

**Rebecca A. Cruz, Ph.D. (she/her)**  
**Johns Hopkins University**  
**School of Education**  
**Baltimore, MD 21218**  
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## EDUCATION

- Ph.D.**            **University of California, Berkeley**  
Quantitative Methods and Evaluation, Graduate School of Education  
*Dissertation Title:* Brown v. Board of Education’s Midlife Crisis: Exclusionary School Discipline and Disproportionality in Special Education  
*Committee:* Sophia Rabe-Hesketh, Janelle Rodl, and G. Cristina Mora  
2020
- M.A.**            **San Francisco State University**  
Special Education, Graduate College of Education  
2014
- B.A.**            **University of Idaho**  
Elementary Education and Special Education, College of Education, Health, and Human Sciences  
2005

## ACADEMIC APPOINTMENTS

- 2021 – Present        **Assistant Professor of Education**  
Department of Innovative Teaching and Leadership  
Joint Appointment: Center for Safe and Healthy Schools  
Johns Hopkins University; Baltimore, MD
- 2020 – 2021        **Assistant Professor of Education**  
Special Education, Connie L. Lurie College of Education  
San Jose State University; San Jose, CA

## PUBLICATIONS

*Peer-Reviewed Journal Articles ( <sup>a</sup> denotes Doctoral student contributor; <sup>b</sup> denotes Master’s student contributor; <sup>c</sup> denotes Undergraduate student contributor)*

Firestone, A. R., **Cruz, R. A.**, & <sup>c</sup>Massey, D. (2023). Building an equity-centered practice: Teacher Study Groups in the preservice context. *Journal of Teacher Education*. Special issue in recognition of AACTE’s 75<sup>th</sup> anniversary.

Firestone, A. R., **Cruz, R. A.**, & <sup>c</sup>Massey, D. (2023). The role of knowledge, perception, and calibration in preservice teachers’ growth in practice: A joint display impact study. *Journal of Mixed Methods Research*. Advance online publication.

- <sup>a</sup>McDermott, L., **Cruz, R. A.**, & <sup>b</sup>Feng, Z. (2023). A state-by-state document analysis of official guidance on paraprofessional allocation. *Journal of Special Education* Advance online publication.
- Cruz, R. A.**, Firestone, A. R., & Love, M. (2023). Beyond a seat at the table: Reimagining educational equity through critical inclusion. *Educational Review*, Special Topic: *A Re-view of Educational Inequalities*. Advance online publication.  
<https://doi.org/10.1080/00131911.2023.2173726>
- Cruz, R. A.**, & Firestone, A. R. (2023). On reducing disparities in office discipline referrals: A systematic theoretical review. *Whiteness and Education*. Advance online publication.  
<https://doi.org/10.1080/23793406.2023.2174449>
- Firestone, A. R., & **Cruz, R. A.** (2022). “It’s not easy but it needs to be done”: Educators’ perceptions of preparedness to teach students with internalizing mental health needs. *Journal of Teacher Education*. 74(3), 245–259. <https://doi.org/10.1177/00224871221121278>
- Cruz, R. A.**, Kulkarni, S. S., & Firestone, A. R. (2021). Discipline, special education, and disproportionality: A QuantCrit approach. *AERA Open*, 7(1), 1–16. Special topic: *Sources, Conceptualizations, and Mechanisms of Racism/Oppression Impacting Education-Related Outcomes and Well-Being Across the Lifespan*. <https://doi.org/10.1177/23328584211041354>
- Cruz, R. A.**, & Firestone, A. R. (2021). Understanding the empty backpack: The role of timing in disproportionate special education identification. *Sociology of Race and Ethnicity*, 8(1), 95–113. <https://doi.org/10.1177/23326492211034890>
- Ahram, R., Kramarczuk Voulgarides, C. M., & **Cruz R. A.**, (2021). Understanding disability: High-quality evidence in research on special education disproportionality. *Review of Research in Education*, 45, 311–345. <https://doi.org/10.3102/0091732X20985069>
- Cruz, R. A.**, Firestone, A. R., & Rodl, J. E. (2021). Disproportionality reduction in exclusionary school discipline: A best-evidence synthesis. *Review of Educational Research*, 91(3), 397–421. <https://doi.org/10.3102/0034654321995255>
- Firestone, A. R., Aramburo, C., & **Cruz, R. A.**, (2021). Special education teachers’ knowledge of High-Leverage Practices: Validation of a pedagogical knowledge measure. *Studies in Educational Evaluation*, 70, 1–13. <https://doi.org/10.1016/j.stueduc.2021.100986>
- Cruz R. A.**, Lee, J. H., Aylward, A., & Kramarczuk Voulgarides, C. M. (2020). The effect of school funding on opportunity gaps for students with disabilities: Policy and context in a diverse urban district. *Journal of Disability Policy Studies*. Advance online publication.  
doi: 10.1177/1044207320970545
- Firestone, A. R., **Cruz, R. A.**, & Rodl, J. E. (2020). Teacher study groups: An integrative literature synthesis. *Review of Educational Research*, 91(3), 397–421.  
<https://doi.org/10.3102/0034654321995255>

Rodl, J. E., **Cruz, R. A.**, & Knollman, G. A. (2020). Applying Q-methodology to teacher evaluation research. *Studies in Educational Evaluation*, 65, 1–10. <https://doi.org/10.1016/j.stueduc.2020.100844>

**Cruz, R. A.**, Manchanda, S. K., Firestone, A. R., & Rodl, J. E. (2019). An examination of teachers' culturally responsive teaching self-efficacy. *Teacher Education and Special Education*, 43(3), 197–214. <https://doi.org/10.1177/0888406419875194>

**Cruz, R. A.**, & Rodl, J. E. (2018). Crime and punishment: Examining school context and student characteristics that predict out-of-school suspension. *Children and Youth Services Review*, 95, 226–234. <https://doi.org/10.1016/j.childyouth.2018.11.007>

Rodl, J. E., Bonifay, W., **Cruz, R. A.**, & Manchanda, S. K. (2018). A survey of school administrators' training and support related to evaluating special education teachers. *Journal of School Administration Research and Development*, 3, 19–31. <https://doi.org/10.32674/jsard.v3i1.1929>

**Cruz, R. A.**, & Rodl, J. E. (2018). An integrative synthesis of literature on disproportionality in special education. *Journal of Special Education*, 52, 50–63. <https://doi.org/10.1177/0022466918758707>

Lawson, J. E., & **Cruz, R. A.** (2017). Evaluating special educators' classroom performance: Does rater "type" matter? *Assessment for Effective Intervention*, 43, 227–240. <https://doi.org/10.1177/1534508417736260>

Lawson, J. E., & **Cruz, R. A.** (2017). Evaluating special education teachers' classroom performance: Rater reliability at the rubric item level. *Teacher Education and Special Education*, 41, 263–276. <https://doi.org/10.1177/0888406417718250>

Lawson, J. E., **Cruz, R. A.**, & Knollman, G. A. (2017). Increasing positive attitudes toward individuals with disabilities through community service learning. *Research in Developmental Disabilities*, 69, 1–7. <https://doi.org/10.1016/j.ridd.2017.07.013>

#### *Manuscripts in Submission*

**Cruz, R. A.**, Kramarczuk Voulgarides, C. M., Firestone, A. R., <sup>a</sup>McDermott, L., & <sup>b</sup>Feng, Z., (revise and resubmit). Is disability a foregone conclusion? How equity and disability are conceptualized across research and policy spaces. *Review of Education Research*.

**Cruz, R. A.** (revise and resubmit). A contextual analysis of language supports and disproportionality of multilingual learners in special education. *Sociology of Education*

<sup>a</sup>McDermott, L., & **Cruz, R. A.** (under review). False instantiations of inclusion: The overuse of paraprofessionals. *International Journal of Inclusive Education*.

**Cruz, R. A.**, Firestone, A. R., Love, M., & Stone, E. M. (under review). "Inclusion is great in theory": Application of the InCrit Conceptual Framework to develop a curriculum and instruction course. *Teacher Education and Special Education*.

Shelton, A. & **Cruz, R. A.** (accepted abstract). Leveraging the Paraeducator-to-Teacher Pipeline to attract and prepare special education teachers. *Journal of Special Educator Preparation*. Special topic: *Special education teacher preparation and the teacher shortage crisis*.

**Cruz, R. A.**, Firestone, A. R., Voulgarides, C. M., <sup>a</sup>McDermott, L., <sup>a</sup>Cunningham, M., & <sup>b</sup>Feng, Z. (under review). Nobody told the village: A geographical examination of disproportionality and policy use across the educational ecosystem. *Education Researcher*

Voulgarides, C. M., **Cruz, R. A.**, Ahram, R., Aylward, A., Strassfield, N., & Firestone, A. R. (under review). Policy reverberations across the educational ecosystem: Critical frameworks to reposition equity research and policy. *Education Researcher*

<sup>a</sup>Cunningham, M. <sup>a</sup>McDermott, L., & **Cruz, R. A.** (under review). Do I Belong Yet? The Relationship Between Special Education, In-School Suspension, Belonging, and Engagement. *Children and Youth Services Review*

#### *Invited Books, Chapters, and Technical Writing*

**Cruz, R. A.** (chapter proposal). *High roads and low roads: How inequities in special education uphold historical legacies of power*. In Catherine M. Voulgarides & Rachel E. Fish (Eds.). *Envisioning an Interdisciplinary Future for Special Education and Gifted Racial Equity Research*. Harvard Educational Press.

**Cruz, R. A.** & Firestone, A. R. (book proposal). *The ghost of the bell curve: How Critical Theory can address disproportionality*. In Alfredo J. Artiles & Shameeka M. Wilson (Eds.). *Disability, Culture, & Equity Book Series*. Teachers College Press.

Muñoz-Muñoz, E. R., McCollum, M., Love, M., **Cruz, R. A.**, & <sup>c</sup>Umaña, D. (2021). Mind the gatekeepers: A critical look at access to dual language education for students with disabilities. In G. Colón & T. Alsace (Eds.). *Bilingual Special Education for the 21<sup>st</sup> Century: A New Interface*. IGI Global.

Firestone, A. R., **Cruz, R. A.**, & Aramburo, C. (2021). Special education teachers' knowledge of High-Leverage Practices Scoring Guide.

#### SPONORED RESEARCH FUNDING

2023      Digital Education & Learning Technology Acceleration (DELTA) Grant Fund, Johns Hopkins University Office of the Provost (\$75,000). Woolway, D., Toia, D., **Cruz, R. A.**, Overton, A., & Gooding, I. Project title: *Opening the Doors: Mentoring Across Difference*.

2016      The Professor K. Patricia Cross Collaborative Research Scholarship, University of California, Berkeley, Graduate School of Education (\$10,000). **Cruz, R. A.**, Firestone, A. R., & Manchanda, S. Project title: *An Examination of Teachers' Self-Efficacy in Culturally Responsive Teaching*.

### *In Submission*

- 2024 Spencer Foundation; Large-Scale Research Grants (\$500,000). Voulgarides, C. K., **Cruz, R. A.**, & Strassfeld, N. Project title: *A Mixed Methods Comparative Exploration of Individuals with Disabilities Education Act (IDEA) Racial Equity Policy to Inform Research, Policy, and Practice*
- 2024 Institute of Education Sciences; Education Research Grants Program: CFDA 84.324A (\$1,500,000). Voulgarides, C. K., **Cruz, R. A.**, & Strassfeld, N. Project title: *IDEA's Racial Equity Policy and Disproportionality by Locale*.
- 2024 National Science Foundation; Racial Equity in STEM Education (\$3,913,900). Johnson, O., Jabbari, J., Lofton, R., **Cruz, R. A.**, Anderson, A., Firestone, A. R., Love, M., & Marcucci, O. Project title: *Collaborative Research: The Two Pipelines: Math and Social Control in Racialized Neighborhoods and Schools*.

### SPONORED PROGRAM GRANT FUNDING

- 2023-2024 Day-Vines, N., Abel, Y., **Cruz, R. A.**, Harnett, C., Lofton, R., Stein, M., & Schuschke, J. *Post-bac/graduate Research Edification and Preparedness for Ph.D. in Education (PREPPED)*. Johns Hopkins University Pathways to PhD Funding. Office of the Vice Provost for Graduate and Professional Education Amount: \$656,663.
- 2022-2024 **Cruz, R. A.** *Training Paraprofessionals to be Special Educators while Remaining in their Home Schools: Access, Equity, and Progress*. Maryland State Department of Education. Amount: \$86,000.

### *In Submission*

- 2024-2027 Shelton, A. & **Cruz, R. A.** *Rising into Special Education Teacher Collaborative (RISE-TC)*. Maryland State Department of Education. Amount: \$1,283,220.

### INVITED TALKS

- Cruz, R. A.** & Firestone, A. R. (2023, March). *An overview of QuantCrit methodology*. [Invited Talk]. Howard University. Counseling and School Psychology Proseminar, Washington D.C.
- Cruz, R. A.** (2023, March). *A QuantCrit approach to understanding disproportionality*. [Invited Talk]. University of California, Berkeley. Doctoral Proseminar, Berkeley, CA
- Johnson, O., & **Cruz, R. A.**, (2022, December). *Intersectionality in STEM Research*. [Scholars in Residence Webinar]. National Science Foundation Professional Development Series.
- Cruz, R. A.**, (2022, January). *Understanding the empty backpack: How disability, race, & language become tools of exclusion*. [Keynote Lecture]. University of California Conference for Special Education and Developmental Risk. Riverside, CA.

**Cruz, R. A., & Firestone, A. R.** (2022, January). *Disproportionality reduction in exclusionary discipline*. [Invited Talk]. United States Department of Education, Office for Civil Rights; National Title VI School Discipline Network. San Francisco, CA.

**Cruz, R. A.,** (2021, September). *Uncovering segregation: How disability, race, & language become tools of exclusion*. [Invited Talk]. Council for Exceptional Children, Division for Culturally and Linguistically Diverse Exceptional Learners. Webinar Series.

Rodl, J. E., Knollman, G. A., & **Cruz, R. A.** (2019, March). *Q-methodology in evaluation research*. [Invited Paper Session]. Towson University Instructional Technology Research Methods Symposium. Towson, MD.

### PROFESSIONAL PRESENTATIONS

**Cruz, R. A., & Voulgarides, C. K. C.,** (2023, August). *Is dis-Ability a foregone conclusion? How equity and disproportionality are conceptualized in research*. SIG: Disability and Society. [Round Table Session]. American Sociological Association Annual Meeting. Philadelphia, PA.

Firestone, A. R. & **Cruz, R. A.** (2023, April). *Preservice teachers' growth in practice: Theory building in mixed methods research*. SIG: Mixed Methods Research. [Paper Session]. American Education Research Association Annual Meeting. Chicago, IL.

McDermott, L., **Cruz, R. A.,** Firestone, A. R., & Voulgarides, C. K. C., (2022, April). *Is dis-Ability a foregone conclusion? How equity and disproportionality are conceptualized in research*. SIG: Systematic Review and Meta-Analysis. [Poster Session]. American Education Research Association Annual Meeting. Chicago, IL.

Cunningham, M., McDermott, L., & **Cruz, R. A.** (2023, April). *Understanding the association between special education and suspension through school belonging and engagement*. SIG: School Community, Climate, and Culture. [Paper Session]. American Education Research Association Annual Meeting. Chicago, IL.

Firestone., A. L., & **Cruz, R. A.** (2023, March). *Learning to teach inclusively: A mixed-methods examination of teachers' growth-in-practice*. [Panel Session]. Council for Exceptional Children Conference. Louisville, KY

**Cruz, R. A.,** Firestone A. R., McDermott, L., & Feng, Z. (2023, March). *Is dis-ability a foregone conclusion? Disproportionality across research and policy*. [Panel Session]. Council for Exceptional Children Conference. Louisville, KY

Love, M., Firestone, A. R., & **Cruz, R. A.** (2022, June). *Reimagining educational equity through critical inclusion*. [Paper Session]. Building Bridges: International Conference on Special and Inclusive Education. Virtual.

**Cruz, R. A.** (2022, February). *Reimagining educational equity through critical inclusion*. [Panel Session]. The Academy for Educational Studies, Critical Questions in Education Conference. Charleston, SC.

- Firestone, A. R. & Cruz, R. A., (2022, February). *Equity-centered teacher education: Using inquiry to develop a critically inclusive organization*. [Paper Session]. American Association of Colleges for Teacher Education, Annual Meeting. New Orleans, LA.
- Firestone, A. R. & Cruz, R. A., (2021, November). *Equity-centered inquiry in teacher education: Using Teacher Study Groups to support critically inclusive practices*. [Paper Session]. Council for Exceptional Children, Teacher Education Division Annual Meeting. Fort Worth, TX.
- Cruz, R. A., & Firestone, A. R. (2021, April). *Disproportionality reduction in exclusionary school discipline: A best-evidence synthesis*. Special Interest Group (SIG): Systematic Review and Meta-Analysis. [Paper Session]. American Education Research Association Annual Meeting. Virtual.
- Cruz, R. A., & Firestone, A. R. (2021, April). *Understanding the empty backpack: The role of timing in disproportionate special education identification*. SIG: Longitudinal Studies. [Paper Session]. American Education Research Association Annual Meeting. Virtual.
- Cruz, R. A., Ahram, R., & Kramarczuk Voulgarides, C. (2021, March). *Understanding disability: High-quality evidence in research on special education disproportionality* [Multi-Presenter Session]. Council for Exceptional Children Conference. Virtual.
- Firestone, A. R., & Cruz, R. A. (2021, March). *Special education teachers' perceptions of preparedness to teach students with internalizing needs*. Poster presentation at the Council for Exceptional Children Annual Conference. Virtual.
- Cruz, R. A., Firestone, A. R., & Aramburo, C. (2021, March). *Construction of a knowledge measure of high leverage practices*. [Paper Session]. Council for Exceptional Children Annual Conference. Virtual.
- Cruz, R. A., & Firestone, A. R. (2021, February). *Understanding the empty backpack: The role of timing in disproportionate special education identification*. [Paper Session]. Sociology of Education Association Annual Conference. Virtual.
- Cruz, R. A., Lee, J., Aylward, A. & Kramarczuk Voulgarides, C. (2020, April). *Geography of opportunity: Special education funding and student achievement*. [Paper Session]. American Education Research Association Annual Meeting San Francisco, CA <http://tinyurl.com/rm26t9f>. Conference canceled.
- Cruz, R. A., Firestone, A. R., & Rodl, J. E. (2019, November). *Building the field: Strategic recruitment through community service learning*. [Paper Session]. Teacher Education Division of the Council for Exceptional Children Annual Conference. New Orleans, LA.
- Firestone, A. R., & Cruz, R. A., (2019, November). *Teacher study groups: A model for enhancing preservice teachers' knowledge of high leverage practices*. [Paper Session]. Teacher Education Division of the Council for Exceptional Children Annual Conference. New Orleans, LA.

- Zumpe, E. A., **Cruz, R. A.**, & Aramburo, C. (2019, May). *Fostering deeper learning through a design-based approach to school improvement*. [Panel Session]. Comparative & International Education Society Annual Symposium. San Francisco, CA.
- Cruz, R. A.** (2019, January). *Brown v. Board of Education's midlife crisis*. [Paper Session]. University of California Conference for Special Education and Developmental Risk. Davis, CA.
- Rodl, J. E., Knollman, G. A., & **Cruz, R. A.** (2019, January). *Common indicators of special educators' expected teaching skills*. [Paper Session]. 2019 Council for Exceptional Children Convention and Expo. Indianapolis, IN.
- Cruz R. A.** (2018, October). *An integrated synthesis of disproportionality in special education*. [Poster Session]. California Council for Exceptional Children Conference. Burlingame, CA.
- Cruz R. A.** (2018, April). *Crime and punishment: An examination of school context and student characteristics that predict out-of-school suspension*. SIG: Longitudinal Research. [Poster Session]. American Education Research Association Annual Meeting, New York, NY.
- Carter, P.L., **Cruz R. A.**, & Lai, P. F. (2018, April). *Every student succeeds: Examining the gap between research use and policy enactment*. SIG: Policies and Politics. [Paper Session]. American Education Research Association Annual Meeting, New York, NY.
- Cruz R. A.** (2018, February). *Crime and punishment: School context and student characteristics that predict suspensions*. [Poster Session]. Council for Exceptional Children Convention and Expo. Tampa, FL.
- Cruz R. A.**, & Manchanda, S. K. (2018, February). *An examination of teachers' culturally responsive teaching self-efficacy*. [Paper Session]. Council for Exceptional Children Convention and Expo. Tampa, FL.
- Lawson, J. E., & **Cruz R. A.** (2018, February). *School administrators' training and support related to evaluating special educators*. [Poster Session]. Pacific Coast Research Conference. San Diego, CA.
- Cruz, R. A.**, & Manchanda S. K. (2017, May). *Culturally relevant pedagogy self-efficacy*. [Roundtable Research and Practice Session]. University of California Conference for Special Education and Developmental Risk. Santa Barbara, CA.
- Cruz, R. A.**, & Lawson, J. E. (2017, April). *Building the field: The case for community service learning*. [Poster Session]. Council for Exceptional Children Convention and Expo. Boston, MA.



Lawson, J. E., & **Cruz, R. A.** (2016, October). *Administrator and peer ratings of special educators' instructional practices*. [Poster Session]. California Council for Exceptional Children Conference. San Diego, CA.

**Cruz, R. A.**, & Becchina, M. A. (2016, December). *A case study on implementation of Positive Behavior Interventions and Supports*. [Paper Session]. Conference for School Discipline. Las Vegas, NV.

## RESEARCH EXPERIENCE

- 2017 – 2019            **Graduate Student Researcher**  
*Study title:* Fostering Deeper Learning Practices at the School and District Levels: A Research-Practice Partnership  
*Principal investigator:* Mintrop, R. Hewlett Foundation (\$1,000,000)
- 2016 – 2018            **Graduate Student Researcher**  
*Study title:* Attitudes Toward Individuals with Disabilities  
*Principal investigator:* Rodl, J. E. Office of Research and Sponsored Programs, San Francisco State University (\$9,199)
- 2016 – 2017            **Graduate Student Researcher**  
*Study title:* The Every Student Succeeds Act: Linking Policy to Practice  
*Principal investigator:* Carter, P. L. William T. Grant Foundation (\$596,258)
- 2016                    **Graduate Student Researcher**  
*Study title:* Recidivism, Desistance, and Reentry: An Examination of Pretrial Diversion Programs  
*Principal investigator:* Smith, S. S. The Laura and John Arnold Foundation (\$941,326)

## AWARDS AND HONORS

- 2022                    **Envisioning Equity Conference Invitee**  
Spencer Foundation Conference Grant
- 2022                    **School of Education Innovations in Teaching Grant Recipient**  
Johns Hopkins University
- 2021                    **University Grants Academy Fellow**  
San Jose State University
- 2020                    **Distinguished Graduate Student and Hood Recipient**  
San Francisco State University Graduate College of Education

- 2019            **Kaleidoscope Award for Quantitative Research Design**  
Council for Exceptional Children Teacher Education Division
- 2019            **Student Research Award for Quantitative Design**  
Council for Exceptional Children Division for Research
- 2019            **Graduate School of Education Doctoral Fellowship Award**  
University of California, Berkeley
- 2019            **Graduate School of Education Student Fellowship Award**  
University of California, Berkeley
- 2017            **Doctoral Student Scholar**  
Council for Exceptional Children Division for Research
- 2013            **Silicon Valley Innovative Educator Award**  
San Francisco State University
- 2003            **Alumni Distinguished Academic Achievement Fellowship**  
University of Idaho

PROFESSIONAL AFFILIATIONS

- 2023 – Present    **American Sociology Association**  
Member, Sociology of Education; Disability and Society
- 2021 – Present    **Higher Education Consortium for Special Education**  
Faculty Representative
- 2020 – Present    **Berkeley Review of Education**  
External Review Editorial Board
- 2020 – Present    **Sociology of Education Association**  
Member
- 2017 – Present    **American Education Research Association**  
Member, Division K: Teaching and Teacher Education and Division G:  
Longitudinal Research
- 2016 – Present    **Council for Exceptional Children**  
Member, Division of Research
- 2015 – 2016       **California Council for Exceptional Children**  
Student Chapter Vice President

## SERVICE

- 2021 – Present      **PhD Admissions Committee: Johns Hopkins School of Education**  
Committee Member
- 2021 – Present      **QuantCrit PhD Student Journal Club**  
Invited Faculty Sponsor
- 2021 – Present      **Curriculum Planning Committee: Department of Innovative Teaching**  
Committee Member
- 2020 – Present      **Research Mentor**  
CalTeach Summer Research Institute: Undergraduate Research  
Program
- 2020 – 2021        **Connie L. Lurie College of Education Learning Showcase**  
Planning Committee Member
- 2016 – 2020        **Berkeley Review of Education**  
Editor and Internal Review Committee
- Ongoing            **Editorial Board Member**  
*Sociology of Education*
- Ongoing            **Ad Hoc Reviewer (selected journals)**  
*Review of Educational Research; American Journal of Education; Social  
Forces; Sociology of Education; Assessment for Effective Intervention;  
Sociology of Race and Ethnicity; Studies in Educational Evaluation;  
Teacher Education and Special Education; The Journal of Experimental  
Education; Child and Youth Services Review; Educational Evaluation and  
Policy Analysis*
- Ongoing            **Ad Hoc Grant Proposal Reviewer**  
*William T. Grant Foundation*

## DOCTORAL-LEVEL ADVISING

- 2023                Claire Chuter, Ph.D. Education  
Institute for Education Policy  
Committee Member
- Ongoing            Logan McDermott, Ph.D. Education  
Center for the Social Organization of Schools  
Committee Member
- Ongoing            Paula Kim, Ph.D. Education  
Center for the Social Organization of Schools  
Committee Member

Ongoing Mary Cunningham, Ph.D. Education  
Center for Safe and Healthy Schools  
Committee Member

Ongoing Andrea Ochoa, Ph.D. Education  
Institute for Education Policy  
Committee Member

## COURSES TAUGHT

### *Johns Hopkins University*

ED 187: Introduction to Children and Youth with Exceptionalities  
ED 874: Diversifying the General Education Curriculum  
ED 881: Basic and Inferential Statistics  
ED 883: Hierarchical Linear Models

### *San Jose State University*

EDSE 215: Assessment of Students with Disabilities  
EDSE 230: Curriculum and Instruction in Special Education  
EDSE 216: Teaching Reading and Language Arts  
EDSE 220: Master's Thesis Experience

### *San Francisco State University*

SPED 778: Curriculum and Instruction in Secondary Special Education  
SPED 330: Introduction to Disabilities  
SPED 630: Inclusive Education: Empowerment and Equity in Diverse Schools  
SPED 726: Student Teaching Support Sessions for Mild/Moderate Disabilities  
SPED 730: Student Teaching Supervision for Mild/Moderate Credential Candidates

### *University of California, Berkeley*

UGIS 303: Apprentice Teaching in Science and Mathematics 6–12  
UGIS 188: Research Methods for Science and Mathematics K–12  
PSYCH 7: The Person in Big Data

### *University of San Francisco*

L&I 641: Research in Special Education

## OTHER PROFESSIONAL POSITIONS

2015 – 2020 **Graduate Student Instructor**  
CalTeach Math and Science Secondary Credential Program  
University of California, Berkeley; Berkeley, CA

2018 – 2020 **Adjunct Lecturer and University Supervisor**  
Special Education, Mild/Moderate Disabilities  
San Francisco State University; San Francisco, CA

- 2019                    **Adjunct Lecturer**  
Special Education, Mild/Moderate Disabilities  
University of San Francisco; San Francisco, CA
- 2017                    **Graduate Student Instructor**  
Department of Psychology  
University of California, Berkeley; Berkeley, CA
- 2011 – 2017           **San Jose Unified School District**  
Resource and Intervention Specialist  
Hoover Middle School; San Jose, CA
- 2007-2011            **Santa Maria Joint Union High School District**  
Special Education Specialist, Low-Incidence Disabilities  
Righetti High School; Santa Maria, CA

TEACHING LICENSES

Education Specialist Teacher Credential, Mild/Moderate and Moderate/Severe Disabilities  
Elementary Multiple Subject Credential  
California Language Acquisition and Development Credential