

Jennifer M. White
jenniferm@email.arizona.edu

EDUCATION

Doctor of Philosophy, Special Education University of Arizona, Tucson, Arizona Minor: School Psychology	Projected December 2018
Doctoral Program Externship, Visiting Scholar University of Colorado, Colorado Springs, Colorado	Fall 2016
Master of Arts, Reading & Learning Disabilities Cardinal Stritch University, Milwaukee, Wisconsin	December 2005
Bachelor of Science, Elementary Education University of Arizona, Tucson, Arizona	December 2001

ACADEMIC AWARDS AND SCHOLARSHIP

Personnel Preparation Fellowship University of Arizona, College of Education Full-tuition, annual stipend, and travel expenses awarded for four years by the Office of Special Education Programs (OSEP) personnel training grant	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 Arizona International Dyslexia Association	Fall 2015

College of Education Graduate Student Travel Award

Spring 2015

University of Arizona, College of Education

Awarded travel funds to support presentation at the Learning

Disabilities Association conference in Chicago, Illinois

RESEARCH INTERESTS

- School practitioners understanding of learning disabilities in reading
- Effectiveness of special education teacher preparation programs
- Effective professional development strategies to support teachers
- Coaching techniques to support pre-service and novice teachers
- Success of utilizing educational software to teach reading instruction to pre-service and novice teachers
- Online teacher preparation programs and use of bug-in-ear technology for virtual coaching
- Global understanding, assessment, and support of dyslexia

RESEARCH EXPERIENCE

Co-Principal Investigator

Stern Center for Language and Learning, Williston, VT

2018-present

- Currently designing an experimental study comparing the effects of virtual coaching and in-person coaching on reading teachers' knowledge and implementation of evidence based reading instruction

Principal Investigator, Dissertation

University of Arizona, Tucson, AZ

2017-present

- Developed and implemented a survey study: *Discerning Fact from Fiction: What Knowledge and Sense of Responsibility Do Pre-Service School Practitioners Have About Dyslexia?*

Visiting Scholar, Co-Principal Investigator

University of Colorado, Colorado Springs, CO

2016-2017

- Implemented pilot study: *Utilizing KIDS: What do preservice teachers understand from the Knowledge and Insights of Dyslexia Survey?*

Research Assistant

University of Arizona, Tucson, AZ

Spring 2016

- Assisted in development of a comprehensive, on-line program to support the development of school practitioners' knowledge of evidence based reading practices, specific learning disabilities in reading, and English language constructs for future study

Co-Principal Investigator

2015-2016

University of Arizona, Tucson, AZ

- Developed a survey for measuring knowledge of dyslexia and validated the tool with several groups of participants and field experts

Research Assistant

Spring 2015

University of Arizona, Tucson, AZ

- Assisted with data collection, data analysis, and write-up of results for a study measuring the effects of a web-based reading intervention on student spelling performance: *The Effects of Mindplay Virtual Reading Coach (MVRC) on the Spelling Growth of Students in Second Grade.*

UNIVERSITY/COLLEGE TEACHING EXPERIENCE

Adjunct Instructor, Instructional Strategies for Students with High Incidence Learning Disabilities

Fall 2018

College of Education, Disability and Psychoeducational Studies

University of Arizona, Tucson, AZ

- Developed and taught a hybrid course for undergraduate students in the Mild to Moderate Special Education Teacher Preparation Program covering evidence-based practices in the explicit instruction of reading and math skills

Adjunct Instructor, Observation and Participation in Special Education

Fall 2018

College of Education, Disability and Psychoeducational Studies

University of Arizona, Tucson, AZ

- Supervised undergraduate students in classroom settings as part of a practicum course which also included the instruction of in-person seminars focused upon psychological, educational, and service-related implications and practices of students with special needs

Co-Instructor, Early Childhood Assessment & Intervention

Spring 2017

College of Education, Disability and Psychoeducational Studies

University of Arizona, Tucson, AZ

- Co-taught an in-person course for graduate students in the School Psychology Program covering several areas relevant to early childhood development (birth through age 8): assessment and diagnosis of disabilities and prevention and intervention of children with or at risk for disabilities

- Assistant, Consultation & Collaboration for Special Needs Students** Spring 2017
College of Education, Disability and Psychoeducational Studies
University of Arizona, Tucson, AZ
- Used an on-line platform to support undergraduate students in a course on collaborative skills between teachers, specialists, administration, and parents to facilitate learning for exceptional, at-risk, and special education students
- Co-Instructor, Multisensory Structured Language Education** Fall 2016
College of Education, Teaching and Learning
University of Colorado, Colorado Springs, CO
- Co-taught an in-person course for graduate students focused upon research-based content of the foundational concepts about oral and written language learning, the knowledge of the structure of language, and teaching strategies in phonemic awareness and systematic phonics, including spelling, and morphology
- Co-Instructor, Early School Diversity Practicum** Fall 2016
College of Education, Teaching and Learning
University of Colorado, Colorado Springs, CO
- Co-taught an undergraduate seminar course that introduced potential teachers to the roles, responsibilities, and qualities of professional educators in public schools
- Co-Instructor, Academic Assessment of Students with High Incidence Learning Disabilities** Fall 2015
College of Education, Disability and Psychoeducational Studies
University of Arizona, Tucson, AZ
- Co-taught a graduate-level course with an emphasis on formal assessment, informal assessment, diagnostic teaching, and implementation of individualized instructional programs
- Co-Instructor, Academic Applications for High Incidence Learning Disabilities** Spring 2015
College of Education, Disability and Psychoeducational Studies
University of Arizona, Tucson, AZ
- Co-taught an in-person graduate-level course focused upon evidence-based methods and strategies for instruction in oral language, reading fluency, reading comprehension, written expression, and math problem solving for students with high incidence learning disabilities, K-12

Supervisor & Co-Instructor, Special Education Internship Spring 2015
 College of Education, Disability and Psychoeducational Studies
 University of Arizona, Tucson, AZ

- Co-taught an in-person graduate-level course focused upon evidence-based methods and strategies for teaching K-8 special education students
- Supervised pre-service special education teachers' abilities to apply and practice learned teaching skills in a classroom setting

Co-Instructor, Introduction to High Incidence Learning Disabilities Fall 2014
 College of Education, Disability and Psychoeducational Studies
 University of Arizona, Tucson, AZ

- Co-taught an in-person and online undergraduate and graduate-level course including the history, definitions, current issues, characteristics, theories, and educational programming of students with intellectual disabilities, learning disabilities, emotional or behavioral disorders, attentional disorders, and physical disabilities

Co-Instructor, Basic Academic Skills for High Incidence Learning Disabilities Fall 2013

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

- Co-taught an in-person graduate-level course focused upon evidence-based methods and strategies for basic skill instruction in reading, spelling, and math computation for students with high incidence learning disabilities, K-12

ADDITIONAL POSITIONS

Learning Innovation Specialist 2018 – present
 Stern Center for Language and Learning, Williston VT

- Currently developing a virtual coaching prototype for literacy education
- Facilitating coaching courses both online and in-person for classroom educators
- Developing replicable delivery models grounded in brain Science related to reading

Director of Support Services, Grades K-8 2009 – 2014
 Tucson Hebrew Academy, Tucson, AZ

Certification: Arizona Elementary Education, K-8; Reading Endorsement

- Learning Disabilities Specialist
- Responsible for the hiring and staffing of the entire department
- Developed and awarded grants to fund positions within the department

- Facilitated weekly Child Study Team meetings
- Implemented and supervised school-wide reading program, *Preventing Academic Failure*
- Provided consultation to K-8 teachers on best practices for instruction
- Supervised and managed lesson plans, scheduling, and instruction of exceptional education students by four teachers, two counselors, student interns, contracted specialists, and volunteers

Educational Consultant, Grades K-8

2006 – 2010

Student Tutoring for Advancement in Reading, Writing and Arithmetic LLC, Tucson, AZ

Certification: Arizona Elementary Education, K-8

- Sole proprietor of diagnostic learning center specializing in learning disabilities
- Developed and provided individualized instruction to students based upon diagnostic testing and specific reading research in areas such as phonological awareness, decoding, vocabulary, and comprehension skills
- Created goal-oriented reports and reading presentations for schools, parents, and psychologists
- Provided consultation to schools and parents for the development and implementation of IEP goals, accommodations, and modifications

Special Education Teacher, Grades K-12

2006 – 2006

Marana Unified School District, Marana, AZ

Certification: Severely and Profoundly Disabled Special Education Emergency License

- Lead Teacher for 16 students with intellectual disabilities
- Developed and implemented student learning goals, modifications, and accommodations
- Trained and managed 10 paraprofessionals

Reading Center Director, Grades K-8

2003 – 2005

The Learning Exchange, Tucson, AZ

Certification: Wisconsin Elementary 116, First through sixth grade

- Directed a team of six certified teachers in an in-school, supplemental reading program
- Assembled and presented statistical growth of 136 students
- Created and delivered presentations in the areas of reading curriculum and standardized testing at teacher in-services
- Trained Learning Exchange staff in strategies for teaching reading and specific program protocols

Reading Teacher, Grades 2-5

2002 – 2003

The Learning Exchange, Milwaukee, Wisconsin

- Taught individual reading programs to 73 students in an urban setting
- Provided comprehensive diagnostic evaluations of reading strengths and needs
- Consulted parents and teachers regarding students' progress and recommendations for success

Special Education Teacher, Senior Program

2001 – 2002

St. Coletta of Greater Washington, Alexandria, Virginia

- Lead teacher of ten high school students with intellectual disabilities
- Supervised nine teaching assistants
- Collaborated with school's social worker, job coaches, parents, and therapists to create programs for each student

PUBLICATIONS

White, J. & Mather, N. (in progress). Differing Definitions: How is dyslexia defined around the world?

White, J. & Mather, N. (submitted). Discerning Fact from Fiction: What Knowledge and Sense of Responsibility Do Pre-Service School Practitioners Have About Dyslexia?

Mather, N., Youman, M., & **White, J.** (in press). Dyslexia around the world: A snapshot. *Annals of Dyslexia*.

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

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.

PROFESSIONAL PRESENTATIONS

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.

GUEST LECTURES/ WORKSHOPS

White, J. M. (2017). *Assessment: Knowing What Students Know*. Guest Lecturer to Special Education graduate students at the University of Colorado, Colorado Springs, CO.

Hill, J., & **White, J. M.** (2013). *Mind Play: Implementing Exercises, Games, and Strategies to Increase Student's Awareness*. Workshops for elementary and middle school teachers during Tucson Hebrew Academy's teacher in-service, Tucson, AZ.

White, J. M. (2010, 2011, 2012, & 2013). *Accommodations and Modifications for Students with Learning Disabilities*. Presentation for elementary and middle school teachers at Tucson Hebrew Academy's teacher in-service, Tucson, AZ.

White, J. M. (2011). *Supporting Students with Learning Disabilities in Tucson*. Organized and led a roundtable discussion for local psychologists, psychiatrists, special education teachers, and specialists, Tucson, AZ.

White, J. M. (2011). *Executive Functions and Students with ADHD*. Presentation for elementary and middle school teachers at Tucson Hebrew Academy's teacher in-service, Tucson, AZ.

White, J. M. (2006). *Research Based Reading Instruction and Title I Services*. Presentation for Milwaukee elementary and choice schools during teacher in-service week, Milwaukee, WI.

White, J. M. (2005). *Supporting the Acquisition of Literacy through Phonological Awareness; A Case Study of an Emergent Reader*. Presentation of Master Thesis to a panel of University Professors. Milwaukee, WI.

SERVICE ACTIVITIES

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, assessment procedures, evidence-based teaching practices in reading, writing and math, and classroom management	2013-2017
Peer Reviewer, <i>Learning Disabilities: A Multidisciplinary Journal</i> The Learning Disabilities Association peer-reviewed journal	Spring 2017
Peer Reviewer, <i>Learning Disabilities: A Multidisciplinary Journal</i> The Learning Disabilities Association peer-reviewed journal	Fall 2016
Peer Reviewer, <i>Learning Disabilities: A Multidisciplinary Journal</i> The Learning Disabilities Association peer-reviewed journal	Summer 2016
Peer Reviewer, <i>Annals of Dyslexia</i> The International Dyslexia Associations peer-reviewed journal	Spring 2015
Reviewer, <i>Understanding Dyslexia</i> Mindplay's online teacher training module	Fall 2015

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