

# Stephanie W. Cawthon, Ph.D.

Department of Educational Psychology  
1912 Speedway MC D5800  
Austin, TX 78712

[Stephanie.cawthon@austin.utexas.edu](mailto:Stephanie.cawthon@austin.utexas.edu)  
512-471-0378 (v)  
Skype: scawthon

## EDUCATION

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- 2002**     **Ph.D., Educational Psychology** (Human Development)  
University of Wisconsin-Madison, Madison, WI.  
*Dissertation: Opportunity to Learn Standards-Based Content for Students who are Deaf or Hard of Hearing*
- 1995**     **M.A., Psychology** (Social Psychology)  
Stanford University, Stanford, CA.  
*Thesis: Gender differences in construals of sexual harassment*
- 1994**     **B.A., Psychology**  
Stanford University, Stanford, CA. Conferred with Departmental Honors  
*Honors Thesis: Syntax development in children who are deaf or hard of hearing*

## PROFESSIONAL APPOINTMENTS

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- 2013-present**     **Associate Professor**, Human Development, Culture, and Learning Sciences, Department of Educational Psychology (with a courtesy appointment in Special Education), The University of Texas at Austin.
- 2014-present**     **Fellow** in the Elizabeth Glenadine Gibb Teaching Fellowship in Education, UT Austin.
- 2013-2014**     **Fellow**, Joe R. & Teresa Lozano Long Endowed Faculty Fellows Fund, UT Austin.
- 2013-present**     **Board of Directors and Director of the Deaf and Hard of Hearing Institute**, Meadows Center for Preventing Educational Risk, College of Education, UT Austin.
- 2007-present**     **Director of Research and Evaluation**, *Drama for Schools*, UT Austin, a professional development program in drama-based instruction for teachers and students across diverse educational settings.
- 2007-2013**     **Assistant Professor**, Department of Educational Psychology, The University of Texas at Austin.
- 2003-2007**     **Faculty**, Department of Psychology, Walden University (based in Minneapolis, MN).
- 2003**     **Adjunct Faculty**, College of Psychology, Mount Mercy College, Cedar Rapids, IA.
- 2002**     **Lecturer**, Department of Educational Psychology, University of Wisconsin-Madison, Madison, WI.
- 1995-1997**     **Educational Consultant**, Schoolhouse and Townhall Services, Menlo Park, CA.

## PUBLICATIONS

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### Peer-Reviewed Books

- Cawthon, S.** (2011). *Accountability-Based Reforms: The Impact on Deaf or Hard of Hearing Students*. Gallaudet University Press. <http://gupress.gallaudet.edu/bookpage/ABRbookpage.html>. (Reviewed by Armstrong, H. in *Journal of Deaf Studies and Deaf Education* (2011), doi: 10.1093/deafed/enr032.). 188 pages.
- Cawthon, S. & Garberoglio, C.L.** (2017). *Transition from Secondary to Postschool Settings for Individuals who are Deaf or Hard of Hearing: Individual Agency, Barriers, and Opportunities*. Gallaudet University Press. 248 pages.
- Cawthon, S. & Garberoglio, C.L., Eds.** (2017). *Research Methodology in Deaf Education*. Oxford University Press. 424 pages.

**Journal Articles (in reverse order).** \*denotes student collaborator at time of publication. All are peer reviewed unless otherwise noted.

36. **Bond, M., Garberoglio, C.L., Schoffstall, S., Caemmerer, J., & Cawthon, S.** (in press). Validating a Shortened Form of the ARC for Special Populations. *Educational Assessment*. Acceptance Rate: 15%. Journal Impact Factor [not listed]. Acceptance Rate: (pending)
35. **Cawthon, S., Fink, B., Johnson, P., Schoffstall, S., & Wendel, E.** (2017, in press). Trauma and the use of formal and informal resources in the deaf population: Perspectives from mental health service providers. *Journal of American Deafness and Rehabilitation Association*.
34. **Stanton, K., Cawthon, S., & Dawson, K.** (2017, in press). Self-efficacy, teacher concerns, and levels of implementation among teachers participating in Drama-Based Instruction professional development. *Teacher Development*. 1-27. Journal Impact Factor [.57] Acceptance Rate: 25%
33. **Cawthon, S., Fink, B., Tarantolo-Leppo, R., Wendel, E., & Schoffstall, S.** (2017). Ecological systems and vocational rehabilitation service provision for individuals who are deaf or hard of hearing. *Journal of Applied Rehabilitation Counseling*. 48(2), 31-40. Journal Impact Factor [not listed]. Acceptance Rate: (pending)
32. **Higgins, J., Famularo, L., Cawthon, S., Kurz, C.A., Reis, J.E., & Moers, L.M.** (2016). Development of American Sign Language guidelines for K-12 academic assessments, *Journal of Deaf Studies and Deaf Education*, 21(4): 383-393. doi: 10.1093/deafed/enw051. Journal Impact Factor [5 yr: 1.917]. Acceptance Rate: 27%.
31. **Garberoglio, C.L., Schoffstall, S., Caemmerer, J. M., Bond, M., & Cawthon, S.** (2016). The antecedents and outcomes of autonomous behaviors: Modeling the role of autonomy in achieving sustainable employment for deaf young adults, *Journal of Developmental and Physical Disabilities*, 29, 107-129. DOI: 10.1007/s10882-016-9492-2. Journal Impact Factor [.880]. Acceptance Rate: 45%.
30. **Cawthon, S., Wendel, E., Bond, M., & Garberoglio, C.L.** (2016) The impact of intensive vocation-related course taking on employment outcomes for individuals who are deaf. *Remedial and Special Education*, 37(3), 131-145. Journal Impact Factor [2.016]. Acceptance Rate: 15%
29. **Cawthon, S. Leppo, R., Dickson, D., Schoffstall, S., & Wendel, E.** (2015). The art of managing expectations: Vocational rehabilitation counselors as mediators of expectations between clients who are deaf and potential employers. *Journal of American Deafness and Rehabilitation Association*, 50(1), 1-32. Journal Impact Factor [not listed]. Acceptance Rate: (pending)
28. **Schoffstall, S., Cawthon, S., Dickson, D., Bond, M., Ocuto, O., & Ge, J.** (2016). The impact of high school extracurricular involvement on postsecondary outcomes among deaf and hard-of-hearing youth. *Journal of Postsecondary Education and Disability*, 29(2), 179-197. Journal Impact Factor [not listed]. Acceptance Rate: 30%.
27. **Cawthon, S., Johnson, P., Garberoglio, C. L., & Schoffstall, S.** (2016). Role models as facilitators of social

capital for deaf individuals: A research synthesis. *American Annals of the Deaf*, 161(2), 115-127. DOI: 10.1353/aad.2016.0021. Journal Impact Factor [1.0]. Acceptance Rate: 35%.

26. Caemmerer, J.M., Cawthon, S.W., & Bond M. (2016). Comparison of students' achievement: Deaf, learning disabled, and deaf with a learning disability. *School Psychology Review*, 45(3), 362-371. Journal Impact Factor [1.75]. Acceptance Rate: 9%
25. Cawthon, S. (2015). From the margins to the spotlight: Diverse deaf and hard of hearing student populations and standardized assessment accessibility. *American Annals of the Deaf*, 160(4), 385-394. DOI:10.1353/aad.2015.0036. Journal Impact Factor [1.0]. Acceptance Rate: 35%.
24. Lee, B. L., Dawson, K. M., & Cawthon, S. (2015). What happens when the apprentice is the master in a cognitive apprenticeship? The experiences of graduate students participating in coursework and fieldwork. *International Journal of Teaching and Learning in Higher Education*, 28(3), 347-360. Journal Impact Factor [not listed]. Acceptance Rate: 14%
23. Garberoglio, C. L., Dickson, D., Cawthon, S., & Bond, M. (2015). Leveling the playing field? Communication technology as a predictor of future attainments for deaf young adults. *Disability Studies Quarterly*, 35(4), 1-20. DOI: <http://dx.doi.org/10.18061/.v35i4.4342>. Journal Impact Factor [not listed]. Acceptance Rate: 35%
22. Schoffstall, S., Cawthon, S., Leppo, R., & Wendel, E. (2015). Developing consumer and system-level readiness for effective self-advocacy: Perspectives from vocational rehabilitation counselors working with deaf and hard of hearing individuals in post-secondary settings. *Journal of Developmental and Physical Disabilities*, 27(4), 533-555. DOI: 10.1007/s10882-015-9435-3. Journal Impact Factor [.880]. Acceptance Rate: 45%
21. Wendel, E., Cawthon, S., Ge, J., and Berevtas, N. (2015). Alignment of single-case design research with individuals who are deaf or hard of hearing with the What Works Clearinghouse Standards. *Journal of Deaf Studies and Deaf Education*, 20(2), 103-114. DOI: 10.1093/deafed/enu049. Journal Impact Factor [5 yr: 1.917]. Acceptance Rate: 27%.
20. Lee, B. & Cawthon, S. (2015). What predicts pre-service teacher use of arts-based pedagogies in the classroom? An analysis of the beliefs, values, and attitudes of pre-service teachers. *Journal for Learning through the Arts: A Research Journal on Arts Integration in Schools and Communities*, 11(1), 1-17. Journal Impact Factor [not listed]. Acceptance Rate: (pending)
19. Cole, E. V., & Cawthon, S. (2015). Self-disclosure decisions of university students with learning disabilities. *Journal of Postsecondary Education and Disability*, 28(2), 163-179. Journal Impact Factor [not listed]. Acceptance Rate: 30%.
18. Garberoglio, C. L., Guerra, L. H., Cawthon, S., & Ocuto, O. (2014). A look at national data: Parental expectations shape student achievement. *Odyssey*, 15, 1-6. (Invited article). Retrieved from: [http://www.gallaudet.edu/clerc\\_center/odyssey/odyssey\\_extra\\_2014.html](http://www.gallaudet.edu/clerc_center/odyssey/odyssey_extra_2014.html)
- This issue of the Odyssey was the winner of the 2015 Edward Allen Fay Award from the Conference of Educational Administrators of Schools & Programs for the Deaf.*
17. Cawthon, S., Garberoglio, C. L., and the RES team (2014). Professional preparedness and perspectives on transition for individuals who are deaf or hard-of-hearing. *Career Development and Transition for Exceptional Individuals*, 39(3), 144-153. Journal Impact Factor [.73]. Acceptance Rate: 18%
16. Cawthon, S., Leppo, R., Ge, J., & Bond, M. (2015). Accommodations use patterns in high school and postsecondary settings for students who are d/Deaf or hard of hearing. *American Annals of the Deaf*, 160(1), 9-23. DOI: 10.1353/aad.2015.0012. Journal Impact Factor [1.0]. Acceptance Rate: 35%.
15. Garberoglio, C. L., Dickson, D., Cawthon, S., & Bond, M. (2015). Bridging the communication divide: Computer-mediated communication and the contribution to deaf individuals' literacy skills. *Language Learning and Technology*, 19(2), 118-133. Journal Impact Factor [5 yr: 2.43]. Acceptance Rate: 10%

14. **Cawthon, S., Caemmerer, J., Dickson, D., Ocuto, O., Ge, J., & Bond, M.** (2015). Social skills as predictors of postsecondary outcomes for individuals who are deaf. *Applied Developmental Science, 19*(1), 19-30. DOI: 10.1080/10888691.2014.948157 Journal Impact Factor [5 yr: 1.701]. Acceptance Rate: 20%
13. **Walsh, E., & Cawthon, S.** (2014). The mediating role of depressive symptoms in the relationship between adverse childhood experiences and smoking. *Addictive Behaviors, 39*, 1471-1476. DOI: 10.1016/j.addbeh.2014.05.020. Journal Impact Factor [5 yr: 3.140]. Acceptance Rate: (pending)
12. **Garberoglio, C. L., Schoffstall, S., Cawthon, S., Bond, M., & Ge, J.** (2014). The role of self-beliefs in predicting postschool outcomes for deaf young adults. *Journal of Developmental and Physical Disabilities, 26*(6), 667-688. DOI 10.1007/s10882-014-9388-y. Journal Impact Factor [.880]. Acceptance Rate: 45%.
11. **Cawthon, S., Caemmerer, J., and the RES team** (2015). Parents' perspectives on transition and postsecondary outcomes for their children who are d/Deaf or hard-of-hearing. *American Annals of the Deaf, 159*(1), 7-21. Journal Impact Factor [1.0]. Acceptance Rate: 35%.
10. **Lee, B., Patall, E., Cawthon, S., & Steingut, R.** (2015). The effect of drama-based pedagogy on preK-16 outcomes: A meta-analysis of research from 1985 to 2012. *Review of Educational Research, 85*(1), 3-49. DOI: 0034654314540477. Journal Impact Factor [3.897]. Acceptance Rate: 10%
9. **Cawthon, S., Garberoglio, C. L., Caemmerer, J., Bond, M., & Wendel, E.** (2015). Effect of parent involvement and parent expectations on postsecondary outcomes for individuals who are d/Deaf or hard of hearing. *Exceptionality, 23*(2), 73-99. Journal Impact Factor [5 yr.: .947]. Acceptance Rate: 25%
8. **Sligar, S., Cawthon, S., Morere, D., & Moxley, A.** (2014) Test equity considerations for individuals who are deaf or hard of hearing. *Journal of American Deafness and Rehabilitation Association, 47*(1), 110-127. Journal Impact Factor [not listed]. Acceptance Rate: (pending)
7. **Cawthon, S., Schoffstall, S. & Garberoglio, C. L.** (2014). How ready are postsecondary institutions for students who are d/Deaf or hard-of-hearing? *Educational Policy Analysis Archives, 22*(13), 1-25. DOI: <http://dx.doi.org/10.14507/epaa.v22n13.2014> Journal Impact Factor [not listed]. Acceptance Rate: 25%
6. **Cawthon, S., Leppo, R., and the RES team** (2013). Accommodations quality for students who are d/Deaf or hard-of-hearing. *American Annals of the Deaf, 158*(4), 438-452. Journal Impact Factor [1.0]. Acceptance Rate: 35%.
5. **Garberoglio, C., Cawthon, S., & Bond, M.** (2013). Assessing English literacy as a predictor of postschool outcomes in the lives of deaf individuals. *Journal of Deaf Studies and Deaf Education, 19*(1), 50-67. Journal Impact Factor [5 yr: 1.917]. Acceptance Rate: 27%.
4. **Cawthon, S. & Leppo, R.** (2013). Assessment accommodations on tests of academic achievement for students who are deaf or hard-of-hearing: A qualitative meta-analysis of the research literature. *American Annals of the Deaf, 158*(3), 363-376. Journal Impact Factor [1.0]. Acceptance Rate: 35%.
3. **Leppo, R., Cawthon, S., & Bond, M.** (2013). Including deaf and hard-of-hearing students with co-occurring disabilities in the accommodations discussion. *Journal of Deaf Studies and Deaf Education, 19*(2), 189-202 DOI: 10.1093/deafed/ent029. Journal Impact Factor [5 yr: 1.917]. Acceptance Rate: 27%.
2. **Lee, B., Cawthon, S., Dawson, K., & Norris, T.** (2013). Elementary and secondary teacher self-efficacy for teaching and pedagogical conceptual change in a drama-based professional development program. *Teaching and Teacher Education, 30*, 84-98. Journal Impact Factor [not listed]. Acceptance Rate: (pending)
1. **Cawthon, S., Leppo, R. Carr, T., & Kopriva, R., &** (2013). Towards accessible assessments: The promises and limitations of test item adaptations for students with disabilities and English language learners. *Educational Assessment, 18*(2) 73-98. Acceptance Rate: 15%

**PROMOTED TO ASSOCIATE PROFESSOR -----**

- Cawthon, S.,** Beretvas, S. N., *Lockhart, L., & Kaye, A.* (2012). Factor structure of Opportunity to Learn for students with and without disabilities. *Educational Policy Analysis Archives, 20* (41). <http://epaa.asu.edu/ojs/article/view/1043>. Journal Impact Factor [not listed]. Acceptance Rate: 25%
- Cawthon, S.,** Dawson, K., *Judd-Glossy, L., & Ihorn, S.,* (2012). Participatory research in an arts integration professional development program, *Teacher Development, 16* (2), 217-234. DOI: 10.1080/13664530.2012.688678. Journal Impact Factor [.57] Acceptance Rate: 25%
- Beretvas, S. N., **Cawthon, S.,** *Lockhart, L., & Kaye, A.* (2012). Assessing impact, DIF and DFF in accommodated item scores: A comparison of multilevel measurement model parameterizations. *Educational and Psychological Measurement, 72* (5), 754–773; first published online on April 24, 2012 as doi:10.1177/0013164412440998. Journal Impact Factor [1.167]. Acceptance Rate: 15%
- Garberoglio, C., Gobble, M., & Cawthon, S.* (2012). A national perspective on teachers' efficacy beliefs in deaf education. *Journal of Deaf Studies and Deaf Education, 17*(3), 367-383. Journal Impact Factor [5 yr: 1.917]. Acceptance Rate: 27%.
- Cawthon, S.,** *Kaye, A., Lockhart, L. & Beretvas, S. N.* (2012). Effects of linguistic complexity and accommodations on estimates of ability for students with learning disabilities. *Journal of School Psychology, 50*, 293-316. Journal Impact Factor [not listed]. Acceptance Rate: (pending)
- Cawthon, S.** (2011). Education of deaf and hard of hearing students and accountability reform: Issues for the future. *American Annals of the Deaf, 156* (4), 424-430 | DOI: 10.1353/aad.2011.0035. Journal Impact Factor [1.0]. Acceptance Rate: 35%.
- Cawthon, S. & Dawson, K.** (2011). Drama-based instruction and educational research: Activating praxis in an interdisciplinary partnership. *International Journal of Education and the Arts, 12*(17). 22 pages. <http://www.ijea.org/v12n17/>. Journal Impact Factor [not listed]. Acceptance Rate: (pending)
- Cawthon, S.,** *Highley, K., & Leppo, R.* (2011). Test item modifications for English Language Learners: Review of the empirical literature and recommendations for practice. *School Psychology Forum: Research in Practice, 5*(2), 28-41. Journal Impact Factor [not listed]. Acceptance Rate: (pending)
- Cawthon, S.** (2011). Test item linguistic complexity and assessments for deaf students. *American Annals of the Deaf, 156* (3), 255-69. Journal Impact Factor [1.0]. Acceptance Rate: 35%.
- Cawthon, S.,** *Winton, S., Garberoglio, C., & Gobble, M.* (2011). The effects of American Sign Language as an assessment accommodation for students who are deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education, 16*(2), 198-211. Journal Impact Factor [5 yr: 1.917]. Acceptance Rate: 27%.
- Dawson, K., **Cawthon, S., & Baker, S.** (2011). Drama for Schools: Teacher change in an applied theatre professional development model. *Research in Drama Education: The Journal of Applied Theatre and Performance, 16* (3), 313-335. Journal Impact Factor [not listed]. Acceptance Rate: 15%
- Cawthon, S & the Accommodations Research Lab.** (2010). Assessment accommodations for English Language Learners: The case of former-LEPs. *Practical Assessment, Research and Evaluation, 15*(13). <http://pareonline.net/getvn.asp?v=15&n=13>. Acceptance Rate: 15%
- Friedman Narr, R. & **Cawthon, S.** (2010). The “Wh” questions of visual phonics: Who, what, where, when, and why. *Journal of Deaf Studies and Deaf Education, 16*(1): 66-78. Journal Impact Factor [5 yr: 1.917]. Acceptance Rate: 27%.
- Cawthon, S.,** *Dawson, K. & Ihorn, S.* (2010). Activating Student Engagement Through Drama-Based Instruction. *International Journal for Learning Through the Arts: A Research Journal on Arts Integration in Schools and Communities, 7*(1), <http://escholarship.org/uc/item/6qc4b7pt> Journal Impact Factor [not listed]. Acceptance

Rate: (pending)

- Cawthon, S.** & the *Online Research Lab* (2007). Accommodations use for statewide standardized assessments: Prevalence and recommendations for students who are Deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education*, 13 (1), 55-96. Journal Impact Factor [5 yr: 1.917]. Acceptance Rate: 27%.
- Cawthon, S.** (2010). Science and evidence of success: Two emerging issues in assessment accommodations for students who are deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education*, 15 (2):185-203. DOI: 10.1093/deafed/enq002. Journal Impact Factor [5 yr: 1.917]. Acceptance Rate: 27%.
- Cawthon, S.** & *Cole, E.* (2010). Postsecondary students who have a Learning Disability: Student perspectives on accommodations access and obstacles. *Journal of Postsecondary Education and Disability*, 23 (2), 112-125. Journal Impact Factor [not listed]. Acceptance Rate: 30%.
- Cawthon, S., Harris, A. & Jones, R** (2010). Cognitive apprenticeship in an Online Research Lab for graduate students in psychology. *International Journal of Web-Based Learning and Teaching Technologies*, 5 (1), 1-15, DOI: 10.4018/jwlitt.2010010101. Journal Impact Factor [not listed]. Acceptance Rate: (pending)
- Cawthon, S.** & Dawson, K. (2009). Drama for Schools: Impact of a drama-based professional development program on teacher self-efficacy and authentic instruction. *Youth Theatre Journal*, 23 (2), 144-161. Journal Impact Factor [not listed]. Acceptance Rate: (pending)
- Cawthon, S.,** & the *Online Research Lab* (2009). Accommodations for students who are deaf or hard of hearing in large-scale, standardized assessments: Surveying the landscape and charting a new direction. *Educational Measurement: Issues and Practice*, 28 (2), 41-49. Journal Impact Factor [not listed]. Acceptance Rate: 25%
- Cawthon, S., Ho, E., Patel, P., Potvin, D., & Trundt, K.** (2009). Multiple constructs and effects of accommodations on accommodated test scores for students with disabilities. *Practical Assessment, Evaluation, and Research*, 14 (21). Available online: <http://pareonline.net/genpare.asp?wh=0&abt=14>. Acceptance Rate: 15%
- Cawthon, S., Nichols, S, & Collier, M.** (2009). Facilitating access: What information do Texas post-secondary institutions provide on accommodations and services for students who are deaf or hard of hearing? *American Annals of the Deaf*, 153 (5), 450-460. Journal Impact Factor [1.0]. Acceptance Rate: 35%.
- Cawthon, S.** (2009). Making decisions about assessment practices for students who are deaf or hard of hearing. *Remedial and Special Education*. First published online 8 December 2009; DOI: 10.1177/0741932509355950, 4-21 Journal Impact Factor [2.016]. Acceptance Rate: 15%
- Cawthon, S.** (2009). Professional development for teachers of students who are deaf or hard of hearing: Facing the Assessment Challenge. *American Annals of the Deaf*, 154 (1), 50-61. Journal Impact Factor [1.0]. Acceptance Rate: 35%.
- Cawthon, S., Wurtz, K. & the Online Research Lab** (2009). Alternate assessment use with students who are deaf or hard of hearing: An exploratory mixed methods analysis of portfolio, checklists, and out-of-level test formats. *Journal of Deaf Studies and Deaf Education*, 14 (2), 155-177. Journal Impact Factor [5 yr: 1.917]. Acceptance Rate: 27%.
- Cawthon, S.** (2007). Hidden benefits and unintended consequences of No Child Left Behind policies for students who are Deaf or hard of hearing. *American Educational Research Journal*, 44 (3), 460-492. Impact Factor [2.924] Acceptance Rate: 10%
- Cawthon, S.** & the *Online Research Lab* (2007). Accommodations use for statewide standardized assessments: Prevalence and recommendations for students who are Deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education*, 13 (1), 55-96. Journal Impact Factor [5 yr: 1.917]. Acceptance Rate: 27%.
- Cawthon, S.** (2006b). Pebbles in the mainstream: How do we find them? *American Annals of the Deaf*, 151 (2), 105-113. Journal Impact Factor [1.0]. Acceptance Rate: 35%.

- Cawthon, S.** & the *Online Research Lab* (2006). Findings from the National Survey on Accommodations and Alternate Assessments for Students who are Deaf or Hard of Hearing. *Journal of Deaf Studies and Deaf Education*, 11 (3), 337-359. Journal Impact Factor [5 yr: 1.917]. Acceptance Rate: 27%.
- Abbeduto, L., Murphy, M. M., Richmond, E. K., Amman, A., Beth, P., Weissman, M. D., Kim, J-S., **Cawthon, S.**, & Karadottir, S. (2006). Collaboration in referential communication: Comparison of youth with Down syndrome or fragile X syndrome. *American Journal on Mental Retardation*, 111, 170 -183. Impact Factor [3.54]
- Cawthon, S.** (2004). How will No Child Left Behind improve student achievement? The necessity of classroom-based research in accountability reform. *Essays in Education*, 11, 11p.  
<http://www.usca.edu/essays/http://www.usca.edu/essays/>
- Cawthon, S.** (2004). Schools for the Deaf and the No Child Left Behind Act. *American Annals of the Deaf*, 149 (4), 314 – 323. Journal Impact Factor [1.0]. Acceptance Rate: 35%.
- Cawthon, S.** (2004). Early elementary curricular alignment and teacher perspectives on standards-based reform. *American Annals of the Deaf*, 149 (5), 428-434. Journal Impact Factor [1.0]. Acceptance Rate: 35%.
- Abbeduto, L., Murphy, M., **Cawthon, S.**, Richmond, E., Weissman, M., Karadottir, S., & O'Brien, A. (2003). Receptive language skills of adolescents and young adults with down or fragile X syndrome. *American Journal on Mental Retardation*, 108 (3), 149-160. Impact Factor [3.54]
- Abbeduto, L., Pavetto, M., Kesin, E., Weissman, M., Karadottir, S., O'Brien, A. & **Cawthon, S.** (2001). The linguistic and cognitive profile of Down syndrome: Evidence from comparison with fragile X syndrome. *Down Syndrome Research and Practice*, 7 (1), 9-15. Impact Factor [1.44]
- Cawthon, S.** (2001). Teaching strategies in inclusive classrooms with Deaf students. *Journal of Deaf Studies and Deaf Education*, 6 (3), 212-225. Journal Impact Factor [5 yr: 1.917]. Acceptance Rate: 27%.

#### Articles Under Review or In Preparation

- Johnson, P., Cawthon, S., Fink, B., Schoffstall, S., & Wendel, E.* (submitted). Trauma and Resilience Among Deaf Individuals.
- Beasley Rodgers Combs, A., Cawthon, S. & Dawson, K.* (submitted). Drama-Based Strategies in the Elementary Classroom: Measuring the Impact on Social Perspective Taking and Problem-Solving Skills
- Schoffstall, S., Cawthon, S., Wendel, E., Johnson, P., & Fink, B.* (submitted). Communication and familial isolation in the lives of deaf and hard of hearing children. =
- Dawson, K., **Cawthon, S.**, *Loblein, H.* (submitted). Reflection-on-Action Plans: A View into Professional Learning Over Time.
- Cawthon, S.**, *Fink, B., Schoffstall, S., and Wendel, E.* (Submitted). In the Rearview Mirror: Social Skill Development in Deaf Youth From 1990 to 2015.
- Cawthon, S.**, Metz, K., *Davidson, S., & Mitchell, J.* (in preparation). Conceptualizations of access in education: Sitting at the nexus of universal design and individualized instruction.
- Garberoglio, C.L., **Cawthon, S.**, & Sales, A. (in preparation). Longitudinal trends in postsecondary outcomes for deaf individuals in the United States.
- Garberoglio, C.L., *Johnson, P., & Cawthon, S.* (in preparation). Variability in employment outcomes for deaf individuals: Contextual factors and differential impacts.
- Ryan, C. & **Cawthon, S.** (in preparation). Self-efficacy in deaf individuals.
- Schoffstall, S., Cawthon, S., Wendel, E., & Johnson, P. & Fink, B.* (in preparation). Deaf status of clinicians and

their view of trauma in deaf individuals.

**Cawthon, S.** & Schley, S. (in preparation). Student observations as a tool for faculty feedback in formative evaluation.

Schley, S., & **Cawthon, S.** (in preparation). Creation of a tool kit for accessible learning for diverse students: The role of faculty learning communities in strategy identification and implementation.

Higgins, J., Garberoglio, C. L., *Johnson, P.*, Lotz, R. and **Cawthon, S.** (in preparation). Translation of the Self Determination Inventory into ASL: Issues of construct fidelity and cross translation.

Loeffler, B., **Cawthon, S.**, and Garberoglio, C. L. (in preparation). Accessible by design: How to integrate accessibility into all phases of project design.

Guerra, L., Garberoglio, C. L., **Cawthon, S.**, & Carter, E. (in preparation). The role of community engagement in improving postsecondary outcomes for deaf individuals: aligning local, state and national levels of systems change.

### **Book Chapters**

**Cawthon, S.** (2017) Survey Design. In **Cawthon, S.** and Garberoglio, C.L., Eds. *Research in Deaf Education: Contexts, Challenges, and Considerations*. NY, NY: Oxford University Press.

**Cawthon, S.** & Garberoglio, C. L. (2017) Introduction. In **Cawthon, S.** and Garberoglio, C.L., Eds. *Research in Deaf Education: Contexts, Challenges, and Considerations*. NY, NY: Oxford University Press.

**Cawthon, S.**, Garberoglio, C. L., & Hauser, P. (2017) Conclusion. In **Cawthon, S.** and Garberoglio, C.L., Eds. *Research in Deaf Education: Contexts, Challenges, and Considerations*. NY, NY: Oxford University Press.

**Cawthon, S.** (in press). Online Education for Deaf Individuals: Accessible by Design. In Knoors, H. & Marschark, M. (Eds.). *Educating Deaf Learners: New Perspectives*. NY, NY: Oxford University Press.

**Cawthon, S.** (2015). Issues of Access and Validity in Standardized Academic Assessments for Students Who Are Deaf or Hard of Hearing. In Knoors, H. & Marschark, M. (Eds.). *Educating Deaf Learners: Global Evidence*. NY, NY: Oxford University Press.

**Cawthon, S.** (2008). NCLB and Schools for the Deaf: Integration into the Accountability Framework. In Johnson, R.C., Karchmer, M., & Mitchell, R. (Eds.), *Assessing the Academic Achievement of Deaf Students in an Age of Accountability*, p 92-114. Washington, DC: Gallaudet University Press.

**Cawthon, S.** & *Harris, A.* (2008). Developing a community of practice in an online research lab. In Orvis, K. & Lassiter, A. (Eds). *Computer Supported Collaborative Learning: Best Practices and Principles for Instructors*, p 41-65. Hershey, PA: Idea Group Publishing.

### **Published Conference Proceedings**

Dawson, K., *Lee, B.*, & **Cawthon, S.** (2009a, May). Drama-based Professional Development for Adult Learners. *Keynote presentation* included in the *Proceedings for the Southeast Center for Education and the Arts*, Chattanooga, TN.

Dawson, K., *Lee, B.*, & **Cawthon, S.** (2009b, May). Quality and Fidelity Issues in Implementation of a Drama-based Professional Development Model. *Keynote presentation* included in the *Proceedings for the Southeast Center for Education and the Arts*, Chattanooga, TN.

**Cawthon, S.**, *Lee, B.*, Dawson, K., *Baker, S.*, & Kutach, L. (2009, March). Engaging teachers and students through drama-based instruction. Paper included in the *Proceedings for the Southwest Teaching and Learning Conference*, San Antonio, TX.

*Harris, A.*, **Cawthon, S.**, & *Jones, R.* (2005, November). The use of the asynchronous learning environment as a



cognitive apprenticeship tool for adult learners. Paper included in the *Proceedings for the Annual Conference for the American Association of Adult and Continuing Education*, Pittsburg, PA.

## Book Reviews

- Cawthon, S.** (2013). Inaugural Book Review for American Annals of the Deaf. Review of the book *A measure of success: The influence of Curriculum-Based Measurement on Education*, by Christine Espin, Kristen McMaster, Susan Rose, and Miya Miura Wayman. *American Annals of the Deaf*.
- Cawthon, S.** (2013). Of Dog Ears and Hyperlinks. Review of *Literacy Instruction for Students who are Deaf and Hard of Hearing* by Susan Easterbrooks and Jennifer Beal-Alvarez. *American Annals of the Deaf*.
- Cawthon, S.** (2013). Review of Hoffman, Nancy. (2011) *Schooling in the Workplace: How Six of the World's Best Vocational Education Systems Prepare Young People for Jobs and Life*. Cambridge, MA: Harvard Education Press. In *Education Review*, <http://www.edrev.info/>
- Cawthon, S.** (2011). The Truth is Out There. Review of Spencer, P., & Marschark, M. (2010). Evidence-based Practice in Educating Students Who are Deaf and Hard of Hearing, *Journal of Deaf Studies and Deaf Education*. 16 (3). 415, doi:10.1093/deafed/enq068
- Cawthon, S.** (2009). The Implicit Nature of Access for Deaf Persons. Review of DeLuca, D., Leigh, I., Lindgren, K., & Napoli, D. (Eds.) (2008). Access: Multiple Avenues for Deaf People. *Journal of Deaf Studies and Deaf Education*. 15(1): 103, doi:10.1093/deafed/enp003
- Cawthon, S.** (2006). How Did We Get Here and Where Are We Going? Review of Osgood, R. (2005). The History of Inclusion in the United States. *Journal of Deaf Studies and Deaf Education*, 11 (2), p 270.

## White Papers, Policy Briefs, Encyclopedia Entries, and Research Summaries

- Garberoglio, C.L, **Cawthon, S.**, & Sales, A. (2017). Educational Attainment for Deaf Individuals: State Level Reports. National Deaf Center on Postsecondary Outcomes: [www.nationaldeafcenter.org](http://www.nationaldeafcenter.org)
- Garberoglio, C.L, **Cawthon, S.**, & Sales, A. (2017). Educational Attainment for Deaf Individuals in the United States. National Deaf Center on Postsecondary Outcomes: [www.nationaldeafcenter.org](http://www.nationaldeafcenter.org)
- Garberoglio, C.L, **Cawthon, S.**, & Bond, M. (2016). Employment for Deaf Individuals in the United States. National Deaf Center on Postsecondary Outcomes: [www.nationaldeafcenter.org](http://www.nationaldeafcenter.org)
- Cawthon, S.** (2015). Assessment Accommodations and Testing Modifications. *Deaf Studies Encyclopedia* (Boudreault & Gertz, Eds.). Thousand Oaks, CA: Sage.
- Mitchell, R. & **Cawthon, S.** (2015). Academic Achievement: Test Bias and Fairness. *Deaf Studies Encyclopedia*. (Boudreault & Gertz, Eds.). Thousand Oaks, CA: Sage
- Cawthon, S.** (2014). *Test Accommodations for Deaf or Hard-of-Hearing Students*. Raising and Educating Deaf Children: Foundations for Policy, Practice, and Outcomes. Oxford University Press. <http://raisingandeducatingdeafchildren.org/>
- Valenzuela, A., **Cawthon, S.**, Hamilton, M., Vasquez-Heilig, J., & Holme, J. (2007, March). *Recommended Changes to NCLB for the NETwork Congressional Advisory Committee to Nancy Pelosi on the Re-Authorization of NCLB*. Austin, TX: Texas Center for Education Policy.
- Cawthon, S.** (2006a). Testing accommodations and students who are Deaf-Blind. *Deaf-Blind Perspectives*, 14 (1), 8-10. Available online at <http://www.nationaldb.org/dbp/sep2006.htm#accomodations>.
- Cawthon, S.** and the Research and Evidence Synthesis (RES) Team. (2012). *Pepnet2 Needs Assessment Final Report*. Available at [www.pepnet.org](http://www.pepnet.org).
- Cawthon, S.** (2005a). *Captioned Media Program Evaluation Review*. Spartanburg, NC: National Association of the

Deaf.

**Cawthon, S.** (2005b). *Deafness, Access and Captioned Media*. Spartanburg, NC: National Association of the Deaf.

**Cawthon, S.** (2005c). *Current Research in Professional Development*. Literature review prepared for evaluation of Skillpoint Institute Professional Development Workshops, Austin, TX.

**Cawthon, S.** (2004). *Quality Teaching for the Improvement of Mathematics and Science (QTIMS)*. Final reports for each of four members of the collaborative: Texas State University at San Marcos, Blinn College, University of Texas at San Antonio, and Texas A & M University at San Marcos. Reports prepared on behalf of the Texas Center for Education Research, Austin, TX.

Braden, J. & **Cawthon, S.** (1999, November). *Participation of Students with Exceptional Educational Needs in State Assessments*. Report from the Center for the Study of Systemic Reform in Milwaukee Public Schools at the Wisconsin Center for Educational Research, Madison, WI.

### PRESENTATIONS (in reverse order) \*denotes student collaborator

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**Cawthon, S.** & Garberoglio (2017, July). The National Deaf Center on Postsecondary Outcomes. Panel presentation of National Centers on Disability. Association for Higher Education and Disability.

**Cawthon, S.**, Fink, B.\*, Schoffstall, S.\*, and Wendel, E\*. (2017, May). *In the Rearview Mirror: Social Skill Development in Deaf Youth From 1990 to 2015*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

**Cawthon, S.** (2017, April). *Diversity Issues in Testing Committee Sponsored Symposium*. Panel Participant, National Council on Measurement in Education, San Antonio, TX.

Dossett, L., Loblein, H.\*, **Cawthon, S.**, & Dawson, K. (2017, April). *Embedded and Embodied: A Three-Year Arts-Integration Partnership With a K–2 Fine Arts Academy*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Schoffstall, S.\*, Wendel, E.\*, Caemmerer, J.\*, Johnson, P.\*, & **Cawthon, S.** (Feb, 2017). *Rating the Behaviors of DHH Students: Reported Reliability and Validity*. Poster presented at the annual meeting of the National Association of School Psychologists. San Antonio, TX.

Schoffstall, S.\*, **Cawthon, S.**, Wendel, E.\*, Caemmerer, J.\*, & Johnson, P.\*. (Feb, 2017). *Socio-Emotional Assessments: Utilizing Interpreters*. Poster presented at the annual meeting of the National Association of School Psychologists. San Antonio, TX.

**Cawthon, S.** & Garberoglio, C. L. (2017, Feb). *Digging Deep: Root Causes of Challenges in PostSecondary Attainment for Deaf Individuals*. Paper presented at the Association of College Educators – Deaf and Hard of Hearing (ACE-DHH) annual conference. San Antonio, TX.

Garberoglio, C. L. & **Cawthon, S.** & (2017, Feb). *Increasing the Representation of Deaf Scholars in the Field: Perspectives and Strategies*. Paper presented at the Association of College Educators – Deaf and Hard of Hearing (ACE-DHH) annual conference. San Antonio, TX.

Ren, H.\*, **Cawthon, S.**, & Wiseman, A. (2016, August). *Academic achievement outcomes of Latino English-language-learners in Texas: A longitudinal analysis*. Annual Convention of the American Psychological Association. Denver, CO.

Dawson, K. & **Cawthon, S.** (2017, May). *Aligning Ontology, Methodology, Context and Need: Challenges and opportunities in researching the impact of a professional learning model in creative body-based pedagogy*.

Guest Research Presentation. University of Southern Australia.

- Guardino, C., Cannon, J.E., Jackson, B., Ammerman, S., Trautwein, B., Bruce, S., Borders, C., **Cawthon, S.**, and Luft, P., (February, 2016). *Research to practice connections: Working with students who are deaf and hard of hearing with disabilities*. Panel presentation (listed in presentation order) for the Association of College Educators of the Deaf and Hard of Hearing conference, New York, NY.
- Cawthon, S.**, Schoffstall, S.,\* Wendel, E.,\* & Jassal, Y.\* (2016, February). *Social skills in deaf students: How do we know what we know?*. Poster presented at the Association of College Educators – Deaf and Hard of Hearing (ACE-DHH) annual conference. New York, NY.
- Garberoglio, C. L. & **Cawthon S.**, (2016, February). *Distance learning and deaf students: A review of the field*. Paper presented at the Association of College Educators – Deaf and Hard of Hearing (ACE-DHH) annual conference. New York, NY.
- Cawthon, S.** & Garberoglio, C. L. (2015, July). *Accessible Online Learning for Individuals who are Deaf*. International Congress on Education of the Deaf, Athens, Greece.
- Schoffstall, S.\*, **Cawthon, S.**, Dickson, D.\*, Bond, M.\*, Ocuto, O.\*, & Ge, J\*. (2015, April). *The Impact of High School Extracurricular Involvement on Postsecondary Outcomes Among Deaf and Hard-of-Hearing Youth*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Caemmerer, J.M., **Cawthon, S.**, & Bond, M. (2015, April). *Comparison of students' achievement: Deaf, learning disabled, and deaf with a learning disability*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Cawthon, S.**, Wendel, E., & Bond, M. (2015, April). *Impact of School-based Transition Services on Employment Outcomes for Individuals who are Deaf*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Cawthon, S.**, Caemmerer, J.\*, Garberoglio, C. L.\*, Bond, M.\*, & Wendel, E.\*, (April, 2014). *Effect of Parental Expectations on Postschool Outcomes for Individuals who are d/Deaf or Hard-of-Hearing*. Annual meeting of the American Education Research Association, Philadelphia, PA.
- Lee, B., Patall, E., **Cawthon, S.**, Steingut, R\* (April, 2014). *The Effect of Drama-Based Pedagogy on PreK-16 Outcomes: A Meta-Analysis of Research from 1985 – 2012*. Annual meeting of the American Education Research Association, Philadelphia, PA.
- Cristiano, G., \* & **Cawthon, S.** (April, 2014). *A Qualitative Meta-Analysis of Student Outcomes for Special Populations in Settings with Drama-Based Instruction*, Annual meeting of the American Education Research Association, Philadelphia, PA.
- Wendel, E.\*, & **Cawthon, S.** (February, 2014). *Postsecondary Psychological Services for Deaf and Hard of Hearing Youth*, National Association of School Psychologists, Washington, DC.
- Schoffstall, S.\*, & **Cawthon, S.** (February, 2014). *Assessing Social-Emotional Functioning of Deaf and Hard of Hearing Students*. National Association of School Psychologists, Washington, DC.
- Schoffstall, S.\*, & **Cawthon, S.** (February, 2014). *Social-Emotional Functioning of Deaf and Hard of Hearing Students*. National Association of School Psychologists, Washington, DC.
- Lee, B., Patall, E., **Cawthon, S.**, Steingut, R.\* (February, 2014). *The Effect of Drama-Based Pedagogy on PreK-16 Academic-Related Outcomes: A Meta-Analysis of Research from 1985 – 2012*. Society for Personality and Social Psychology, Austin, TX.
- Lee, B., Enciso, P., Patall, E. & **Cawthon, S.** (December, 2013). *A meta-analysis of the effects of drama-based pedagogy on English Language Arts outcomes*. Literacy Research Association. Dallas, TX.
- Lee, J., Malloy, C., & **Cawthon, S.** (October, 2013). *The Design and Implementation of the Pepnet 2 Evaluation*.

Paper Presentation at the Annual Meeting of the American Evaluation Association. Washington, D.C.

**Cawthon, S.**, & Leppo, R.\* (April, 2013). *Accommodations Availability, Quality, and Consistency for Students who are Deaf or Hard of Hearing*. Paper presentation at the Annual Meeting of the American Educational Research Association. San Francisco, CA.

Lee, B.,\* **Cawthon, S.**, & Dawson (April, 2013). *Teacher Self-Efficacy and Pedagogical Conceptual Change in a Drama-Based Professional Development Program*. Paper presentation at the Annual Meeting of the American Educational Research Association. San Francisco, CA.

Leppo, R.\* & **Cawthon, S.** (April, 2013). *Accommodations Quality for Students who are Deaf or Hard of Hearing in Secondary and Postsecondary Settings*. Annual Convention of the Council on Exceptional Children. San Antonio, TX.

Rainey, R.\* & **Cawthon, S.** (April, 2013). *Educator Preparedness to Work With Students Who Are Deaf or Hard of Hearing*. Annual Convention of the Council on Exceptional Children. San Antonio, TX.

Schoffstall, S.\* & **Cawthon, S.** (April, 2013). *Individualized Education Programs and Section 504 Planning: Considerations for Service Providers*. Annual Convention of the Council on Exceptional Children. San Antonio, TX.

Schoffstall, S.\* & **Cawthon, S.** (February, 2013). *Feasibility of Transition Training Methods for Students who are DHH*. Session at the Annual Convention of the National Association of School Psychologists. Seattle, WA.

Rainey, J. \*, Caemmerer, J. & **Cawthon, S.** (February, 2013). *School Psychology Essentials in Deaf and Hard of Hearing Assessment*. Session at the Annual Convention of the National Association of School Psychologists. Seattle, WA.

Leppo, R.\* & **Cawthon, S.** (February, 2013). *Accommodations for Students who are Deaf or Hard of Hearing*. Participant Information Exchange Session at the Annual Convention of the National Association of School Psychologists. Seattle, WA.

Dawson, K., & **Cawthon, S.** (July, 2012). *Connecting Ontology and Methodology through Technology: "Crowdsourcing" online video resources*. Paper presentation for the International Drama in Education Research Institute. Limerick, Ireland.

**Cawthon, S.** (April, 2012). *Methodological considerations for research in assessment for individuals who are deaf or hard of hearing*. Invited presenter for Inclusion and Accommodation in Educational Assessment SIG. American Education Research Association, Vancouver, BC.

**Cawthon, S.** (April, 2012). *Issues of equity and access in assessment for students who are deaf or hard of hearing*. Invited panelist for the National Council on Measurement in Education, Vancouver, BC.

Walsh, E.\*, Dawson, K., **Cawthon, S.**, & Lotz, E.\* (April, 2012). *Drama-Based Instruction at a Constructivist Charter School: Opportunities and Challenges for Research Methodology*. Paper presentation for the annual meeting of the American Education Research Association, Vancouver.

Dawson, K., **Cawthon, S.**, Kutach, L., & Heinold, M. (November, 2011). *Drama for Schools: Activating Learning Through the Arts*. Texas Association for Supervision and Curriculum Development Annual Meeting, Austin, TX.

Kaye, A.\* & **Cawthon, S.** (October, 2011). *The Impact of NCLB on Academic Outcomes for Students with Learning Disabilities*. Annual International Conference on Learning Disabilities, Austin, TX.

**Cawthon, S.** (April, 2011). *American Sign Language Accommodations for Deaf or Hard-of-Hearing Students*. Paper presentation for the annual meeting of the American Education Research Association, New Orleans, LA.

**Cawthon, S.**, Beretvas, S. N., Kaye, A., & Lockhart, L. (April, 2011). *Effects of Linguistic Complexity and*

*Accommodations on NAEP Item Difficulty for Students with Learning Disabilities.* Paper presentation for the annual meeting of the American Education Research Association, New Orleans, LA.

Lee, B., **Cawthon, S.**, & Dawson, K. (April, 2011). *What Happens When the Apprentice Is Also the Master? A Qualitative Analysis of Graduate Students as Both Apprentice and Master Trainers in a Cognitive Apprenticeship Model.* Paper presentation for the annual meeting of the American Education Research Association, New Orleans, LA.

Leppo, R. & **Cawthon, S.** (February, 2011). *Do Test Modifications Raise Item Accessibility?* Poster presentation at the annual convention of the National Association of School Psychologists, San Francisco, CA.

**Cawthon, S.** (May, 2010). *The Future of NCLB: What Does It Mean for Schools for the Deaf?* Paper presentation for the annual meeting of the American Education Research Association, Denver, CO.

**Cawthon, S.**, Beretvas, T, Lockhart, L., & Kaye, A. (May, 2010). *Factorial Validity Assessment of Opportunity to Learn Measures Using 4th Grade NAEP Indicators.* Paper presentation for the annual meeting of the American Education Research Association, Denver, CO.

**Cawthon, S.** & Dawson, K. (May, 2010). *Drama-Based Instruction and Educational Research: A Critical Pedagogical Approach to an Interdisciplinary Partnership.* Paper presentation for the annual meeting of the American Education Research Association, Denver, CO.

Ihorn, S., **Cawthon, S.** & Dawson, K. (May, 2010). *Drama for Schools Professional Development Program and Teacher Evaluation of Student Engagement.* Paper presentation for the annual meeting of the American Education Research Association, Denver, CO.

Lockhart, L., Beretvas, S. N., **Cawthon, S.** & Kaye, A. (May, 2010). *A Multilevel Measurement Model That Assesses Whether Accommodations Moderate Linguistic Complexity's Effect on Items' Difficulties.* Poster presentation at the Annual Meeting of the National Council on Measurement in Education, Denver, CO.

Harris, A. & **Cawthon, S.** (2010, February). *Immediacy in an online psychology graduate research course.* Poster presentation for the 22nd Southeastern Conference on the Teaching of Psychology, Atlanta, GA.

Kaye, A. & **Cawthon, S.**, Beretvas, S. N. & Lockhart, L. (February, 2010). *Linguistic Complexity and Learning Disabilities: An Investigation of Accommodations and Validity.* Paper presentation for the Southwest Education Research Association annual meeting, New Orleans, LA.

Friedman Narr, R.A. & **Cawthon, S.** (2010, February). *Who, what, where, when, and why with Visual Phonics.* Association of College Educators of the Deaf/Hard of Hearing Annual Conference. Lexington, KY.

Cole, E. & **Cawthon, S.** (July, 2009). *Learning Disabled Student's High School to College Transition: Accommodations, Knowledge, and Barriers.* Poster presentation at the *Annual Conference of the Association on Higher Education and Disability*, Louisville, KY.

**Cawthon, S.** (June, 2009). *The Validity Evaluation Tool for Students who are Deaf or Hard of Hearing.* In Cawthon, S. (chair), *Accommodations Decision Making: What (online) tools can increase the validity of assessments for students with disabilities?* Symposia in the National Conference on Student Assessment, Los Angeles, CA.

Harris, A. & **Cawthon, S.** (May, 2009). *Social Construction of Knowledge in an Asynchronous, Online, Graduate Learning Environment.* Poster presentation for the annual meeting of the Association for Psychological Science, San Francisco, CA.

**Cawthon, S.**, Wurtz, K., & Getsch, S. (April, 2009). *Professional Development for Teachers of Students who are Deaf or Hard of Hearing: Facing the Assessment Challenge.* Paper presentation for the annual meeting of the American Education Research Association, San Diego, CA.

- Cawthon, S.,** Dawson, K., & Kutach, L. (2009, April). *Drama for Schools: Impact of an Arts Integration Professional Development Program on Teacher Self-Efficacy and Authentic Instruction*. Paper for the annual meeting of the American Education Research Association, San Diego, CA.
- Cawthon, S.,** Hersh, M., Kim, Seong-Hyeon, & the Online Research Lab (2009, April). *Accommodations for Students who are Deaf or Hard of Hearing in Large-scale, Standardized Assessments: Surveying the Landscape and Charting a New Direction*. Paper presentation for the annual meeting of the American Education Research Association, San Diego, CA
- Cawthon, S.,** Dawson, K. & Lee, B. (2009, March). *Drama for Schools: Engaging Teachers Through DBI Professional Development*. Southwest Teaching & Learning Conference, San Antonio, TX.
- Cawthon, S.** (2008, April). *High-Stakes Testing of Students who are Deaf or Hard of Hearing: Participation, Proficiency, and Policy (and back again!)*. Department Brown Bag, Department of Educational Psychology, The University of Texas at Austin.
- Cawthon, S.** (2008, April). *Factors that affect assessment accommodations recommendations for students who are deaf or hard of hearing*. Paper presentation for the annual meeting of the American Educational Research Association, New York, NY.
- Harris, A. & **Cawthon, S.** (2008, April). *Secondary Discourse Analysis of Social Construction of Knowledge in an Online Asynchronous Graduate Research Setting*. Poster presentation for the annual meeting of the American Educational Research Association, New York, NY.
- Cawthon, S.** (2007, April). *Findings from the first two years of the National Survey of Assessments and Accommodations for Students who are Deaf or Hard of Hearing*. Paper presentation for the annual meeting of the American Educational Research Association, Chicago, IL.
- Cawthon, S.** and the Online Research Lab (2006, November). *Evolution of Cognitive Apprenticeship during an Online Psychology Lab: A Transcript Analysis*. Poster presentation for the Southwest Teachers of Psychology meeting, Houston, TX.
- Cawthon, S.,** Harris, A. & Jones, R. (2006, May). *Student Perception of Connectedness Related to Learning Outcomes in Online Research Laboratory*. Poster presentation for the annual meeting of the Association for Psychological Science, New York, NY.
- Cawthon, S.** (2006, May). *Accommodations and Assessments for students who are Deaf or hard of hearing*. Paper presented at the annual Conference of Educational Administrators of Schools and Programs for the Deaf, Riverside, CA.
- Cawthon, S.** (2006, April). *Mentorship in an online research laboratory*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Cawthon, S.** & Harris, A. (2005, August). *Integrating research training into an online graduate program in psychology*. Poster presented at the annual convention of the American Psychological Association, Washington, DC.
- Cawthon, S.** (2005, April-a). *The impact of accountability reform on assessment practices for Deaf and hard of hearing students*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Cawthon, S.** (2005, April-b). *No Child Left Behind and Deaf Education*. Paper presented at the annual Conference of Educational Administrators of Schools and Programs for the Deaf, Atlanta, GA.
- Cawthon, S.** (2004, June). *Does classroom setting count? An analysis of reading instruction for Deaf and hearing students*. Poster presentation at the annual Symposium for Research in Child Language Development, Madison, WI.
- Cawthon, S.** (2000, July). *Inclusive philosophies and teacher speech to Deaf and hard-of-hearing students*. Poster

presentation at the International Congress for the Education of the Deaf, Sydney, Australia.

Braden, J. & **Cawthon, S.** (2000, April-a). Including all students in accountability assessment. In Clune, W. (Chair), *Interdisciplinary action research on systemic reform in an urban district*. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans, LA.

**Cawthon, S.** (2000, April-b). Perspectives that facilitate inclusion of students with disabilities in large-scale assessments. In Cawthon, S. (Chair), *Inclusion and accommodation in large-scale assessments: What do educators need to know?* Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans, LA.

**Cawthon, S.** (2000, April-c). *Individualized instruction to Deaf and hearing students*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

## OPEDs

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**Cawthon, S.** (February 3<sup>rd</sup>, 2016). The role of SAT tests is changing, and Texas should use caution. *Forth Worth Star Telegram*. <http://www.star-telegram.com/opinion/opn-columns-blogs/other-voices/article58015348.html> and the *Houston Chronicle* <http://www.houstonchronicle.com/opinion/outlook/article/Cawthon-The-SAT-is-changing-and-Texas-should-6805125.php>.

**Cawthon, S.**, Quoted in “Female college graduation rate surpasses male graduation rate”, October 15, 2015. *The Daily Texan*. <http://www.dailytexanonline.com/2015/10/13/female-college-graduation-rate-surpasses-male-graduation-rate>

**Cawthon, S.** (November 6<sup>th</sup>, 2015). How to reduce testing burden in Texas students. *The Texas Tribune*. <http://tribtalk.org/2015/11/06/how-to-reduce-the-testing-burden-on-texas-students/>

## GRANTS and CONTRACTS

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### AWARDED

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| <b>2017-2021</b> | <b>National Deaf Center on Postsecondary Outcomes.</b> PI. Office of Special Education Programs, US DOE. (\$20 million).   |
| <b>2017-2018</b> | <b>Health Communication Education for Advertising Professionals,</b> Consultant. WPP Group USA Inc. Mackert, PI. (\$245,000).  |
| <b>2017</b>      | <b>pepnet 2 Extension for Research Translation.</b> PI. Office of Special Education Programs, US DOE. (\$200,000 subaward from California State Northridge)  |
| <b>2016-2019</b> | <b>Collaborative Research: Accessible STEM Instruction with Deaf Students: Supporting Faculty in Pedagogical Exploration and Innovation.</b> Co-PI. National Science Foundation. (\$156,755). A joint submission in the amount of \$443,200 was awarded to Dr. Sara Schley, PI, National Technical Institute for the Deaf. |
| <b>2016-2018</b> | <b>Accessible by Design. Provost’s Teaching Fellow project, Project 2021.</b> The University of Texas at Austin (\$15,000).  |
| <b>2016</b>      | <b>Small Research Grant</b> (\$2,200). Edward A. Clark Center for Australian and New Zealand Studies. Department of Government, The University of Texas.   |
| <b>2016</b>      | <b>Small Research Grant</b> (\$7,205). College of Education, The University of Texas.  |
| <b>2016-2017</b> | <b>Rea Charitable Trust Award</b> (\$60,000). Collaboration with Midland/Odessa and <i>Drama for Schools</i> .   |
| <b>2011-2016</b> | <b>pepnet 2 (Center proposal formerly titled “Center for Results in Education and Employment for Deaf Students: Research and Collaboration for System Change”).</b> Office of Special Education Programs, US DOE. Senior Personnel. (\$2.4 million subaward from California State Northridge, \$20 million total).         |

- 2014-2016** **Hartland Charter School Literacy Partnership**, Co-PI. (\$20,000). Hartland Fine Arts Leadership Academy contract with Drama for Schools. PI: Katie Dawson.
- 2014-2015** **Special Research Grant, The University of Texas at Austin** (\$750). PI. Funding to support literature review on cognitive load.
- 2012-2014** **Arts Integration for Middle School Teachers**, Co-PI. Bartlett Foundation Grant (\$86,000). Expansion of Drama for Schools program to the Austin Independent School District, a collaboration with the College of Fine Arts to provide professional development in drama-based instruction to K-12 teachers. PI: Katie Dawson.
- 2012-2013** **Special Research Grant**, The University of Texas at Austin (\$750). PI. Funding to support data analysis in school-university partnership research project.
- 2012-2013** **Arts Integration at AISD**, Co-PI. MindPOP Foundation grant (\$12,200). Support for personnel to facilitate expansion of Drama for Schools program to the Austin Independent School District. PI: Katie Dawson.
- 2011-2012** **Special Research Grant**, The University of Texas at Austin (\$750). PI. Funding to support meta-analysis of student outcomes in classrooms with drama-based instruction.
- 2011-2012** **Bridging the Gap in Arts Integration Theory and Practice: A “Crowdsourcing” Approach to Digital Resource Development for Texas Educators** Co-PI. Longhorn Innovation Fund for Technology (\$100,000). Video project in conjunction with Drama for Schools to develop videos and online learning components in drama-based instruction. PI: Katie Dawson.
- 2011-2012** **Drama for Schools**, Co-PI. Subcontract to the McAllen Independent School District award from the U.S. Department of Education, Arts-Integration Grant CFDA 84.351c1 (\$21,000). Contract to support research and professional development to support elementary teacher arts integration. PI: Katie Dawson.
- 2011** **Arts Integration Research Funding**. Co-PI. Donor gift from Mary Cox to support Drama for Schools Summer Institute enrollment for teachers from Victoria, Texas (\$1,000). PI: Katie Dawson.
- 2010-2012** **Drama for Schools**, Co-PI. Bartlett Foundation Gift awarded to support expansion of Drama for Schools at the Austin Discovery School, a constructivist charter school in Austin (\$45,000). PI: Katie Dawson.
- 2010-2011** **Arts Integration Research Tool Development**, PI. Research tool development project funded by a mini-grant from mindPOP: Expanding Creative Learning, a collaborative community arts organization in Austin (\$7,500).
- 2010-2011** **Web-based Arts Integration Online PD Support Pilot**, Co-PI. Online professional development component of Drama for Schools funded by a mini-grant from mindPOP: Expanding Creative Learning in Austin (\$2,000).
- 2010-2011** **Drama for Schools**, Co-PI Subcontract to the McAllen Independent School District award from the U.S. Department of Education, Arts-Integration Grant CFDA 84.351c1 (\$62,000). Contract to support research and professional development to support elementary teacher arts integration. PI: Katie Dawson.
- 2010-2011** **Transformational Funds**, Department of Educational Psychology, The University of Texas at Austin (\$1,500). PI. Funds used to support grant writing for two submissions to the US Institute for Educational Sciences.
- 2010** **The Psychology Portal: A Window Into the Study of Human Behavior. Project Director**. FASTex (Faculty and Student Teams for Technology) Program, Division of Instructional Innovation and Assessment, The University of Texas at Austin. In-kind technical support to develop an online portfolio system to be used as a pedagogical tool for doctoral level course.
- 2009-2010** **Transformational Funds**, Department of Educational Psychology, The University of Texas at Austin (\$3,200). PI. Funds used to support grant writing for one submission to US Department of Education.
- 2009-2010** **Drama for Schools**, Co-PI. Contract with the Victoria Independent School District with support from the Hewitt Foundation (\$20,000). Contract to support research and professional development to support elementary teacher arts integration. PI: Katie Dawson.



- 2008-2009** **Drama for Schools**, Co-PI. Contract with the Victoria Independent School District (\$80,000). Contract to support research and professional development to support secondary teacher arts integration. PI: Katie Dawson.
- 2008-2009** **Special Research Grant**, The University of Texas at Austin (\$750). PI. Funds used to support research activities.
- 2008** **Summer Research Assignment**, The University of Texas at Austin (Summer salary). PI. Time used to develop a research project called the Validity Evaluation Tool, a framework for measuring the impact of accommodations on student test scores.
- 2007-08** **University Research Grant**, The University of Texas at Austin (\$6,000). PI. Research funding used to support student graduate assistant in the development of the Validity Evaluation Tool.
- 2007** **Faculty Excellence Fund Award**, Walden University (\$10,000). PI. Funds used to support graduate student assistant in National Survey of Assessments and Accommodations for Students who are Deaf or Hard of Hearing.
- 2006** **Faculty Excellence Fund Award**, Walden University (\$8,590). PI. Funds used to support graduate student assistant in National Survey of Assessments and Accommodations for Students who are Deaf or Hard of Hearing.
- Submitted**
- 2017** **Impact of Multimedia Technology on Access to Postsecondary Education: Exploration of Malleable Instructional Design for Students with Diverse Language and Communication Characteristics**, Institute for Educational Sciences. Consultant. Responsible for \$318,688 over four years. Dr. Sara Schley, PI (National Technical Institute for the Deaf).
- 2017** **Educational Characteristics as a Predictor of Cancer Health Information Seeking and Decision Making Behaviors in Deaf Adults, R03 for National Institutes of Health**. Consultant. Advising on project with Dr. Carrie Lou Garberoglio as Co-PI and Dr. Poorna Kushalnagar, PI (Gallaudet University). Budget to UT Austin is \$39,615 over two years.

## AWARDS and FELLOWSHIPS

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- 2016-2017** **Graduate School Diversity Mentoring Fellowship**, The University of Texas at Austin.
- 2015-2016** **Faculty Research Award**. (One semester's salary, competitive sabbatical program). College of Education, The University of Texas at Austin.
- 2012** **Exceptional Book of the Year Award**, Exceptionality Education International
- 2011-2012** **Dean's Fellow**, The University of Texas at Austin.
- 2011-2012** **Graduate School Diversity Mentoring Fellowship**, The University of Texas at Austin.
- 2009-2010** **Graduate School Diversity Mentoring Fellowship**, The University of Texas at Austin.
- 2009** **Office of Students with Disabilities Recognition**, The University of Texas at Austin.
- 2009** **Early Career Scholar, School Psychology Research Collaboration Conference**, Toronto, Canada.
- 2008** **Outstanding Publications Competition** (Second Place), Division H (Research, Evaluation, and Assessment in Schools), American Educational Research Association
- 2006** **Extraordinary Faculty Award Recipient**, College of Behavioral Sciences, Walden University
- 2004** **Fellow**, Institute on Statistical Analysis in Educational Policy, American Educational Research Association
- 2001** **Award for Outstanding Research on Education of Deaf Persons**, American Educational Research Association
- 1999-2001** **Fellow**, Wisconsin Spencer Doctoral Research Training Program, University of Wisconsin-Madison
- 1997-1998** **Knapp Graduate Fellowship**, University of Wisconsin-Madison

## **SPECIAL HONORS AND EVIDENCE OF MERIT**

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**Invited Presenter, Ed Talks** (May, 2017). *Statistics Don't Lie Till You're Trying Not to Be One*. College of Education, The University of Texas at Austin.

**Editor, Special Issue**. (Spring, 2017). *Journal of Developmental and Physical Disabilities*.

**Provost's Teaching Fellow** (2016-2018). The University of Texas at Austin.

**Member** (2016-present). Students with Disabilities (SWD) Assessment Advisory Task Force. Council of Chief State School Officers (CCSSO).

**Member** (2017-present). **NCEO panel ...**

**Advisory Board Member** (2015-2018). *Facilitating Knowledge Building in Complex Problem Solving in Teams with Deaf/Hard of Hearing and Hearing College Students*. NSF-funded project to Dr. Michael Stinson, PI, National Technical Institute for the Deaf, Rochester, NY.

**Key Note Presenter** (October, 2015). *Inclusion policies for Individuals with Disabilities in Higher Education*. Universidad de Catolica de Santiago. Santiago, Chile.

**Advisory Committee** (2015-current). *Assessment of English Language Learners*, Smarter Balanced Assessment Consortium.

**Invited Presenter** (November, 2014). *Students with Cochlear Implants in Further Education*. The Ear Foundation, Nottingham, England.

**Invited Presenter** (November, 2014). *Access and Equity for Students who are Deaf*. Deafness Cognition And Language Research Centre, University College, London. London, England.

**Invited Presenter** (October, 2014). *Accessible Assessment for Students who are Deaf*. National Technical Institute for the Deaf, Rochester Institute of Technology.

**Invited Presenter** (March, 2014, March 2017). *1<sup>st</sup> and 2<sup>nd</sup> International Conferences on Teaching Deaf Learners*, Amsterdam, The Netherlands.

**Editorial Consultant** (2013-2015). *Review of Research in Education Volume 39: Teacher Assessment and the Assessment of Students with Special Needs*.

**Advisory Board Member** (2013-2015). *Guidelines for Accessible Assessment Project*, Measured Progress, federal grant awarded to the Maryland Department of Education and represents a consortium of 18 states, both the PARCC and Smarter Balanced Common Core Standards consortia, National Center for Educational Outcomes evaluation experts, and WGBH's National Center for Accessible Media.

**Advisory Consultant** (2014-2015). *PARCC Listening and Speaking Assessment Development*. Review assessment guidelines and documentation for formative assessments.

**Invited Master Class Instructor** (2014, July). *Nailing Jello to the Wall: Measuring the Impact of your Arts Programming* (with K. Dawson). American Alliance for Theatre Education Annual Meeting, Denver, CO.

**Invited Webinar Presenter** (2013, January). *Effects of Test Item Characteristics and Modifications on Assessments for Special Populations*. National Association of School Psychologists.

**Invited Workshop Facilitator** (2012, December). *Thematic Coding in Arts-Based Research*. Department of Theatre and Dance, University of Texas at Austin.

**Invited Expert Panelist** (2012, April). *Accessibility of ASL Accommodated Items*. Measured Progress, Boston, MA.

**Invited Expert Panelist** (2012, March). *Meeting on Assessment and Accommodations for the Common Core Assessments*. Smarter Balanced State Consortium, Boston, MA.

**Advisory Panel Member** (2011-present). *myASL Quizmaker*, Institute for Disabilities Research and Training, Inc. Project funded by the Institute on Educational Sciences in the US Department of Education.

**Invited Webinar Panel Moderator** (2011, August). *Testing Issues for Deaf and Hard of Hearing Students*. PEPNet, Bozeman, MN.

**Invited Assessment Expert** (2011, April). *Assessment accommodations for students with disabilities*. US Department of Education, Washington, DC.

**Invited keynote presentation** (2009, August). *Assessment Practices for Students who are Deaf or Hard of Hearing*. Universidad de Catolica de Santiago. Santiago, Chile.

**Invited Summit Panelist** (2008, August). *Deaf and Hard of Hearing: Test Equity Summit*. PEPNet, Denver, CO.

**Associate Editor**, *Journal of Deaf Studies and Deaf Education* (2014-present).

**Advisory Board**, *School Psychology Forum*, (2013-present)

**Book Review Editor**, *American Annals of the Deaf* (2013-present).

**Principal Reviewer**, *Journal of Educational Psychology* (2014-present).

**Editorial Board**, *Journal of Deaf Studies and Deaf Education* (2010-2014), *Journal of Postsecondary Education and Disability* (2010-present), *American Annals of the Deaf* (2008-present), *Journal of Developmental and Physical Disabilities* (2013-present)

## **ADMINISTRATION AND SERVICE**

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*International and National:*

**Coordinator** (2016). Preconference Workshop for Deaf and Hard of Hearing Special Interest Group, Symposium on Research in Child Development, Austin Texas.

**Review Panel Member** (2015-2016). Institute for Educational Sciences. US Department of Education.

**Member** (2016-present). Working group, Intervention Fidelity Checklist Development Team, National Technical Assistance Center on Transition/Division on Career Development and Transition, Council on Exceptional Children.

**Grant Reviewer** (2014, 2015). *Insight Grant Competition, Social Sciences and Humanities Research Council of Canada*

### **American Educational Research Association (AERA)**

**SIG Treasurer** (2016-2017). Inclusion & Accommodation in Educational Assessment.

**SIG Chair** (2008-2011), Research on the Education of Deaf Persons Special Interest Group. The SIG Chair is responsible for overall operations of research group including overseeing the development and implementation of the annual conference program, student and faculty award review, and SIG membership and leadership recruitment. During my tenure, AERA made substantial changes to the conference submission review process. As Chair, I facilitated the changes, including revised by-laws, establishment of a program co-chair position, and a systematic research review panel process.

**Program Chair** (2006-2008), Research on the Education of Deaf Persons Special Interest Group.

**Review Panelist**, 2011 Annual Meeting (New Orleans, LA); 2012 Annual Meeting (Vancouver, BC), 2013 Annual Meeting (San Francisco, CA).

**Reviewer**, Reviewed papers for the April, 2002 (New Orleans, LA), 2004 (San Diego, CA), 2005 (Montreal), and 2006 (San Francisco, CA) national conferences.

*Additional National Organizations*

**Awards Committee Member** (2011-present), *Association of College Educators-Deaf and Hard of Hearing (ACE-DHH)*.

**Committee Member** (2011), *National Association of School Psychologists (NASP) Division 16*, Committee for Review of the Standards for Educational and Psychological Testing.

**Ad Hoc Reviewer**, *International Conference on the Learning Sciences* (2008); *International Congress on the Education of the Deaf* (2010); *American Education Research Journal* (2007, 2008); *Higher Education Research and Development* (2007); *Journal of Deaf Studies and Deaf Education* (2005, 2007, 2008, 2012); *Remedial and Special Education* (2008, 2011, 2014); *Educational Measurement: Issues and Practice* (2009-2012); *Field Methods* (2009); *Journal of Developmental and Physical Disabilities* (2012), *Educational Assessment* (2013), *Educational Policy Analysis Archives* (2013), *Journal of Speech, Language, Hearing Research* (2014), *Journal of Educational & Psychological Consultation* (2017).

**Book Reviewer**, *Journal of Deaf Studies and Deaf Education* (2007, 2009, 2010); *Education Review* (2013).

**Co-chair**, *Symposium for Research on Child Language Disorders (SRCLD)*, Madison, WI (2000). Coordinated planning committee for international conference, developed conference themes and list of invited speakers, reviewed and evaluated conference submissions, coordinated conference proceedings with support staff, summarized participant evaluation forms for incoming conference chairs.

*University: University of Texas at Austin (2007-present)*

**Mentor, University Leadership Network** (2016-present)

**Member, ASL Studies Minor Oversight Committee, College of Liberal Arts** (2015-present).

**Member, University Communications Standards Leadership Council** (2014-present).

**Member, Ethics and Leadership Flag Committee** (2013-2015).

**Member, Faculty committee to advise Sanger Learning Center on best practices for Students with Learning Disabilities** (2013 – 2014).

**Reviewer, Graduate School Student Award Committee** (2012-2013).

**Faculty Fellow, Jester East Residence Hall** (2007-2009). Served as a faculty liaison and mentor to undergraduate residence hall of over 1,500 students.

**Texas Center for Education Policy**, University of Texas at Austin (2006-2010). Work with collaborative group of faculty on topics related to equity and excellence in K-16 education. Participants support guest speakers, research on policy issues, and provide policy briefs to legislators.

**Faculty Mentor, UT Intellectual Entrepreneurship Pre-Graduate School Program** (2007-2008, 2011-2012, 2013-2014). Mentor undergraduates in research and scholarship as part of University program to provide hands-on experiences before applying to graduate school.

**Faculty Advisor**, Association of Deaf Academic Discourse (2009-2014).

**Honors Thesis Second Reader** (Di Chen, Asian Studies, 2012).

**Plan II (Honors) Thesis Advisor** (Ayelet Ronen, 2009-2010).

**Plan II (Honors) Sophomore Faculty Advisor** (Brianna Guidorzi, 2011).

**Guest Speaker, Women in Psychology Undergraduate Club.** (Fall, 2008).

**Faculty Mentor, UT Bridging Disciplines Program.** Mentor students in certification program for students who wish to integrate scholarship, research experiences, and an internship experience in an interdisciplinary content

area. (Summer 2009, Summer 2011, Fall 2011, Fall 2013).

**Reviewer, UT Research Grant Competition** (Fall, 2008).

**Faculty Participant**, Fundraiser for Susan B. Komen Foundation for Breast Cancer Research, Alpha Kappa Delta Phi Asian sorority (Spring, 2009).

*University: Walden University (2003-2007)*

**Coordinator, General Psychology Area of the School of Psychology.** Responsibilities included student admissions and faculty mentorship.

**Senior Mentor for New Faculty, School of Psychology.** One-on-one mentorship for novice faculty, with a specific focus on best practices in online, asynchronous pedagogy for graduate courses.

**Lead Faculty:** Educational Psychology, Research Lab Seminar, Professional Writing Course. Responsibilities include creating the course syllabus, readings, and assignments.

**Committee Chair:** Thesis (20 students); Dissertation (24 students)

**Professional Development:** Created New Faculty Orientation Course for School of Psychology. This course was a 12-week sequence on best practices in online, asynchronous graduate education.

*College: UT College of Education (2007- present)*

**Chair, Educational Psychology Department Chair Review Committee** (2014-2015).

**Department Liaison for College Website Development Initiative** (2013-2016).

**College Representative to the University Ethics and Leadership Flag Committee** (2011-2015).

**Honors Day Marshall**, College of Education (April, 2010).

*Department and Program: UT Educational Psychology (2007-present)*

**Chair, Beeman Phillips Fellowship Award Committee** (2014)

**Chair, Student Affairs Committee** (2014-2016)

**Co-Chair, Transformational Funds Committee** (2013-2014)

**Member, Faculty Teaching Review Committee** (2013-2014, 2014-2015, 2016-2017)

**Member, Assistant Professor Merit Review Committee** (2014-2015; 2015-2016)

**Faculty Mentor for Assistant Professors Dr. Jodi Casabianca** (2013-2016) **and Dr. Sarah Kate Bearman** (2014-present).

**School Psychology Faculty Representative, Department Fellowship Committee** (2013-2014).

**Co-Chair, School Psychology Leadership Review Committee** (Spring, 2012; 2014).

**Faculty Advisor, School Psychology Student Diversity Committee** (2010-2014)

**Member, Prospectus (Qualifying Exam) Committee** (Fall, 2010–2014).

**Member, Faculty Hiring Committee** (Fall, 2008; Fall, 2013, Fall 2016, Spring, 2017).

**Member, Department Retreat Planning Committee** (Fall, 2008).

**Member, Department Transparency Committee for Salaries** (Spring and Fall, 2009).

**Dissertation Committee Chair** (*Emma Cole*, Summer, 2012; *Austin Beasley-Rodgers Combs*, Summer, 2014; *Carrie Smith*, Summer 2014; *Rachel Leppo*, Summer 2014, *Han Ren*: Summer 2015; *Sarah Schoffstall*, Summer 2016, *Erica Wendel*, Summer, 2017, *Yasmine Jassal*, anticipated Summer 2019).

**Dissertation Committee Member** (In Program: *Shea Pilgrim*, *May Matson*, *Iekje van Bolhuis-Stephens*, *Cynthia Austin*, *Lauren Gentry*, *Eching Ho*, *Katie Trundt*, *Judy Wan*, *Meredith Brinster*, *Alyssa Gliden*; *Chelsea Brewer*, *Hailey Ormand*, *Colin Meuthing*; *Kris Scarmandalia*; *Bretjett Cody*; Out of Program: *Breanna Dacy*; *Jamie Kuhlman*; *Carrie Lou Garberoglio*, *Mark Gobble*, *Bridget Lee*; *Jenson Reiser*; *Jackie Caemmerer*; *Kim Hill*; *Leah Wang*; Out of Department: *Joan Altobelli*; *Nancy Stano*; Out of College: *I-chen Lu*).

**Thesis Committee Chair** (In Program: *Alyssa Kaye, Han Ren, Carrie Smith, Kristen Highley, Elizabeth Walsh, Rachel Leppo, Sarah Schoffstall, Kathleen Stanton, Yasmine Jassal*).

**Thesis Committee Member** (In Program: *Austin Beasley-Rodgers Combs, Eching Ho, Tory Mauseth, Alyssa Gliden; Judy Wan, Leah Wang*. Out of Program: *Eliana Tseng, Angela Finley; Natasha Hamilton*; Out of College: *Sarah Coleman, Noah Martin, Lindsay Hearn, Liz Schildkret*).

*Community*

**Member, Steering Committee for the Any Given Child Initiative**, Austin TX. (2011-2015)

**Co-Chair, Assessment Evaluation Committee for the Any Given Child Initiative**, Austin, TX. (2013-2015)

**Presenter and Discussion Facilitator**, St. Austin's Catholic Church, Austin, TX. (2004-2015)

## **MEMBERSHIPS**

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American Educational Research Association  
Association for Psychological Science  
National Council on Measurement in Education  
National Association of School Psychologists  
American Psychological Association  
Association of College Educators-Deaf and Hard of Hearing