

Jennifer M. White
Associate Professor of Practice
Disabilities and Psychoeducational Studies
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EDUCATION

Doctor of Philosophy, Special Education December 2018
University of Arizona, Tucson, Arizona
Minor: School Psychology
Advisor: Nancy Mather
Dissertation: *Discerning Fact from Fiction: What Knowledge and Sense of Responsibility Do Pre-Service School Practitioners Have About Dyslexia?*

Master of Arts, Reading & Learning Disabilities December 2005
Cardinal Stritch University, Milwaukee, Wisconsin
Advisor: Linda Gordy
Thesis: *Supporting the Acquisition of Literacy through Phonological Awareness.*

Bachelor of Science, Elementary Education December 2001
University of Arizona, Tucson, Arizona

RESEARCH INTERESTS

- School practitioners' understanding of reading and specific learning disabilities
- Effectiveness of special education teacher preparation programs
- Evidence-based professional development strategies to support teachers
- Virtual and in-person coaching techniques to support pre-service and practicing teachers
- Success of utilizing educational software to teach reading instruction to pre-service and practicing teachers
- Global understanding, assessment, and support of dyslexia

UNIVERSITY EMPLOYMENT

Associate Professor of Practice, FTE 1.0 Summer 2023-Present
College of Education, Disability and Psychoeducational Studies
University of Arizona, Tucson, AZ

Courses:

- SERP 511 Basic Skills for High Incidence Learning Disabilities
- SERP 407b Instructional Strategies for Students with High Incidence Learning Disabilities
- SERP 475b Observation and Participation in Special Education

- SERP 493 Student Teaching Seminar
- SERP 556 Research Methods in Education
- SERP 497/597 Consultation and Collaboration in Special Education

Assistant Professor of Practice, FTE 1.0
2023

Fall 2019-Spring

College of Education, Disability and Psychoeducational Studies
University of Arizona, Tucson, AZ

Courses:

- SERP 511 Basic Skills for High Incidence Learning Disabilities
- SERP 407b Instructional Strategies for Students with High Incidence Learning Disabilities
- SERP 475a Observation and Participation in Special Education
- SERP 475b Observation and Participation in Special Education
- SERP 493 Student Teaching Seminar
- SERP 497/597 Consultation and Collaboration in Special Education

Adjunct Instructor, FTE 0.5

Spring 2019

College of Education, Disability and Psychoeducational Studies
University of Arizona, Tucson, AZ

Courses:

- SERP 475b Observation and Participation in Special Education

Adjunct Instructor, FTE 0.5

Fall 2018

College of Education, Disability and Psychoeducational Studies
University of Arizona, Tucson, AZ

Courses:

- SERP 407b Instructional Strategies for Students with High Incidence Learning Disabilities
- SERP 475a Observation and Participation in Special Education

Doctoral Program Externship, Visiting Scholar FTE 1.0

Fall 2016

College of Education, Teaching & Learning
University of Colorado, Colorado Springs, Colorado

Courses:

- SPED 4010/5010 Multisensory Structured Language Education
- TED 3010 Early School Diversity Practicum

ADDITIONAL POSITIONS

Coaching Instructor

2020-2022

Castleton University and the Stern Center for

Language and Learning, Williston VT

- Developed an online coaching course, *Peer Coaching*, for literacy leaders in the state of VT to learn evidence-based components of literacy, coaching, professional development, and systems change
- Practitioners engage in activities of goal writing, video and video reflection, case studies, and research synthesis
- Practitioners guide teachers in their districts to engage in activities of systems change for literacy

Consultant, Professional Development and Coaching

2021-Present

Stern Center for Language and Learning, Williston, VT

- Guided the organization in the creation of online professional development that is aligned with evidence-based practices
- Provided workshops and presentations focused on coaching methodologies, online instruction, and the adult learner
- Developed knowledge surveys for measuring teacher growth in professional development initiatives
- Aligned initiative components with implementation science
- Created opportunities for research within the professional development
- Developed an online graduate course, *Lead to Read for Graduate Credit*, for teachers to earn graduate credit for participation in school-wide literacy professional development

Consultant, Professional Development and Coaching

2021-2023

Glean Education, San Rafael, CA

- Assist project director and coaches in the implementation of online coaching and professional development that aligns with research
- Guide coaches in the use of coaching techniques such as questioning, listening, video reflection software, and data collection
- Assist the project director in design of professional development to align with research opportunities

Project Director, Lead to Read

2020 – 2021

Stern Center for Language and Learning, Williston, VT

- Oversaw the Lead to Read Leadership Team
- Developed online professional development for practitioners in literacy, *Lead to Read*
- Developed long-term systems change models to increase not only literacy success but also social learning for the purposes of replication in conjunction with contracts with schools, supervisory unions, districts, and institutions of higher learning
- Anticipated opportunities to extend SCLL's L2R presence at conferences
- Participated in the solicitation of grants, cultivation of existing grant relationships, and research/writing of grant proposals

Learning Innovation Specialist

2018 – 2021

Stern Center for Language and Learning, Williston, VT

- Developed a virtual coaching prototype for literacy education

- Facilitated online coaching courses for classroom educators
- Developed replicable delivery models grounded in brain science related to reading
- Supported in-field coaches in a professional learning model in literacy

HONORS & AWARDS

Maria Urquides Laureate Award (Nominated) University of Arizona, College of Education	Spring 2022
Wiley Top Cited Article Preservice educators' and noneducators' knowledge and perceptions of responsibility about dyslexia. <i>Dyslexia</i>	2020-2021
Dean's Advisory Board Educator of the Year (Nominated) University of Arizona, College of Education	Spring 2020
Tenure Track Equivalent University of Arizona, College of Education	Fall 2020
Outstanding Faculty Teaching and Mentoring Award University of Arizona, College of Education	2019-2020
CLD Leadership Academy Council for Learning Disabilities	Fall 2019
Personnel Preparation Fellowship University of Arizona, College of Education	2014-2018
Graduate College Fellowship University of Arizona, Department of Disability and Psychoeducational Studies	Fall 2018
Jay Howenstein Scholarship University of Arizona, College of Education	Fall 2018
CLD Leadership Institute Council for Learning Disabilities	Fall 2018
Graduate Erasmus Circle Scholar Award University of Arizona, College of Education	Fall 2017
Graduate College Fellowship Award University of Arizona, College of Education	Spring 2016
International Dyslexia Association Conference Scholarship	Fall 2015

Arizona International Dyslexia Association

College of Education Graduate Student Travel Award

Spring 2015

University of Arizona, College of Education

GRANTS

**Reading Arizona: An Interprofessional personnel training program
train diverse personnel to serve multicultural / multilingual**

2023-present

Children with disabilities

U.S. Department of Education

Office of Special Education and Rehabilitative Services

Personnel Preparation 84.325M

Funds Awarded: \$1.1 Million

Role: Co-Principal Investigator

SERVICE ACTIVITIES

Academic Program Committee

2023-present

Meets monthly to review and approve College of Education course additions and modifications in the Course Management System.

DPS Social Committee Chair

2023

Developed a committee to provide collaborative and social interactions for the department of Disabilities and Psychoeducational Studies

Arizona Higher Education Early Literacy Framework Committee

2022-present

Participated in monthly meetings to guide new literacy requirements for Teacher candidates

Special Education Doctoral Program Revision

2021-present

Participated in monthly meetings to restructure and launch a new Special Education Doctoral program. I have volunteered as a faculty member able to participate in doctoral committees

Course Evaluation Reviewer

2021-2022

Reviewed faculty courses both online and in-person for several colleagues and provided feedback in alignment with the guidelines from the Office of Instruction and Assessment as well as constructed letters for their promotion

Invited Guest Lecturer, *Evidence-Based Practices*

Fall 2021

in Coaching. Lecture to coaching staff of Lead to Read. Stern Center for Language and Learning, Williston, Vermont

Peer Collaborator for Promotion

2021-present

Reviewed a colleague's CV, Candidate Statement and

Corresponding materials for promotion to associate/full professor.

Peer Reviewer, <i>Reading and Writing: An Interdisciplinary Journal</i>, Springer, peer-reviewed journal	Spring 2021
Career Track Faculty Review Committee, University of Arizona Reviewed and rated faculty performance based on annual review forms, summarized performance, and made recommendations to the department head.	2020-present
Leadership Institute Member, Council for Learning Disabilities Awarded participation in a select cohort of 6 new career professors in learning disabilities. Members are provided a mentor, and participate in monthly meetings to develop service and research projects to further the field of special education	2019-2022
Panel Expert, Arizona Branch of the International Dyslexia Association Participated in a panel discussion of dyslexia for a half-day workshop for teachers, parents, and parents	Fall 2019
Book Reviewer, <i>Dog on A Log Pup Books</i>, Pamela Brookes Reviewed a series of parent support books in phonics	Spring 2019
Assessment Reviewer, <i>Test of Dyslexia</i>, Nancy Mather Edited testing content for a normative test for identifying dyslexia	Summer 2019
Diversity Committee Member, Council for Learning Disabilities Developed CLD's diversity statement, reviewed conference presentation applications, and assisted in the organization of a diversity strand at the 2019 CLD conference	2018-present
Invited Guest Lecturer, UCCO <i>Assessment: Knowing What Students Know</i> Lecture to special education graduate students at the University of Colorado, Colorado Springs	Fall 2017
Assessments Committee Member, International Association of Dyslexia Development of international assessment standards of dyslexia with representatives from five countries	2016-present
Assessment and Consultation of Learning Disabilities Provided volunteer services to families in need	2014-present
Graduate Student Mentor, University of Arizona Assisted university education students in thesis development,	2013-present

assessment procedures, evidence-based teaching practices in reading, writing and math, and classroom management

Peer Reviewer, *Learning Disabilities: A Multidisciplinary Journal* 2016 - present
Learning Disabilities Association, peer-reviewed journal

Peer Reviewer, *Annals of Dyslexia* 2015- present
The International Dyslexia Association, peer-reviewed journal

Consultant, Learning Disabilities 2003-Present
Tucson, AZ

PUBLICATIONS

Tridas, E., Elbeheri, G., **White, J.M.**, Cheesman, E., and Reuter, A. (submitted). Assessing students with dyslexia: Standards and accreditation.

Podhajski, B., **White, J.M.**, Mather, N. (submitted). Lead to Read: A collaborative systems change literacy initiative. *The Reading League Journal*.

White, J. (2022). Coaching Strategies to Support Future and Practicing Teachers. In Peterson-Ahmad, M. & Luther, V. *Collaborative Approaches to Recruiting, Preparing, and Retaining Teachers for the Field*. IGI Global.

White, J. (2020). Online coaching for teachers: Benefits and Challenges. *Perspectives*.

Mather, N., Youman, M., & **White, J.** (2020). Dyslexia around the world: A snapshot. *Learning Disabilities: A multidisciplinary Journal*, 25,(1), 1-7.

White, J. M., Mather, N., Schneider, D.A., & Kirkpatrick, J. (2020). Achievement Assessment. In Sellbom, M. & Suhr, J. *Cambridge Handbook of Clinical Assessment and Diagnosis*. New York: Cambridge University Press.

White, J. M., Mather, N., & Kirkpatrick, J. (2020). Preservice educators' and noneducators' knowledge and perceptions of responsibility about dyslexia. *Dyslexia*. <https://doi.org/10.1002/dys.1653>.

*Cohen, R. A., Mather, N., Schneider, D. A., & **White, J. M.** (2017). A comparison of schools: Teacher knowledge of explicit code-based reading instruction. *Reading and Writing*, 30,(4) 653-690.

*Liaupsin, C. J., Zagona, A. & **White, J. M.** (2017). Individualized Education Program. In Wenzel, A.E. (Ed.), *The SAGE Encyclopedia of Abnormal and Clinical Psychology*. Thousand Oaks, CA: Sage Publications.

*Schoenfield, G. & **White, J. M.** (2015). Emotions: Understanding and Managing Anxiety, Depression, Trauma, and Stress. In Mather, N., Goldstein, S., & Eklund, K., *Learning disabilities and challenging behaviors: Using the building blocks model to guide intervention and classroom management* (3rd ed.). Maryland: Brookes Publishing Company.

MEDIA

ONLINE COURSE DESIGN, UA ONLINE 2021-present

University of Arizona, Tucson, AZ

Creating online courses for the first undergraduate and graduate, asynchronous, online certification programs. Developing the following courses:

- SERP 407b Instructional Strategies for Students with High Incidence Learning Disabilities
- SERP 475a Observation and Participation in Special Education
- SERP 475b Observation and Participation in Special Education
- SERP 497/597 Consultation and Collaboration in Special Education
- SERP 511 Basic Skills for High Incidence Learning Disabilities
- SERP 556 Research Methods in Education

PODCAST INTERVIEW, *Coaching Teachers on the Science of Reading* 2022

Glean Education, CA. Invited Guest Interview for

Research to Practice Podcast:

<https://www.gleaneducation.com/podcast/jennifer-white>

PROFESSIONAL PRESENTATIONS

White, J. & Barkel, A. (2022). *Collaboration Skills for All Educators*. Online presentation for the Tucson Regional Educator Collaborative Summit 2022.

White, J., Peterson-Ahmad, M., & Shankland, R. (2021). *Innovations in coaching to support pre-service and practicing Teacher*. Panel Presentation at the Council for Learning Disabilities 43rd International Conference on Learning Disabilities, Las Vegas, NV.

Shankland, R. **White, J.**, & Peterson-Ahmad, M. (2021). *Supporting Teacher Candidates Implementation of HLPs*. Roundtable Presentation at the Council for Learning Disabilities 43rd International Conference on Learning Disabilities, Las Vegas, NV.

White, J. (2021). *Preparing and Supporting Educators to Teach Evidence-Based Literacy*. Online presentation for the Arizona IDA Learning and Literacy Symposium, Phoenix, AZ.

White, J. and Panelists. (2019). *Dyslexia Workshop*. Invited expert panelist for the Arizona IDA.

White, J.M. (2019). *Pre-Service educators' and non-Educators' Knowledge about Dyslexia and Perceptions of Responsibility*. Roundtable Presentation at the Council for Learning Disabilities 41st International Conference on Learning Disabilities, San Antonio, TX.

Tridas, E., Elbeheri, G., Reuter, A., Cheesman, E., & **White, J.M.** (2019). *Anatomy of the evaluation of the student with dyslexia: A global perspective*. Presentation at the 70th Reading, Literacy, & Learning Annual International Dyslexia Association Conference, Portland, OR.

Osman, J., **White, J.** (2019). *Collaboratively advancing teacher knowledge in literacy*. Presentation at the 3rd annual Reading League Conference, Syracuse, NY.

White, J.M. & Bauer, M. (2018). *Utilizing KIDS: What do pre-service teachers know about dyslexia?* Poster Presentation at the Council for Learning Disabilities 40th International Conference on Learning Disabilities, Portland, OR.

White, J. M., Catalano, J., Schilling, C., Sterzinger, N., & Walli, S. (2017). *Dissertation diaries: Dilemmas, internal discourse, and directionality*. 30th Annual TLS Graduate Colloquy, University of Arizona, Tucson, AZ.

White, J. M. (2016). *What do pre-service teachers understand from KIDS? The knowledge and insights of dyslexia survey*. Poster presentation at the 38th International Conference on Learning Disabilities, San Antonio, TX.

Sherrow, B. L., & **White, J. M.** (2015). *Effects of a web-based reading intervention on student spelling performance*. Roundtable presentation at the 37th International Conference on Learning Disabilities, Las Vegas, NV.

Schneider, D., Bauschatz, R., & **White, J. M.** (2015). *The effects of an ICT-based reading intervention on students' achievement in grade two*. Poster presentation at the 66th Annual International Dyslexia Association Reading, Literacy, and Learning Conference, Grapevine, TX.

ADVISING & DISSERTATION COMMITTEES

Master's Thesis Advisor, Special Education 2022-2023

Advised graduate students in the completion of their thesis, topics include

Online Learning in Deaf Education

Transition Services for Special Education Students

Honor's Advisor, Undergraduate Student 2021-2022

Advised one undergraduate student in the completion of her honor's project, *Education in the age of Coronavirus: Difficulties, disparities, and positives during global crisis*

Doctoral Committee Member

2019-2021

Served on doctoral committee and participated in the completion of the following dissertation: *Teaching Preservice Educators about Response to Intervention for Children who are English Language Learners and Have Learning Disabilities*

Doctoral Student: Haya Alshahrani

Doctoral Committee Member

2019-2021

Served on doctoral committee and participated in the completion of the following dissertation: *Attitudes Towards Collaboration to Create Inclusive Education in Saudi Elementary Schools: General Education Teachers Perceptions*

Doctoral Student: Modhawi ALMedlij

PROFESSIONAL MEMBERSHIPS

- American Psychological Association
- Children and Adults with Attention Deficit/Hyperactivity Disorder
- Council for Exceptional Children
- Council for Learning Disabilities
- Education Industry Association
- International Dyslexia Association
- Learning Disabilities Association of America
- National Association for School Psychologists
- National Center for Learning Disabilities
- The Reading League