

CURRICULUM VITAE

Renée E. Lastrapes

Associate Professor
Educational Research and Assessment
University of Houston-Clear Lake
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EDUCATION

Ph.D., Louisiana State University, 2015
Major: Applied Research, Measurement, and Evaluation
Minor: Applied Statistics

Specialist Certification, San Francisco State University, 1998
Major: Learning Disabilities (43 credit hours)

M.Ed., Louisiana State University, 1993
Major: Secondary English

B.A., Louisiana State University, 1992
Major: English
Minor: Philosophy

CERTIFICATES AND LICENSURES

Louisiana: Secondary English, Mild / Moderate (1-12)
Educational Diagnostician #A 498479

California: Specialist Instruction Credential in Special Education # 130066100
Single Subject Teaching Credential # 080027520
Resource Specialist Added Authorization # 000148712
Cross cultural, Language and Academic Development Credential (CLAD)
0101270

PROFESSIONAL EXPERIENCE

2022 to Present	Program Director Educational Foundations/Research College of Education University of Houston-Clear Lake
2020 to Present	Associate Professor Educational Research and Assessment College of Education University of Houston-Clear Lake
2022 to to Present	Adjunct Associate Professor (spring and summer semesters) Statistics I and II University of Texas Health Science Center San Antonio School of Health Professions
2020 to Present	Adjunct Associate Professor (summer and fall semesters) Biostatistics University of Texas Medical Branch School of Health Professions
2015 to 2020	Assistant Professor Educational Research and Assessment College of Education University of Houston-Clear Lake
2012 to 2015	Graduate Research Assistant Louisiana State University College of Human Sciences and Education
2009 to 2012	Resource / Mild-Moderate Teacher Charles M. Burke Elementary School, Duson, LA Lafayette Parish School System
1998 to 2009	Resource Specialist Bancroft Middle School, San Leandro, CA San Leandro Unified School District
1995 to 1998	Special Day Class Teacher Lincoln Child Center, Oakland, CA

1993 to 1994 Teacher-English I; Spanish I and II
 Capitol High School, Baton Rouge, LA
 East Baton Rouge Parish School System

COURSES TAUGHT AT UHCL

Graduate

EDLS 8530	Research Seminar
EDCI 8530	Research Seminar
EDLS 7130	Program Evaluation
EDLS 7031	Research Design – Quantitative I
EDCI 7031	Research Design – Quantitative I
EDLS 7032	Research Design – Quantitative II
EDCI 7032	Research Design – Quantitative II
EDLS 7130	Program Evaluation
EDLS 7333	Survey Design
EDLS 7333	Survey Design
EDLS 7330	Advanced Statistics
EDUC 6032	Applied Statistics and Measurement
COUN 6033	Research Design and Analysis for Counselors
EDUC 6033	Research Design and Analysis

Undergraduate

SPED 4300	Survey of Exceptionalities
EDUC 3301	Introduction to Educational Statistics and Measurement

COURSES TAUGHT AT OTHER UNIVERSITIES

Graduate

University of Texas Health Science Center San Antonio, School of Health Professions
 San Antonio, TX

HSCI 7103	Statistics I
HSCI 7104	Statistics II

University of Texas Medical Branch, School of Health Professions, Galveston, TX

CLLS 5319	Biostatistics
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Louisiana State University, Baton Rouge, LA

ELRC 7006	Educational Statistics
ELRC 7016	Advanced Educational Statistics

Undergraduate

Louisiana State University, Baton Rouge, LA

EDCI 4710 Consultation, Collaboration, and Co-Teaching

PUBLICATIONS

Refereed Journal Articles

International/National

Williams, S. D., **Lastrapes, R. E.**, Skrbec, M. L., Fritz, J. N., Metoyer, C. N., Prell, A. H., & Fletcher, V. L. (in preparation). Use of a pre-transition quiet time to decrease transition duration of elementary students.

Boquet, A., Pettrey, K., **Lastrapes, R. E.**, & Mooney, P. (2022). *What does a useful practitioner journal article look like? Perceptions of preservice teacher candidates*. [Manuscript submitted for publication].

Grace, J. & **Lastrapes, R. E.** (in press). School administrators' perceptions on navigating issues of race and racism: A critical race mixed-method study.

Grace, J., Simieou, F., **Lastrapes, R. E.**, & Decman, J. (2022). Confronting the racism boogeyman: Educational leaders make meaning of the impact of George Floyd. *Education, Citizenship, and Social Justice*. Advance online publication. <https://doi.org/10.1177/17461979221123014>

Lastrapes, R.E. (2022). Teaching general education preservice teachers special education acronyms using SAFMEDS. *Special Education Research, Policy & Practice*, 6, 93-104.

Pettrey, K., **Lastrapes, R. E.**, & Mooney, P. (2022). Developing self-monitoring skills in mathematics for students with emotional and behavioral disorders. *Beyond Behavior*, 31(1), 65-75. <https://doi.org/10.1177%2F10742956211072480>

Lastrapes, R. E., Jain, P., & Fritz, J. N. (2021). Effects of a prompting intervention on teachers' use of behavior-specific praise in an urban preschool. *Journal of Behavioral Education*. Advance online publication. <https://link.springer.com/article/10.1007/s10864-021-09450-5>

- Xu, C. & **Lastrapes, R. E.** (2021). Impact of STEM sense of belonging on career interest: The role of STEM attitudes. *Journal of Career Development*. Advance online publication. <https://doi.org/10.1177/08948453211033025>
- Winn, C. S., Cothorn, T. L., **Lastrapes, R.**, & Orange, A. (2021). Teacher self-efficacy and principal leadership behaviors. *Education Leadership Review*, 22, 17-35.
- Lastrapes, R. E.**, & Mooney, P. (2021). Teachers' use and perceptions of research-to-practice articles. *Exceptionality*, 29(5), 375-389. <https://doi.org/10.1080/09362835.2020.1772068>
- Eschete, C., **Lastrapes, R. E.** & Mooney, P. (2021). Increasing teacher education candidate collaboration knowledge and skill through approximations of practice. *Special Education Research Policy and Practice*, 5, 40-58.
- Mooney, P., & **Lastrapes, R. E.** (2020). Conceptual replications of the critical content monitoring general outcome measure in science content. *Assessment for Effective Intervention*, 45(2), 121-134. <https://doi.org/10.1177%2F1534508418791733>.
- Lastrapes, R. E.** & Mooney, P. (2019). Investigating sentence verification technique as a potential CBM measure of science content. *Journal of At-Risk Issues*, 2(2), 12-22.
- Baker, S. F., & **Lastrapes, R. E.** (2019). The writing performance of elementary students using a digital writing application: Results of a teacher-librarian collaboration. *Interactive Technology and Smart Education*. Advance online publication. <https://www.emeraldinsight.com/doi/abs/10.1108/ITSE-08-2018-0057>
- Lastrapes, R. E.**, & Mooney, P. (2019). Noticing and noting: Teaching students with EBD to effectively self-monitor. *Beyond Behavior*, 28(2), 108-120. <https://journals.sagepub.com/eprint/UXAZMB8JFVX5S5PFE5SQ/full>
- Lastrapes, R. E.**, Fritz, J. N., & Hasson, R. (2019). Increasing teachers' use of behavior-specific praise with the teacher vs. student game. *Journal of the American Academy of Special Education Professionals*, 1, 64-78.
- Moreno-Recio, P., Corrales, A., Orange, A., & **Lastrapes, R. E.** (2018). Do years of experience and hours of training really matter? Investing in school leaders' efficacies and English learners' language development. *AASA Journal of Scholarship and Practice*, 15(3), 32-52.
- Mooney, P., & **Lastrapes, R. E.** (2018). Replicating criterion validity in science content for the combination of critical content monitoring and sentence verification technique. *Assessment for Effective Intervention*, 44(4), 292-299. <https://doi.org/10.1177/1534508418758362>.

- Lastrapes, R. E.**, Fritz, J. N., & Casper-Teague, L. (2018). Effects of the Teacher versus Students game on teacher praise and student behavior. *Journal of Behavioral Education*, 27(4), 419-434.
- Csaszar, I. E., Curry, J. R. & **Lastrapes, R. E.** (2018). Effects of loving kindness meditation on student teachers' reported levels of stress and empathy. *Teacher Education Quarterly*, 45(4), 93-116.
- Fritz, J. N., Dupuis, D. L., Wu, W., Neal, A. E., Rettig, L. A., & **Lastrapes, R. E.** (2017). Effects of equating effort on recycling and trash disposal. *Journal of Applied Behavior Analysis*, 50(4), 825-829.
- Boudreaux-Johnson, M., Mooney, P., & **Lastrapes, R. E.** (2017). An evaluation of close reading with at-risk fourth grade students in science content. *Journal of At-Risk Issues*, 20(1), 27-35.
- Jackson, K. M., Willis, K., Giles, L., **Lastrapes, R. E.**, & Mooney, P. (2017). How to meaningfully incorporate co-teaching into programs for middle school students with emotional and behavioral disorders. *Beyond Behavior*, 26(1), 11-18.
- Lastrapes, R. E.** (2016). Let Us Play: Using research-based games to facilitate effective instruction. *Beyond Behavior*, 25(3), 27-33.
- Mooney, P., **Lastrapes, R. E.**, Marcotte, A. M., & Matthews, A. (2016). Validity of two general outcome measures of science and social studies achievement. *Specialis Ugdymas/ Special Education*, 34(1), 145-188.
- Mooney, P., & **Lastrapes, R. E.** (2016). The benchmarking capacity of a general outcome measure of academic language in science and social studies. *Assessment for Effective Intervention*, 41(4), 209-219.
- Lastrapes, R. E.** (2014). Using the good behavior game in an inclusive classroom. *Intervention in School and Clinic*. 49(4), 225-229.

State

- Archer, L. A. C. & **Lastrapes, R. E.** (2014). Demonstrate mathematical modeling using Excel. *Mathematics in Michigan*, 47(2), 16-20.

Book Chapters

- Baker, S. & **Lastrapes, R.**, Eubanks, L., & Willis, J. (2020). Social media collaborative spaces: Building bridges to just-in-time training. In R. E. Ferdig, E., Baumgartner, R. Hartshorne, R. Kaplan-Rakowski, & C. Mouza (Eds.), *Teaching, Technology, and Teacher Education during the COVID-19 Pandemic: Stories from the Field*

(pp. 289-293). Association for the Advancement of Computing in Education (AACE).

FUNDED GRANTS

Internal

Lastrapes, R. E., & Willis, J. M. (2017). *Validating a computer-delivered self-assessment version of the Student Risk Screening Scale for Internalizing Behavior problems for elementary students*. Faculty Research Support Fund, UHCL. Total amount funded: \$1200. (Principal Investigator).

Lastrapes, R. E., & Fritz, J. N. (2016). *Examining the impact of the Teacher-Students Learning Game on teachers' praise statements and student behaviors*. Faculty Research Support Fund, UHCL. Total amount funded: \$1640. (Principal Investigator).

External

Awarded/Funded

Davari, S. & Matthew, K. (2021 – 2026). *Supporting diversity in STEM Careers*. US Department of Education, HSI-STEM & Articulation Program. Award Amount: \$4,036,338. (Evaluator/Researcher).

Davari, S. & Matthew, K. (2019-2020). *STEM career pathways: A university-community college-industry partnership*. US Department of Education, Supplemental Funding. Award Amount: \$ 150,000. (Evaluator/Researcher).

McEnery, L. & Matthew, K. (2019 – 2024). *Educators turn possibilities into realities: Promoting postbaccalaureate opportunities for Hispanic Americans*. US Department of Education. Award Amount: \$2,500,000 (Evaluator).

Willis, J.M. (2021). *Explore STEM Camps*. Texas Workforce Commission. Award Amount: \$12,364.28, (Evaluator).

Willis, J.M. (2020). *Explore STEM Camps*. Texas Workforce Commission. Award Amount: \$12,949.65, (Evaluator).

Willis, J. (2019). *STEM explore camps*. Texas Workforce Commission. Award Amount: \$34,650 (Evaluator).

Willis, J. (2018). *STEM explore camps*. Texas Workforce Commission. Award Amount: \$34,650 (Evaluator).

- Mooney, P., Callegan, G., D’Albor, K. & Noell, G. (2017). *Data-based individualization for students with severe learning needs*. Louisiana Systemic Initiatives Program. Award amount: \$189,391 (Evaluator).
- Davari, S. & Matthew, K. (2016 – 2021). *STEM career pathways: A university-community college-industry partnership*. US Department of Education, 2016 HSI-STEM & Articulation Program. Award Number: P031C160242. Award Amount: \$3,776,459. (Evaluator/Researcher)
- Mooney, P. & **Lastrapes, R. E.** (2014). *Next steps in the evaluation of an online content assessment tool*. Funding Source: *CHSE Peabody Society Dean’s Circle Grant*. Award Amount: \$2,000. (Co-Principal investigator).
- Cammarata, M., & **Lastrapes, R. E.** (2002). *Improving writing grant for Bancroft Middle School*, San Leandro Unified School District, California. Funding Source: Bay Area School Reform Collaborative (BASRC). Award Amount: \$50,000.
- Unfunded**
- Benner, R., Weaver, L., Willis, J., Lacher, L., Peters, M., **Lastrapes, R. E.**, & Orange, A. (2019). *Collaborative: Supporting computational thinking and computer science for all K-8 Classrooms through Development of a Sustainable RPP*. National Science Foundation. Award amount: \$124,607.
- Willis, J, Watson, S., Corrales, A, Peters, M. *Collaborative research strategies: Launching STEM careers and communities of knowledge in a space science innovation lab*. NSF ITEST. Award amount: \$441,704 (Researcher).
- Willis, J., (2018). *Innovative technology experiences for students and teachers*. National Science Foundation. Award amount: \$756,921 (Evaluator).
- Jeffrey, Tonya (2018). *GEAR UP technical assistance grant*. Texas Education Agency. Award amount: \$450,000. (Evaluator).
- Orange, A. & Lastrapes, R. E. (2018). *Research grant: Developing an administrator bullying survey*. Spencer Foundation. Award amount: \$50,000. (Researcher).
- Yang, T. A., Willis, J. (2017). *Cyber camp for the classroom teacher: Preparing tomorrow’s workforce*. National Science Foundation. Award amount: \$99,190. (Researcher).
- Pedro, J., Sawyer, C., Peters, M., Willis, J., Decman, J., Jones, L., & Simieou, F. (2017). *Developing excellence in educational leadership*. Department of Education. Award Amount: \$8,848,486. (Researcher).

Willis, J., Peters, M., Watson, S., & Corrales, A. (2017). *Launching STEM careers and communities of knowledge in a space science innovation lab*. National Science Foundation: ITEST. Award Amount: \$435,806.00. (Researcher).

Willis, J. (2017). *GenCyber program*. National Security Agency. Award Amount: \$49,500. (Researcher).

Willis, J. M., Trevathan, M., Beavers, E. & **Lastrapes, R. E.** (2017). *Code of Aegis*. IES Small Business Innovative Research (SBIR). Award amount: \$49,500. (Researcher).

Weaver, L., Marquez, J., Simieou, F., & **Lastrapes, R. E.** (2016). *Collaborative bilingual leadership development (CBLD)*. United States Department of Education. Award amount: \$1,958,338. (Evaluator/Researcher).

PRESENTATIONS

International/National

Grace, J., & **Lastrapes, R. E.** (2022, April). *Examining racial attitudes with the Anti-Racism Disposition Scale for School Administrators (ARDSA)*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Lastrapes, R. E., Pettrey, K. V., Boquet, A. J., & Mooney, P. (2022, April). *What does a useful practitioner journal article look like? Perceptions from teachers*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Martin, A., **Lastrapes, R. E.**, & Orange, A. (2022, April). *Black student enrollment in dual credit*. Poster presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Nguyen, P. J., **Lastrapes, R. E.**, Alvarado, A., Hackler, A., Matthew, K. I., & Davari, S. (2022, April). *Successful careers in STEM: A program to increase diversity at a Hispanic-Serving Institution*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.

Cothorn, T.L., Simieou, F., Decman, J., & **Lastrapes, R. E.** (2020, August). *The professional development of rural school principals: The elements, contexts, and topics desired by principals in a rural school district*. Paper presented at the annual meeting of International Council of Professors of Educational Leadership Annual Meeting, Denver, CO (Online).

Lastrapes, R. E., Jain, P. & Fritz, J. N. (2020, April). *Effects of a prompting intervention on preschool teachers' use of behavior-specific praise* [Poster Session]. AERA

Annual Meeting San Francisco, CA <http://tinyurl.com/tebazkg> (Conference Canceled).

Lastrapes, R. E. & Orange, A. (2020, April). *Preservice teachers' use of evidence-based practices for classroom behavior in field experience* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wuvuc5a> (Conference Canceled).

Lastrapes, R. E. (2020, April). *An action research study of research-based practices via practice-based instruction* [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/w4jgdcn> (Conference Canceled).

Williams, S. D., Fritz, J. N., Skrbec, M., Metoyer, C. N., & **Lastrapes, R. E.** (2020, May). Effects of pre-transition quiet time on transition duration and problem behavior. In C. Cividini-Motta, Chair, *Evaluations of innovative procedures aimed at improved behavior in classrooms and clinical settings*. Paper presented at the annual meeting of the Association for Behavior Analysis International, Washington, D.C.

Moreno-Recio, P., Corrales, A., Orange, A., & **Lastrapes, R. E.** (2019, April). *School leaders' efficacies and their impact on English learners' language growth*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Toronto, CA.

Mooney, P. & **Lastrapes, R. E.** (2019, February). *Perceptions of practitioner article content*. Paper presented at the annual meeting of the Council for Exceptional Children (CEC) Conference, Indianapolis, IN.

Orange, A. & **Lastrapes, R.** (2019, January). *Teaching qualitative analysis to a quantitative researcher*. Paper presented at the annual meeting of the Qualitative Report (TQR), Fort Lauderdale, FL.

Lastrapes, R. E. (2018, April). *Understanding preservice teachers' knowledge and use of evidence-based practices to manage behavior*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New York, NY.

Lastrapes, R. E. (2017, February). *Teacher vs. Student Game: An easy and effective behavior management strategy*. Paper presented at the annual meeting of the Council for Exceptional Children (CEC) Conference, Boston, MA.

Rice, D. K., & **Lastrapes, R. E.** (2017, March). *Teacher training in evidence-based behavioral practices: An action research study exploring self-efficacy, preparedness, and practice*. Paper presented at the annual meeting of the Council for Exceptional Children (CEC) Conference, Boston, MA.

Benedetto, H., Mooney, P., **Lastrapes, R. E.** (2016, March). *Secondary formative assessment and associated intervention for science and social studies*. Paper

- presented at the annual meeting of the Council for Exceptional Children (CEC) Conference, St. Louis, MO.
- Lamadrid, G. A., **Lastrapes, R. E.**, Arbuthnot, K. N., Elder, A. E. (2016, April). *Outcomes of dual enrollment: Are colleges and universities implementing policy before the results are known?* Paper presented at the annual meeting of the American Educational Research Association (AERA), Washington, DC.
- Elder, A. E., Arbuthnot, K. N., Lamadrid, G. A., **Lastrapes, R. E.** (2016, April). *The effects of dual enrollment on achievement in subsequent coursework at the university level.* Paper presented at the annual meeting of the American Educational Research Association (AERA), Washington, DC.
- Lastrapes, R. E.** (2015, September). *Using games to introduce research-based behavioral interventions for students with EBD in inclusive settings.* Poster presented at the annual meeting of the Council for Children with Behavioral Disorders (CCBD) Conference, Atlanta, GA.
- Mooney, P. & **Lastrapes, R. E.** (2015, September). *Performance and progress monitoring of students in science and social studies and intervention next steps.* Poster presented at the annual meeting of the Council for Children with Behavioral Disorders (CCBD) Conference, Atlanta, GA.
- Regional
- Lastrapes, R. E.** (2021, February). *A statistics refresher for faculty and non-faculty, part I.* Presentation at the Southwest Education Research Association (SERA) Conference, [Virtual session].
- Lastrapes, R. E.** (2021, February). *A statistics refresher for faculty and non-faculty, part II.* Presentation at the Southwest Education Research Association (SERA) Conference, [Virtual session].
- Xu, C., & **Lastrapes, R. E.** (2019, February). *R in two PaRts: Getting started and SEM.* Paper presented at the Southwest Education Research Association (SERA) Conference, San Antonio, TX.
- Lastrapes, R. E.**, Xu, C., & Willis, J. M. (2019, February). *Validating a computer-delivered self-assessment version of the Student Risk Screening Scale.* Paper presented at the Southwest Education Research Association (SERA) Conference, San Antonio, TX.
- Lastrapes, R. E.** (2018, February). *SAFMEDS vs. online quizzes: An action research study.* Paper presented at the Southwest Education Research Association (SERA) Conference, New Orleans, LA.

Lastrapes, R. E. & Rice, D. K. (2017, February). *Preservice teachers' use of evidence-based practices for classroom behavior in field experience*. Paper presented at the Southwest Education Research Association (SERA) Conference, San Antonio, TX.

Lastrapes, R. E. (2014, February). *The source of student (Mis)behavior: A mixed methods study of teacher perceptions of causal attributes for student problem behavior*. Paper presented at the Southwest Education Research Association (SERA) Conference, New Orleans, LA.

Lastrapes, R. E. (2013, March). *Examining the effects of inclusion on students without disabilities*. Poster presented at the annual meeting of the Council for Exceptional Children (CEC) Convention and Expo, Division of Learning Disabilities, San Antonio, Texas.

State

Lastrapes, R. E. (2015, January). *Support or punish? Teacher perceptions about student problem behavior*. Paper presented at the Louisiana Educational Research Association (LERA) Conference, Lafayette, Louisiana.

Lastrapes, R. E. & Eschete, C. L. (2015, January). *Games in the classroom: Academic, behavioral, and recreational games for all grades*. Paper presented at the Louisiana Council for Exceptional Children 34th Annual Super Conference, Lafayette, Louisiana.

Aronhime, B., Bhattari, G., Galeano, S. P., **Lastrapes, R. E.** (2013, January). *Considering language and culture in teaching*. Paper presented at the "Food for Thought" Webinar for teaching assistants working with English language learners at LSU, Baton Rouge, LA.

Lastrapes, R. E., Rice, D. K., Eschete, C., & Turner, L. (2013, January). *Elements of effective instruction and the common core: Examples through video*. Paper presented at the Louisiana Council for Exceptional Children 32nd Annual Super Conference, Lafayette, Louisiana.

Lastrapes, R. E. (2012, July). *Managing differentiated instruction in the classroom*. Paper presented at the Berchmans Academy of the Sacred Heart, Grand Coteau, LA.

Lastrapes, R. E., (2011, January). *Effective classroom management in a positive classroom environment*. Paper presented at the Louisiana Council for Exceptional Children 30th Annual Super Conference, Lafayette, Louisiana.

HONORS

- 2020 Minnie Stevens Piper Foundation Teaching Award Nominee
- 2018 Minnie Stevens Piper Foundation Teaching Award Nominee
- 2014 Lillian Oleson Scholarship for the College of Human Sciences and Education
- 2013 Paul & Ellen Arst Scholarship for the College of Human Sciences and Education
- 2012 Dr. William Rodney Cline Philosophy of Education Scholarship

SERVICE

Service Within the Institution

University of Houston-Clear Lake

Faculty Senate Executive Committee	2022-Present
Chair of Curriculum Committee	2022-Present
Grand Marshall UHCL Graduation	May 2022
Search Committee for director of Office of Institutional Effectiveness	2021
Academic Review Committee	2021-Present
CPHS (IRB) University Committee Chair-Elect	2021-2022
SACSCOC Faculty Fellow	2020-2021
Search Committee for Director of EXCITE Grant	2020
Search Committee for Graduate Program Specialist EXCITE Grant	2020
Quality Enhancement Program (QEP) Steering Committee Co-Chair	2020-Present
QEP Assessment Committee	2020-Present
Covid-19 Contact Tracer	2020-2021
Faculty Senate	2018-2020
Faculty Senate Curriculum Committee	2019-2020
Co-Chair of Digital Humanities Faculty Learning Community	2018-2019
University Life Committee	2018-2019
Faculty Life Committee	2018-2020
Academic Honesty Committee	2018-2022
University Ambassador	2015-2019

College of Education

Program Director, Educational Foundations/Research	2022-Present
Search Committee member EDUC Faculty	2022
Chair of Search Committee for Assistant Professor	2022
Chair of Search Committee for Assistant Professor	2022
Promotion and Tenure Committee	2021
Academic Review Committee Member (alternate)	2018-2020
Search Committee member Senior Secretary COE Dean's Office	2017
CAEP Standard 2	2017
Search Committee member EDLS Faculty	2016

Nominations and Elections Committee	2015-2018
Student Affairs Committee	2015-2017
Doctoral Admissions Committee	2015-present
Doctoral Program Advisory Committee	2015-present
Academic Review Committee Member	2020-present

Service to the Profession

International/National Professional Organizations

AERA Division D Webmaster	2020-2022
AERA Division D Communications Committee	2020-2022
Reviewer- <i>Teaching Exceptional Children</i>	2022
Reviewer- <i>British Journal of Special Education</i>	2021
Reviewer- <i>Journal of Teacher Education</i>	2021
Reviewer- <i>Applied Psychology: Health and Well-Being</i>	2021
Department of Defense Education Activity Grant Reviewer	2020
AERA proposal reviewer Early Childhood SIG	2018-present
AERA proposal reviewer Classroom Management SIG	2018-present
Reviewer- <i>Measurement and Evaluation in Counseling and Development</i>	2017
Reviewer- <i>Journal of Research in Reading</i>	2016
Editorial review board – <i>Journal of the American Academy of Special Education Professionals</i>	2015-present
Reviewer- <i>Beyond Behavior</i>	2015-present
AERA proposal reviewer Special Education SIG	2015-present

Regional Professional Organizations

SERA Co-Chair Division III: Methodology, Measurement & Evaluation	2018-2020
SERA – reviewer for the Graduate Student SIG	2015-present

Dissertation Chair & Methodologist

Scott, Mandy (2022). *Are the Needs of First-Year Teachers Different Based on Preparation Program?* University of Houston-Clear Lake.

Nguyen, PhuongDieu Jennifer (2021). *Examining the Impact of a Hispanic-Serving Institution (HSI) Grant at a Four-Year University.* University of Houston-Clear Lake.

Lenamon, Margene (2020). *Science Learners, Science Teachers, Science Courses, and Curiosity: Information for Teacher Education Programs.* University of Houston-Clear Lake.

Cunningham, Mytra (2018). *Identifying Teachers' Perceptions and Beliefs of Dyslexia and the Effects on Student Identification.* University of Houston-Clear Lake.

Moreno, Ana (2018). *Factors Contributing to High School Completion in Pregnant Teens*. University of Houston-Clear Lake.

Washington, Shayne (2018). *An Exploration of the Relationship Between African American Health Care Professionals' Resilience and Their Perceived Experiences of Their Health Care Programs' Organizational Support*. University of Houston-Clear Lake.

Winn, Christian (2018). *The Relationship Between Teacher Self-Efficacy and Principal Leadership Behaviors*. University of Houston-Clear Lake.

Dissertation Methodologist

Bolinger, Matthew (2022). *Social Media as a Marketing Tool for Public Schools*. University of Houston-Clear Lake.

Bouchard, Kai (2021). *An Examination of the Impact Career and Technical Education (CTE) Programs Have on High School Dropout Rates*. University of Houston-Clear Lake.

Cavaliere, Christina (2021). *Secondary Co-Teachers' Perceptions of Their Competence in Coteaching And Utilizing Integrative Technology*. University of Houston-Clear Lake.

Green, Aronda (2021). *A Study on the Impact of Early Childhood Programs on the Achievement of African American Students*. University of Houston-Clear Lake.

Martin, Akilah (2021). *Factors That Impede the Enrollment of Black Students in Dual Credit Programs*. University of Houston-Clear Lake.

Molinaro, Marlo (2021). *How Elementary and Middle School Teachers' Perceptions of Supportive Principals' Behaviors Impact the Overall T-Tess Evaluation Process*. University of Houston-Clear Lake.

Moore, Chenda (2021). *Immigrant Graduate Students' Persistence Toward Graduation: Factors Affecting Their Ability to Complete A Program of Study*. University of Houston-Clear Lake.

Oduola, Esperanza (2021). *Exploring the Relationship Between Transition Planning and Employment Outcome for Students with Intellectual Disabilities*. University of Houston-Clear Lake.

Dorsch, Thomas (2020). *Development of An Effective Organizational Performance Instrument to Facilitate Postsecondary Institutional Change*. University of Houston-Clear Lake.

- Guler, Rebecca (2020). *The Relationship Between the Use of Metacognitive Reading Strategies and Student Retention in Higher Education*. University of Houston-Clear Lake.
- Jackson, Ronald (2020). *Examining the relationship between Student Attendance and Student Academic Achievement*. University of Houston-Clear Lake.
- Damian, Eddie (2019). *Elementary Campus Principals Perceptions of The Standards-Based Teacher Evaluation System in Texas*. University of Houston-Clear Lake.
- Peebles, Emily (2019). *The Impact of Student Success Courses on First-Time-In-College Students' Perceptions of Self-Efficacy*. University of Houston-Clear Lake.
- Trevathan, Monica (2019). *Integrating STEM: Examining Teacher Education, Experience, Training, and Course Factors in The Implementation of Quality Instructional Components in the Secondary Grades*. University of Houston-Clear Lake.
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