning of the joint annual Research Forum.

College of Health and Human Development and School of Education Joint Staff Awards

Committee. (2014-2015). Appointed by Associate Dean of College to serve as reviewer of applications for staff awards in the College and School.

College of Health, Education, and Human Development Academic Advising Committee (2009-2012). Elected position. Represents Teacher Education on committee that examines faculty advisor and student advising issues across the College.

College of Health, Education, and Human Development Academic Advising Committee (2006-2009). Elected position. Represents Teacher Education on committee that examines faculty advisor and student advising issues across the College.

College of Health, Education, and Human Development Research Committee (2005-2008). Department representative elected to serve on college committee that promotes faculty research endeavors, including sponsorship of annual Faculty Research Forum.

College of Health, Education, and Human Development Faculty Mentor (2006-2008). Selected by Department Chair to function as mentor for pretenured colleague: Kimberly McDuffie (special education). Involves formal College meetings on mentoring and regular meetings about teaching and research with mentee.

College of Health, Education, and Human Development Academic Advising Committee. (2005-2006). Elected position to fulfill term vacated by retiree. Represent Teacher Education on committee that examines faculty advisor and student advising issues across the College.

College of Health, Education, and Human Development Faculty Mentor. (2003-2004). Selected by Department Chair to function as mentor for pretenured colleague: Paul J. Riccomini (special education). Involves formal College meetings on mentoring and periodic meetings about teaching and research with mentee.

College of Health, Education, and Human Development Research Committee. (1998-2000). Department representative elected to serve on college committee that promotes faculty research endeavors, including sponsorship of annual Faculty Research Forum.

Graduate Student Research Forum. (1996-1997). College representative appointed by the Dean on University committee that sponsors a forum for student research and evaluates projects.

Clemson University: School of Education/Department of Education and Human Development

Tenure, Promotion, and Reappointment Committee (2015-2018). Elected by department to help make recommendations about tenure, promotion to Senior Lecturer, Associate Professor, or Professor, and decisions about rehires.

Clemson University: School of Education/Teacher Education

School of Education Faculty Mentor Committee (2012-2013). Appointed by Department Chair to plan group mentoring workshops and activities to support a large group of incoming faculty in the School. Involves regular meetings and social activities.

School of Education Faculty Mentor. (2012-2013). Appointed by Department Chair to function as mentor for pretenured colleague: Anna Hall (early childhood). Involves regular meetings about teaching and research with mentee.

School of Education Search Committee. (2012-2013). Appointed member on committee to interview and recommend candidates for faculty position in special education.

School of Education Post-Tenure Review Committee. (2011-2014; Chairperson, 2011-2012). Elected position in Teacher Education to serve on faculty evaluation committee for regularly scheduled post-tenure reviews.

School of Education Faculty Mentor. (2010-2012). Appointed by Department Chair to function as mentor for pretenured colleague: Sara Mackiewicz (special education). Involves regular meetings about teaching and research with mentee.

School of Education Search Committee. (2010-2011). Appointed member on committee to interview and recommend candidates for two faculty positions in special education. Both resulted in hires.

School of Education Search Committee. (2009-2010). Appointed member on committee to interview and recommend faculty member for position in special education that resulted in a hire.

School of Education Post-Tenure Review Committee. (2009-2011). Elected position in Teacher Education to serve on faculty evaluation committee for regularly scheduled post-tenure reviews.

School of Education NCATE Task Force. (2007-present). Appointed position to represent special education in preparing for upcoming National Council of Accreditation in Teacher Education visit.

School of Education Post-Tenure Review Committee. (2006-2009). Elected position in Teacher Education to serve on faculty evaluation committee for regularly scheduled post-tenure reviews.

School of Education Search Committee. (2005-2006). Appointed member on committee and elected Chairperson to interview and recommend faculty member for position in special education; resulted in a hire.

Teacher Education Chair Evaluation Committee. (2005-2006). Elected member on committee to gather information and write evaluation report of the Chair of Teacher Education for submission to the Dean.

School of Education Search Committee. (2004-2005). Appointed member on committee to interview and recommend faculty member for position in special education; resulted in a hire.

School of Education Post-Tenure Review Committee. (2004 elected but did not serve). Elected 2-year position by Teacher Education to serve on faculty evaluation committee for regularly scheduled post-tenure reviews. School of Education restructured guidelines to include only full professors, so I was no longer eligible to serve.

School of Education Post-Tenure Review Committee. (2003, fall, Co-Chair; 2004, spring, on sabbatical leave). Elected 1-year position by Teacher Education to serve on faculty evaluation committee for regularly scheduled post-tenure reviews.

School of Education Search Committee. (2002-2003). Appointed member on committee to interview and recommend clinical faculty candidate for elementary education.

School of Education Post-Tenure Review Committee. (2001-2003; 2002-2003, Chair). Elected 2-year position by the School of Education to serve on faculty evaluation committee for regularly scheduled post-tenure reviews.

Standards Analysis and Assessment Project Committee. (2001-2003). Appointed representative for special education program on committee to lead School of Education in analyzing current standards used in teacher and related-personnel preparation programs and in implementing plan to enhance coursework to meet new performance-based standards.

Special Education Search Committee. (2000-2001; Chair). Appointed position by Director of School of Education and Dean to search for one tenure-track, assistant/associate-level professor in special education. Elected by Committee as chairperson for search. Position was filled.

Graduate Advisory Committee. (1999-2000). Elected position to develop and standardize procedures across graduate programs in the School of Education.

Graduate Admissions Committee. (1999-2000). Elected position to evaluate doctoral-level applicants for the program in Curriculum and Instruction.

Special Education Search Committee. (1999-2000; Chair). Appointed position by Advisory Committee and Dean to search for tenure-track, assistant/associate-level professor in special education. Elected by Committee as chairperson. Position was not filled.

Special Education Search Committee. (1998-1999; Chair). Appointed position by Advisory Committee and Dean to serve on committee for search of two tenure-track, assistant professors in special education (E/BD and MR). Elected by Committee as chairperson; both positions were filled.

Advisory Committee (1998-2000). Elected representative of special education area in meetings with Department Chairperson and five other program areas in education.

Special Education Search Committee. (1997-1998; Chair). Appointed position by Advisory Committee and Dean to serve on committee for search of two tenure-track, assistant- and associate-level professors in special education. Elected by Committee as chairperson for both searches. Searches resulted in only the associate-level position being filled.

Scholarship Committee. (1996-1998). Department-elected position on committee that recognizes and honors student scholarship.

Department Social Committee. (1996-1998; 1996-1997, Chair). Department-elected position on committee that supports collegiality and fellowship among faculty and staff.

Saint Xavier University, Chicago: University

University Curriculum Committee. (1996 to serve 3-year term). University-elected position to review curricular program changes in any of the four schools within the university. However, moved to Clemson University prior to providing service.

Religious Affairs Committee. (1993-1996; 1995-1996, Chair). Universitywide elected position for committee that sponsored annual colloquia to encourage dialogue about religious issues and religious diversity.

President's Task Force on Catholic Identity. (1993-1996). Universitywide elected member for the first two years and appointed by the President during the third year to serve on committee that suggested ways to enhance the Catholic nature of the University, while supporting religious diversity.

Assessment Council for Excellence. (1992-1995). School of Education representative appointed by the Dean to serve on council that addressed University assessment issues in preparation for self-study related to North Central Association accreditation review.

Task Force on Cross-Cultural Literacy. (1992-1995). Assessment Council for Excellence liaison elected by committee for task force responsible for beginning assessment of cultural awareness/sensitivity among University students.

Whitman Academy. (1992, spring). School of Education liaison appointed by the Dean for collaborative council of Chicago principals and Saint Xavier business and education faculty.

Saint Xavier University, Chicago: School of Education

Scholarship Committee. (1995-1996, Chair). Elected position on committee that recognized and honored student scholarship and alumni distinctions.

Graduate Research Committee. (1993-1996). Elected member of committee that redesigned graduate project and thesis options for students in the masters' programs.

Division II Committee. (1993-1996). Appointed member of committee that managed affairs of the professional development programs, including off-campus coursework offered by the School of Education's master degree programs.

Thesis/Graduate Project Proposal Committee. (1992, summer; 1993, Jan. term; 1993, summer; 1994, Jan. term; 1994, fall; 1995, fall). Appointed standing member of 2-person committee that reviewed and provided support to master's students and their advisors when the master's level project or research was being proposed.

Search Committee for Assistant Professor in Science Methods and Administration. (1994). Appointed position for external search for faculty member who could teach science methodology coursework as well as become advisor for administrative program.

Search Committee for Division I and Division II Leaders. (1994). Appointed positions for internal searches for two faculty members to administer programs in teacher preparation and professional development, respectively.

Search Committee for Dean. (1992-1993). Appointed position for national search for person to manage the affairs of the School of Education.

Learning Disabilities Committee. (1992-1996). Member of committee that oversaw the Graduate Program in Learning Disabilities and made decisions regarding other special education coursework offered at the university.

Community Advisory Board for Program in Learning Disabilities. (1992-1996). Invited member of council that reviewed Program in Learning Disabilities in response to needs in the field.

COURSES TAUGHT

Clemson University

Undergraduate Courses

Characteristics of Individuals with Emotional/Behavioral Disabilities. (ED SP 469). (1998, summer).

Characteristics of Individuals with Learning Disabilities. (ED SP 470). (1999, fall; 2000, summer; 2001, fall; 2002, fall; 2003, fall).

Characteristics and Strategies for Individuals With Learning Disabilities. (ED SP 372). (2008, fall).

Creative Inquiry: Progress Monitoring I. (ED 438). (2006, fall).

Creative Inquiry: Progress Monitoring II. (ED 397). (2007, spring).

Creative Inquiry: Progress Monitoring III. (ED 397). (2007, fall).

Creative Inquiry: Progress Monitoring IV. (ED 397). (2008, spring).

Education Honors Capstone. (ED 4990). (2014, spring; 2014, fall; 2015, spring).

Educational Procedures for Individuals with Learning Disabilities. (ED SP 475). (1997, summer; 2002, spring; 2003, spring; 2005, spring; 2006, spring).

Field Experience (Seniors). (EDSP 4960, formerly ED SP 496). (2000, fall; 2014, fall).

Honors Contract for Calhoun College. (CHSH 400-023). (2008, fall).

Introduction to Exceptional Children (and honors sections). (ED SP 402/370/3700). (1997,

- spring; 1997, fall; 1998, spring; 1998, fall; 2000, fall; 2001, spring; 2015, spring).
- Practicum in Learning, Emotional/Behavioral, and Mental Disabilities.** (ED SP 476, ED SP 478, ED SP 479). (1996, fall; 1999, spring; 2000, spring; 2010, fall).
- Student Teaching in Special Education.** (EDSP 4980, formerly 413 and 498). (2001, spring; 2002, spring; 2007, spring; 2008, spring; 2009, spring; 2015, spring).
- Teaching Mathematics to Students with Mild Disabilities.** (ED SP 492; EDSP 4920). (2008, fall; 2010, fall; 2011, fall; 2012, fall; 2014, fall; 2015, fall).
- Teaching Reading to Students with Mild Disabilities.** (ED SP 494). (1996, fall; 2000, fall; 2001, fall; 2002, fall; 2003, fall; 2005, fall; 2009, fall).

Graduate Courses

- Advanced Research in Learning Disabilities.** (doctoral seminar: ED SP 931). (1997, spring; 2005, spring).
- Assessment and Accountability in General and Special Education.** (doctoral seminar: ED 901/EDSP 9400). (2009, fall; 2016, spring).
- Characteristics of Individuals with Emotional/Behavioral Disabilities.** (ED SP 669). (1998, summer).
- Characteristics of Individuals with Learning Disabilities.** (ED SP 670; changed to ED SP 810 in 2012 and then to EDSP 8100). (1999, fall; 2001, summer; 2001, fall; 2002, fall; 2003, fall; 2006, fall; 2007, fall; 2011, fall; 2012, fall).
- Characteristics of Individuals With Learning Disabilities—Hybrid version (MAT program).** (EDSP 8100). Taught face-to-face and asynchronously online. (2016, summer).
- Characteristics of Individuals with Learning Disabilities—Online version (Project CREATE).** (ED SP 670). Co-taught with Janie Hodge and conducted synchronously online through *Breeze/Adobe Connect*. (2007, summer; 2008, summer; 2009, summer; 2010, summer; taught independently 2011, summer.)
- Characteristics of Individuals with Learning Disabilities—Online version (Project CREATE).** (ED SP 8100). Co-taught with Sara Mackiewicz and conducted online synchronously and asynchronously through *Adobe Connect*. (2012, summer; 2013, summer; 2014, summer).
- Directed Research** (ED SP 894). (2011, spring).
- Doctoral Dissertation Research** (ED SP 991). (2004, fall; 2005, spring, 2005, summer; 2005, fall; 2012, spring; 2012, summer, 2012, fall).
- Doctoral Internship in Curriculum and Instruction.** (ED SP 980). (2000, summer; 2000, fall; 2001, spring; 2005, spring; 2005, summer; 2006, summer; 2011, summer; 2011, fall).
- Doctoral Internship in College Teaching and Supervision.** (EDSP 9500). Supervision of students teaching “Introduction to Exceptional Children” independently. (2016, fall).
- Educational Procedures for Individuals with Learning Disabilities.** (ED SP 675). (1997, summer; 2002, spring; 2003, spring; 2005, spring; 2006, spring; 2007, spring; 2008, spring; 2011, spring).
- Evidence-Based Research in Instructional Design and Delivery.** (doctoral seminar: ED SP 934/EDSP 9340). (2009, spring; 2010, fall; 2016, fall).
- Field Experience in EBD.** (EDSP 8380). (2015, spring).
- Independent Study in Special Education: Assessment and Instruction in Early Literacy.** (ED SP 739). (2003; spring).
- Independent Study in Special Education: Writing for Publication.** (ED SP 739). (2005, summer).

- Introduction to Exceptional Children.** (ED SP 602). (1997, spring; 1997, fall; 2000, fall; 2001, spring).
- Practicum in Learning, Emotional/Behavioral, and Mental Disabilities.** (ED SP 676, 678, 679). (1996, fall; 1999, spring; 2000, spring; 2000, fall; 2003, spring; 2007, spring; 2007, fall; 2008, spring; 2011, spring; 2012, spring; 2013, spring).
- Program Models, Evaluation, and Current Trends in Special Education.** (Co-instructed doctoral seminar: ED SP 934). (2000, spring; 2005, fall).
- Selected Topics in Special Education: Assessment and Instructional Practices in Elementary-Level Literacy.** (ED SP 738). (2006, summer).
- Selected Topics in Special Education: Instruction in Early Literacy.** (ED SP 636). (1997, fall; 1998, fall; 1999, fall).
- Selected Topics in Special Education: Research in Early Literacy.** (ED SP 636). (1998, spring; 1999, spring; 2000, spring).
- Selected Topics in Special Education: Teaching Reading to Students With Mild/Moderate Disabilities.** (ED SP 738). (2010, summer).
- Special Problems in Reading Education.** (ED 864). (1999, spring; 2000, spring). (independent study).
- Teaching Individuals with Disabilities in Integrated Settings.** (ED SP 823). Co-taught with Janie Hodge. (2009, summer; 2010, summer).
- Teaching Mathematics to Individuals with Mild Disabilities.** (ED SP 822/8220; EDSP 8220). (2010, fall; 2012, fall; 2014, summer; 2014, fall; 2015, fall (MAT program); 2016, fall (MAT program)).

Saint Xavier University, Chicago

Undergraduate Course

- Survey of Exceptional Students of Regular Classroom Teachers.** (ED 323). (1992, spring; 1993, spring, fall; 1994, spring, fall; 1995, spring, fall; 1996, spring).

Graduate Courses

- Learning Disabilities Methods Clinic.** (ED 553) (1992, spring, fall; 1994, spring; 1995, spring; 1996, spring).
- Practicum in Learning Disabilities.** (ED 562). (1992, summer).
- Psychoeducational Evaluation of Children With Learning Disabilities and Reading Difficulties.** (ED 551). (1992, spring; 1993, spring).
- Psychoeducational Evaluation Clinic.** (ED 551L). (1992, spring; 1993, spring).
- Remediation Methods for Children With Learning Disabilities.** (ED 552). (1992, summer, fall; 1993, fall; 1994, fall; 1995, fall).
- Research Seminar.** (ED 502). (1994, fall).
- Statistics for Research.** (ED 400). (1994, spring, summer, fall; 1995, fall; 1996, summer).
- Student Teaching in Learning Disabilities.** (ED 560). (1993, spring).
- Survey of Exceptional Students for Regular Classroom Teachers.** (ED 413). (1992, spring; 1993, spring, fall; 1994, spring, fall; 1995, spring, fall; 1996, spring).
- Trends and Issues in Learning Disabilities: Classroom-Based Assessment.** (ED 567). (1993, fall).

INVITED LECTURES

Clemson University

College-Level Presentation

Stecker, P. M., & Mackiewicz, S. M. (2011, Oct.). *Tips for obtaining funding and managing grants from the U. S. Dept. of Education.* College of Health, Education, and Human Development Faculty Research Forum, Clemson University.

Undergraduate Courses

Characteristics of Individuals with Learning Disabilities. (ED SP 470). (1997, fall).

Educational Procedures for Individuals with Learning Disabilities. (ED SP 475). (1997, spring).

Educational Procedures for Individuals with Mental Retardation. (ED SP 473). (2000, spring).

Educational Interventions for Individuals with Mild Disabilities. (ED SP 492). (1999, fall).

Introduction to Exceptional Children. (ED SP 370). (2003, spring; 2004, fall).

Teaching Reading to Students with Mild Disabilities. (ED SP 494). (2006, fall; 2007; fall).

Teaching Mathematics to Students With Mild Disabilities. (EDSP 4920). (2013, fall).

Written Communication and Collaboration for the Resource Teacher. (ED SP 495). (2005, spring).

Graduate Courses

Advanced Educational Psychology. (ED F 702). (1999, spring).

Characteristics of Individuals with Learning Disabilities. (ED SP 670). (1997, fall).

Clinical Research in Reading. (ED 862). (1997, summer).

Doctoral Seminar. (ED 9040). (2015, spring).

Educational Procedures for Individuals with Learning Disabilities. (ED SP 675). (1997, spring; 2001, spring; 2005, spring).

Educational Procedures for Individuals with Mental Retardation. (ED SP 673). (2000, spring).

Experimental and Nonexperimental Research Methods in Education I. (ED F 778). (1998, summer).

Language Arts Instruction for Individuals with Disabilities. (ED SP 820). (2004, fall; 2011, spring).

Methods in Secondary Special Education. (ED SP 824). (1997, spring).

Practicum in Learning Disabilities; Practicum in Emotional Disabilities; Practicum in Mental Retardation. (ED SP 676; ED SP 678; ED SP 679). (1997, spring; 1997, fall).

Teaching Individuals With Disabilities in Integrated Settings. (ED SP 823; 2003, spring).

Teaching Mathematics to Students With Mild Disabilities. (ED SP 822). (1997, summer; 1999, summer).

Saint Xavier University, Chicago

Undergraduate Courses

Child Growth and Development. (ED 200). (1995, spring).

Seminar in Teaching and Learning. (ED 445). (1995, spring; 1996, spring).

Graduate Courses

Developmental Assessment for the Young Child. (ED 328/453). (1992, fall; 1994, spring).
Psychoeducational Evaluation of Children With Learning Disabilities and Reading Difficulties. (ED 551). (1992, spring).
Statistics for Research. (ED 400). (1994, spring).

Loyola University, Chicago

Graduate Course

Doctoral Seminar in School Psychology. (1995, spring; 1996 spring).

Middle Tennessee State University, Murfreesboro, TN

Undergraduate Course

Educational Assessment and Diagnosis. (1991, spring).

Tennessee State University, Nashville

Graduate Course

Educational Leadership in the Schools. (1990, fall).

Peabody College of Vanderbilt University, Nashville

Undergraduate Courses

Educational Procedures for Group Instruction. (1990, fall).
Introduction to Exceptionality. (1987, spring; 1988, spring).
Student Teaching Seminar. (1988, spring).

Graduate Courses

Advanced Procedures for Specific Learning Disabilities. (1990, spring).
Educational Procedures in Special Education. (1988, summer; 1990, summer).
Graduate Practicum Seminar. (1991, fall).

DISSERTATION AND THESIS COMMITTEES

Clemson University

Doctoral Committees

Laura O’Laughlin. (2013). *The least restrictive environment clause of the Individuals with Disabilities Education Act and institutional ableism: A critical discourse analysis.* Member of doctoral committee (2010-2013).

Elizabeth Hughes. (2011). *The effects of concrete-representational-abstract sequenced instruction on struggling learners’ acquisition, retention, and self-efficacy of fractions.* Member of doctoral committee (2007-2011).

- Julie Green. (2010). *The effects of peer-mediated vocabulary intervention on science achievement of seventh-grade students with and without learning disabilities*. Member of doctoral committee (2007-2010).
- Katherine Robbins. (2010). *Online reading comprehension among seventh-grade students with high-incidence disabilities in inclusive settings: A mixed-methods study*. Member of doctoral committee (2007-2010).
- Lance Porter. (2006). *The instructional utility of a Web-based progress monitoring system*. Chair of doctoral committee (1999-2006).
- Allyson D. Lanford. (2000). *The effects of classwide teacher-led peer-monitored intervention on kindergarten students' phonological processing*. Member of doctoral committee (1998-2000).

Undergraduate Honors Advising

- Erica Halter. (2013, fall-present). Education Honors. Mentored Erica related to research and dissemination activities as a part of a federal grant project. Helped her to develop and implement her own action research project.
- Melanie McDaniel. (2008, fall). Calhoun Honors College. Worked with Melanie on steps in the publication process as a part of her honors work for ED SP 492.
- Jackie Rosa, Andrea Pandeloglou, and Laura Darby. (1996-1997). Co-advised undergraduate honors students who received University funding for year-long scholarship project, *Touchpoints*, focused on developing and implementing early literacy activities and providing informational materials to Greenville families.

Loyola University, Chicago

Doctoral Committee

- Lara Druckman. (1996). *An investigation of the utility of using local curriculum-based measurement norms versus group standardized norms to predict students at risk for academic failure*. Outside member but major content advisor for doctoral dissertation, Loyola University, Chicago.

Saint Xavier University, Chicago

Master's Theses

- Renita Johnson. (1995). *Self-perceptions of school achievement among African American high school students*. Major advisor for master's thesis.
- Pauline U. Lampkin. (1995). *High school experiences, self-perceptions, aspirations, and educational beliefs of African American male high school seniors*. Major advisor for master's thesis.
- Monica L. Pudil. (1995). *Guidelines for developing an early literacy program with Native American children*. Major advisor for master's thesis.
- Renee C. Benedetto. (1994). *Gender bias in special education referrals*. Major advisor for master's thesis.
- Margaret K. Ruggio. (1994). *Attitudes of general education teachers regarding the inclusion of student with disabilities in general education classrooms*. Major advisor for master's thesis.

thesis.

Kori G. Springer (1994). *Evaluation of a learning disabilities clinic from parents' points of view*. Major advisor for master's thesis.

RELATED TEACHING ACTIVITIES

Teacher Certification Renewal Courses

Stecker, P. M., (2008, July & Sept.). *Implementing progress monitoring to evaluate academic interventions*. Provided week-long course plus one follow-up day for certification renewal credit for teachers, school psychologists, and administrators across the State. Sponsored by the SC State Dept. of Education, Office of Exceptional Children as a part of a summer "Research-to-Practice" conference held in Chapin, SC.

Stecker, P. M., (2008, June & Sept.). *Implementing progress monitoring to evaluate academic interventions*. Provided week-long course plus one follow-up day for certification renewal credit for teachers, school psychologists, and administrators across the State. Sponsored by the SC State Dept. of Education, Office of Exceptional Children as a part of a summer "Research-to-Practice" conference held in Myrtle Beach, SC.

Stecker, P. M. (2007, July & Oct.). *Implementing progress monitoring to evaluate academic interventions*. Provided week-long course plus one follow-up day for certification renewal credit for teachers, school psychologists, and administrators across the State. Sponsored by the SC State Dept. of Education, Office of Exceptional Children as a part of a summer "Research-to-Practice" conference held in Spartanburg, SC.

Stecker, P. M. (2007, June & Oct.). *Implementing progress monitoring to evaluate academic interventions*. Provided week-long course plus one follow-up day for certification renewal credit for teachers, school psychologists, and administrators across the State. Co-sponsored by the SC State Dept. of Education, Office of Exceptional Children and Berkeley County School District as a part of a summer "Research-to-Practice" conference held in Daniel Island, SC.

Stecker, P. M. (2006, July & Oct.). *Progress monitoring academic interventions*. Provided week-long course plus one follow-up day for certification renewal credit for teachers and school psychologists across the State. Co-sponsored by the SC State Dept. of Education, Office of Exceptional Children and the State Improvement Grant as a summer "Research-to-Practice" conference in Charleston, SC.

Stecker, P. M. (2005, June & Oct.). *Using curriculum-based measurement to monitor student progress and the effectiveness of academic interventions*. Provided week-long course plus one follow-up day several months later for certification renewal credit for teachers and school psychologists across the State. Sponsored by the SC State Dept. of Education, Office of Exceptional Children and the State Improvement Grant as a summer "Research-to-Practice" conference in Murrells Inlet, SC.