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EDUCATION

- 2010 **Harvard Graduate School of Education**, Cambridge, MA
Ed.D., Human Development & Psychology
- 2005 **Harvard Graduate School of Education**, Cambridge, MA
Ed.M., Mind, Brain, and Education
- 2000 **Teachers College, Columbia University**, New York, NY
M.A., Learning Disabilities
- 1999 **Northwestern University**, Evanston, IL
B.S., Journalism & Political Science, *magna cum laude*

CURRENT POSITION

- 2016-present **University of Rochester: Margaret Warner School of Education & Human Development, Assistant Professor**
Appointment focusing on disability and inclusion across program areas: Teaching & Curriculum; Human Development & Counseling; Educational Leadership & Policy.

PUBLICATIONS (*indicates graduate student co-author)

Peer-Reviewed Journal Articles

- Daley, S. G. & *Zeidan, P. (in press). Motivational beliefs and self-perceptions of undergraduates with learning disabilities: Using the expectancy-value model to investigate college-going trajectories. *Learning Disabilities: A Multidisciplinary Journal*.
- Proctor, C. P., Daley, S. G., Xu, Y., Graham, S., Li, Z., & Hall, T. E. (2020). Shared knowledge between reading and writing among middle school adolescent readers. *The Elementary School Journal*, 120(3), 507-527. doi:10.1086/707140
- Daley, S. G., Xu, Y., Proctor, C. P., Rappolt-Schlichtmann, G., & Goldowsky, B. (2019). Behavioral engagement among adolescents with reading difficulties: The role of active involvement in a universally designed digital literacy platform. *Reading & Writing Quarterly*, 1-18. doi:10.1080/10573569.2019.1635545

- Louick, R., Daley, S. G., & Robinson, K. H. (2019). Using an autonomy-oriented learning environment for struggling readers: Variations in teacher sensemaking and instructional approach. *The Elementary School Journal*, *120*(1), 176-196. doi:10.1086/704251
- Daley, S. G., & Rappolt-Schlichtmann, G. (2018). Stigma consciousness among adolescents with learning disabilities: Considering individual experiences of being stereotyped. *Learning Disability Quarterly*, *41*(4), 200-212. doi:10.1177/0731948718785565
- Graham, S., Daley, S. G., Aitken, A. A., Harris, K. R., & Robinson, K. H. (2018). Do writing motivational beliefs predict middle school students' writing performance? *Journal of Research in Reading*, *41*(4), 642-656. doi:10.1111/1467-9817.12245
- Louick, R., Leider, C. M., Daley, S. G., Proctor, C. P., & Gardner, G. L. (2016). Motivation for reading among struggling middle school readers: A mixed methods study. *Learning and Individual Differences*, *49*, 260-269. doi:10.1016/j.lindif.2016.06.027
- Daley, S. G., Hillaire, G., & Sutherland, L. M. (2016). Beyond performance data: Improving student help seeking by collecting and displaying influential data in an online middle-school science curriculum. *British Journal of Educational Technology*, *47*(1), 121-134. doi:10.1111/bjet.12221
- Proctor, C. P., Daley, S. G., Leider, C. M., Louick, R., & Gardner, G. (2014). How motivation predicts reading comprehension among native English-speaking and English-Learning middle school students with disabilities in a remedial reading curriculum. *Learning and Individual Differences*, *36*, 76-83. doi:10.1016/j.lindif.2014.10.014
- Coyne, P., Ganley, P., Lim, S., Robinson, K. & Daley, S. G. (2014). Universal Design for Learning: An approach to professional development and literacy in pre-school classrooms. *Massachusetts Reading Association Primer*, *42*(2), 6-17.
- Daley, S. G., Willett, J. B., & Fischer, K. W. (2014). Emotional responses during reading: Physiological responses predict real-time reading comprehension. *Journal of Educational Psychology*, *106*(1), 132-143. doi:10.1037/a0033408
- Rappolt-Schlichtmann, G., Daley, S. G., Lim, S., Lapinski, S., Robinson, K. H., & Johnson, M. (2013). Universal Design for Learning and elementary school science: Exploring the efficacy, use, and perceptions of a web-based science notebook. *Journal of Educational Psychology*, *105*(4), 1210-1225. doi:10.1037/a0033217
- Rappolt-Schlichtmann, G., & Daley, S. G. (2013). Providing access to engagement in learning: The potential of Universal Design for Learning in museum design. *Curator: The Museum Journal*, *56*(3), 307-321. doi: 10.1111/cura.12030
- Rose, L. T., Daley, S. G., & Rose, D. H. (2011). Let the questions be your guide: MBE as interdisciplinary science. *Mind, Brain, and Education*, *5*(4), 153-162. doi: 10.1111/j.1751-228X.2011.01123.x

Christodoulou, J.A., Daley, S.G., & Katzir, T. (2009). Researching the practice, practicing the research, and promoting responsible policy: Usable knowledge in mind, brain, and education. *Mind, Brain, and Education*, 3(2), 65-67.

Rose, D.H., Harbour, W. S., Johnston, C. S., Daley, S. G., & Abarbanell, L. (2006). Universal design for learning in postsecondary education: Reflections on principles and their application. *Journal of Postsecondary Education and Disability*, 19(2), 135-151. (Reprinted in S. E. Burgstahler, & R. C. Cory (Eds.), *Universal Design in Higher Education: From Principles to Practice* (pp. 45-60). Cambridge, MA: Harvard Education Press.)

Edited Book & Special Issue

Rappolt-Schlichtmann, G., Daley, S. G., & Rose, L. T. (Eds.) (2012). *A research reader in universal design for learning*. Cambridge: Harvard Education Press.

Christodoulou, J. A., Daley, S. G., & Katzir, T. (Eds.) (2009). Special series: Usable knowledge in mind, brain, and education. *Mind, Brain, and Education*, 3(2), 3(3), 3(4), 4(1), 4(2).

Invited Journal Articles and Book Chapters

Rappolt-Schlichtmann, G., Todd, K., & Daley, S. G. (in press). Universal design for emotion in learning: Creating emotionally accessible exhibits. *Inclusive Digital Interactives: Best Practices and Research*.

Daley, S. G. (2019). [Review of the book *Towards Inclusion of All Learners through Science Teacher Education*, edited by M. Koomen, S. Kahn, C. L. Atchison & T. A. Wild]. *Science Education*, 103(5), 1306-1308. doi:10.1002/sci.21497

Daley, S. G. & Rose, D. H. (2018). Optimizing executive function in the digital world: Advances in Universal Design for Learning. In L. Meltzer (Ed.), *Executive function in education: From theory to practice*, 2nd ed. (pp. 357-380). New York: The Guilford Press.

Daley, S. G. (2015). Learning disabilities. In G. Scarlett (Ed.), *Classroom Management: An A-to-Z Guide*. Thousand Oaks, CA: Sage.

Fischer, K. W., & Daley, S. G. (2007). Connecting cognitive science and neuroscience to education: Potentials and pitfalls in inferring executive processes. In L. Meltzer (Ed.), *Executive function in education: From theory to practice* (pp. 55-72). New York: The Guilford Press.

RESEARCH FUNDING

Principal Investigator, Intrinsic Motivation in Science Museums: Learning from and Broadening the Participation of Visitors with Learning Disabilities, National Science Foundation (DRL #2005571), 2020-2023, \$978,430.

Principal Investigator, *CAREER: Motivation in Science among Students with Learning Disabilities: Broadening Participation and Persistence*, National Science Foundation (DRL #1749696), 2018-2023, \$802,000.

Co-Principal Investigator (with Christine Reich, Liz Kunz Knollman, Gabrielle Rappolt-Schlichtmann, Jose Blackorby), *Developing Guidelines for Designing Challenging and Rewarding Interactive Science Exhibits*, National Science Foundation (AISL #1612577). 2016-2019, \$1,800,000 (sub-award to University of Rochester: \$104,000).

Principal Investigator, *Supporting Teachers and Positive Learning Environments (STAPLE): Training Teachers in Strategies that Promote Positive Classroom Climate in STEM for Students with Learning Disabilities*, Emily Hall Tremain Foundation, 2015-2017, \$150,000.

Principal Investigator, *Inquiry Primed: An Intervention to Mitigate the Effects of Stereotype Threat in Science*. National Science Foundation (DRL #1313713). 2013-2016, \$450,000.

Co-Principal Investigator (with Gabrielle Rappolt-Schlichtmann), *Stigmatization and Stereotype Threat among Adolescents with Learning Disability: Impacts on Cognition and Performance in Math*, National Science Foundation (HRD #1251819). 2013-2015, \$368,000.

Co-Project Director & Proposal Co-Author (David Rose, Principal Investigator), *Center on Emerging Technologies to Improve Literacy Achievement for Students with Disabilities in Middle School*, Office of Special Education Programs, U.S. Department of Education. 2012-2017, \$10,000,000.

Co-Principal Investigator (with Gabrielle Rappolt-Schlichtmann & Christine Reich), *Pathways: Emotion and Thinking in Designed Informal Science Environments*, National Science Foundation (DRL #1222613). 2012-2014, \$250,000.

PRESENTATIONS

Peer-Reviewed Conferences

Daley, S. G. (June 2020). *Using an Expectancy-Value Lens to Investigate College-Going Among Students with Learning Disabilities*. Poster to be presented at the Tenth International SELF Conference, Quebec, Canada. [Delayed until 2021, due to COVID-19.]

Louick, R. L. & Daley, S. G. (October 2019). *Interpersonal Contributions to Literacy Motivation of Adolescents with Learning Disabilities*. Poster presented at the International Council for Learning Disabilities annual conference, San Antonio, TX.

Daley, S. G., McCarthy, M., & Lane, M. (April 2019). *Students with disabilities in studies of social and emotional learning (SEL) interventions: A systematic review*. Roundtable presented at the American Educational Research Association conference, Toronto, ON.

- Daley, S. G., Todd, K., & Rappolt-Schlichtmann, G. (April 2019). *Productive struggle: Measuring confusion and emotional disequilibrium in informal science environments*. Poster presented as part of symposium at the American Educational Research Association conference, Toronto, ON.
- Daley, S. G. & McCarthy, M. (October 2018). *Students with LD in social-emotional learning interventions: A systematic review*. Poster presented at the International Council for Learning Disabilities annual conference, Portland, OR.
- Louick, R. L., Daley, S. G., & Robinson, K. H. (October 2018). *Teachers' approaches to implementing an autonomy-oriented learning environment for struggling readers*. Poster presented at the International Council for Learning Disabilities annual conference, Portland, OR.
- Evans, M., Rappolt-Schlichtmann, G., Daley, S. G., Reich, C. A., & Cahill, C. (April 2018). *Productive struggle: Engagement in informal science learning environments*. Paper presented at the American Educational Research Association annual conference, New York.
- Daley, S. G., Xu, Y., Proctor, C. P., Rappolt-Schlichtmann, G., & Goldowsky, B. (April 2018). *Struggling middle school readers' behavioral engagement in a self-directed supplemental online reading environment*. Paper presented at the American Educational Research Association annual conference, New York.
- Daley, S. G. & Boucher, A. (February 2018). *The digital advantage: Making high-interest texts accessible for students with learning disabilities*. Paper presented at the Council for Exceptional Children annual conference, Tampa, FL.
- Daley, S. G. & Rappolt-Schlichtmann, G. (October 2017). *Assessing experiences of stigma among adolescents with learning disabilities*. Roundtable held at the International Council for Learning Disabilities annual conference, Baltimore, MD.
- Louick, R. & Daley, S. G. (October 2017). *A motivation-focused online literacy intervention for adolescents with LD*. Poster presented at the International Council for Learning Disabilities annual conference, Baltimore, MD.
- Proctor, C. P. & Daley, S. G. (July 2017). *Literacy technologies for English learners: Do affordances affect outcomes?* Contribution to panel at the American Psychological Association annual conference (Div. 15: Educational Psychology), Washington, D.C.
- Proctor, C. P., Xu, Y., Louick, R., & Daley, S. G. (July 2017). *The role of language and reciprocity in the reading-writing connection*. Paper presented at the Society for the Scientific Study of Reading annual conference, Halifax, Nova Scotia.
- Proctor, C. P., Daley, S. G., & Xu, Y. (March 2017). *The relative contributions of word reading, vocabulary, and syntactical knowledge to reading among struggling readers in middle*

school. Paper presented at the American Association of Applied Linguistics annual conference, Portland, OR.

Daley, S. G., Moskowitz, H. & Rose, D. H. (July 2016). *From UDL to UDIO: New policies, technologies, and practices for literacy learning in the era of ESSA*. Large group session at annual project directors' meeting of the Office of Special Education Programs (OSEP), U.S. Department of Education, Washington, D.C.

Daley, S. G., Johnston, C. S., Evans, M., & Robinson, K. (April 2016). *A hidden challenge to successful inquiry-based science: Stereotype threat's impact on middle-school student collaboration*. Paper presented at American Educational Research Association annual conference, Washington, D.C.

Louick, R., Leider, C. M., Daley, S. G., Proctor, C. P., & Gardner, G. (April 2016). *Motivation for reading among struggling middle school readers: A mixed methods study*. Poster presented at American Educational Research Association annual conference, Washington, D.C.

Daley, S. G. & Orkin, M. (October 2015). *The role of choice and challenge in motivating struggling readers: Evidence from a technology-based literacy platform and home practices*. Paper presented at International Dyslexia Association annual conference, Grapevine, TX.

Daley, S. G. & Rappolt-Schlichtmann, G. (April 2015). *A literacy intervention for struggling middle-school readers: Starting with affect and Universal Design for Learning*. Showcase session at Council for Exceptional Children annual conference, San Diego, CA.

Rose, D. H., Hasselbring, T., Rappolt-Schlichtmann, G., Daley, S. G., & Boucher, A. (March 2015). *Using data to support iterative project development: The case of an online literacy platform to support middle-school students with disabilities*. Paper presented at virtual annual project directors' meeting of the Office of Special Education Programs, U.S. Department of Education.

Daley, S. G., Johnston, C. S., & Gardner, G. (July 2014). *Inquiry primed: An intervention to mitigate the effects of stereotype threat in science*. Poster presented at annual principal investigators' conference, Discovery Research in K-12 Education program, National Science Foundation, Washington, D.C.

Daley, S. G., Rappolt-Schlichtmann, G., Rose, D. H., & Hasselbring, T. (July 2014). *Transforming stakeholders' roles: Universal Design for Learning and the process of research in development*. Paper presented at annual project directors' meeting of the Office of Special Education Programs (OSEP), U.S. Department of Education, Washington, D.C.

Lim, S., Daley, S. G., & Meo, G. (June 2012). *Making Universal Design for Learning happen: Three implementation tools*. Poster presented at annual conference of the International Society for Technology in Education, San Diego, CA.

- Rappolt-Schlichtmann, G. & Daley, S. G. (June 2012). *Contextual support in universally designed digital learning environments: Efficacy in inquiry science, mechanisms in concept development*. In H. Steenbeek (Organizer) and S. van der Steen (Organizer), Measuring children's understanding of scientific concepts using skill theory. Paper presented at annual meeting of the Jean Piaget Society, Toronto, ON.
- Daley, S. G. & Rappolt-Schlichtmann, G. (May 2009). *The educational relevance of stress physiology*. Poster presented at the national conference of the International Mind, Brain, and Education Society, Philadelphia, PA.
- Daley, S. G. (March 2008). *Stress and reading comprehension in students with language-based learning disabilities*. Poster presented at the annual conference of the American Educational Research Association, New York, NY.
- Daley, S. G. (February 2007). *The role of social support in predicting success for adolescents with learning disabilities*. Paper presented at the Student Research Conference and International Forum, Harvard Graduate School of Education, Cambridge, MA.
- Daley, S. G. (February 2004). *Exploring the relationships between metacognition, academic self-concept, and academic success: A study in progress*. Poster presented at the Student Research Conference and International Forum, Harvard Graduate School of Education, Cambridge, MA.

Invited Scholarly Presentations

- Daley, S. G., Kelley, S., & Williams, D. (February 2016). *Creating an Inclusive Active Learning Culture in Science Education*. Invited session at STEM Smart: Lessons Learned from Successful Schools convening, hosted by the National Science Foundation. San Francisco, CA.
- Daley, S. G. (January 2016). *Universal Design for Learning, Comprehension and Online Interactions: Engaging Struggling Middle School Students*. Invited presentation at Learning in a Digital Age conference, hosted by the Hill for Literacy. Framingham, MA.
- Daley, S. G. (October 2013). *Making Data Actionable: A Case in Middle School Science*. Invited presentation at Learning Analytics: Boston. Cambridge, MA.
- Daley, S. G. (May 2013). *Reading and Universal Design for Learning*. Invited workshop at the Translating Mind, Brain, and Education Conference, hosted by the International Mind, Brain, and Education Society (IMBES) and the Universidad San Francisco de Quito. Quito, Ecuador.
- Daley, S. G. (November 2012). *Rethinking Literacy: Universal Design for Learning, Affective Neuroscience & Emerging Technologies*. Invited presentation at Learning & The Brain conference, Boston, MA.

Christodoulou, J. A. & Daley, S. G. (November 2011). *How Digital Technologies Are Redefining Reading Disorders*. Invited presentation at Learning & The Brain conference, Boston, MA.

Invited Presentations to Educators & Professional Development Workshops

Daley, S. G., Hafensteiner, B., & Wight, A. (February 2017). *Inclusive Teaching: Students with Disabilities*. Panel presentation for University of Rochester Arts, Sciences, & Engineering faculty. Rochester, NY.

Daley, S. G. (December 2016). *Broadening Engagement through Universal Design for Learning*. Webinar for educators and non-profit leaders hosted by Partners for Youth with Disabilities.

Daley, S. G. (2012-2015). *Emotions: How they work, why they matter, and what this means for instruction*. Have conducted presentation and workshop sessions around this theme with more than 300 general and special educators at Harvard Graduate School of Education and CAST professional development institutes.

Daley, S. G. (August 2014). *Engagement from the Margins: Stereotype threat as a lens on engagement*. Workshop session with administrators and educators at CAST professional development institute, Wakefield, MA.

Daley, S. G. (July 2014). *The Power of Emotional Differences in Teaching and Learning*. Keynote presentation to Bartholomew Consolidated School Corporation UDL Institute, Columbus, IN.

Daley, S. G. (July 2014). *Variability & Learning Styles: A Discussion*. Workshop session with educators and administrators, Bartholomew Consolidated School Corporation UDL Institute, Columbus, IN.

Daley, S. G. (May 2014). *Variability in Emotion & Learning*. Keynote workshop for the Towson University UDL Professional Development Network, hosted by the Office of Academic Innovation, Towson, MD.

Daley, S. G. (February 2008). *The Impact of Stress on Reading Comprehension*. Presentation to faculty and staff at Landmark School, Pride's Crossing, MA.

Invited Guest Lectures

Daley, S. G. (February 2015). *Attending to grain size: Emotion research and practice at scales most relevant for learning and teaching*. Invited presentation at Harvard Graduate School of Education, Course: Emotions in Development and Learning. Instructor: Gabrielle Rappolt-Schlichtmann, Ed.D., Cambridge, MA.

- Daley, S. G. (April 2013). *Emotions & Learning: Focus on Emotions in the Instructional Environment*. Invited presentation at Harvard Graduate School of Education, Course: Cognitive Neuroscience & Education. Instructor: Gigi Luk, Ph.D., Cambridge, MA.
- Daley, S. G. (April 2013). *Learning Disabilities as a Child Development Challenge*. Invited presentation at Tufts University, Course: Introduction to Child Development. Instructor: Maryanne Wolf, Ed.D., Medford, MA.
- Daley, S. G. (February 2013). *Appraisals and reading: A case example*. Invited presentation at Harvard Graduate School of Education, Course: Emotions in Development and Learning. Instructor: Gabrielle Rappolt-Schlichtmann, Ed.D., Cambridge, MA.
- Daley, S. G. (January 2012). *Co-regulation of Emotion and Cognition*. Invited presentation at Harvard Graduate School of Education, Course: Emotions in Development and Learning. Instructor: Gabrielle Rappolt-Schlichtmann, Ed.D., Cambridge, MA.
- Daley, S. G. & Christodoulou, J. A. (October 2009). *Emotions in Education*. Invited presentation at Harvard Graduate School of Education, Course: Introduction to Educational Neuroscience. Instructor: L. Todd Rose, Ed.D., Cambridge, MA.

AWARDS & FELLOWSHIPS

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|-----------|---|
| 2017 | Selected for participation in the International Council for Learning Disabilities' Leadership Institute |
| 2015 | Selected for participation in Institute on Quasi-Experimental Design & Analysis for Education Research, Institute of Education Sciences (IES) |
| 2009-2010 | American Association of University Women: Dissertation Fellowship |
| 2009 | International Mind, Brain, and Education Society: Travel Grant |
| 2008 | Jeanne Chall Reading Lab, Harvard Graduate School of Education: Doctoral Research Travel Grant |
| 2007 | Harvard Graduate School of Education: Advanced Doctoral Student Grant; Dean's Summer Fellowship |
| 2006-2007 | Spencer Foundation: Research Apprenticeship Grant |
| 2005 | Mind, Brain, and Behavior Program, Harvard University: Graduate Student Award |
| 2000 | Learning Disabilities Program, Teachers College at Columbia University: Departmental Scholarship (declined) |

PREVIOUS UNIVERSITY POSITIONS

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|-----------|---|
| 2015-2016 | Harvard Graduate School of Education: <i>Adjunct Lecturer on Education</i>
Course: Universal Design for Learning: Meeting the Challenge of Individual Differences |
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- 2013-2015 **Tufts University, Eliot-Pearson Department of Child Study & Human Development: *Lecturer***
Course: Learning and Attention Difficulties: Assessment & Teaching
- 2006 **Harvard Graduate School of Education, Language & Literacy Program: *Instructor***
Course: Introduction to Psycho-educational Assessment
- 2004-2009 **Harvard Graduate School of Education: *Teaching Fellow***
Courses: Neuropsychology and Instructional Design/Universal Design for Learning; Cognitive Development, Education and the Brain
- 2005-2006 **Harvard Graduate School of Education: *Presidential Instructional Technology Fellow***
Course: Intermediate Statistics: Applied Regression and Data Analysis

RESEARCH & APPLIED EXPERIENCE

- 2014-2016 **CAST, Inc.: *Director of Research***
- 2010-2014 **CAST, Inc.: *Research Scientist***
CAST (Center for Applied Special Technology) is an educational research & development organization that works to expand learning opportunities for all, including those with disabilities.
- 2005-2010 **Harvard University: *Freshman Proctor, Member of the Board of Freshman Advisors, Academic Advisor***
- 2005-2007 **Emotion, Health, and Psychophysiology Lab, Harvard University: *Research Assistant*** (PI: Wendy Berry Mendes, Ph.D.)
- 2004-2006 **Harvard Graduate School of Education, Usable Knowledge in Mind, Brain, and Education Conference: *Research Assistant*** (Supervisor: Kurt Fischer, Ph.D.)
- 2005-2006 **Children's Hospital, Boston, Learning Disabilities Program: *Clinical Fellow*** (Supervisor: Grant Cioffi, Ph.D.)
- 2004 **CAST, Inc.: *Research Assistant*** (PI: Bridget Dalton, Ed.D.)
- 2001-2003 **Wheelock College (Boston, MA): *Coordinator of Disability Services***
- 2001-2003 **Learning Lab @ Lesley University (Cambridge, MA):** Learning specialist working with individual students with learning and attention difficulties
- 2000-2001 **Manchester High School West (Manchester, NH): *Special Education Teacher, Learning Disabilities Specialist***

PROFESSIONAL SERVICE

Grant Reviewer

National Science Foundation: Research in Disabilities Education, Discovery Research K12, Broadening Participation in Engineering, and INCLUDES competitions (2014; 2016; 2018; 2019)
Canada First Research Excellence Fund (2015)
Spencer Foundation (2019-20)

Editorial Board Member

Journal of Educational Psychology (2018-)

Ad Hoc Reviewer

Annals of Dyslexia; Applied Psycholinguistics; Child Development; Computers and Education; Developmental Psychology; The Elementary School Journal; Journal of Genetic Psychology; Learning Disability Quarterly; Learning and Individual Differences; Mind, Brain, and Education; NASSP Bulletin; Teaching and Teacher Education

Conference Reviewer

American Educational Research Association (Inclusive and Special Education Research SIG; Motivation in Education SIG; Stress, Resilience, & Coping SIG); Council for Exceptional Children (Technology & Media and Research Program Areas); International Council for Learning Disabilities

Work Groups & Advisory Boards

ISAC: Involve Students with ASD in Computing (2020-)
ASPIRE Doctoral Leadership Grant at George Mason University (2020-)
Social Emotional Learning for All at the Yale Center for Emotional Intelligence (2020)
Rochester City School District Special Education Working Group (2018-19)
Steering Committee for the Providence Group, an invited group of national organizations focused on students with learning disabilities (2014-2015)
Consultant to course developers for online Massachusetts Focus Academy course, *Universal Design for Learning: Using Student Affect and Engagement to Improve Learning*. Massachusetts Department of Elementary and Secondary Education (2012-2013)

Member

American Educational Research Association (AERA)
Council for Exceptional Children (CEC)
International Council for Learning Disabilities (CLD); member of research committee

Service to the Warner School of Education & Human Development

Coordinator of Quantitative Consulting Service (2016-present)
Representative to Academic Policy Committee (2018-2020)
Course Evaluation Task Force (2019)