

## ALEXANDRA SHELTON CURRICULUM VITAE

### EDUCATION

- Ph.D.      **Special Education.** University of Maryland, College Park (2020).  
 M.S.      **Education.** Johns Hopkins University (2014).  
 B.A.      **Urban Studies.** Stanford University (2012).

### PROFESSIONAL EXPERIENCE

- 2021-present    **Assistant Professor of Special Education,** Department of Innovative Teaching and Leadership, Johns Hopkins University.  
 2020-2021      **Postdoctoral Researcher/Faculty Specialist of Special Education,** Department of Counseling, Higher Education, and Special Education, University of Maryland.  
 2020-2021      **Project Director,** Project AIM (Adaptive Intervention Model), Department of Counseling, Higher Education, and Special Education, University of Maryland.  
 2017-2020      **Project Manager,** Promoting Adolescents' Comprehension of Text (PACT) Plus, Department of Counseling, Higher Education, and Special Education, University of Maryland.  
 2017-2019      **Project Coordinator,** Project CALI (Content Area Literacy Instruction), Department of Counseling, Higher Education, and Special Education, University of Maryland.  
 Summer 2017    **Doctoral Intern,** Office of Special Education & Rehabilitative Services, U.S. Department of Education.  
 2016-2017      **Graduate Research Assistant,** Promoting Adolescents' Comprehension of Text (PACT) Plus, Department of Counseling, Higher Education, and Special Education, University of Maryland.  
 2016-2020      **Project ProPELL Doctoral Scholar,** Department of Counseling, Higher Education, and Special Education, University of Maryland.  
 2014-2016      **Individualized Education Program Chair,** Benjamin Franklin High School, Baltimore City Public Schools.  
 2012-2016      **Special Education Teacher,** Benjamin Franklin High School, Baltimore City Public Schools.

## FELLOWSHIPS AND AWARDS

- 2021      **Award Recipient.** Excellence in Scholarship Award (Professional-Track Faculty), College of Education, University of Maryland.
- 2019      **Award Recipient.** Graduate Student Annual Meeting Award, American Educational Research Association Special Education Research Special Interest Group, Toronto, ON.
- 2018-2019      **Graduate Teaching Fellow.** Teaching & Learning Transformation Center, University of Maryland.
- 2018      **Award Recipient.** Outstanding Graduate Assistant Award, University of Maryland.

## PUBLICATIONS

### BOOKS

Wexler, J., Swanson, E., & **Shelton, A.** (2021). *Literacy coaching in the secondary grades: Helping teachers meet all students' needs.* Guilford Press.

### REFEREED ARTICLES

^denotes student author

**Shelton, A.**, Swanson, E., Wexler, J., ^Payne, S. B., & Hogan, E. (in press). An exploration of middle school literacy coaching: A multi-survey study of teachers and instructional coaches. *Teacher Education and Special Education.*

**Shelton, A.**, & ^Register, B. (in press). Teachers' perceived knowledge and confidence in serving secondary students with disabilities. *Teacher Development.*

**Shelton, A.**, Hogan, E., Chow, J. C., & Wexler, J. (2023). A synthesis of professional development targeting literacy instruction and intervention for English learners. *Review of Educational Research*, 93(1). <https://doi.org/10.3102/00346543221087718>

**Shelton, A.**, & Wexler, J. (online first). Main idea strategy instruction to support middle school students with intellectual disability. *TEACHING Exceptional Children.* <https://doi.org/10.1177/00400599221081036>

Wexler, J., Swanson, E., **Shelton, A.**, Kurz, L. A., Bray, L., & Hogan, E. (online first). Sustaining the use of evidence-based Tier 1 literacy practices that benefit students with disabilities. *Journal of Learning Disabilities.* <https://doi.org/10.1177/00222194211065499>

Wexler, J., Kearns, D. K., Lemons, C. J., **Shelton, A.**, Pollack, M. S., Stapleton, L. M., Clancy, E., Hogan, E., & Lyon, C. (2022). Improving literacy instruction in co-taught middle school classroom to support reading comprehension. *Contemporary Educational Psychology*, 68. <https://doi.org/10.1016/j.cedpsych.2021.102040>

**Shelton, A.**, Wexler, J., Kurz, L. A., & Swanson, E. (2021). Incorporating evidence-based literacy practices into middle school content areas. *TEACHING Exceptional Children*, 53, 270-278. <https://doi.org/10.1177/0040059920968582>

**Shelton, A.**, Lemons, C., & Wexler, J. (2021). Supporting main idea identification and text summarization in middle school co-taught classes. *Intervention in School and Clinic*, 56, 217-223. <https://doi.org/10.1177/1053451220944380>

\*Note: Included in March 2021 special issue (Volume 56, Issue 4).

Pollack, M., **Shelton, A.**, Clancy, E., & Lemons, C. (2021). Sentence-level gist: Literacy instruction for students with learning disabilities in co-taught classrooms. *Intervention in School and Clinic*, 56, 233-240. <https://doi.org/10.1177/1053451220944378>

\*Note: Included in March 2021 special issue (Volume 56, Issue 4).

Wexler, J., Kearns, D. M., Hogan, E., Clancy, E., & **Shelton, A.** (2021). Preparing to implement evidence-based literacy practices in the co-taught classroom. *Intervention in School & Clinic*, 56, 200-207. <https://doi.org/10.1177/1053451220944369>

\*Note: Included in March 2021 special issue (Volume 56, Issue 4).

**Shelton, A.**, Kelly, J., & Sánchez-Valdés, X. (2021). Special education in Cuba: Insights from a cross-cultural exchange. *Intervention in School & Clinic*. 57, 62-66. <https://doi.org/10.1177/1053451220914899>

Wexler, J., Swanson, E., Kurz, L. A., **Shelton, A.**, & Vaughn, S. (2020). Enhancing reading comprehension in middle school classrooms using a critical reading routine. *Intervention in School & Clinic*, 55, 203-213. <https://doi.org/10.1177/1053451219855738>

\*Note: Selected as the lead feature article for Volume 55, Issue 4. Selected as the winner of the 2020 Must-Read article in *Intervention in School and Clinic* by the Council for Learning Disabilities.

**Shelton, A.**, Wexler, J., Silverman, R. D., & Stapleton, L. M. (2019). A synthesis of reading comprehension interventions for persons with mild intellectual disability. *Review of Educational Research*, 89, 612-651. <https://doi.org/10.3102/0034654319857041>

Wexler, J., Swanson, E., Vaughn, S., **Shelton, A.**, & Kurz, L. A. (2019). Building a sustainable school-wide adolescent literacy model in middle schools: Guidance for administrators. *Middle School Journal*, 50, 15-25. <https://doi.org/10.1080/00940771.2019.1603802>

## BOOK CHAPTERS

Wexler, J., **Shelton, A.**, Stark, K., Hogan, E., Chow, J. C., & Fisk, R. (in press). Professional development as a pathway for sustaining teachers. In E. Bettini, E. McCray, P. Sindelar, M. Brownell, & J. McLeskey. *Handbook of research on special education teacher preparation*. Routledge.

**Shelton, A.**, & Wexler, J. (2022). The development of reading comprehension in adolescents with literacy difficulties. In E. Talbott, T. Farmer, K. McMaster, D. Lee, & T. C. Aceves (Eds.) *Handbook of special education research, Volume I: Theory, methods, and developmental processes*. Routledge.

## GUIDANCE DOCUMENTS & BRIEFS

Harkins Monaco, E. A., & **Shelton, A.** (Summer 2022). Current legislative considerations: Addressing racial disparities in special education. *DADD Express*.

**Shelton, A.**, Mello, M. P., & Harkins Monaco, E. A. (Spring 2022). History of segregation in the United States: Implications for students with disabilities today. *DADD Express*.

Sayers, R., Fisk, R., **Shelton, A.**, Wexler, J., Reutebuch, C., & Payne, B. (2021). *Helping your child become a self-regulated reader*. AIM Coaching. [https://aimcoaching.org/wp-content/uploads/2021/12/Parent\\_Flyer\\_SRR.pdf](https://aimcoaching.org/wp-content/uploads/2021/12/Parent_Flyer_SRR.pdf)

Sayers, R., Fisk, R., **Shelton, A.**, Wexler, J., Reutebuch, C., & Payne, B. (2021). *Helping your students become self-regulated readers*. AIM Coaching. [https://aimcoaching.org/wp-content/uploads/2021/12/Teacher\\_Flyer\\_SRR.pdf](https://aimcoaching.org/wp-content/uploads/2021/12/Teacher_Flyer_SRR.pdf)

Kurz, L. A., Wexler, J., **Shelton, A.**, & Swanson, E. (2019). *Adolescent literacy resource menu: A guide for instructional leaders*. The Meadows Center for Preventing Educational Risk. <https://www.meadowscenter.org/files/resources/ResourceMenu.pdf>

Swanson, E., Wexler, J., **Shelton, A.**, Kurz, L. A., & Vaughn, S. (2018). *Partner reading: An evidence-based practice. Teacher's guide*. The Meadows Center for Preventing Educational Risk. [https://www.meadowscenter.org/files/resources/PartnerReadingBrief\\_final.pdf](https://www.meadowscenter.org/files/resources/PartnerReadingBrief_final.pdf)

Wexler, J., **Shelton, A.**, Swanson, E., & Vaughn, S. (February 2017). *How do I engage in partner reading with my child?* The Meadows Center for Preventing Educational Risk. [https://www.meadowscenter.org/files/resources/ParentFlyer\\_PartnerReading.pdf](https://www.meadowscenter.org/files/resources/ParentFlyer_PartnerReading.pdf)

## MANUSCRIPTS UNDER REVIEW OR IN REVISION

*\*invited for special issue*

**\*Shelton, A.**, & Gezer, T. (in revision). *Investigating the educational experiences of students with disabilities during the COVID-19 school disruption: An international perspective*.

\***Shelton, A.**, & Cruz, R. A. (under review). *Leveraging the paraeducator-to-teacher pipeline to attract and prepare special education teachers.*

Hogan, E., **Shelton, A.**, & Wexler, J. (under review). *A case study of factors influencing professional development and coaching support of co-teachers.*

Stark, K., Wexler, J., **Shelton, A.**, Johnston, T. B., & Omohundro, K. (under review). *Explicit and evidence-based literacy instruction in middle school: An observation study.*

## SCHOLARLY PRESENTATIONS

### REFEREED PRESENTATIONS

Gezer, T., & **Shelton, A.** (April 2023). *Investigating the educational experiences of students with disabilities during the COVID-19 disruption: An international perspective.* Paper to be presented at the 2023 American Educational Research Association Annual Meeting, Chicago, IL.

Wexler, J., Stark, K., & **Shelton, A.** (April 2023). *Improving literacy outcomes: Supporting middle school general educators with AIM Coaching.* Symposium paper to be presented at the 2023 American Educational Research Association Annual Meeting, Chicago, IL.

**Shelton, A.**, Hogan, E., Payne, S. B., Swanson, E., & Wexler, J. (February 2023). *Status of literacy coaching in middle schools: A survey study.* Poster to be presented at the 2023 Pacific Coast Research Conference, Coronado, CA.

Wexler, J., **Shelton, A.**, & Swanson, E. (February 2023). *The development of a coaching intervention: Challenges and directions for intervention research.* Poster to be presented at the 2023 Pacific Coast Research Conference, Coronado, CA.

**Shelton, A.**, Wexler, J., Stark, K., Fisk, R., & Chow, J. C. (November 2022). *Leveraging professional development to promote special education teacher retention and sustainment.* Presentation at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Richmond, VA.

Clancy, E., **Shelton, A.**, & Wexler, J. (November 2022). *Exploring the relationship between co-teaching and student engagement.* Presentation at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Richmond, VA.

**Shelton, A.**, Hogan, E., Chow, J. C., & Wexler, J. (March 2022). *A systematic review of literacy professional development for teachers of English learners.* Presentation at the 2022 Speech, Language, and Learning Intervention Virtual Research Symposium.

- Shelton, A.**, Hogan, E., Chow, J. C., & Wexler, J. (February 2022). *A synthesis of professional development targeting literacy instruction and intervention for English learners*. Poster at the 2022 Pacific Coast Research Conference, Coronado, CA.
- Wexler, J., Reutebuch, C. **Shelton, A.**, Hogan, E., & Payne, B. (January 2022). *Creating sustainable school-wide adolescent literacy models through research-practice partnerships*. Presentation at the 2022 Council for Exceptional Children Convention and Expo, Orlando, FL.
- Payne, B., Hogan, E., Swanson, E., Wexler, J., & **Shelton, A.** (January 2022). *Survey study: Status of literacy coaching in middle schools across the nation*. Presentation at the 2022 Council for Exceptional Children Convention and Expo, Orlando, FL.
- Wexler, J., Swanson, E., **Shelton, A.**, & Kurz, L. A. (March 2021). *Engage your students' parents in literacy support at home*. Presentation at the 2021 Council for Exceptional Children Convention and Expo, Online Event.
- Wexler, J., Swanson, E., Vaughn, S., **Shelton, A.**, Kurz, L. A., Bray, L., & Hogan, E. (February 2021). *Sustaining the use of evidence-based tier 1 literacy practices*. Presentation at the 2021 Pacific Coast Research Conference, Online Event.
- Wexler, J., Kearns, D., Lemons, C., **Shelton, A.**, & Lyon, C. (February 2020). *Improving instruction in the co-taught middle school classroom to support reading comprehension*. Poster at the 2020 Pacific Coast Research Conference, Coronado, CA.
- Kurz, L. A., **Shelton, A.**, Wexler, J., Swanson, E., & Vaughn, S. (February 2020). *Sustainability of school-wide literacy practices: Voices from the field*. Poster at the 2020 Council for Exceptional Children Convention and Expo, Portland, OR.
- Kurz, L. A., **Shelton, A.**, Wexler, J., Swanson, E., & Vaughn, S. (October 2019). *Differentiating peer-mediated instruction for ELs and other struggling readers*. Poster at the 2019 International Conference on Learning Disabilities, San Antonio, TX.
- Shelton, A.**, Allen, S., Anthony, Maxson, S., Montague, C., Webster, A., & Stewart, M. (May 2019). *Meeting graduate student instructors' needs through a peer outreach workshop*. Poster at the 2019 Innovations in Teaching and Learning Conference, College Park, MD.
- Shelton, A.**, & Kelly, J. (April 2019). *Special education in Cuba: Insights from a cross-cultural exchange*. Paper at the 2019 American Educational Research Association Annual Meeting, Toronto, ON.
- Shelton, A.**, Wexler, J., & Kurz, L. A. (January 2019). *Adaptive literacy coaching across secondary content areas*. Poster at the 2019 Council for Exceptional Children Convention and Expo, Indianapolis, IN.

**Shelton, A.** (October 2018). *Perceptions of a secondary literacy coaching program: A case study*. Poster at the 2018 International Conference on Learning Disabilities, Portland, OR.

**Shelton, A., Kurz, L. A., & Wexler, J.** (October 2018). *Differentiating evidence-based literacy practices across secondary content areas*. Roundtable at the 2018 International Conference on Learning Disabilities, Portland, OR.

**Shelton, A., Wexler, J., & Kurz, L. A.** (July 2018). *The adaptive intervention model of systematic coaching*. Poster at the 2018 OSEP Project Directors' Conference, Arlington, VA.

**Shelton, A., & Wexler, J.** (February 2018). *A synthesis of reading comprehension interventions for persons with mild intellectual disabilities*. Poster at the 2018 Pacific Coast Research Conference, Coronado, CA.

**Shelton, A., & Kurz, L. A.** (November 2017). *Implementation of PACT Plus, a school-wide adolescent literacy model*. Roundtable at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Savannah, GA.

Kurz, L. A., **Shelton, A., & Wexler, J.** (October 2017). *Differentiating partner reading*. Roundtable at the 2017 International Conference on Learning Disabilities, Baltimore, MD.

## INVITED PRESENTATIONS

Barqawi, A., Beaty-O'Ferrall, M. E., & **Shelton, A.** (April 2022). *The future of addressing student needs: Negotiating across stakeholders to serve the whole child in school and beyond*. William H. Hedeman Lecture Series Panel at the Johns Hopkins University School of Education, Baltimore, MD.

**Shelton, A.** (December 2020). *Differentiating instruction for students with disabilities in an inclusive online environment*. Presentation at the University of Maryland #EdTerpDialogues: "Differentiation in Digital Contexts from Grades" [Virtual].

**Shelton, A., & Kelly, J.** (May 2018). *Special education identification and teacher training in Cuba*. Poster at the 2018 University of Maryland Global Classroom Showcase, College Park, MD.

## OTHER PRESENTATIONS

**Shelton, A., & Kelly, J.** (April 2018). *Special education identification and teacher training in Cuba*. Poster at the 2018 University of Maryland Graduate Research Appreciation Day, College Park, MD.

**Shelton, A., & Wexler, J.** (November 2017). *A synthesis of reading comprehension interventions for persons with mild intellectual disabilities*. Paper at the meeting of University of Maryland Language Science Center, College Park, MD.

## GRANTS

### FUNDED GRANTS

- 2021      *Promoting Special Education Teacher Candidates' Knowledge and Implementation of High-Leverage Practices via an Innovative Internship Seminar.* SOE Department Chairs Innovations in Teaching Grant. \$1,810.92.
- 2020      *General and Special Educators' Perceptions of the Importance of Evidence When Selecting Interventions.* RAND American Educator Panels Scholarship 2020. \$2,000. Role: Principal Investigator.
- 2020      Graduate Student Grant, University of Maryland, Graduate School. \$400.
- 2020      *Coaching System Model for Students with Disabilities: Adaptive Intervention Model Coaching (AIM Coaching).* U.S. Department of Education Office of Special Education and Rehabilitative Services, Office of Special Education Programs (84.326M). \$1,599,961. Principal Investigator: Jade Wexler. Role: Project Director.
- 2020      *Developing an Instructional Leader Adaptive Intervention Model for Supporting Teachers As They Integrate Evidence-Based Adolescent Literacy Practices School-Wide.* U.S. Department of Education Institute of Education Sciences, National Center for Special Education Research, Development and Innovation Grant (84.324A). \$1,399,999. Principal Investigator: Jade Wexler. Role: Project Director.
- 2020      Jacob K. Goldhaber Travel Grant, University of Maryland, Graduate School. \$400. Purpose: To present at the 2020 Pacific Coast Research Conference.
- 2019      *Typical Reading Instruction for Secondary Students with Mild Intellectual Disability and Autism Spectrum Disorders.* Support Program for Advancing Research and Collaboration (SPARC), University of Maryland, College of Education. \$1,000. Role: Principal Investigator.

### PENDING GRANTS

- 2023      *Evaluation of the School Community Special Education Equity Pilot (SCSEEP) Program.* \$9,500. Role: Principal Investigator.
- 2023      *Rising into Special Education Teacher Collaborative.* Maryland State Department of Education. \$1,377,328. Role: Principal Investigator.



## UNFUNDED GRANTS

- 2023 *Building Partnerships to Increase Understanding and Support of Gifted Students of Color with Disabilities*. Council for Exceptional Children. \$2,500. Role: Co-Principal Investigator.
- 2022 *Exploring the Literacy Support Teachers Provide Middle School English Learners with Reading Difficulties (2<sup>nd</sup> submission)*. Spencer Foundation: Small Grant. \$49,999. Role: Principal Investigator.
- 2022 *Project CLICK: Cultivating Literacy to Increase Content Knowledge among High School Students with Intellectual Disability*. U.S. Department of Education Institute of Education Sciences, National Center for Special Education Research, Research Training Programs in Special Education: Early Career Development and Mentoring (84.324B). \$700,000. Role: Principal Investigator.
- 2022 *Project PTAL: Professional Transformation for Advanced Learning*. U.S. Department of Education Office of Elementary and Secondary Education, Javits Gifted and Talented Students Education (84.206). \$3,623,776. Role: Co-Principal Investigator.
- 2021 *Exploring the Academic Outcomes of Secondary Students with Disabilities Participating in Extended Virtual Instruction*. U.S. Department of Education Institute of Education Sciences, National Center for Special Education Research, Research to Accelerate Pandemic Recovery in Special Education (84.324X). \$2,225,419. Role: Co-Principal Investigator.

## TEACHING, ADVISING, AND MENTORING

### TEACHING

#### Johns Hopkins University

##### Master's Courses Taught

- ED.874.541: Reading: Methods for Students with Mild to Moderate Disabilities. Fall 2022\*.
- ED.874.542: Reading, English, and Language Arts: Methods for Secondary Students with Mild to Moderate Disabilities. Fall 2022\*.
- ED.874.860/861/870/871: Mild to Moderate Disabilities Internship. Spring 2022; Fall 2022; Spring 2023\* (hybrid or online).
- ED.874.524: Spoken and Written Language: Methods for Students with Mild to Moderate Disabilities. Summer 2021\* (online).

## University of Maryland

### Master's Courses Taught

TLPL 641: Reading, Cognition, & Instruction: Reading in the Content Areas. Summer 2021 (online).

### Master's/Doctoral Courses Taught

EDSP 615: Evaluation and Measurement of Exceptional Children and Youth. Summer 2018\* (hybrid), Summer 2020 (online).

### Undergraduate/Master's Courses Taught

EDSP 487/687: Family Partnerships in Special Education. Fall 2020\* (online).

Project RISE - Introduction to Systematic Reviews. Summer 2019\*, Summer 2020 (online).

EDSP 416/616: Reading and Writing Instruction in Special Education I. Spring 2017, Spring 2018, Spring 2020\* (hybrid), Spring 2021 (online).

EDSP 484/684: Reading and Writing Instruction in Special Education II. Fall 2019.

*\*Course was developed or redesigned*

## ADVISING

### Master's Graduate Project Advising

2021 Marissa Guzman

2021 Jay Weir

### Doctoral Dissertation Committees

2021-2022 Erin Clancy

## MENTORING

2018-2021 **Mentor.** Project RISE, Department of Counseling, Higher Education, and Special Education, University of Maryland.

2019-2020 **Thesis Discussant.** Gemstone Honors Program, University of Maryland.

## SERVICE AND OUTREACH

### WORKSHOPS

*\*The following professional development workshops were paid.*

\*Wexler, J. & **Shelton, A.** (June 2023). *Providing for struggling readers in an efficient way: Considerations and practices for establishing school-wide literacy models at the secondary level.* Workshop for the Virginia Department of Education Training and Technical Assistance Center at Radford, online.

\*Wexler, J. & **Shelton, A.** (May 2023). *Knowledge Building in Middle School*. Presentation for the Amplify Spring 2023 Webinar Series.

\*Wexler, J. & **Shelton, A.** (November 2022). *Using Evidence-Based Literacy Practices to Enhance Tier 1 Instruction at the Secondary Level*. Presentation for the Council for Exceptional Children Fall Virtual Literacy Institute.

\***Shelton, A.** (September 2022). *Enhancing Text Comprehension and Content Knowledge among English Learners*. Workshop for the Enhancing Literacy for English Learners: Valuing Assets Through Engagement (ELEVATE) Conference, Towson, MD.

\*Wexler, J. & **Shelton, A.** (June 2022). *Enhancing Text Comprehension and Content Knowledge in the Co-taught Classroom to Address the Needs of All Learners*. Workshop for the Virginia Department of Education, Office of Special Education Instructional Services Secondary English Co-teaching Academy, Harrisonburg, VA.

## IN-SERVICE TRAINING

**Shelton, A.** (November 2017). *PACT Plus: Critical Reading refresher*. Training delivered to teachers in a middle school in D.C. Public Schools, Washington, D.C.

**Shelton, A.** (October 2017). *Promoting adolescents' comprehension of text (PACT) program for middle and high school students*. Workshop delivered at the U.S. Department of Education ParentCamp: Informed Families Thrive - Equipping Middle & High School Students for Success, Washington, D.C.

**Shelton, A.** (August 2017). *PACT Plus preview*. Training delivered to teachers in a middle school in D.C. Public Schools, Washington, D.C.

Wexler, J., & **Shelton, A.** (August 2017). *PACT Plus: Critical Reading in the content areas*. Training delivered to teachers in a middle school in D.C. Public Schools, Washington, D.C.

Wexler, J., Kurz, L. A., & **Shelton, A.** (February 2017). *PACT Plus: Comprehension Canopy in the content areas*. Training delivered to teachers in a middle school in D.C. Public Schools, Washington, D.C.

**Shelton, A.**, Wexler, J., & Kurz, L. A. (November 2016). *PACT Plus: Teaching Essential Words in the content areas*. Training delivered to teachers in a middle school in D.C. Public Schools, Washington, D.C.

Wexler, J., Kurz, L. A., & **Shelton, A.** (October 2016). *PACT Plus: Teaching Essential Words in the content areas*. Training delivered to teachers in a middle school in D.C. Public Schools, Washington, D.C.

Wexler, J., Kurz, L. A., & **Shelton, A.** (August 2016). *PACT Plus: Critical Reading in the Content Areas*. Training delivered to teachers in a middle school in D.C. Public Schools, Washington, D.C.

Wexler, J., Kurz, L. A., & **Shelton, A.** (August 2016). *PACT Plus: Critical Reading in the Content Areas*. Training delivered to teachers in a middle school in D.C. Public Schools, Washington, D.C.

## **AD-HOC REVIEWER**

### **Peer-Reviewed Journals**

*Educational Studies* (2), *Emerging Voices in Education* (2), *Exceptional Children* (1), *Journal of Intellectual & Developmental Disability* (2), *The Journal of Special Education Apprenticeship* (1), *Learning Disabilities: A Multidisciplinary Journal* (1), *Review of Educational Research* (2), *Scientific Studies of Reading* (3), *TESOL Journal* (1)

### **Peer-Reviewed Conferences**

*American Educational Research Association Annual Meeting, Special Interest Group: Special and Inclusive Education Research* (2019-2022); *Teacher Education Division of the Council for Exceptional Children Conference* (2022)

## **COMMITTEES**

### **Johns Hopkins University**

#### School of Education Committees

2021-present **Member.** Faculty and Budgetary Affairs Committee.

### **University of Maryland**

#### Department of Counseling, Higher Education, and Special Education Committees

2019-2020 **Graduate Student Representative.** Special Education Open Rank Faculty Search Committee.

2017-2018 **Special Education Program Graduate Student Representative.** Graduate Student Association.

2017-2018 **Graduate Student Representative.** Chair Search Committee.

### **Non-University Committees**

2021-present **Advisor.** College Mentors for Kids – University of Maryland Chapter.

- 2018        **Delegate.** *Búsquedas Investigativas: Investigación de la Práctica Educativa Cubana* [Academic Explorations: Researching Cuban Educational Practices].
- 2018        **Student Representative.** Higher Education Consortium of Special Education.

### **PROFESSIONAL MEMBERSHIP**

American Educational Research Association, Special Interest Group: Special and Inclusive Education Research; Council for Exceptional Children, Special Interest Divisions: Division on Autism and Development Disabilities (inc. Diversity Committee), Division of Research (inc. 2021 DR Early Career Workshop), Teacher Education Division