

Curriculum Vita
MARY CATHERINE SCHEELER

Work Address

Penn State University
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Education

Ph.D.	The Pennsylvania State University	Special Education
M.Ed.	The Pennsylvania State University	Special Education
B.S.	The Pennsylvania State University	Special Education and Elementary Education

Certifications

Supervisor of Special Education (Pennsylvania)

Special Education Teacher (Pennsylvania and New Jersey)

Elementary Education Teacher (Pennsylvania and New Jersey)

Professional Experience

2017 – present	Professor-in-Charge, Special Education Program
2013 – present	Associate Professor, Special Education, University Park
2009 – 2013	Associate Professor, Special Education, Penn State Great Valley
2004 – 2013	Coordinator, Special Education, Penn State Great Valley
2003 - 2009	Assistant Professor, Special Education, Penn State Great Valley
2002 – 2003	Senior Lecturer, Special Education, Penn State Great Valley
1997 – 2001	Coordinator, Special Education, Penn State Great Valley
1995 – 2002	Instructor, Special Education, Penn State Great Valley
1987 – 1995	Student Teaching Supervisor of Special Education,

Penn State Great Valley

- 1983 - 1987 Coordinator of Professional Education Services and Student Teaching Supervisor, Special Education, Penn State University, at Elwyn Institutes, Media, PA
- 1983 - 1987 Adjunct Instructor, Special Education, Penn State Great Valley
- 1979 - 1983 Special Education Teacher, Students with Learning Disabilities, Chester County Intermediate Unit, Coatesville, PA
- 1976 - 1979 Special Education Teacher, Students with Developmental Disabilities, Elwyn Institutes, Media, PA

Publications

Refereed Journals

- Markelz, A. M., Taylor, J. C., Kitchen, T., Riccomini, P. J., Scheeler, M. C., & McNaughton, D. B. (in press). Effects of tactile prompting and self-monitoring on teachers' use of behavior specific praise. *Exceptional Children*.
- Randolph, K. M., Duffy, M. L., Brady, M. P., Wilson, C. L., & Scheeler, M. C. (2019). Impact of iCoaching on teacher- delivered opportunities to respond. *Journal of Special Education Technology*, 1 – 11.
- Markelz, A. M., Scheeler, M. C., Taylor, J. C., & Riccomini, P. J. (2018). A review of interventions to increase behavior specific praise. *Journal of Evidence Based Practice for Schools*, 17(1), 67-87.
- Markelz, A. M., Taylor, J. C., Scheeler, M. C., Riccomini, P. J., & McNaughton, D. B. (2018). Prompting with wearable technology to increase teaching behaviors of a special education preservice teacher. *Journal of the American Academy of Special Education Professionals*, 10(4), 74-91.
- Riden, B. S., Taylor, J. C., Lee, D. L., & Scheeler, M. C. (2018). A synthesis of the daily behavior report card literature from 2007 to 2017. *The Journal of Special Education Apprenticeship*, 7(1), 1-28.
- Markelz, A., Riden, B., & Scheeler, M. C. (2017). Generalization training in special education teacher preparation: Does it exist? *Teacher Education and Special Education*. Advance online publication. doi: 10.1177/0888406417703752
- Scheeler, M. C., Morano, S., & Lee, D. (2017). Effects of immediate feedback using bug-in-ear with paraeducators working with students with autism. *Teacher Education and Special Education*. Advance online publication. doi: 10.1177/0888406416666645

- Scheeler, M. C., Budin, S., & Markelz, A. (2016). The role of teacher preparation in promoting evidence-based practices in schools. *Learning Disabilities: A Contemporary Journal, 14*, 171 – 187.
- Scheeler, M. C., McKinnon, K., & Stout, J. (2012). Effects of immediate feedback delivered via webcam and bug-in-ear technology on preservice teacher performance. *Teacher Education and Special Education, 35*, 77-90.
- Auld, R. G., Belfiore, P. J., & Scheeler, M. C. (2010). Improving classroom management through effective use of differential reinforcement of an alternative behavior training on pre-service teachers. *Journal of Behavioral Education, 19*, 169-183 doi: 10.1007/s10864-010-9107-4
- Scheeler, M. C., Congdon, M., & Stansbery, S. (2010). Providing immediate feedback to co-teachers through bug-in-ear technology: An effective method of peer coaching in inclusion classrooms. *Teacher Education and Special Education, 33*, 83 - 96. doi: 10.1177/0888406409357013
- Scheeler, M. C., Bruno, K., Grubb, E., & Seavey, T. L. (2009). Generalizing teaching techniques from university to K-12 classrooms: Teaching preservice teachers to use what they learn. *Journal of Behavioral Education, 18*, 189-210.
- Scheeler, M. C., Macluckie, M., & Albright, K. E. (2008). Effects of immediate feedback delivered by peer tutors on oral presentation skills of adolescents with learning disabilities. *Remedial and Special Education*. doi: 0: 0741932508327458v1.
- Scheeler, M. C. (2008). Generalizing effective teaching skills: The missing link in teacher preparation. *Journal of Behavioral Education, 17*, 145-159.
- Auld, R G., Belfiore, P. J., & Scheeler, M. C. (2007). Preparing preservice teachers to use positive behavior supports in general education classrooms. *Pennsylvania Teacher Educator, 6*, 50-57.
- Scheeler, M. C., McAfee, J. K., Ruhl, K. L. & Lee, D. L. (2006). Effects of corrective feedback delivered via wireless technology on preservice teacher performance and student behavior. *Teacher Education and Special Education, 29*, 12-25.*
- Currie, D., Lee, D. L., & Scheeler, M. C. (2005). Using PDAs to increase the homework completion of students with ADHD. *Journal of Evidence Based Practices for Schools, 6*, 151-164.
- Lee, D. L., Belfiore, P. J., Scheeler, M. C., Hua, Y., & Smith, R. (2004). Behavioral momentum in academics: Using embedded high-p sequences to increase academic productivity. *Psychology in the Schools, 41*, 789 – 801.
- Scheeler, M. C., Ruhl, K. L., & McAfee, J. K. (2004). Providing performance feedback to

teachers: A review. *Teacher Education and Special Education*, 27, 396 – 407.

Belfiore, P. J., Lee, D. L., Scheeler, M. C., & Klein, D. (2002). Implications of behavioral momentum and academic achievement for students with behavior disorders: Theory, application, and practice. *Psychology in the Schools*, 39, 171-179.

Scheeler, M. C., & Lee, D. L. (2002). Using technology to deliver immediate corrective feedback to preservice teachers. *Journal of Behavioral Education*, 11, 231 – 241.

*Awarded Outstanding Research Article of the Year by *Teacher Education and Special Education*.

Book/Book Chapter

Scheeler, M. C., Lee, D. L., & Markelz, A. M. (2019). Teach students to maintain and generalize new learning across time and settings. In J. McLeskey, L. Maheady, B. Billingsley, M. T. Brownell, & T. J. Lewis (Eds.), *High leverage practices for inclusive classrooms* (pp. 302 – 314). New York, NY: Routledge.

McLeskey, J. M., Darringer, M. D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

Sponsored Research

Penn State University Schreyer Grant (2018-2019). *Use of Avatars in a Virtual Reality Lab to Prepare Preservice Teachers to Use Evidence Based Practices*.

Penn State College of Education Research Initiation Grant (Spring 2014). *Use of Bug-in-Ear Technology by Special Educators to Provide Immediate Feedback to Paraeducators Working with Students with Autism*.

Penn State Great Valley Summer Research Award (Summer, 2008). *Providing immediate feedback via bug-in-ear technology to improve co-teaching in inclusion settings*.

Penn State Great Valley Research Development Award (December, 2007). *Using immediate corrective feedback with teachers to improve instruction*.

Penn State Great Valley Summer Research Award (Summer, 2006). *Effects of immediate, corrective feedback on public speaking skills in high school students with learning disabilities*

Penn State Great Valley Summer Research Award (Summer, 2004). *Effects of teaching to mastery and generalization training on preservice teacher performance*

Penn State Great Valley Research Development Award (Spring, 2001). *Using handheld*

computers as a tool for self-management in academic settings. (with D. L. Lee).

Presentations

National/International

- Scheeler, M. C., & Berlinghoff, D. (2019, January). *Navigating a PhD Program as a Beginning Doctoral Student*. Panel Discussion Leader at the Council for Exceptional Children Annual Convention, Indianapolis, IN.
- Markelz, A. M., Riden, B., & Scheeler, M. C. (2018, January). *Generalization Training in Special Education Teacher Preparation: Does It Exist?* Presentation at the Council for Exceptional Children Annual Convention, Tampa, FL.
- Scheeler, M. C., Markelz, A., & Budin, S. (2017, April). *The Role of Teacher Preparation in Promoting Evidence-Based Practices in Schools*. Presentation at the Council for Exceptional Children Annual Convention, Boston, MA.
- McLeskey, J., Scheeler, M. C., Brownell, M., & Ziegler, D. (2017, April). *High Leverage Practices for Special Education Teachers*. Presentation at the Council for Exceptional Children Annual Convention, Boston, MA.
- Scheeler, M. C., & Moreno, S. (2016, April). *Paraeducators, Special Education Teachers, Immediate Feedback and Bug-in-Ear Technology – It Works!* Presentation at the Council for Exceptional Children Annual Convention, St. Louis, MO.
- Scheeler, M. C. (2015, November). *Research in Special Education Teacher Preparation: TESE Editors' Reflections on Current Status and Future Directions*. Moderator for the Teacher Education Spotlight Session at the Annual Conference of the Teacher Education Division of CEC, Tempe, AZ.
- Scheeler, M. C. (2015, April). *Why Are We Relevant? The Future of Teacher Preparation in Special Education*. Moderator for the Teacher Education Spotlight Session at the Annual Convention of the Council for Exceptional Children Annual Convention, San Diego, CA.
- Scheeler, M.C. (2014, April). *Bug-in-Ear and Feedback to Teachers a Decade Later*. Presentation at the Council for Exceptional Children Annual Convention, Philadelphia, PA.
- Scheeler, M.C. (2013, April). *Bug-in-Ear and Feedback to Teachers a Decade Later. Looking Back and Looking Ahead*. Presentation at the annual meeting of the American Educational Association, San Francisco, CA.
- Scheeler, M.C. (2013, November). *Bug-in-Ear and Feedback to Teachers a Decade Later. What's Next?* Presentation at the annual conference of the Teacher Education Division, Council for Exceptional Children, Ft. Lauderdale, FL.

- Scheeler, M.C. (2013, November). *Performance Feedback: Preparing and Supporting Preservice Teachers from University to K-12 Classroom*. Presentation at the annual conference of the Teacher Education Division, Council for Exceptional Children, Ft. Lauderdale, FL.
- Scheeler, M. C., McKinnon, K., & Stout, J. (2012, April). *New Frontiers: Providing Immediate Feedback to Teachers Using Webcams and Bug-in-Ear Technology*. Presentation at the annual conference of the Council for Exceptional Children, Denver, CO.
- Scheeler, M. C., (2011, November). *BIE and Feedback to Teachers a Decade Later – Looking Back and Looking Ahead*. Presentation at the annual conference of the Council for Exceptional Children, Teacher Education Division, Austin, TX.
- Scheeler, M. C., Congdon, M., & Stansbery, S. (2010, April). *Bug-in-Ear Technology and Co-Teaching: An Effective Method to Improve Instruction in Inclusion Classrooms*. Presentation at the annual convention of the Council for Exceptional Children, Nashville, TN.
- Scheeler, M. C., McKinnon, K., & Stout, J. (2010, April). *Effects of Immediate Feedback Delivered via Webcam and Bluetooth™ Technology on Preservice Teacher Performance*. Presentation at the annual convention of the Council for Exceptional Children, Nashville, TN.
- Scheeler, M. C., Congdon, M., & Stansbery, S. (2009, November). *Bug-in-Ear and Co-Teaching: An Effective Method to Improve Instruction in Inclusion Classrooms*. Presentation at the annual convention of the Council for Exceptional Children, Teacher Education Division, Charlotte, NC.
- Scheeler, M. C., McKinnon, K., & Stout, J. (2009, November). *Effects of Immediate Feedback Delivered via Webcam and Bluetooth™ Technology on Preservice Teacher Performance*. Presentation at the annual convention of the Council for Exceptional Children, Teacher Education Division, Charlotte, NC.
- Scheeler, M. C. (2008, November). *Are we forgetting something? Why we need generalization training in teacher preparation*. Presentation at the annual convention of the Council for Exceptional Children, Teacher Education Division, Dallas, TX.
- Scheeler, M. C., & Rock, M. L., Lee, D. L. (2008, November). *Bug-in-Ear technology: Exploring alternative devices and examining effects on teacher behavior*. Presentation at the annual convention of the Council for Exceptional Children, Teacher Education Division, Dallas, TX.
- Scheeler, M. C., & Kaiserman, J. (2008, April). *Peer coaching, collaboration, and*

- feedback- Making the most of the time we have.* Poster presented at the annual convention of the Council for Exceptional Children, Boston, MA.
- Auld, R., & Scheeler, M. C. (2008, March). Positive behavior support training for pre-service teachers in general education settings. Poster presented at the 5th annual conference on positive behavior support, Chicago, IL.
- Scheeler, M. C., Lee, D. L., & Hildebrand, K. E. (2007, November). *Formative assessment and immediate feedback in teacher preparation: Using data to drive decisions.* Paper presented at the annual convention of the Council for Exceptional Children, Teacher Education Division, Milwaukee, WI
- Scheeler, M. C. (2007, April). *Use what you learn – Generalizing teaching techniques from college to classrooms.* Poster presented at the annual convention of the Council for Exceptional Children, Louisville, KY.
- Scheeler, M. C. & Macluckie, M. (2007, April). *How adolescents with learning disabilities conquered public speaking: Immediate feedback to the rescue!* Poster presented at the annual convention of the Council for Exceptional Children, Louisville, KY.
- Scheeler, M. C. (2006, April). *Using immediate feedback to improve expressive communication in secondary-aged students with learning disabilities.* Paper presented at the annual convention of the Council for Exceptional Children, Salt Lake City, UT.
- Scheeler, M. C. (2005, November). *Promoting generalization of pre-service teacher behavior from college to classrooms – One technique.* Paper presented at the annual convention of the Council for Exceptional Children, Teacher Education Division, Portland, ME.
- Scheeler, M. C. (2004, November). *Effects of corrective feedback delivered via wireless technology on preservice teacher performance and student behavior.* Keynote Presentation at the annual conference of the Council for Exceptional Children, Teacher Education Division, Albuquerque, NM.
- Scheeler, M. C. (2004, April). *Talking to teachers: How to use feedback effectively and efficiently.* Paper presented at the annual convention of the Council for Exceptional Children, New Orleans, LA.
- Scheeler, M. C., & Ruhl, K. L. (2004, April). *Don't wait! Using immediate feedback to improve teacher performance.* Paper presented at the annual convention of the Council for Exceptional Children, New Orleans, LA.
- Scheeler, M. C., Ruhl, K. L., McAfee, J. K., & Lee, D. L. (2003, November). *How to talk so your student teachers will listen.* Poster presented at the annual convention of the Council for Exceptional Children, Teacher Education Division, Biloxi, MI.

- Lee, D. L., & Scheeler, M. C. (2003, May). Behavioral momentum in academics: Using embedded high-p sequences to increase journal writing. In P. J. Belfiore (Chair), *Increasing academic performance and persistence using behavioral momentum*. Symposium conducted at the annual conference of the Association for Behavior Analysis, San Francisco, CA.
- Scheeler, M. C., Lee, D. L., & Currie, D. (2003, May). Effects of using handheld computers as prompts to increase homework completion with middle school students. In M. C. Scheeler (Chair), *Using technology in the classroom: Prompts and feedback*. Symposium conducted at the annual conference of the Association for Behavior Analysis, San Francisco, CA.
- Scheeler, M. C., McAfee, J. K., Ruhl, K. L., Lee, D. L., & Neisworth, J. K. (2002, August). *Effects of immediate corrective feedback on preservice teacher performance*. Poster presented at the National Conference on Autism, University Park, PA.
- Scheeler, M. C. (2002, August). *Integrating technology and immediate corrective feedback in supervision of special education student teachers*. Presentation at the National Conference on Autism, University Park, PA.
- Lee, D. L., Belfiore, P. J., Scheeler, M. C., & Smith, R. (2002, May). The effects of behavioral momentum and quality of reinforcement on latency to initiate non-preferred mathematics problems. In D. L. Lee (Chair), *Increasing academic workload using behavioral momentum and task interspersal procedures: Implications for classroom teachers*. Symposium conducted at the annual conference of the Association for Behavior Analysis, Toronto, ON.
- Scheeler, M. C. (2002, May). *Increasing completion of three-term contingency trials through immediate corrective feedback*. Poster presented at the annual conference of the Association for Behavior Analysis, Toronto, ON.
- Scheeler, M. C., Ferko, D., & Lee, D.L. (2002, May). Using technology to provide feedback to classroom teachers. In M. C. Scheeler (Chair), *Use of technology in teacher training*. Symposium conducted at the annual conference of the Association for Behavior Analysis, Toronto, ON.
- Scheeler, M. C. (2002, May) Discussant for session – A summary of teaching ABA to preservice teachers. In J. Grskovic (Chair), *Using applied behavior analysis to solve everyday problems: Teaching ABA to teachers*. Symposium conducted at the annual conference of the Association for Behavior Analysis, Toronto, ON.
- Scheeler, M. C. (2001, August). *Increasing the rate of three-term contingency trials by preservice teachers through immediate corrective feedback*. Poster presented at the National Conference on Autism University Park, PA.

Scheeler, M. C., Casciato, D., & Wrabley, M. E. (1998, November). *Stepping out of the box: Non-traditional approaches to field experiences with non-traditional students*. Presentation at the annual convention of the Council for Exceptional Children, Teacher Education Division, Dallas, TX.

Beverly, C., & Scheeler, M. C. (1997, November). *If you can't take your students to the field, bring the field to your students: An application-based program for non-traditional pre-service special education teachers*. Presentation at the annual convention of the Council for Exceptional Children, Teacher Education Division, Savannah, GA.

State/Local

Scheeler, M. C., & Markelz, A. M. (2018, April). *Using avatars in preservice teacher Preparation*. Presentation at The College of Education Spring Innovation Summit.

Scheeler, M. C., McKinnon, K., & Stout, J. (2009, November). *Technology in Practicum supervision: Results of a study using Bluetooth™ and webcams to deliver immediate feedback to preservice teachers*. Paper presented at the Pennsylvania Education Research Association Conference, Harrisburg, PA. (Invited)

Scheeler, M. C. (2007, September). *Promoting generalization of newly acquired teaching techniques by preservice teachers*. Paper presented at the annual Behavior Analysis Research Colloquium, University Park, PA.

Scheeler, M. C. (2007, September). *Tips and techniques for managing challenging behavior*. Presentation to general public on behalf of the Education Division at Penn State Great Valley, Malvern, PA.

Scheeler, M. C. (2006, April). *Don't wait! Using immediate feedback to improve teacher performance*. Research presentation at new student orientation, Penn State Great Valley, Malvern, PA.

Scheeler, M. C., & Mitchell, A. H. (2003, October). *Early Career Seminar Series: Instructional Management*. Presentation to new teachers at Penn State Great Valley, Malvern, PA.

Scheeler, M. C. (2002, October). *Immediate corrective feedback: Implications for preservice teachers*. Paper presented at the annual Behavior Analysis Research Colloquium, University Park, PA.

Editorial Work

Reviewer: *Journal of Behavioral Education*, 2003 – present

Reviewer: *Journal of Postsecondary Education and Disabilities*, 2003 – present

Reviewer: *Teacher Education and Special Education*, 2003 – present

Guest Reviewer: *Exceptional Children*, 2016 - present

Guest Reviewer: *Remedial and Special Education*, 2009

Honors/Awards

TED/Pearson Excellence in Teacher Education Award, 2019

Outstanding Teaching Award, 2008, Penn State Great Valley

TED Publication Award, Teacher Education Division of the Council for Exceptional Children, 2007

Outstanding Dissertation Award, Council for Exceptional Children, Teacher Education Division, 2004

Diversity Recognition Award, Penn State Great Valley, 2002

Outstanding Woman Recognition Award, Penn State Great Valley, 2002

Outstanding Teaching Award, 1994, Penn State Great Valley

Professional Associations

The Council for Exceptional Children

Division for Learning Disabilities

Division for Teacher Education

Outreach and Trainings

Tips and Techniques for Managing Challenging Behaviors, (July, 2009). University Park, PA. Half-day workshops via videoconferencing to teachers and support staff at Penn State campuses at Schuylkill and Brandywine.

Consultant: *Reading First Grant and Designing and Delivering Effective Instruction (Teachers as Partners Model)*, Reading Area School District, June 2003 – present.

Designing and Delivering Effective Instruction to Teach Rule Lessons, (August, 2008). Reading Area School District, (with D. L. Lee.)

Tips and Techniques for Managing Challenging Behaviors, (July, 2008). University Park, PA. Half-day workshop via videoconferencing to teachers and support staff at Penn State campuses at Hazelton, Worthington-Scranton, and Dubois.

Effective Instruction, (September, 2006). Reading Area School District, (with D. L. Lee).

An Overview of Explicit Instruction and Curriculum – Based Assessment, (November, 2005). Schuylkill Valley School District, (with D. L. Lee).

An Overview of Explicit Instruction and Curriculum – Based Assessment, (January, 2003). Reading Area School District, (with D. L. Lee).

Curriculum-Based Assessment, (February, 2002). Cheltenham School District (workshop on linking assessment data to instructional intervention), (with D. L. Lee).

Delivering Effective Instruction by Paraeducators, (2002). Norristown Area School District (with M. Harvey and D. L. Lee).

Training for Paraeducators on Delivering Effective Instruction in Special Education Settings, (November, 2002). Bucks County Intermediate Unit, (with D. L. Lee).

We All Learn Together Grant, (2001-2002). Reading Area School District (15 hours of instruction delivered over 6 months on assessment and effective instructional techniques.), (with D. L. Lee).

Courses Taught

- SPLED 400 Teaching Exceptional Students in General Education Settings (4 credits)
- SPLED 425 Orientation to Human Variation and Special Education Services (4 cr.)
- SPLED 401 Motivating Exceptional Learners (4 credits)
- SPLED 425 Orientation to Human Variation and Special Education Services (3 credits)
- SPLED 412 Instruction for Students with Mild Disabilities (4 credits)
- SPLED 404 Working with Families and Professionals in Special Education (3 credits)
- SPLED 495E Practicum in Special Education (Certification) (3 credits)
- SPLED 454 Assessment for Instruction (4 credits)
- SPLED 500 Doctoral Seminar: Etiology and Characteristics of Students with Disabilities
- SPLED 500 Doctoral Seminars: Issues and Trends in Teacher Preparation
- SPLED 503B Applied Behavior Analysis for Special Education
- SPLED 530 Problems in the Education of Persons with Learning Disabilities (3 credits)
- SPLED 540 Introduction to Doctoral Study: Preparing to Address Research to Practice Issues in the Field (3 credits)
- SPLED 573 Introduction to Research in Special Education (3 credits)
- SPLED 595A Practicum in Special Education (Graduate) (3 credits)
- SPLED 595B Field Experience in Off-Campus Laboratories (3-6 credits)
- SPLED 595C Internship in Special Education Supervision (3 credits)
- SPLED 596 Individual Studies
- SPLED 600 Thesis Research
- SPLED 602 Supervised Experiences in College Teaching
- SPLED 801 Behavior and Classroom Management

Service

Penn State - University Park

- 2017 – present Professor in Charge, Special Education Program
- 2015 – 2016 SPLED Program Admissions Committee
- SPLED Program Search Committee
- 2014-2015 College of Education Curriculum Committee
- 2014-2015 College of Education Representative, Graduate Council
- Joint Curricular Committee
- 2011-2012 Chair, PTAL subcommittee, Faculty Affairs, University Faculty Senate

2009-2013 University Faculty Senator
 1995 -2013 Special Education Program Admissions Committee

Penn State Great Valley

2011-2012 Member, Promotion and Tenure Committee
 2010-Present Faculty Affairs Committee
 2008-2010 Research Committee
 2008-2009 Library Advisory Council, (Chair)
 2008-2009 Awards Committee
 2007-2008 Curricular Affairs Committee
 2007-2008 Library Committee
 2006-2007 Curricular Affairs Committee
 2006-2007 Marketing Committee
 2005-2006 Faculty Affairs Committee
 2004-2005 Curricular Affairs Committee
 2004-2005 Grants Committee
 2004-2005 Great Valley Graduate Faculty Review Committee
 2003-05, 2009-10 Faculty Affairs Committee
 2003-2004 Faculty Awards Committee, (Chair)
 2003-2004 Special Education Faculty Search Committee, Penn State
 Great Valley (Co-Chair)
 2003-2004 Council of Academic Program Administrators
 (Penn State Great Valley)
 1996-2004 Academic Integrity Board
 2002-2004 CYFC Faculty Search Committee, (University Park)
 2002, 1997, 1998 Faculty Search Committee Member
 2002 – 2003 Research Committee
 2001-02, 1994-98 Faculty Awards Committee
 1999-2001, 1996-97 Student Affairs Committee, (Chair)
 1999-2000 Diversity Action Council, (co-chair)
 1998-99, 1994-95 Faculty Affairs Committee
 1997-1998 Academic Affairs Committee
 1995 – 1996 United Way Campaign (co-chair)
 1995 – 1996 Faculty Advisor, Special Education Student
 Advisory Board

Professional Service

2018-present Expert Panel Member for IES grant
 2017 Past President, Teacher Education Division, CEC
 2016 President, Teacher Education Division, CEC
 2015-2017 Member, High Leverage Practices Writing Group, CEC
 2015 President-Elect, Teacher Education Division, Council for
 Exceptional Children
 2014 Vice-President, Teacher Education Division, Council for
 Exceptional Children

2009-2012 Member, Executive Board (Secretary), Teacher Education Division (National), Council for Exceptional Children

2009 - 2018 Reviewer: Luxembourg National Research Fund

2007- 2010 Vice-President, Pennsylvania Teacher Education Division, Council for Exceptional Children

Community Service

2006- 2012 Board of Directors, Royer Greaves School for Blind
2002-2004 Advisory Board Member, Elwyn Institutes