

## VITA

### Russell Monroe Gersten

#### EDUCATION

Ph.D.	University of Oregon, Eugene, OR (Special Education, Minor in Psychology) (With Honors)	1978
B.A.	Brandeis University, Waltham, Massachusetts (Physical Sciences)	1967

#### ELECTED OFFICES

1997-98	President, Division for Research, Council for Exceptional Children
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#### PROFESSIONAL EXPERIENCE

July, 2002-present	Director, Instructional Research Group; Long Beach, CA
2003-present	Professor Emeritus, College of Education, University of Oregon
June, 2002- present	President, RG Research Group; Long Beach, CA
1991-present	Professor, College of Education, University of Oregon
March 2004-present	Task Leader for Classroom Observations component of RF impact evaluation, RMC Research Corporation; Long Beach, CA
March, 2003-2004	Director, CA Office and Senior Research Associate, RMC Research Corporation; Long Beach, CA
July, 2002-June, 2003	Interim Co-Director; Center for Promoting Research to Practice for Individuals with/at-risk for Disabilities (CPRP) at Lehigh University
Nov., 2000- Mar. 2002	Director, Eugene Research Institute
1992- Sept. 2002	President, Eugene Research Institute
1996-1997	Senior Research Analyst (visiting), American Institute for Research

1992-1995	Chairperson, Research Foundations Area, College of Education, University of Oregon
1996-1998	Co-chair, ESOL Program, College of Education, University of Oregon
1986-1990	Associate Professor, College of Education, University of Oregon
1978-1986	Director, Evaluation and Field Research, Direct Instruction Follow Through Project, University of Oregon
1979-1985	Assistant Professor, College of Education, University of Oregon
1975-1977	Instructor, Antioch Graduate School of Education, Keene, New Hampshire
1975	Instructor, Castleton State College, Brattleboro, Vermont
1967-1975	Special education teaching and supervision: Programs for autistic and teach disabled students, Boston and Winchester, MA
1970-1981	Music critic, freelance writer and essayist for Rolling Stone Magazine, The Village Voice, The Boston Phoenix, The Real Paper (features and reviews, specializing in essays on soul music and jazz)

## **AWARDS**

2002	Award for Outstanding Research in Special Education (AERA Special Interest Group in Special Education Research)
1996	Learned Article Award, Educational Press Association of America
1991	Excellence in Research, Association for Direct Instruction

## **GRANTS & CONTRACTS**

*Principal investigator (or co-P.I.) for the following (35 grants totaling \$12,321,122):*

### **Federally Funded**

Mathematics curriculum contract number ED04-CO-0112, Task Order Number 003 awarded by IES to conduct a study entitled "Evaluation of Mathematics Curriculum". (PIs Roberto

Agodini and Russell Gersten; Subcontract from Mathematica Policy Research for 1.5 million dollars) (Oct. 2005-Sept.2008)

Center on Instruction Grant from Office of Elementary and Secondary education, USED (PI for the Mathematics Strand, Project Director is Everett Barnes; Subcontract from RMC Research for 2.5 million dollars) (October.2005-September-2010)

An Investigation of the Impact of Teacher Study Groups as a Means to Enhance the Quality of Reading Instruction for First Graders in High Poverty Schools in Two States. (Institute of Education Sciences, 2003-2007; \$2.8 million)

Evaluation of Reading Comprehension Interventions for U.S. Department of Education (Co-Principal Investigator with David Meyers and Steve Murray; PI for Subcontract from Mathematica Research for 1.2 million dollars ) (October, 2004-Sept. 2008)

Reading First Impact Evaluation: Classroom Observational Component (Institute of Education Sciences, 2003-2007; Subcontract from Abt Associates, \$10.6 million)

Developing Number Sense Instruction Accessible to Kindergartners Experiencing Developmental Delays. (U.S. Department of Education, 2000-2003; \$539,784)

A Study of Special Education Teacher Quality Subcontract to University of Florida; U. S. Dept. of Education, 2002-2004; \$163,000)

Conceptual Approaches to Teaching History to Students with Learning Disabilities in Integrated Settings (U.S. Department of Education, 1999–2002, \$539,967)

A Center to Study Sustainability of Research-Based Interventions for Students with Learning Disabilities. (U.S. Department of Education, 1998-2002, \$999,720)

Center to Identify and Meet Technical Assistance Needs of Elementary and Middle Schools. (Subcontract with the American Institute of Research contract # HS97016001, 1997-2002, \$1,182,000)

Accessibility of Personal Computers for Adults with Significant Cognitive Disabilities: Development and Field—testing of Assistive Software for Personal Management. (U.S. Department of Education, 1998-2001, \$124,983)

Functional Literacy for Decision-Making: Personal Computers as Metacognitive Tools for Youth with Mild/Moderate Mental Retardation. (U.S. Department of Education, 1996-present, \$598,522)

Achieving Curriculum Inclusion and Integrating Technology with Instruction through Backward Mapping and Collaborative Action Research.

(U.S. Department of Education, 1996-present, \$899,820)

Parameters of Effective Instruction for Language-Minority Students with Disabilities and Those at Risk for School Failure: Research Synthesis and Dissemination.

(U.S. Department of Education, 1995-1998, \$239,826)

Assistive Technology in the Cognitive Realm: Tools for Daily Living.

(U.S. Department of Education, 1995-1996, \$410,000)

Advancing and Improving the Research Knowledge Base: Comprehensible and Comprehensive Instruction for Language Minority Students with Learning Disabilities.

(U.S. Department of Education, 1994-1995, \$99,981)

Transition to Adulthood for Students with Developmental Disabilities: The Role of Siblings.

(U.S. Office of Special Education, 1994-1995, \$99,955)

Four-Pronged Middle School Intervention for Students with Mild Disabilities: A Professional Development Emphasis.

(U.S. Office of Special Education, 1992-1995, \$465,000)

Attrition/Retention of Urban Special Education Teachers: Multi-Faceted Research and Strategic Action Planning.

(U.S. Office of Special Education, 1991-1994, \$897,400)

The Language Minority Student and Special Education: A Multi-Faceted Study.

(U.S. Office of Special Education, 1990-1993, \$899,844)

Information Processing Deficits in Mathematics: A Longitudinal Study.

(U.S. Office of Special Education, 1991-1992, \$74,993)

Integrating Minority Handicapped Students into Regular Classroom Settings.

(U.S. Office of Special Education, 1988-1992, \$620,028)

Proactive Roles for the Resource Consultant.

(U.S. Office of Special Education, 1988-1991, \$330,339)

Expert Assessment of Mathematics Proficiency.

(U.S. Office of Special Education, 1989-1991, \$406,000)

Instructional Leadership in Special Education.

(U.S. Office of Special Education, 1989-1992, \$247,000)

Instructional Leadership in Special Educational Technology.

(U.S. Office of Special Education, 1988-1991, \$252,000)

Integrating Technology with Effective Teaching Practices at the Secondary Level

(U.S. Office of Special Education, 1987-1990, \$321,825)

Active Teaching through Staff Development and Videodisc Instruction  
(U.S. Office of Special Education, 1986-1988, \$206,000)

Instructional Leadership in Special Education.  
(U.S. Office of Special Education, 1986-1989, \$198,000)

Computer Assisted Instruction in Higher Order Skills for Mildly Handicapped Students:  
Programmatic Research on Design Principles.  
(U.S. Office of Special Education, 1984-1987, \$239,000)

Special Education Technology and Computer Technology.  
(U.S. Office of Special Education, 1984-1987, \$235,000)

A Study of Administrative Support of School Improvement.  
(National Institute of Education, 1983-1985, \$228,000)

Instructional and Policy Determinants of High School Students' Achievement in  
Mathematics.  
(National Institute of Education, 1983-1985, \$176,000)

Longitudinal Analysis of the Impact of Structured English Immersion Programs on the  
Achievement of Hispanic Students.  
(Department of Education/Planning and Research, 1984-1985, \$82,000)

A Study of Roles in the Implementation Process.  
(National Institute of Education, 1980-1981, \$32,000)

Naturalistic Study of Implementation of an Educational Change Model in an Urban Setting.  
(Office of Education, 1978-1980, \$120,000)

### **Non-Federal**

Evaluation of Accelerated Reading Initiative (Texas Educational Agency and University of  
Texas at Austin, 2002. \$204,500)

An Observational Study of First Grade Reading Instruction to English- Language Learners.  
(California State University, 1999-2001, \$66,921)

Study of the English Language Acquisition Program in the Denver Public School District.  
(Castle Rock Foundation, \$75,500)

Synthesis of Research on Teaching Math to Low Achieving Students. (Texas Education  
Agency, September 2000 – March 2001, \$45,680)

Tests Adaptations for Students with Learning Disabilities and English-Language Learners.  
(Oregon Department of Education, July, 1998-September, 1999, \$80,000)

Evaluation of Start Making A Reader Today (SMART) Program: A Business-School  
Community Partnership to Prevent Reading Failure.  
(Oregon Children's Foundation, 1992- 2001; \$285,000)

Longitudinal Evaluation of Later Effects of Bilingual Immersion  
(READ Institute, 1996-97, \$7,000)

Evaluation of Bilingual Immersion.  
(READ Institute, 1991-92. \$9,500)

Evaluation of Lozanov Method of Bilingual Education.  
(READ Institute, 1991-92. \$4,200)

## **OTHER PROFESSIONAL ACTIVITIES**

### **National Committee and Technical Working Group Memberships**

Principal Investigator, What Works Clearinghouse Synthesis (Instructional Intervention  
Research on English Language Learners, 2005-2006)

Member, Standing Review Panel in Mathematics and Science (Institute for Education  
Sciences, 2005-2006)

Member, Technical Work Group: Design of National Evaluation of Mathematics Curricula  
(Mathematica Policy Research for IES, U. S. Department of Education, 2005)

Member, Technical Work Group: Design of National Evaluation of Adult ESL Literacy  
Programs (American Institutes for Research for IES, U. S. Department of Education, 2005-  
present)

Reviewer, Technology software: mathematics for National evaluation conducted by MRDC  
for IES (2003).

Member, Expert Technical Advisory Committee, National Coordinating Center for  
Evaluations of Early Interventions for Students with Severe Behavior Problems using  
Randomized Trials; SRI International for Office of Special education Programs, (2004-  
2008)

Reviewer, Technology software: mathematics for National evaluation conducted by MRDC  
for IES (2003).

Chair, Expert Methodology Panel for Special Education Research Synthesis and Dissemination Clearinghouse, Academy for Educational Development, for Office of Special Education Program, U. S. Dept of Education 2004-present)

Member, Expert Panel on Defining and Operationalizing the Construct of Reading Proficiency for Assessment of Special Education Students ( University of Minnesota cooperative agreement for Special Education Research at IES, U. S. Dept of Education, 2005-present)

Program Committee, OSEP Research Project Directors' Meeting, Washington, D. C. (April to June, 2004).

Reviewer, Math Intervention Curriculum for randomized trials study conducted of after school programs in (MRDC Contract for U.S. Department of Education, IES, 2004).

Expert Panel, Evaluation of Same Sex Schools (American Institutes for Research contract for, U. S. Dept of Education, Office of Elementary and Secondary Education) (2004).

Expert Panel/Technical Work Group on design of national Adult ESL program evaluation using randomized trials (MRDC and American Institutes for Research 2004).

Expert Panel/Technical Work Group on English Language Acquisition Assessment for IES in conjunction with ETS and Accountability Works (2004).

Evaluator, National Center on Progress Monitoring (2003).

CEC-DR, Chair, Working Group: Quality indicators for experimental research in special education. (October, 2002-June, 2004).

Facilitator, NCTI Quality Indicators for evaluation of technology effectiveness (2003).

Research Advisor, National Technical Assistance Alliance for Parent Centers, Office of Special Education (2003).

Evaluator, National Technical Assistance Center for Progress Monitoring, OSEP (2003).

Advisory Board, Kurzweil Publishing (Sept. 2003).

Member, CEC Committee on Professional Standards and Practices (June 2003 – present).

Expert Reviewer, Massachusetts Department of Education: English Language Development Standards (Aug. 2003).

Member, OSEP's Expert Evaluation Panel for the IDEA – Part B Programs (2001-2003).

Senior Content Advisor, What Works Clearinghouse: Research Synthesis on Effective Instruction for English Learners. (April 2003 – present).

Facilitator, Affinity Group on evaluating research for special education technology. (January-2003-present).

Advisor, Arkansas Reading Excellence Act: Research and Evaluation (2001-2002).

Selection Committee for Editor of *Exceptional Children*, Council for Exceptional Children, 20002.

Select Panel to Review Quality of Research Grants Funded by Office of Special Education Programs, U. S. Dept. of Education (joint OSEP/OERI): November, 20002.

National Advisory Board, National Institute of Child Health and Human Development/Office of Educational Research and Improvement (OERI): Center for Research on Teaching Reading to English Language Learners (2001-present).

National Research Advisory Board, Center on Personnel Studies in Special Education (2001-present).

Professional Advisory Board, National Center for Technology and Innovation Advisory Board Meeting (2002 - present).

Member, National Task Force to Establish National Reading Panel Report for Research on Teaching Reading to English-language learners (U. S. Dept. of Education, National Institute of Children's Health and Development (2002).

Member, Reading Excellence Act Task Force for English-Language Learners, CA Dept. of Education (July, 2001- Sept., 2002).

OSEP-CEC Division for Research Task Force on Families and Research (1999-2002).

National Advisory Panel: Implementation of Reading Excellence Act for English-language learners, Office of Educational Research and Improvement, U. S. Dept. of Education (2000).

Member, OSEP Comprehensive Planning Task Force 2000 for Research, Personnel, Preparation, and Dissemination: Access to the General Curriculum (2000, October).

Program Advisory Committee, CEC/DDEL: Symposium on Culturally and Linguistically Diverse Exceptional Learners (2000).

AERA Awards Committee, Special Education Research (2000).

Professional Advisory Board, National Center for Learning Disabilities (NCLD) (1999 – 2004).

Senior Advisor, Identification of Exemplary Practices for English-Language Learners, California Department of Education (1999 – 2002).

Technical Research Advisor, SRI International and Office of Special Education Programs, Special Education Elementary Longitudinal Study (SEELS), (1998 –2000).

Technical Advisor, Center for Study of Reading, University of Texas (Project Director, Sharon Vaughn) (1999-present).

Member, Technical Work Group, US Department of Education, National Evaluation of the Comprehensive School Reform Demonstration (CSR D) Program (1998).

Chair, OSEP/CEC working group on developing guidelines for group comparison research design in special education (with Joanna Williams, Sharon Vaughn, John Lloyd, George Hynd, Martha Thurlow) (1998-2000).

Chair, Advisory Committee to Director of Research into Practice Division, OSEP (1997-1999).

Member, CEC Awards Committee (1998).

Member, CEC: Adapting Instructional Materials for Students with Disabilities: Publication Planning Task (January, 1997).

Member, OSEP National Task Force on Technology Implementation in Special Education (1997).

Member, Technical Design Team for Oregon Assessment Development and Evaluation Project (OADEP), Oregon Department of Education (1995-2001).

Mentor, National Center on Minority Special Education, Hampton Institute, VA (1996).

Coordinator and Chair, National Association of State Directors of Special Education (NASDSE) Forums: Improving Special Education for Culturally and Linguistically Diverse Students (September, 1994, Alexandria, VA; August 1995, Alexandria, VA; and, February 1996, Phoenix, AZ).

Member, Committee on Prevention of Reading Difficulties in Young Children, National Academy of Sciences (July, 1994).

Working Group Member, Review Activities for Implementing IDEA Special Education Research Program Agenda. U.S. Department of Education, Office of Special Education Programs (1995).

Panelist, Diversity Work Group on the impact of diversity on quality of services for students with Emotional and Behavioral Disorders. Office of Special Education, U.S. Department of Education (1995).

Member, Cosmos Corporation: Delphi panel on future issues on technology use in special education (1993, July).

Member, Ad Hoc Committee on Knowledge Utilization. Joint AERA-CEC Working Committee (1995).

Member, Council for Learning Disabilities Research Committee, Subcommittee on Qualitative Research in Special Education (1995).

Chair, CEC's Ad Hoc Committee for Research, Division for Research (1994-1996).

Member, Planning Group for OSEP Research Project Directors' Meeting. (1994, January).

Member, National Academy of Sciences, Commission on Behavioral and Social Sciences and Education. Working Group: Culture and Early Education-- Assessing and Applying the Knowledge Base (1993-94).

Working Group Member, Synthesis/Verification of Effective Practices for children and Youth with Attention Deficit Disorders. U.S. Department of Education. (1993-94).

Research Committee Member, Council for Learning Disabilities (1993-1994).

Member, Invisible College for Research on Teaching (1980-1994).

Chairperson, Research Committee, National Advisory Council on Bilingual Education, U.S. Department of Education (1986-1988).

Panelist and Author, ASCD Task Force on Public School Education for 4 and 5 Year-Olds (1987-1988).

Co-Director, Academy of Effective Instruction in Reading Comprehension, Professional Development Division of Council for Exceptional Children (1986, 1987, 1988).

Member, Consortium for Research on Hispanic Students (1985-1988).

Chairperson, Doctoral Program, Department of Special Education, University of Oregon (1984-1987).

Organizer, 15 symposia for AERA and 3 symposia for Council for Exceptional Children.

### **Grant/Contract Reviewer for the Following**

Chairperson, Math and Science Research grants Review Panel. Institute for Educational Sciences, US Department of Education (2005, January)

Reviewer, Math and Science Research Grants. Institute for Educational Sciences, US Department of Education (2004)

National Institute of Child Health and Human Development (NICHD): Grant Proposal Reviewer (Aug. /Dec. 2002; May 2003; Feb., 2004; Nov., 2004)

Expert Review Panel, Institute of Educational Sciences: Select Curricula for National Evaluation of Technology Software: mathematics and 21<sup>st</sup> Century Learning Communities (January- Feb, 2004)

Texas and Tennessee Reading First applications (2003)

Reviewer, Reading First grants, U. S. Dept of Education (2002)

Expert reviewer for the Institute for Academic Access and the National Center for Accessing the General Curriculum for Office of Special Education Programs (OSEP) (2002)

Social Sciences and Humanities Research Council of Canada (2002)

National Institute of Child Health and Human Development (NICHD): Chair, Special Emphasis Panel on Research for English-language learners (2001)

National Institute of Child Health and Human Development (NICHD): Chair of Site Visit and Member of Review Team for English-language Learners Competitions (2000)

Office of Education Research and Improvement (2000)

Wellcome Foundation (U. K.) (2000)

National Science Foundation, Research in Education, Policies, and Practices Division (1997, 1998).

Office of Special Education Programs, Research to Practice Division (1998)

Office of Special Education Programs, Division of Innovation and Development, U.S. Department of Education (1990, 1993, 1998)

Office of Special Education Programs, Division of Personnel Preparation, U.S. Department of Education (1990, 1996)

National Institutes of Health/National Institute of Child Health and Human Development Multidisciplinary Centers (1995)

Office of Bilingual Education and Minority Language Affairs, U.S. Department of Education (1991)

Funds for Improvement of Post-secondary Educator (FIPSE) (1990)

Office of Educational Research and Improvement, U.S. Department of Education (1988, 1989, 2000)

### **External Reviewer for the Following**

National Academy of Sciences Report on Disproportional Representation of Minorities in Special Education (2001)

National Academy of Sciences Report on Research on Education of Language Minority Students (1997)

Center for Educational Statistics, U.S. Department of Education (1987, 1988)

### **External Reviewer of Tenure/Promotion Files**

Northern Arizona University (2004)

University of Delaware (2003)

Boston College (2002)

University of Wisconsin, Madison (2002)

University of Illinois (2000,2001,2003)

University of Washington (2001)

University of Miami (1999)

Ohio State University (1999)

University of Toronto (1999)

Northern Illinois University (1998)

University of Kansas (1998)

University of Vermont (1997)

University of Pittsburgh (1997,2003)

Texas A& M (1997)

University of Illinois at Chicago (1996, 2003)

California State University at Long Beach (1996)

University of Indiana (1995)

University of California at Los Angeles (1995)

California State University at Long Beach (1995)

Bucknell University (1993)

Michigan State University (1990)

## EDITORIAL RESPONSIBILITIES

### Guest Editor

Special Issue of *Elementary School Journal*: "Scientific Research on Reading Instruction for English Language Learners: The Beginnings." (2005, September).

Special Issue of *Journal of Learning Disabilities*: "Early Screening And Identification For Mathematical Disabilities." (2005, Summer) (co-edited with Nancy Jordan).

Special Issue of *Remedial and Special Education*: "Understanding Factors that Sustain the use of Research-Based Practices in Schools." (2004, Jan/Feb). (Co-edited with Sharon Vaughn and Ae-Hwa Kim).

Special Issue of *Journal of Learning Disabilities*: "Synthesizing the Knowledge Base in learning Disabilities." (2003, Fall) (co-edited with Scott Baker).

Special Issue of *Journal of Special Education*: "The Relationship Between Professional Practices And Family Involvement: A Review Of Research." (2002, October) (Co-edited with Larry Irvin and Thomas Keating).

Special Issue of *Elementary School Journal*: "Contemporary Research in Special Education." (2001, January) (Co-edited with Sharon Vaughn).

Special Issue of *Remedial and Special Education*: "Collaborative Research in Special Education." (1996, January).

Special Issue of *Elementary School Journal*: "The Language Minority Student in Transition: Implications of Contemporary Research." (1996, January).

Special Issue of *Remedial and Special Education*: "Perspectives on the Regular Education Initiative: Views from General Education" (1990, May) (co-edited with John Woodward).

### Consulting Editor for the Following Journals

#### Current

*American Educational Research Journal* (2005-present)

*Exceptional Children* (1996-present)

*Elementary School Journal* (1996-present)

*Journal of Special Education* (2000-present)

*Reading Research Quarterly* (2001-present)

*Remedial and Special Education* (1988-present)

*Learning Disability Quarterly* (1995-present)

*Learning Disabilities Research and Practice* (1993-present)  
*Learning Disabilities: A Contemporary Journal* (2002-present)  
*Journal of Learning Disabilities* (2000-present)  
*Journal of Special Education Technology* (1988-present)  
*Exceptionality* (1989-present)

#### Former

*Journal of Experimental Education* (1994-1997)  
*The Reading Teacher* (1990-1993)

#### Other

*Excellence in Instruction*, (1980-1989)  
*Insegnare al Handicappato (Research on Teaching the Handicapped)*, (1986-1989)

#### **Reviewer for the Following Journals**

*Reviewer for the Following:*

*Review of Educational Research* (1993, 2002-present)  
*Journal of Educational Psychology* (2001-present)  
*American Educational Research Journal* (1998-present)  
*American Journal of Mental Retardation*  
*Early Childhood Research Quarterly*  
*Educational Leadership*  
*Educational Psychologist*  
*Evaluation and Program Planning*  
*Journal of Applied Behavior Analysis*  
*Journal of Education for Students Placed At Risk*  
*Journal of Teacher Education*  
*Scientific Studies of Reading*  
*School Psychology Review*  
*Urban Education*

#### **Reviewer for the Following Publishers**

*Lawrence Erlbaum*  
*Guilford Press*  
*Prentice Hall*  
*Teachers College Press*  
*Aspen Press*

#### **Reviewer for the Following Handbook**

*Handbook of Multicultural Education* (2003)

### **Reviewer for the Following Conferences**

American Educational Research Association -- Division K (1990, 1991,1992, 1993, 1994, 1995, 1996); Division C (1993,2000,2002), Division L (1996)

American Educational Research Association -- SIG on Special Education (1990, 1991,1993, 1994, 1995, 1996, 2000,2002)

Departamento de Psicología, Universidad di Cádiz – 9<sup>th</sup> Congress INFAD-2000- Childhood and Adolescence (1999)

National Reading Conference (1990, 1991, 1992, 1993, 1994, 1995, 1996, 1998)

American Educational Research Association -- SIG on Research Dissemination and Utilization (1992)

Council for Exceptional Children -- Division for Research (1993, 1994, 1996), Division for Learning Disabilities (2000)

### **Strand Leader for the Following Conferences**

Council for Learning Disabilities -- International Conference on Learning Disabilities -- Reading Strand (2000)

Council for Exceptional Children – Division for Research (1997)

## **PUBLICATIONS**

### **Articles**

Gersten, R., & Dimino, J. (in press). RTI (response to intervention): Rethinking special education for students with reading difficulties (yet again). *Reading Research Quarterly*.

Skindrud, K., & Gersten, R. (in press). An independent evaluation of two prominent reading reforms in the Sacramento city schools: Academic and special education outcomes. *Elementary School Journal*.

Gersten, R., Jordan, N., & Flojo, J. (in press). Early identification and interventions for students with mathematics difficulties, *Journal of Learning Disabilities*.

- Gersten, R., & Jordan, N. (in press). The need for action in early intervention in mathematics disabilities, *Journal of Learning Disabilities*.
- Gersten, R., Baker, S., Smith-Johnson, J., Dimino, J., & Peterson, A. (in press). Eyes on the Prize: Teaching complex historical content to middle school students with learning disabilities, *Exceptional Children*.
- Baker, S., Gersten R., Haager, D., & Dingle, M. (in press). Assessing the relationship between observed teaching practice and reading growth in reading in first grade English learners: A validation study. *Elementary School Journal*.
- Gersten, R. (2005). Behind the scenes of an intervention research study, *Learning Disabilities Research & Practice*, 20, 200-212.
- Gersten, R., Baker, S., Haager, D., & Graves, A. (2005). Exploring the role of teacher quality in predicting reading outcomes for first grade English learners: An observational study. *Remedial and Special Education*, 26, 197-206.
- Odom, S., Brantlinger, E., Gersten, R., Horner, R., Thompson, B., & Harris, K. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children*, 71, 137-148.
- Gersten, R., Fuchs, L.S., Compton, D., Coyne, M., Greenwood, C., & Innocenti, M. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children*, 71, 149-164.
- Graves, A., Gersten, R., & Haager, D., (2004). Literacy instruction in multiple language first grade classrooms: Linking student outcomes to observed instructional practice. *Learning Disabilities Research & Practice*, 19, 262-272.
- Gersten, R., Baker, S., Smith-Johnson, J., Flojo, J., & Hagan-Burke, S. (2004). A tale of two decades: trends in support for federally funded experimental research in special education. *Exceptional Children*, 70, 323-332.
- Baker, S., Gersten, R., Dimino, J. & Griffiths, R. (2004). The sustained use of research-based instructional practice: A case study of peer-assisted learning strategies in mathematics. *Remedial and Special Education*, 25, 5-24.
- Scanlon, D., Boudah, D., Elksnin, L., Gersten, R., & Klinger, J. (2003). Important publications in the field of learning disabilities in light of imminent topics. *Learning Disability Quarterly*, 26, 215-224.
- Baker, S., Gersten, R., & Graham, S. (2003). Teaching expressive writing to students with learning disabilities: Research-based applications and examples. *Journal of Learning Disabilities*, 36, 109-123.

- Gersten, R., & Baker, S. (2003). The contemporary research base in learning disabilities on teaching writing, promoting higher order thinking, and enhancing self-concept: Introduction to the special issue. *Journal of Learning Disabilities, 36*, 98-99.
- Gersten, R., & Geva, E. (2003). Teaching reading to early language learners. *Educational Leadership, 60*, 44-49.
- Gersten, R., Irvin, L., & Keating, T. (2002). The relationship between professional practices and family involvement: A review of research: Introduction *Journal of Special Education, 36*, 122-123.
- Baker, S., Gersten, R., & Lee, D.S. (2002). A synthesis of empirical research on teaching mathematics to low-achieving students. *Elementary School Journal, 10*, 51-73.
- Baker, S., Gersten, R., & Scanlon, D. (2002). Procedural facilitators and cognitive strategies: Tools for unraveling the mysteries of comprehension and the writing process, and for providing meaningful access to the general curriculum. *Learning Disabilities Research and Practice, 17*, 65-77.
- Gersten, R., Fuchs, L., Williams, J., & Baker, S. (2001). Teaching reading comprehension strategies to students with learning disabilities: A review of research. *Review of Educational Research, 71*, 279-320.
- Gersten, R., Keating, T., Yovanoff, P., & Harniss, M.K. (2001). Working in special education: Factors that enhance special educators' intent to stay. *Exceptional Children, 67*, 549-567.
- Gersten, R. (2001). Sorting out the roles of research in the improvement of practice. *Learning Disabilities Research and Practice, 16*, 45-50.
- Gersten, R. (2001). Remembering Wes Becker (1928–2000). *Journal of Special Education, 35*, 115-116.
- Gersten, R., & Baker, S. (2001). Teaching expressive writing to students with learning disabilities: A meta-analysis. *Elementary School Journal, 101*, 251-272.
- Gersten, R., & Dimino, J. (2001). The realities of translating research into classroom practice. *Learning Disabilities Research and Practice, 16*, 120-130.
- Gersten, R., & Irvin, L. (2001). Response to "A deweyian perspective on democracy and inquiry in the field of special education." *The Journal of The Association for Persons with Severe Handicaps, 26*, 281-284.
- Gersten, R., & Smith-Johnson, J. (2001). Reflections on the research to practice gap. *Teacher Education & Special Education, 24*, 356-361.

- Gersten, R., & Vaughn, S. (2001). Meta-analyses in learning disabilities: Introduction to the special issue. *Elementary School Journal*, *101*, 251-272.
- Gersten, R., Chard, D., & Baker, S. (2000) Factors that enhance sustained use of research-based instructional practices: A historical perspective on relevant research. *Journal of Learning Disabilities*, *33*, 445-457.
- Gersten, R., & Baker, S. (2000). What we know about effective instructional practices for English-language learners. *Exceptional Children*, *66*, 454-470.
- Gersten, R., Baker, S., & Lloyd, J.W. (2000). Designing high quality research in special education: Group experimental design. *Journal of Special Education*, *34*, 2-18.
- Gersten, R., & Smith-Johnson, J. (2000). Songs of experience: Commentary on “dyslexia the invisible” and “promoting strategic writing by post-secondary students with learning disabilities: A report of three case studies.” *Learning Disabilities Quarterly*, *23*, 171-174.
- Baker, S., Gersten, R., & Keating, T. (2000). When less may be more: A two-year longitudinal evaluation of a volunteer tutoring program with minimal training. *Reading Research Quarterly*, *35*, 494-519.
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## **Letters to the Editor and Commentaries**

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Gersten, R., & Baker, S. (2000). Practices for English-Language Learners. An overview of Instructional practices for English-Language Learners: Prominent themes and future directions. *National Institute for Urban School Improvement Topical Summary.* Washington D.C.: Office of Special Education Programs.

Gersten, R., Lloyd, J. W., Baker, S., Williams, J., Vaughn, S., Simmons, D., Fuchs, L., Swanson, L., Osborne, S., Thurlow, M., Keating, T., Carnine, D., & Smith, S. (1998). *Designing*

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McInerney, M., Gersten, R., Schiller, E., Hamilton, J., & Howell, R. (1997). *Supporting legislative intent: How special education research improves policies and practices in schools.* Washington, DC: American Institute for Research.

Gersten, R., Woodward, J., & Schneider, S. (1992). *Bilingual immersion: A review and synthesis of research conducted in El Paso, Texas.* Washington, D.C.: READ Institute.

### **Technical Reports**

Gersten, R. (2003). *Synthesis of intervention research on teaching mathematics to low-achieving students: Implications for title 1 assessment.* Paper presented to the Independent Review Panel on Title One Assessment, Washington, DC.

Gersten, R., Flojo, J., Dimino, J., Edmonds, M., & Twiddy, K. (2002). *Evaluation report of the Student Success Initiative.* Austin: Texas Education Agency, Office of Statewide Initiatives.

Baker, S., Gersten, R., & Lee, D. (2001). *A meta-analysis of math instruction studies for low-achieving students* (Tech. Rep. No. 2001-01). Eugene, Oregon: Eugene Research Institute.

Gersten, R., Baker, S., & Edwards, L. (1999). *Teaching Expressive Writing to Students with Learning Disabilities: A Research Synthesis.* New York: National Center for Learning Disabilities.

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Kameenui, E., & Gersten, R. (1997). *The national evaluation of Project Follow Through: A "brief" description and summary of results.* Report commissioned by the National Academy of Sciences, Washington, DC.

Gersten, R., Gillman, J., Morvant, M., & Billingsley, B. (1995). *Working Paper #4—Working Conditions: Job Design.* Washington, DC: National Dissemination Forum on Special

- Education Teacher Satisfaction, Retention, and Attrition. US. Department of Education: DID.
- Billingsley, B., Gersten, R., Gillman, J., & Morvant, M. (1995). *Working Paper #5—Administrator Support*. Washington, DC: National Dissemination Forum on Special Education Teacher Satisfaction, Retention, and Attrition. U.S. Department of Education: DID.
- Gersten, R., Keating, T., & Yovanoff, P. (1995). *Working Paper #6—Impact of Job Design Problems and Lack of Support*. Washington, DC: National Dissemination Forum on Special Education Teacher Satisfaction, Retention, and Attrition. U.S. Department of Education: DID.
- Gersten, R., Keating, T. J., & Brengelman, S. U. (1995). Toward an understanding of effective instructional practices for language minority students: Findings from a naturalistic research study. *READ*, 2(1), 55-83.
- Morvant, M., & Gersten, R. (1995). *Attrition/retention of urban special education teachers: Multi-faceted research and strategic action planning*. Final Performance Report.
- Gersten, R., & Woodward, W. (1995). *Integrating minority handicapped students into regular education: A staff development emphasis*. Final Performance Report.
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- Gersten, R., & Woodward, J. (1992). *Proactive role for the resource consultant*. Final Performance Report.
- Gersten, R., Baker, S., & Brengelman, S. (1997). *Productive instructional practices for English-language learners: Guiding principles and examples from research-based practice*. Washington, D. C.: U.S. Department of Education, Office for Civil Rights.
- Gersten, R., Vaughn, S., Deshler, D., & Schiller, E. (1995, July). *What we know (and still don't know) about utilizing research findings to improve practice: Implications for special education*. Commissioned paper prepared for Research Project Directors' Conference, Office of Special Education Programs.
- Gersten, R., & Dimino, J. (1990). Reading instruction for at risk students: Implications of current research. *Oregon School Study Council*, 33(5).
- Gersten, R., & Morvant, M. (1989). Restructuring and the regular education initiative. In G. Tindal (Ed.), *The Oregon Conference Monograph*. Eugene: University of Oregon.
- Dimino, J., & Gersten, R. (1989). Story grammar and scaffolded instruction. In G. Tindal (Ed.), *The Oregon Conference*, Section II, 6-9.

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- Kinder, D., Gersten, R., & Kelly, B. (1989). *Expert math instruction for at risk students. Technical Report 89-3*. Eugene, OR: Follow Through Project, University of Oregon.
- Gersten, R., Taylor, R., Woodward, J., & White, W.A.T. (1984, April). *Structured English Immersion for Hispanic Students in the U.S.: Findings from the fourteen-year evaluation of the Uvalde, Texas Program: Technical Report 84-1*. Eugene, OR: Follow Through Project, University of Oregon.
- Gersten, R., & Carnine, D. (1981). *Administrative and supervisory support functions for the implementation of effective educational programs for low-income students*. Eugene, OR: Center for Educational Policy and Management.
- Becker, W.C., Gersten, R., & Carnine, D. (1979). *Design and measurement issues in Follow Through evaluation research*. Final report submitted to Office of Education, DHEW, pursuant to contract RFP 78-101.
- Carnine, D., & Gersten, R. (Eds.) (1978). *Formative evaluation of direct instruction: Technical Report 78-2*. Eugene, OR: Project Follow Through, University of Oregon.
- Gersten, R. Final reports submitted to Joint Dissemination Review Panel (JDRP) of the U.S. Department of Education/NIE for Direct Instruction Projects in Williamsburg County, SC; DeKalb County, TN; Nichols Avenue, Washington, D.C.; Flippin, AR; P.S. 137, New York, NY; East Las Vegas, NM; Uvalde, TX; Cherokee, NC; and San Diego, CA. Washington, D.C.: National Institute of Education (NIE)/Department of Education, December, 1980 - February, 1982.

## **Tests**

- Irvin, L., & Gersten, R. (1982). *The Trainee Performance Sample*. Milwaukee, WI: Ideal Developmental Labs.

## **Articles (Non-Technical)**

- Gersten, R. (1998). Otis Redding. In *Encarta 98*. Redmond, WA: Microsoft.
- Gersten, R. (1998). Temptations. In *Encarta 98*. Redmond, WA: Microsoft.
- Gersten, R. (1997). Marvin Gaye. In *Encarta 97*. Redmond, WA: Microsoft.
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- Gersten, R. (1992). Aretha Franklin. In A. DeCurtis and J. Henke (Eds.), *The Rolling Stone Illustrated History of Rock and Roll* (3rd ed.). New York: Random House.
- Gersten, R. (1981, January). Donny (Hathaway) did not go gentle into that good night. *Boston Phoenix*.
- Gersten, R. (1981, June). Chaka (Khan)'s saga. *Village Voice*.
- Gersten, R. (1981). Album liner notes for *Aretha Franklin: The legendary queen of soul*. New York: Columbia Records.
- Gersten, R. (1970-81). Approximately 300 reviews, interviews, critical essays and personality profiles on contemporary popular Black music for *Rolling Stone*, *The Village Voice*, *Boston Phoenix*, *The Real Paper*.

## PRESENTATIONS

### 2006

*Research on Coaching and Teacher Study Groups as a Means of Professional Development (February 2006)*. Presented at the 14<sup>th</sup> Annual Pacific Coast Research Conference, Coronado, CA.

*State of the Evidence: Reading Instruction for English Language Learners (January 2006)*. Presented at the Reading First Teacher Education Network, Washington, D.C.

*Recent Research on English Learners: Implications for Instructional Policy (January 2006)*. New York State Reading First, NY, NY.

### 2005

*Recent Research on English Learners: Implications for Instructional Policy (November 2005)*. Talks on Contemporary Research on ELLs at University of Texas.

*Educational Interventions for Struggling Readers (October 2005)*. Presented at University of Minnesota Center for Reading Research, St. Paul, MN.

*Eyes on the prize: Offering innovative social studies curriculum for all students (August 2005)*. Presented at Earli (European Association for Research on Learning and Instruction), Nicosia, Cyprus.

*Instructional approaches for teaching mathematics to students with learning disabilities:*

*Findings from a synthesis of experimental research (June 2005).* Presented at Voyager V-Math.

*New directions in detection of mathematics LD (April, 2005).* Presented at the Council for Exceptional Children, Baltimore, MD.

*Highly qualified special education teachers: What can we learn from the research? (April, 2005).* Presented at the Council for Exceptional Children, Baltimore, MD.

*Advances in teaching history to students with LD: Research-based strategies and techniques that work (April, 2005).* Presented at the Council for Exceptional Children, Baltimore, MD.

*Early identification of math disabilities (March 2005).* Presented at the Pacific Coast Research Council, University of Delaware.

## 2004

*Mathematics disabilities (MD) in young students: Advances in valid screening measures and understanding the nature of MD.* (February, 2004). Presented at the Pacific Coast Research Conference, Coronado, California. Co-presenters included: Nancy Jordan, & Chris Donlan.

*Quality Indicators for Research in Special Education and Evidence-Based Practice.* (July, 2004). Presented at the OSEP Research Project Directors' Conference, Washington, DC. Co-presenters included: Sam Odom, Mark Wolery, & Bruce Thompson.

*Eyes On The Prize: Strategies for Teaching History to Middle School Students with LD in Inclusive Settings.* (April, 2004). Presented at the 2004 Council for Exceptional Children Convention & Expo, New Orleans, LA

*Integrating Diverse Forms of Research in Service of Evidence-Based Practice and Policymaking; Evaluating the Effects of the Implementation of Proposition 227 on the Education of English Learners* (April, 2004) Presented at the American Educational Research Association, 2004 Annual Meeting, San Diego, CA

*Objectively Assessing Special Education Teacher Quality and Linking to Student Outcomes: Exploratory Research.* (Feb. 2004). Presented at the Pacific Coast Research Conference, California.

## 2003

*Teaching History to Students with LD: Implications of randomized trials.* (November 2003). Presented at the University of Texas.

*Reflections on Research in School Reform and Inclusion.* (July, 2003). Presented at the Center on

Secondary Education and Transition, Office of Special Education Programs, Washington, D.C.

*Quality Indicators of Scientific Research in Special Education.* (July, 2003). Presented at the 2003 OSEP Research Project Directors' Conference, Washington D.C. (With Sam Odom, Rob Horner, Bruce Thompson, & Ellen Brantlinger).

*Quality Indicators: Experimental group design.* (July 2003). Presented at the 2003 OSEP Research Project Directors' Conference, Washington D.C.

*Scientifically Based vs. Promising Research: Research vs. Evaluation.* (July, 2003). Presented at the 2003 OSEP Research Project Directors' Conference, Washington D.C. (With Rob Horner).

*Teaching Adolescents about the American Civil Rights Movement: Results of an Experimental Research Study.* (June, 2003). Presented at the UNESCO Conference on Intercultural Education, University of Jyväskylä, Finland.

*Hispanics In Education: Quines son los estudiantes? (Who are our students?)* (April, 2003). Discussant in the session presented at the Annual Convention of American Educational Research Association, Chicago, Illinois.

*Review of Research on Effective Practices for Teaching Mathematics to Low-achieving Students.* (April, 2003). Presented at the Annual Conference of Council for Exceptional Children, Seattle, Washington. (With Scott Baker, David Chard, & Asha K. Jitendra).

*Scientific Research in Special Education: Standards and Practices.* (April, 2003). Presented at the Annual Conference of Council for Exceptional Children, Seattle, Washington. (With Samuel L. Odom, Diane M. Browder, and Carl J. Dunst).

*Methods and Materials for Reaching Students in Early and Intermediate Mathematics.* (April, 2003). Presented at the Annual Conference of Council for Exceptional Children, Seattle, Washington. (With David C. Chard, Rhonda Griffiths, Rachell Katz, and Diane Bryant).

*Sustaining Research-based Practices Over Time: Case Studies of Two Successful Interventions.* (April, 2003). Presented at the Annual Conference of Council for Exceptional Children, Seattle, Washington. (With Scott K. Baker and Rhonda Griffiths).

*Instructional Approaches for Teaching Mathematics to Students with Learning Disabilities: Findings from a Synthesis of Experimental Research.* (March, 2003) Presented at the Conference sponsored by the Colorado Department of Education and Mountain Plains Regional Resource Center, and Sopris West.

*Synthesis of Intervention Research on Teaching Mathematics to Low-Achieving Students: Implications for Title I Assessment* (March, 2003). Presented for the Independent Review Panel, Washington, D.C.

*Making Progress in Our Understanding of Mathematics Instruction and Assessment.* (February, 2003). Presented at the Pacific Coast Research Conference, La Jolla, CA. (with David Chard, Scott Baker, and Ben Clarke).

## 2000-2002

### Presentations

*What really works for teaching mathematics to students with learning disabilities: Results of a recent synthesis* (October, 2002). Presented at the 24<sup>th</sup> International Conference on Learning Disabilities, Denver, Colorado.

*Major issues and trends in learning disabilities.* (October, 2002). Presented at the 24<sup>th</sup> International Conference on Learning Disabilities, Denver, Colorado. (With David Scanlon, Dan Boudah, Linda Elksin, and Janette Klinger)

*Working in Special Education: results of a large-scale study of factors that impede a support teachers' sense of efficacy and desire to remain in the field.* (October, 2002). Presented at the 24<sup>th</sup> International Conference on Learning Disabilities, Denver, Colorado.

*Teaching social studies to middle school students.* (September, 2002). Presented at the Conference sponsored by the Division of Learning Disabilities, Pittsburg, PA. (With Joyce Smith-Johnson)

*SMART tutoring? Long-term effects of a volunteer tutoring program in beginning reading: Overall impact and differential effects.* (2002, February). Presentation at the Pacific Coast Research Conference, La Jolla, CA. (With Scott Baker)

*Teaching historical reasoning to students with learning disabilities: Experimental research.* (2002, February). Presentation at the Pacific Coast Research Conference, La Jolla, CA. (With Scott Baker, Joyce Smith-Johnson and Anne Peterson)

*The use of scientifically based research in math instruction.* (February, 2002). Presentation at the Office of Elementary and Secondary Education's Scientifically Based Research Seminar, Washington, D.C.

*Teaching reading in English to young non-English dominant learners.* (2001, June). Panelist for session at conference for the Southern California Comprehensive Assistance Center, Los Angeles, CA.

*Performance analysis of a successful, large-scale volunteer tutoring program in early reading: Effects one year after treatment and differential impact.* (2001, May). Presentation at the Society for Prevention Research, Washington, D.C. (with Scott Baker)

*Instruction and literacy development of English-language learners in English immersion programs: An observational study.* (2001, May). Keynote address at the Research on Teaching Reading in a second language Work Group, Washington, D.C.

*Instruction and literacy development of English-language learners in English immersion programs: An observational study.* (2001, April). Presentation at the American Educational Research Association Annual Convention, Seattle, WA (with Scott Baker).

*Teaching history to students with learning disabilities: Experimental research involving innovative instruction.* (2001, April). Presentation at the Council for Exceptional Children Annual Convention, Kansas City, MO (with Scott Baker).

*Eyes on the prize: Providing students access to general education curriculum.* (2001, April). Presentation at the Council for Exceptional Children Annual Convention, Kansas City, MO (with Joe Dimino and Joyce Smith-Johnson).

*Instruction and literacy development of English-language learners: Descriptive research in grade one classrooms.* (2001, April). Presentation at the Council for Exceptional Children Annual Convention, Kansas City, MO (with Scott Baker, Diane Haager, & Anne Graves).

*Research to practice: How does it relate to personnel preparation? Infusing research-based practices in personnel training to enhance success in the general education curriculum for students with disabilities.* (2001, February). Presentation at the Office of Special Education Programs Personnel Preparation Project Directors' Conference, Washington, DC (with Rollanda O'Connor).

*An observational study of first grade reading instruction for English language learners using sheltered immersion methodology.* (2001, February). Presentation at the Pacific Coast Research Conference, La Jolla, CA (with Diane Haager, Scott Baker, and Anne Graves).

*Balancing qualitative/quantitative research.* (2000, July). Presentation at the Office of Special Education Programs' Annual Research Project Director's Conference, Washington, D.C. (with Scott Baker).

*Research in diverse populations.* (2000, July). Presentation at Annual Research Project Director's Conference, Washington, D. C. (with Scott Baker)

*Teaching Latino students in a second language: Findings from a recent study.* (2000, October). Presentation at the 22<sup>nd</sup> International Conference on Learning Disabilities, Austin, TX (with Scott Baker).

*Special education research to practice: Ideas that work.* (2000, May). Presentation at The American Youth Policy Forum, Office of Special Education Programs, Office of Special Education and Rehabilitative Services, Washington, DC. (with Scott Baker)

*Teaching expressive writing to students with learning disabilities: A meta-analysis.* (2000, April). Presentation at the American Educational Research Association Annual Convention, New Orleans, LA (with Scott Baker).

*When less may be more: A two-year longitudinal evaluation of a volunteer tutoring program requiring minimal training.* (2000, April). Presentation at the American Educational Research Association Annual Convention, New Orleans, LA (with Scott Baker).

*What research really says about teaching writing to students with disabilities.* (2000, April). Presentation at the Council for Exceptional Children Annual Convention, Vancouver, Canada (with Scott Baker).

*Families and the research to practice gap in special education.* (2000, April). Presentation at the Council for Exceptional Children Annual Convention, Vancouver, Canada.

*Analytic Strategies in Longitudinal Research.* (2000, April). Presentation at the Council for Exceptional Children Annual Convention, Vancouver, Canada.

*Eyes on the prize: Teaching 20<sup>th</sup> Century history to students with learning disabilities in inclusive settings.* (2000, February). Presentation at the Eight Annual Pacific Coast Research Conference, La Jolla, CA (with Scott Baker).

## 1998-2002

### Keynote Addresses

*Linking Research and Practice* (2002, February). CEC Division of Research Task Force on Families and Research in Special Education and Early Intervention. Washington, D.C.

*What the research really says about factors that lead to sustained change in classroom teaching.* (2001, July). Center for the Study of Learning at the University of Kansas. Lawrence, KS.

*What does research say?* (1999, October). Keynote Address at the READ California English Immersion Conference, Los Angeles, CA.

*What do we know about teaching children with learning disabilities? Research in Learning Disabilities.* (1999, May). Keynote Address at A National Summit on Research in Learning Disabilities, Washington, D.C.

*The many faces of meta-analysis: Qualitative and quantitative research syntheses* (1999, February) Keynote Address at the Seventh Annual Pacific Coast Research Conference, La Jolla, CA.

*Improving the quality of intervention research in special education technology: First steps.* (1998, November). Paper presented at Technology research project directors' meeting; Washington, D. C.

### Presentations

*A three-tiered prevention model for students with learning disabilities.* (November, 2004). Presentation at the European Dimension of Special Education, Thessaloniki, Greece. (co-presented with Joseph Dimino, PhD.)

*Research Based Principles for Teaching History to Students with LD in inclusive Settings: Implications from a Research Study and Leadership Opportunities for Doctoral Students and Early Career Researchers* (October, 2004). Presentation at the 26<sup>th</sup> annual international conference on learning disabilities for the Council for Learning Disabilities, Las Vegas, NV.

*Scientifically Based Research of Math Instruction for Low Performing Students* (2004). Presentation at the United States Department of Education's Teacher –to-Teacher Initiative: Supporting success, Washington, D.C.

*Integrating Diverse Forms of Research in Service of Evidence-Based Practice and Policymaking.* (2004). Paper presented at the AERA Symposium, San Diego, CA.

*Sustainability: What happens when the money and the researchers are gone?* (February, 2002). Presentation at the Oregon Conference, Eugene, OR (with Rhonda Griffiths and Scott Baker).

*Reviewing the review: Current efforts to improve the OSEP Grant Review Process.* (2001, July). Presentation at the OSEP Research Project Directors' Conference, Washington, D.C. (with Lou Danielson, Tom Hanley, Robin McWilliam, and Karen Harris).

*New research on the effects of variations in child characteristics, teacher behavior, and instructional arrangements on early English reading by Spanish-speaking students.* (2001, July). Presentation at the OSEP Research Project Directors' Conference, Washington, D.C. (with Michael Gerber and Sharon Vaughn).

*OSEP comprehensive planning panel results: Access to the general curriculum.* . (2001, July). Presentation at the OSEP Research Project Directors' Conference, Washington, D.C. (with Mike Wehmeyer, Lynn Fuchs, Bart Pisha, Cathy Morocco, Patti Ralabate, Joanna Williams, and Helen Thornton).

*First grade observation study in classrooms serving English-language learners.* (1999, November). Presentation at the CSU Reading Initiative Forum, Los Angeles, CA.

*Exemplary Instructional Practices.* (1999, October). Presentation at the 1999 READ California English Immersion Conference, Los Angeles, CA.

- Methodological controversies in intervention research utilizing group designs.* (1999, July). Presentation at the Office of Special Education Programs Research Project Directors' Conference, Washington, D.C (with Lynn Fuchs and Joanna Williams).
- Research on sustained use of innovative practices.* (1999, July). Presentation at the Office of Special Education Programs Research Project Directors' Conference, Washington, DC.
- Lost opportunities: Challenges confronting four teachers of English-language learners.* (1999, June). Presentation at "Almost 2000: Crises and Challenges in Teacher Education", Beit Berl, Israel.
- Effective instruction for English language learners: A multi-vocal approach toward research synthesis.* (1999, May). Presentation at the annual meeting of the American Educational Research Institute, Montreal, Quebec, Canada.
- Negotiating and constructing a cultural point of view in elementary reading classes for at-risk Asian American children.* (1999, May). Discussant at the annual meeting of the American Educational Research Institute, Montreal, Quebec, Canada.
- Advances in instructional research with real classroom applications: Findings from the 19<sup>th</sup> annual report to congress.* (1999, April). Presentation at the Council for Exceptional Children Annual Convention, Charlotte, NC.
- Designing high quality research in special education: Group experimental designs.* (1999, April). Presentation at the Council for Exceptional Children Annual Convention, Charlotte, NC (with Doug Carnine and Scott Baker).
- National technical assistance needs: Strategies to improve the picture.* (1999, April). Presentation at the Council for Exceptional Children Annual Convention, Charlotte, NC (with James Hamilton, Maurice McInerney, Jo Thomason, Joseph Dimino and Beth Dohrn).
- What the research really says about effective instruction for English-language learners.* (1999, April). Presentation at the Council for Exceptional Children Annual Convention (with Scott Baker).
- Parameters for effective instruction for English-language learners: A research symposium* (1998, December). Presentation at the 48<sup>th</sup> Annual Meeting of the National Reading Conference, Austin, TX.
- A multi-vocal research synthesis of effective instruction for English-language learners: What the research really says* (1998, November). Presentation at the Council for Exceptional Children's Division for Diverse Exceptional Learners Symposium on Culturally and Linguistically Diverse Exceptional Learners (with Scott Baker).

*Effective Instructional Methods for English Language Learners* (1998, September). Presentation at the National Conference on English-Language Learners and Disabilities.

#### 1997-1998

*Academic achievement of linguistically diverse students with disabilities.* (1998, July). Presentation at the Office of Special Education Programs Research Project Directors' Conference (with Robert Jimenez and Eleni Katsarou).

*Panel discussion: Issues associated with research on technology-based interventions.* (1998, July). Presentation at the Office of Special Education Programs Research Project Directors' Conference (with Lynne Anderson-Inman, Cindy Okolo, Bart Pisha, & Judy Zorfass).

*An examination of technology policy and students with disabilities in three states: School level analysis.* (1998, April). Presentation at the Council for Exceptional Children Annual Convention, Minneapolis, MN.

*High standards for all" Is technology the answer?* (1998, April) Presentation at the Council for Exceptional Children Annual Convention, Minneapolis, MN (with Tom Keating, Cindy Okolo, and Ted Hasselbring).

*Can rigorous empirical studies inform controversial policy issues? Examples from three lines of research.* (1998, February). Panel presentation at 1998 Pacific Coast Research Conference, La Jolla, CA (with Martha Coutinho, Scott Baker, and Donald Oswald).

#### 1996-1997

*Group design guidelines* (1997, July). Presentation at 1997 OSEP Research Project Directors' Conference, Washington, D.C. (with John Lloyd).

*What we know (and need to know) about effective practices for merging English language learning with academic content instruction: Issues raised by recent research syntheses.* (1997, July). Presentation at 1997 OSEP Research Project Directors' Conference, Washington, D.C.

*Bridging the gap between research and practice.* (1997, April). Presentation at the Annual Council for Exceptional Children, Salt Lake City, Utah (with Lou Danielsen, Doug Fuchs, Ann Kornblett, and Lovely Billups).

*Cutting Edge Research: Teaching complex social science concepts to students with disabilities.* (1997, April). Presentation at the Annual Council for Exceptional Children, 1997 (with Herb Rieth, Cindy Okolo, Ralph Ferretti, and David Scanlon).

*Bridging the gap between research and practice.*(1997, March) Presentation at the OSEP Technical Assistance & Development Conference, Washington, DC.

*Factors affecting attrition, job satisfaction, and efficacy of special educators: A study of three large urban districts.* (1997). Presentation at The Oregon Conference (with Thomas Keating).

*Synthesis of research on instructional strategies for English language learners.* (1997). Presentation at The Oregon Conference (with Scott Baker).

*Reshaping learning in the middle school: Instructional strategies that work for students with disabilities.* (1997). Presentation at The Oregon Conference (with Joe Dimino and Anne Peterson).

*Assistive Technology in the Cognitive Realm: Tools for Daily Living.* (1997, January). Cross-Project Directors' Meeting, Technology, Media and Materials in Special Education, Washington, D.C.

*Why is there a gap between what we know and do in special education?* (1997, February). Panel presentation at the Pacific Coast Research Conference (with Douglas Fuchs and Joseph Jenkins).

*Conceptual framework reform and policy in special education.* (1997, March). An interactive symposium examining the conceptual framework for the AERA Handbook of Research on Teaching chapter on special education at the AERA Annual Meeting, Chicago, IL (with Marleen Pugach and David Scanlon).

*School-University partnerships bridging the research-to-practice gap: Four studies of restructuring* (1997, March). Interactive symposium at the AERA Annual Meeting, Chicago, IL (with Anne Peterson).

*Effective Instructional Practices for Language Minority Students With Learning Disabilities: Findings from a Research Synthesis* (1997, April). Panel presentation at the Annual Council for Exceptional Children Conference, Salt Lake City, Utah (with Jozi De Léon and Susan Unok Brengelman).

*Effective Instruction in the Content Areas for Language Minority Students With Learning Disabilities or Who Are At Risk for School Difficulties: An Innovative Approach to Accessing the Professional Knowledge Base* (1997, January). Interactive symposium at the CEC-DDEL conference. New Orleans, LA (with Carmen Arreaga-Mayer and Susan Unok Brengelman).

1995-1996

*A pragmatic introduction to qualitative research data analysis* (1996, November). Paper presented to 19th Annual CEC-TED Conference, Washington, DC.

*Effective instruction for language minority students in the content areas: An innovative approach to accessing the professional knowledge base.* (1996) Symposium at the NRC 46th Annual Meeting, Charleston, SC (with Rose-Marie Weber, Robert Jiménez, and Scott Baker).

*Language Minority Research Issues* (1996, July). OSEP Research Project Directors' Conference, Washington, D.C.

*Translating reading (educational) research into instructional practice for bilingual Latina/o students--Classroomwide and schoolwide* (1996, April). Paper presented at annual meeting of the American Educational Research Institute, New York (symposium with Georgia Earnest Garcia, Robert Jiménez, and Claude Goldenberg).

*Understanding the teachers and administrators who work with special education students* (1996, April). Paper presented at annual meeting of the American Educational Research Institute, New York.

*Responsible inclusion for second language learners with high incidence disabilities: Results of a national forum of researchers and implications for practice.* (1995, November). Paper presented at annual conference of Teacher Education Division of CEC, Honolulu, Hawaii. (with J. Echevarria, & A. Graves).

#### 1994-1995

*What do we know about...the indicators of a successful school* (1995, July). Presentation at 1995 OSEP Research Project Directors' Conference, Washington, D.C. (with Lynn Fuchs).

*What we know (and still don't know) about utilizing research findings to improve Practice: Implications for special education* (1995, July). Presentation at 1995 OSEP Research Project Directors' Conference, Washington, D.C. (with Don Deshler, Sharon Vaughn, and Ellen Schiller).

*Implications of the NCTM standards and contemporary research for math instruction for students with learning disabilities* (1995, June). Paper presented at the American Association for the Advancement of Science's Invitational Conference on Learning Disabilities and the Teaching of Science and Mathematics, Arlington, VA.

*An in-depth examination of the process of coaching and expert consultation* (1995, April). Presentation at annual meeting of the American Educational Research Institute, San Francisco (with Joseph Dimino and Anne Peterson).

*Conversations with a Chicana teacher about helping Latino students transition into English language instruction* (1995, April). Symposium at annual meeting of the American Educational Research Institute, San Francisco (with Robert Jiménez, Chair, and Alva Rivera).

*Inclusion, parent-professional partnerships, and innovative models* (1995, April). Panelist for keynote session at conference of the Young Adult Institute entitled *New Horizons in Early Childhood Services, Education, and Family Supports*, New York.

*The language minority student and special education* (1995, April). Paper presented at conference of the Young Adult Institute entitled *Meeting the Challenge in Learning Disabilities and Other Special Needs*, New York.

*Qualitative research in special education: Three studies at the middle school level* (1995, February). Paper presented at annual meeting of Pacific Coast Research Conference, Laguna Beach, CA.

*An in-depth examination of the process of coaching and expert consultation* (1995, April). Paper presented at annual meeting of American Educational Research Association, San Francisco.

*Cognitive strategy instruction for Latino students with learning disabilities: Findings from case study research.* (1994, December). Paper presented at annual meeting of National Reading Conference, San Diego, CA.

*Research dialogue on conducting survey research on professional educators.* (1994, December). Paper presented at annual meeting of annual conference of Teacher Education Division of CEC, San Diego, CA.

#### 1993-1994

*Lost opportunities: Observations of the education of language minority students* (1994, April). Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

*Discussant, Controversies in early childhood intervention research for children from minority backgrounds.* (1994, April). Symposium presented at the annual meeting of the American Educational Research Association, New Orleans, LA (with Claude Goldenberg, Deborah Stipek, William Teale).

*Working in special education: Experiences of urban special educators* (1994, April). Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

*Needs and realities of beginning teachers in inner-city schools* (1994, April). Paper presented at the meeting of the Invisible College, New Orleans, LA.

*Teachers' standards for students with disabilities: Findings from a decade of research* (1994, February). Paper presented at Pacific Coast Research Conference, Los Angeles, CA (symposium with James Kauffman, John Lloyd, Jeanne Shay Schumm).

*Multiple perspectives in comprehension instruction for language minority student in the intermediate grades: The teacher's perspective.* (1993, December). Paper presented at annual meeting of National Reading Conference, Charleston, SC (symposium with Katherine Au).

*Action Research on literacy at the middle school level: Areas of Conflict, Barriers, and Modest Successes* (1993, December). Paper presented at annual meeting of National Reading Conference, Charleston, SC

### 1992-1993

*Research on change in classroom practice: Qualitative* (1993, July). Session leader at annual Project Directors' Meeting, Office of Special Education Programs, U.S. Department of Education; Washington, D. C.

*Issues confronting the mainstream teacher with the language minority student.* (1993, April). Paper presented at annual conference of American Educational Research Association, Atlanta, GA.

*Exemplary practices in bilingual education and implications for professional development* (1993, April). Paper presented at annual conference of American Educational Research Association, Atlanta, GA.

*The language minority student and special education.* (1993, April) Symposium presented at annual meeting of Council for Exceptional Children, San Antonio, TX.

*Qualitative research on school change* (1993, February). Symposium presented at Pacific Coast Research Conference, Los Angeles, CA (with Douglas Fuchs and Ellen Schiller).

*Issues for future research on teacher attrition/retention* (1993, January). Paper presented at conference of National Center on Educational Statistics, U.S. Department of Education.

*The language minority student in transition: Defining effective practices for literacy instruction* (1992, December). Paper presented at annual meeting of National Reading Conference, San Antonio, TX (symposium with David Pearson, Annemarie Palincsar, Georgia Garcia and Robert Jiménez).

*The language minority student and special education: Research findings* (1992, November). Paper presented at bi-annual Multicultural Conference of Council for Exceptional Children, Minneapolis, MN.

*The year of living dangerously: Issues in collaboration between general and special education* (1992, October). Paper presented at a symposium at annual meeting of Council for Learning Disabilities, Kansas City, MO.

*Accommodating students with diverse learning needs in the mainstream* (1992, October). Panelist with Richard Simpson, Mary Brownell, and Keith Lenz at annual meeting of Council for Learning Disabilities, Kansas City, MO.

*Myths and realities of multicultural special education* (1992, October). Panelist with Brenda Townsend and Daphne Thomas at annual meeting of Council for Learning Disabilities, Kansas City, MO.

*Developing a line of research: Considerations for early career researchers* (1992, October). Workshop for early career researchers presented at annual meeting of Council for Learning Disabilities, Kansas City, MO (with Candace Bos).

#### 1991-1992

*Language minority students in special education: Contemporary research* (1992, July). Discussant for symposium at the Third National Research Symposium on Limited English Proficient Students: Focus on Middle and High School Issues. Washington, D. C.

*Action research on improving literacy instruction in low-SES schools: A case study* (1992, July). Paper presented at the annual conference of the United Kingdom Reading Association, Exeter, U. K.

*Implications of Seymour Sarason's research on school reform for students with mild disabilities* (1992, July). Session leader at annual Project Directors' Meeting, Office of Special Education Programs, U.S. Department of Education; Washington, D. C.

*Collaboration and consultation: Two perspectives on school improvement* (1992, April). (Symposium with Marleen Pugach). Presented at annual meeting of Council for Exceptional Children, Teacher Education Division. Baltimore, MD.

*Special education teacher retention and attrition: A research perspective* (1992, April). Presented at annual meeting of Council for Exceptional Children, Teacher Education Division. Baltimore, MD.

*The quest to translate research into practice: Multiple perspectives* (1991, December). Paper presented at a symposium at annual meeting of National Reading Conference, Palm Springs, CA. Also served as Chair of symposium.

*The language minority student and special education: Critical issues* (1991, November). Paper presented at CEC Conference on At Risk Children and Youth. New Orleans, LA.

*Research issues in the education of limited English proficient students in special education* (1991, November). Panelist (with Alba Ortiz, Leonard Baca). Symposium presented at CEC Conference on At Risk Children and Youth. New Orleans, LA.

## 1990-1991

### Keynote Addresses

*The Human Side of Direct Instruction*. (August, 1991). Keynote speaker, Direct Instruction Conference, Eugene, OR.

### Presentations

*Accommodating academic diversity in the classroom: Effects and implications of peer-mediated learning structures* (1991, April). Symposium Chair: Annual conference of American Educational Research Association, Chicago, IL.

*Change from the perspective of the classroom teacher* (1991, April). Paper presented at annual conference of American Educational Research Association, Chicago, IL.

*Visions and revisions: Case studies of two models of school reform* (1991, April). Paper presented at annual conference of American Educational Research Association, Chicago, IL.

*Translating research into classroom practice: Coaching teachers in strategies for teaching reading and language arts to "at risk" students* (1991, March). Paper presented at WORD (Washington Organization for Reading Development/IRA), Bellevue, WA.

*Visions and revisions: Beyond the whole language--direct instruction dichotomy* (1990, December). Paper presented at annual meeting of National Reading Conference, Miami, Florida.

## 1989-1990

*Examining the differential effects of teacher versus student controlled activity in comprehension instruction* (1990, April). Symposium discussant: AERA annual meeting, Boston, MA.

*Reading instruction for at-risk students: Emerging trends* (1989, December). Discussant for Symposium at National Reading Conference, Austin, TX.

#### 1988-1989

*Merging innovative technologies with effective teaching research: Applications of Rosenshine's teaching functions* (March, 1989). Paper presented at annual conference of American Educational Research Association, San Francisco, CA.

*Content and orientation of kindergarten curriculum: A dialogue* (1989, March). Paper presented at annual conference of American Educational Research Association, San Francisco, CA (with Lilian Katz).

*Expert mathematics instruction for at risk minority students* (March, 1989). Paper presented at annual conference of American Educational Research Association, San Francisco, CA.

*Issues in training and recruiting teachers to work with at risk populations* (1989, March). Co-Chair of symposium at Invisible College for Research on Teaching, San Francisco, CA.

#### 1987-1988

##### Keynote Addresses

*Direct Instruction: What the research really says.* (July, 1988). Annual Conference of Atlantic Coast Direct Instruction Society, Lewes, DE.

##### **Other Presentations**

*A multifaceted study of teachers' use of innovative technology.* (1988, April). Paper presented at annual conference of IACE; New Orleans, LA.

*Facilitating learning through direct instruction and mediated instruction: A difference in kind, degree, or perception?* (1987, December). Symposium at National Reading Conference; St. Petersburg, FL (with Anne Marie Palincsar).

#### 1986-1987

*Contemporary research on reading comprehension* (1987, June). Paper presented at International Conference on the Child's Functioning in School, Poitiers, France: University of Poitiers.

*Direct instruction from a teacher's perspective* (1987, May). Paper presented at annual conference of Association for Behavior Analysis, Nashville, TN.

*Barriers towards implementing effective instructional programs in public schools* (1987, May). Paper presented at annual conference of Association for Behavior Analysis, Nashville, TN.

*Effective instructional behaviors for teaching algebra to low achieving students: A process-product study* (1987, April). Paper presented at annual conference of American Educational Research Association, Washington, D.C.

*Issues in implementation of direct instruction programs* (1986, October). Paper presented at annual conference of the Behavior Analysis Society of Illinois; De Kalb, IL.

### 1985-1986

*Merging technology with research on effective instruction* (1986, July). Paper presented at U.S. Office of Special Education Conference for Research Project Directors, Washington, D.C.

*Optimal learning situations for handicapped learners: Implications for technology* (1986, May). Paper presented at CEC Special Education Technology Conference, Washington, D.C.

*Using technology to improve the quality of academic feedback to special education students* (1986, June). Paper presented at Invitational Research Symposium of CEC Special Education Technology Group and OSER. Washington, D.C.

*The role of the instructional supervisor in school improvement* (1986, April). Paper presented at annual conference of American Educational Research Association, San Francisco, CA.

*The realities of instructional leadership: An intensive case study of four inner-city schools* (1986, February). Paper presented at annual conference of Association for supervision and curriculum development (ASCD), San Francisco, CA.

### 1984-1985

*Follow Through: The models and the evaluations* (1985, August). Paper presented at symposium at annual conference of American Psychological Association.

*Teachers' reactions to intensive inservice training* (1985, May). Paper presented at annual conference of Association for Applied Behavior Analysis.

*The principal as instructional leader: A second look* (1985, April). Paper presented at AERA Symposium on Instructional Leadership Behaviors of the Principal, Chicago, IL.

*From teacher reluctance to teacher acceptance: Research on teachers' reactions towards innovative practice.* (1985, April). Paper presented at annual conference of American Educational Research Association, Chicago, IL.

*A realistic look at instructional leadership during mandated school improvement* (1985, March). Paper presented at annual conference of Association for Supervision and Curriculum Development, Chicago, IL.

*Training instructional consultants: A research base* (1985, March). Paper presented at annual conference of Association for Supervision and Curriculum Development, Chicago, IL.

*Direct instruction in higher order cognitive skills* (1985, March). Paper presented at annual conference of Association for Supervision and Curriculum Development, Chicago, IL.

*Current issues in the evaluation of programs for language minority students* (1984, October). Paper presented at annual conference of Evaluation Research Society, San Francisco, CA.

#### 1983-1984

*Overview of eight years of research on comprehension* (1984, May). Paper presented at Association for Behavior Analysis (ABA), Nashville, TN.

*The interface of Direct Instruction and computer technology: Current research* (1984, May). Paper presented at Association for Behavior Analysis (ABA), Nashville, TN.

*The lasting impact of Direct Instruction on 1500 low income students* (1984, May). Paper presented at a symposium at Association for Behavior Analysis (ABA) (with Don Baer and Paul Weisberg).

*The political cover-up of Follow Through: The evaluation* (1984, May). Paper presented at a symposium at Association for Behavior Analysis (ABA), Nashville, TN (with Ogden Lindsley, Gene Ramp, and Douglas Greer).

*Discussant, Symposium on minority overrepresentation in special education* (1984, May), Association for Behavior Analysis (ABA), Nashville, TN.

*Lasting impact of the Direct Instruction Follow Through Program: Preliminary findings of a longitudinal study of 1500 students* (1984, April). Paper presented as part of a symposium at the American Educational Research Association, New Orleans, LA (with Benjamin Bloom, William Cooley, Bruce Joyce, and Douglas Carnine).

*The effects of a structured immersion approach to minority language Asian students: Results of a longitudinal evaluation* (1984, April). Paper presented at the American Educational Research Association, New Orleans, LA.

*Structured English immersion for Hispanic students in the U.S.: Findings from the 14-year evaluation of the Uvalde, Texas, program* (1984, April). Paper presented at the American Educational Research Association, New Orleans, LA.

### 1982-1983

*Recent research: Effects of Direct Instruction with higher order cognitive skills* (1983, May). Paper presented at annual conference of Association for Applied Behavior Analysis, Milwaukee, WI.

*The high school performance of Follow Through "Graduates": Enduring effects of the Direct Instruction Model* (1983, May). Paper presented at annual conference of Association for Applied Behavior Analysis, Milwaukee, WI.

*The pursuit of clarity: Current research in direct instruction* (1983, May). Paper presented at annual conference of Association for Applied Behavior Analysis. Milwaukee, WI.

*The later effects of Direct Instruction Follow Through: Preliminary findings* (1983, April). Paper presented at annual conference of American Education Research Association, Montreal, PQ.

*A multi-faceted assessment of educational change in an urban district* (1983, April). Paper presented at annual conference of American Educational Research Association, Montreal, PQ.

*A quantitative analysis of direct instruction interventions in the intermediate and secondary school content areas* (1983, April). Paper presented at annual conference of American Education Research Association, Montreal, PQ.

*The effectiveness of direct instruction in teaching selected reading comprehension skills to intermediate grade students* (1983, April). Paper presented at a symposium at the annual conference of the American Education Research Association, Montreal, PQ. (Participants: Jere Brophy, Meredith Gall, Craig Darch, Glen Fielding.)

*Direct instruction and applied behavior analysis* (1982, September). Paper presented at annual conference for Applied Behavior Analysis in Education, Columbus, OH: Ohio State University.

### 1981-1982

*The case for impact evaluation in special education* (1982, May). Paper presented at annual conference of Council for Exceptional Children, Houston, TX.

*A study of educational change in an urban setting: Integrating teacher effectiveness and implementation research* (1982, March). Paper presented at a symposium at AERA, New York, NY.

*Administrative and supervisory support functions for the implementation of effective educational programs for low-income students* (1982, March). Paper presented at AERA, New York, NY.

*The site variability issue in Follow Through revisited: Some new data, some new methodologies, and new insight* (1982, March). Paper presented at a symposium at AERA, New York, NY.

### 1980-1981

*Measuring implementation in a broad context: Reflections on the evaluation of a model-specific observational system* (1981, April). Paper presented at annual conference of American Educational Research Association, Los Angeles, CA (Symposium with Jane Stallings, Gaea Leinhardt, Linda Meyer).

*IQ and yearly academic learning rates in a mastery learning model* (1981, April). Paper presented at annual conference of American Educational Research Association, Los Angeles, CA.

*Direct instruction in special education: A critical review of empirical findings* (1981, April). Paper presented at conference of Council for Exceptional Children, New York, N.Y.

*The later effects of direct instruction: A longitudinal study* (1981, March). Paper presented at meeting for Society for Research in Child Development.

*Stimulus overselectivity revisited* (1980, September). Paper presented to American Psychological Association, Montreal, PQ.

*Assessment of critical components of an educational model* (1980, September). Paper presented at a symposium at the American Psychological Association, Montreal, PQ. (Also served as a symposium chair and organizer.)

### 1978-1980

*Analysis of the relationship between entry IQ and yearly academic gains for 2000 low-income children in the Direct Instruction Follow Through Program* (1980, May). Paper presented at Western Psychological Association, Honolulu.

*Measuring implementation of a structured educational model in an urban setting: Some preliminary process-outcome findings* (1980, May). Paper presented at Western Psychological Association, Honolulu.

*Measuring implementation of the Direct Instruction model in an urban school district: An observational approach* (1980, April). Paper presented at AERA, Boston, MA.

*Reconceptualizing vocational assessment for the severely retarded: Evolution of the Trainee Performance Sample* (1980, April). Paper presented at AERA, Boston, MA.

*Overselective attention versus information processing research on the autistic child* (1978, May). Paper presented to the National Conference of the Canadian Autism Society. Vancouver, BC.

### **Additional Presentations to Professional Working Groups, School Districts, and University Faculties:**

#### 1998-1999

Austin, TX                      *A Multi-Vocal Approach Toward Research Synthesis*. Presentation for University of Texas: Texas Center for Reading and Language Arts.

#### 1997-1998

#### Keynote Addresses

Washington, DC              Office of Special Education Programs Cross Project Meeting. *Designing high quality research in special education: Group experimental designs*.

### **Other Presentations**

Los Angeles, CA              *The second language learner's transition from primary language to English reading instruction* (1998, December). Presentation for Los Angeles Unified School District: Project Model Results of Eastman Basic Replication Training.

Champaign, IL                *The research to practice gap: New findings, new insights*. Research Seminar, University of Illinois (1997, December 16).

Perrysburg, OH                *Assessment and grading for special education students*. Presentation to the Northwest Ohio SERRC (1997, December).

Long Beach, CA CSU Center for the improvement of reading instruction: A language and literacy roundtable (1997, September).

Los Angeles, CA *English-language learners: The transition years* (1997, September). Presentation for faculty at The Goals 2000 Conference On Language And Literacy, Los Angeles County Office of Education

### 1992-1993

San Diego, CA *The language minority student and special education: Emerging themes and issues from a naturalistic study*. Presentation for faculty at San Diego State University (1992, March).

Eugene, OR *Meeting the challenge: Effective strategies for teaching language minority special education students*. Oregon Conference (1992, February).

Washington, DC *Factors influencing classroom adoption of innovative practices*. Presentation to Division of Innovation and Development, Office of Special Education Programs, U.S. Department of Education. (1992, December).

Burlington, VT *School restructuring and Professional Development: An Informal Conversation*. Presentation at College of Education, University of Vermont.

Salem, OR Presentation to Administrators and Teachers of Eugene and Bethel Schools on Strategies for Merging Special Education and Chapter One Resources (September).

Washington, DC Chairperson of symposium at Research Project Directors' Meeting, Office of Special Education, U.S. Department of Education: *Recurring Issues in School Reform and their relevance for special education* (July).

### 1990-1991

Eugene, OR Three-day inservice seminars for special educators on reading comprehension strategies and strategies for effective collaboration (August).

### **Other Presentations**

Washington, DC Chairperson of symposium at Research Project Directors' Meeting, Office of Special Education, U.S. Department of Education: *Strategies for integration of handicapped students into general education: New perspectives* (July).

- Seattle, WA Washington Organization for Reading Development (IRA). *Coaching teachers into effective reading strategies: A qualitative study* (March).
- Washington, D.C. *A sober look at the role of external agents in school reform: Lessons learned from Follow Through longitudinal research.*  
Paper presented at OERI Task Force on Longitudinal Research (February).

### 1989-1990

#### Keynote Addresses

- Pittsburg, KS Keynote Speaker, Fifth Annual Joint Seminar on Advancing Services for Developmental Disabilities. *Behavioral Applications of direct instruction to academic and vocational settings* (June).

#### **Other Presentations**

- Sacramento, CA California State Department Conference on Special Education. *Reconceptualizing the Regular Education Initiative. A Model for Assisting Classroom Teachers Work with Handicapped Students: Implementation in Two Inner City Schools* (October).
- Eugene, OR Oregon Conference. *Coaching classroom teachers to work effectively with handicapped students* (February).
- Pocatello & Boise, ID Workshops presented for Idaho State Department of education: *Effective and sensitive communication: Bridging the gap between special education and general education* (February).
- Washington, D.C. Chairperson of symposium at Research Project Directors' Meeting, Office of Special Education, U.S. Department of Education: *Designing schoolwide interventions* (1988, July).

### 1988-1989

#### Keynote Addresses

- Baltimore, MD Johns Hopkins University, Institute for Policy Research. *Issues in early childhood education for disadvantaged students: A research synthesis.*

## **Other Presentations**

- Washington, DC      Chairperson of symposium at Research Project Directors' Meeting, Office of Special Education, U.S. Department of Education, July *Replication and External Validity*.
- Seattle, WA          Washington Organization for Reading Development (IRA). *Teaching literature to low-achieving secondary students* (1989, March).
- Eugene, OR          Oregon Conference. *The regular education initiative: Paradoxes and cul-de-sacs* (1989, February).
- Pittsburgh, PA      Project Directors Meeting. University of Pittsburgh; Pittsburgh, PA. *Reconceptualizing the regular education initiative: A staff development emphasis* (1989, February).
- Irvine, CA          Office of Teacher Education, University of California, Irvine. Implications of cognitive science research for classroom practice (1989, April).
- Orlando, FL        Three-day workshop on "Becoming a Nation of Readers" and whole language instruction (1989, June).
- Orlando, FL        Three-day workshop on history of direct instruction, research on direct instruction (1989, June).

## 1987-1988 Keynote Addresses

- Madison, WI        University of Wisconsin. Conference/Symposium on the Regular Education Initiative and the future roles of special educators (1988, June).

## **Other Presentations**

- Portland, OR        Northwest Regional Laboratories. Training of trainers: Issues in measuring implementation of innovative school-based practices (August).
- San Antonio, TX    Satellite TV inservice for rural educators in out Texas; Teaching strategies; procedures for adapting basal text (September).
- San Diego, CA      Secondary special education mathematics teachers (December).
- Eugene, OR        Eugene School District Reading Adoption Committee (December).
- Rehobeth, DE      Workshop session, Delaware State Department of Education. Research on effective instructional approaches for at risk students (July).

1986-1987

- Eugene, OR Statewide inservice for special educators on Reading Comprehension (February).
- Chicago, IL CEC Academy for Effective Instruction: Reading Comprehension (April).

1985-1986

- San Diego, CA Secondary Algebra Teachers and Department Chairs (April).
- DeKalb, IL Behavior Analysis Society of Illinois--Excellence in Schools.
- Newport, OR Oregon Educational Research Association (February).
- Washington, DC Conference for Project Directors of Research. Supported by Office of Special Education Programs, US Department of Education (July).

1984-1985

- Los Angeles, CA Advocates for Language Learning, [Invited presentation] (October).
- Austin, TX Research on high school change: Problems, practices, and priorities. [Invited presenter at Conference at Research and Development Center for Teacher Education] (November).
- Tuscaloosa, AL Conference for principals, administrators, and teachers on reading comprehension (February).
- Chicago, IL Presentation on instructional management research for Research Dissemination and Utilization Conference (March).
- Lexington, KY Seminar for Kentucky Academy of School Administrators (May).

1983-1984

- Newport, OR Oregon Educational Research Association, October.
- Eugene, OR Statewide Chapter I Conference, January [Invited presentation].
- Eugene, OR Statewide Conference on Exceptional Children (February).

- San Francisco, CA Seminars on Mastery Teaching National Forum on Educational reform: Excellence in our schools, making it happen [Sponsored by the Far West Lab] (March).
- New Orleans, LA Invisible College for Research on Teaching. Panelist, Seminars on Autonomous learning and changing perspectives on effective teaching (April).
- Bellevue, WA Washington Organization for Reading Development (March).

### 1982-1983

#### Keynote Addresses

- Ventura County, CA Conference on effective teaching for handicapped students (March).
- New York, NY Seminar for chief administrators (April).
- New York, NY Seminar for special education administrators (April).
- Albany, NY Seminar for administrators (April).
- Menlo Park, CA Guidelines for developing a basic skills program in secondary schools (June).
- Depoe Bay, OR Oregon Educational Research Association (November).
- Syracuse, NY Invisible College for research on teaching (April).
- Minneapolis, MN Seminar for state-level administrators [for U.S. Office of Civil Rights] (July).
- Olympia, WA Seminar for state-level administrators [U.S. Office of Civil Rights] (August).

### 1981-1982

- Portland, OR Oregon Council for Exceptional Children (October).
- Newport, OR Oregon Educational Research Association (October).

### 1980-1981

Dayton, OH National Dissemination Network Conclave (April).  
Eugene, OR NIE Paradigm Development Seminar (September).

Prior to 1980

Illinois University of Illinois Computer-Assisted Educational Project [PLATO] (April, 1980).  
Oregon Oregon Conference on Exceptional Education (1978, March; 1979, February).  
Queens, NY National Society for Autistic Children, Queens, NY Chapter (1977, June).

**CO-AUTHOR OF PAPERS PRESENTED AT PROFESSIONAL CONFERENCES**

Woodward, J., & Gersten, R. (1989, March). *Lesson development: A study of teachers' innovative use of interactive videodisc*. Paper presented at annual meeting of American Educational Research Association, San Francisco, CA.

Gall, M., Gersten, R., Grace, D., Erickson, D., & Stieber, S. (1987, April). *Instructional correlates of effective intermediate algebra instruction: A process-product study*. Paper presented at American Educational Research Association, Washington, D.C.

Darch, C., Carnine, D., & Gersten, R. (1984, February). *Instructional approaches toward teaching math problem solving to remedial students*. Paper presented at Eastern Educational Research Association, West Palm Beach, FL.

Darch, C., Carnine, D., & Gersten, R. (1983, April). *An evaluation and analysis of a direct instruction approach to teaching math problem solving*. Paper presented at AERA, Montreal, Quebec.

Fielding, G., Kameenui, E., & Gersten, R. (1983, April). *Inquiry and direct instruction approaches toward teaching legal concepts and applications to high school students*. Paper presented at AERA, Montreal, Quebec.

**TESTIMONY**

**Expert Witness**

Dec 02-June 04 Department of Justice/Office of the Attorney General. Case name: Williams, et al. vs. State of CA, CA Board of Education , et al.

October, 1998      Albuquerque Public Schools, Bilingual Education

July, 1998          California State Department of Education, Bilingual Education.

1987                  Berkeley Unified School District

**Testimony before State Departments of Education and/or Senate Committees**

March, 1998        Texas Senate, Bilingual Education.

February, 1998    California State Board of Education, Bilingual Education

**CONSULTATION**

2005                  Criteria for Evaluating Instructional Materials: Reading/Language/English Language Development, Kindergarten through grade eight, State of California.

2004  
Student              Cognitive Tutors: An Educational Technology that Adapts to Individual Needs, (September) Office of Special Education Programs: Planning Committee.

2004                  Comprehensive Strategies for Adult Literacy (Kansas University)

2004                  Three tiered Mathematics Intervention Model (University of Texas)

2001-2004          Mathematics Problem Solving, Lehigh University

2003                  Ohio Dept. of Education, Technical Advisory Panel, Ohio *Reading First* Program Evaluation (May-June, 2003)

2003                  Advisory Board, Kurzweil Publishers

2003                  Advisor, Pearson Learning

Jan-Mar, 2003      RMC Research, Proposal Development

May, 2003           ELA Assessment State Consortium for Development of an assessment measure

February, 2003    Research Design Consultant, Intellitools

Nov-Dec 2002	Ohio Dept. of Education, Design of Evaluation of Reading First Grant
Jan-Feb 2002	Ohio Dept. of Education, Development of Reading First Evaluation
June 2002	Texas Educational Agency, Evaluation of statewide Accelerated Reading Initiative
2001	States of Arkansas and New York: Advisor on plan for Reading Excellence Act
2001	California Department of Education: Consultant for Reading Excellence Act: English-language component
2001-present	Center on Special Education Personnel Research.
2000-present	Study of Personnel Needs in Special Education
2000	Washington, DC Public Schools: Reading Excellence Act
2000	Texas Educational Agency, Research Basis for Middle School Math Initiative Project Plus; California State University, Los Angeles
1998-2002	Texas Center for Reading and Language Arts at the University of Texas at Austin
1998-1999	SRI International: Design of national longitudinal study of 4 <sup>th</sup> through 8 <sup>th</sup> grade students with Learning Disabilities-Peter Ryan
1998-1999	Juniper Gardens: Sustainability Research-Cheryl Utley
1998-1999	Spencer Foundation: Discourse Analysis-David Chard
1998	Office of Special Education Programs Technology Research Conference (August–November): Planning Committee
1998	Denver Public Schools: English Language Development Program
1998	California State Department
1997	University of Illinois: Research design
1997	National Center to Improve the Tools of Educators: Research design
October, 1996-present	National Center on Effective Collaboration and Communication: Serious Emotional Disturbance, Evaluation

Jan. 1996	<i>Encarta 97</i> : Content Expert, Microsoft Corporation, Redmond, WA
Nov. 1995	National Technical Institute for the Deaf: Rochester Institute of Technology: Workshops and colloquia on strategies for collaborative research/Implications of current research on knowledge utilization
Nov. 1995-present	Chesapeake Institute and U. S. Department of Education: Consult on project describing effective utilization of technology to meet the instructional needs of students with disabilities
1996-1998	Office for Civil Rights, U.S. Department of Education: Development of guidelines for providing quality services to language minority students
1995	University of Miami: Research on school restructuring
May 1993-present	Chesapeake Institute: Development of conceptual framework for studies that lead to improvement of practice/research on attention deficit disorders
July 1993-present	University of Miami: Consult with Sharon Vaughn and Jeanne Schumm on research on the impact of ability grouping practices on students with disabilities
Jan. 1993-present	University of Miami/Dade County Schools: School Restructuring. Project on Integration of Students with Disabilities
Jan. 1993	National Center for Educational statistics, U.S. Department of education: Work session on designing a research agenda for longitudinal use of School and Staffing Survey (SASS) to explore issues of teacher quality, teacher attrition
1993-1994	OERI: U.S. Department of Education: Evaluation of Follow Through
1993	Chesapeake Institute and U.S. Department of Education/Division of Innovation and Development: Development of position papers on strategies for translating research into practice and strategies for systematically validating promising practices in special education
Sept. 1992-present	Lane County Direction Services. (Eugene, OR): Research on the role of an ombudsperson to mediate conflicts and develop strategies for systemic change
Nov. 1992	Eugene 4-J School district: Served as community member of search committee to select new principal for middle school involved in restructuring to better meet needs of at risk students. Project on Integration of Students with Disabilities

1992-1994	National Center to Improve the Tools of Educators/ Division of Innovation and Development, Office of Special Education Programs, U.S. Department of Education
March 1991	Head Start Transition Study, Northwest Regional Laboratory: Consult on evaluation design
Jan. 1991-present	National Center on Instructional Tools in Special Education, Office of Special Education Programs: Consult on second language curriculum design
Dec. 1991-present	Eugene 4-J School District: Consult on design of services for second language students
Sept. 1991-present	San Marcos, CA Independent School District: Evaluation of second language education programs
May-Dec. 1991	Northwest Regional Laboratories: Seminar for researchers on program evaluation and research methodologies
Sept. 1990	Astoria, OR Schools: Research on Strategic Planning and School Restructuring
Aug. 1990	Association for Supervision and Curriculum Development (ASCD): Consultant for Video Series: <i>Expert Instruction of At Risk Students</i>
Feb. 1990	Oregon State Department of Education: Evaluation of Program for the Gifted and Talented
June 1990-1991	Eugene 4-J School District: Senate Bill 2020 Grant on School Restructuring--North Eugene High Schools
April 1990	Northwest Laboratories: Evaluation of Onwards to Excellence program
April 1989	Center for Study of Reading, University of Illinois: Synthesis of reading research for at-risk populations
April & Dec. 1987	Educational Research Services, DeKalb, IL: Design of naturalistic study of classroom instruction of LD students
May 1988	Science Research Associates: Evaluation design for learner verification studies of basal reading series, State of Florida
April 1988-Aug. 1988	Berkeley, CA Unified School District: Education and civil rights of language minority students

July 1988	Oregon Department of Education: Assessment of preschool handicapped students
Dec. 1987	Eugene 4-J School District: Consultant on criteria, for selecting basal reading series for adoption
Oct. 1987	Oregon Research Institute: Evaluation of parent counseling and training program
Mar.-Aug. 1987	Flint, Michigan: Evaluation consultant
Sept. 1987	TI-IN Interactive Video Inservice for Region 20, San Antonio, Texas: <i>Adapting basal texts to reflect principals of effective instruction</i>
Sept. 1986-present	Oregon Developmental Disabilities Council: Evaluation of sheltered employment
Sept.-Dec. 1986	Oregon State Department of Education: State High School Drop-out Study
Aug. 1985 June 1986	Bethel, Oregon School District: Evaluation of instructional management at the middle school level
Oct. 1984	Walla Walla, Washington School District: Evaluation of compensatory education program
Oct. 1984	Oregon Department of Education: Evaluation of service delivery for autistic persons
Feb.-Apr. 1984	Oregon State Department of Education: Task force for developing statewide evaluation system for all special education students
May 1984	Utah State University: Evaluation consultant
Sept. 1983	Exceptional Child Center, Utah State University: Research on computer-assisted instruction
Jan. 1983	Northwest Area Foundation & Eugene 4J Public Schools: School-Based Management Grant
Oct. 1982- June 1983	Oregon Research Institute, Eugene, OR: Evaluation residential program for multiply handicapped adolescents
Sept. 1982	Salem, OR. State Division of Mental Retardation/ Developmental Disabilities: Evaluate programs for moderately/severely retarded students in the state

Sept., 1981- June, 1982	Monterey, CA: Evaluate English as a second language program
July 1981	Special Education Department: Caspar School District, Wyoming
Nov. 1980	Dayton, OH, Flint, MI, and East St. Louis, IL, Direct Instruction Resource Centers (part of National Diffusion Network): Establish evaluation design for adopting sites; data analysis
Sept. 1980	San Diego Unified School District; San Diego, CA.
Sept. 1979 - May 1980	Preschool for Developmentally Disabled Children, Center on Human Development, University of Oregon.
July-Dec. 1979	Specialized Training Program, University of Oregon.