

Laura E. Bray
The Pennsylvania State University
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University Park, PA 16802
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CURRENT APPOINTMENT RESEARCH INTERESTS Assistant Professor of Education
Department of Educational Psychology, Counseling, and Special Education
College of Education
The Pennsylvania State University

EDUCATION Policy and improvement initiatives, interventions to improve opportunities
Ph.D. and outcomes for individuals with disabilities and their families, qualitative
methods, social network analysis, HLM modeling

University of Pittsburgh
Education: Learning Sciences and Policy, April 2014

M.Ed. **Chestnut Hill College**
Education, May 2008

B.A. **The College of New Jersey**
English, May 2005

PROFESSIONAL EXPERIENCE **Assistant Professor**, 2017 – Present
Special Education, College of Education, The Pennsylvania State University

Instructor, 2015 – 2017
Special Education, School of Education, University of Pittsburgh

Research Assistant, Inclusive Schools Project, working with Jennifer Lin
Russell, 2008- 2014, University of Pittsburgh

Research Assistant, MAAPS Project, working with Christopher Lemons,
2010- 2012, University of Pittsburgh

Special Education Teacher, Bensalem School District, 2007-2008

Special Education Teacher, Philadelphia School District, 2005-2007

PUBLICATIONS **Peer Reviewed Journal Articles**

Lewis, M. M., & Bray, L. E., A call for amicus briefs as a means to influence
special education policy: Lessons learned from Andrew F. *Journal of*

Disability Policy Studies (under review).

Stelitano, L., Russell, J. L., & Bray, L. E., Organizing for the inclusion of special education students in secondary schools. *American Educational Research Journal* (under review).

Sinclair, A.C., Bray, L. E., Wei, Y., Clancy, E., Wexler, J., Lemons, C., & Kerns, D. (2018). Coteaching in content area classrooms: Lessons and guiding questions for administrators. *NASSP Bulletin*, 102(4), 303-322.

Bray, L. E., & Russell, J. L. (2018). The dynamic interaction between institutional pressures and activity: An examination of the implementation of IEPs in secondary inclusive settings. *Educational Evaluation and Policy Analysis*, 40(2).

Bray, L. E., & Russell, J. L. (2016). Going off script: Structure and agency in individualized education program meetings. *American Journal of Education*, 122(3).

Bray, L. E., Mrachko, A., & Lemons, C. (2014). Standardized writing opportunities: A case study of writing instruction in inclusive classrooms. *Teachers College Record*, 116(6).

Russell, J. L., & Bray, L. E. (2013). Crafting coherence from complex policy messages: Educators' perceptions of special education and standards-based accountability policies. *Education Policy Analysis Archives*, 21(5).

Manuscripts in Preparation

Bray, L. E., Sinclair, A. C., Wei, Y., Clancy, E., Wexler, J., Lemons, C., & Kerns, D., Co-Teachers' sensemaking of their instruction and roles: Noticing and interpreting environmental cues. (expected submission: Spring, 2019).

Bray, L. E., Childs, J., Norris, & Alvis-Ruiz. Mapping policy messages from NCLB to IDEA: The influence of policy networks on educational reform. (expected submission: Spring, 2019).

Bray, L. E., & Stelitano, L., Organizing for inclusion. (expected submission: Spring, 2019).

**PEER-
REVIEWED
PRESENTATIO
NS**

Bray, L. E., & Childs, J. Mapping political coalitions and the advancement of ideas in the reform of special education policy. Paper presentation at the annual meeting of the American Educational Research Association, April 2018, New York, NY.

Bray, L. E., & Conway, S. Dynamic identities: Exploring the development of dually certified pre-service teachers' professional identities. Paper presentation at the annual meeting of the American Educational Research Association, April 2018, New York, NY.

Bray, L. E., & Conway, S. An examination of dually certified pre-service teachers' perceptions of professional identity. Presentation session at the annual meeting of the Council for Exceptional Children, February 2018, Tampa, FL.

Conway, S., & Bray, L.E. An examination of dually certified pre-service teachers' perceptions of professional identity. Presentation at the fall meeting of The Pennsylvania Association of Colleges and Teacher Educators, October 2017, Harrisburg, PA.

Bray, L. E., & Childs, J. Mapping policy messages from NCLB to IDEA: The influence of policy networks on educational reform. Paper presentation at the annual meeting of the American Educational Research Association, April 2017, San Antonio, TX.

Bray, L. E. & Russell, J. L. Loose and tight coupling of institutionalized structures to activity: The implementation of individualized education programs within inclusive settings. Paper presentation at the annual meeting of the American Educational Research Association, April 2017, San Antonio, TX.

Bray, L. E., Sinclair, A. C., Clancy, E., Wei, Y., Wexler, J., Lemons, C., & Kerns, D. "Go teach": Lessons from middle school co-teachers on their provision of content-area literacy instruction. Roundtable presentation at the annual meeting of the American Educational Research Association, April 2017, San Antonio, TX.

Stelitano, L., Russell, J. L., & Bray, L. E. Organizing for the inclusion of special education students in secondary schools. Paper presentation at the annual meeting of the American Educational Research Association, April 2017, San Antonio, TX.

Bray, L. E. The utility of individualized education programs within secondary inclusive settings. Multi-Presentation session at the annual meeting of the Council for Exceptional Children, April 2017, Boston, MA.

Bray, L. E., Sinclair, A. C., Clancy, E., Wei, Y., Wexler, J., Lemons, C., & Kerns, D. Lessons from middle school teachers on providing literacy instruction within co-taught classrooms. Presentation at the annual meeting of the Council for Exceptional Children, April 2017, Boston, MA.

Bray, L. E. & Russell, J. L. The implementation of standardized education programs: An examination of the IEP process in secondary inclusive settings.

Paper presentation at the annual meeting of American Educational Research Association, May 2015, Chicago, IL.

Bray, L. E., Lemons, C. & Mrachko, A. Standardization of writing instruction: A case study of writing instruction in inclusive classrooms. Paper presentation at the annual meeting of American Educational Research Association, May 2013, San Francisco, CA.

Russell, J. L. & Bray, L. E. Individualization in an era of standardization: Educating students with special needs in the context of accountability. Roundtable presentation at the annual meeting of the American Educational Research Association, May 2013, San Francisco, CA.

Bray, L. E. The effects of comprehensive school reform efforts on reading scores for elementary school students with disabilities. Paper presentation at the annual meeting of American Educational Research Association, May 2012, Vancouver. British Columbia, Canada.

Bray, L. E. An examination of power dynamics within boundary objects: Origin, function, language and positioning. Paper presentation at the annual meeting of American Educational Research Association, May 2012, Vancouver. British Columbia, Canada.

Bray, L. E. & Russell, J. L. A collective systems perspective of the IEP process in secondary inclusive settings: The intersection between intra-organizational work and policy implementation. Paper presentation at the annual meeting of American Educational Research Association, May 2011, New Orleans, LA.

Bray, L. E., Russell, J. L., Greeno, J. A collective systems perspective: An examination of the IEP process in inclusive settings. Learning Research and Development Center, June 2010. Pittsburgh, PA.

Russell, J. L. & Bray, L. E. The dynamic interplay between individualization and standardization: Educators' perceptions of special education and accountability policies. Paper presentation at the annual meeting of American Educational Research Association, May 2010, Denver, CO.

Bray, L. E. Boundary crossers: Redefining the role of special education teachers within inclusive classrooms. Council for Graduate Students in Education, March 2009, Pittsburgh, PA.

**HIGHER
EDUCATION
TEACHING**

The Pennsylvania State University
Teaching Learners with Disabilities in Inclusive Settings
Current Trends and Issues in Special Education
Capstone Seminar in Special Education
Staff Development and Change in Special Education

University of Pittsburgh
Instructional Practices in Special Education
Including Students with Disabilities
Inclusive Education
Including Students with Disabilities in Elementary Classrooms

**DESIGN OF
COURSES**

University of Pittsburgh
Instructional Practices in Special Education
Inclusive Education

**PROFESSIONAL
ENGAGEMENT**

Penn State Child Study Center: Faculty Affiliate
Families at Risk (FAR)

Ad-Hoc Reviewer
AERA Open
American Educational Research Journal
American Journal of Education
Educational Researcher
Exceptional Children
Teachers College Record

AERA Conference Reviewer: Special Education SIG, Division G, Division L

Council for Graduate Students in Education, University of Pittsburgh
Social Committee Chair, 2010 - 2012
CGSE Conference Reviewer, 2009 - 2011
LSAP Representative, 2008 - 2010

Learning Research and Development Center
LRDC Graduate Student Representative: Board of Visitors Luncheon and
Poster Session, Summer 2010

Learning Sciences and Policy Program
LSAP Colloquium Planning Committee, Spring 2010

PROFESSIONAL American Educational Research Association
MEMBERSHIP Council for Exceptional Children
National Association of Special Education Teachers