

Curriculum Vita

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EDUCATION AND DEGREES

Ph.D. EDUCATIONAL PSYCHOLOGY 1994

Classroom Consultation; Instruction & Assessment of At-Risk & Low-Performing Students
Texas A&M University Educational Psychology (ABD University of Oregon 1993)

M.A. SPECIAL EDUCATION 1974

Mild/Moderate Disabilities; Reading University of Oregon

B.A. CURRICULUM & INSTRUCTION *with honors* 1973

Elementary Education University of Oregon

PROFESSIONAL EXPERIENCE

- 1990 - present President; Educational Consultant; Director of Research
JH Educational Services, Inc.—Seattle, WA
- 2019 - present Founding Member; Senior Research Advisor; Board Member
Read WA a 501(c3) nonprofit www.readwa.org—Seattle, WA
- 2008 - 2021 Co-Founder; Vice President
Gibson Hasbrouck & Associates—Austin, TX
- 2016 - present Affiliate--Behavioral Research & Teaching Group (BRT)
University of Oregon—Eugene, OR
- September 2002- Executive Consultant Washington Statewide Reading Initiative
June 2007 *Office of the Superintendent of Public Instruction Olympia, WA*
- 1994 - 2002 Associate & Assistant Professor of Educational Psychology
Special Education/At-Risk/Bilingual Education & School Psychology
Texas A&M University—College Station
- 1998 - 2000 Research Partner: Center for Academic & Reading Skills (CARS)
Dr. Barbara Foorman & Dr. Jack Fletcher, Directors
University of Texas-Houston Health Science Center
- 1989 - 1993 Faculty (Instructor) College of Education/Special Education
University of Oregon Eugene, Oregon
- 1985 - 1988 Resource Coordinator/Literacy Coach (K-12)
Springfield Public Schools Springfield, Oregon
- 1974 - 1985 Title I Learning Specialist for Reading (Gr. 1-6)
Springfield, Oregon; Halsey & Brownsville, Oregon
- 1973 - 1974 Direct Instruction Trainer Project Follow Through: Reading, Language, Math

PUBLICATIONS

PROFESSIONAL JOURNALS (peer reviewed)

- Burk, K., & Hasbrouck, J. (2023). Connecting the science of reading to social justice: Introduction to the special section. *School Psychology*. <https://psycnet.apa.org/fulltext/2023-44323-002.html>
- Hasbrouck, J. (2017). Student-focused coaching. *Theory Into Practice*, 56(1), 21-28.
- Bolanos, D., Cole, R. A., Ward, W. H., Tindal, G. A., Hasbrouck, J., Schwanenflugel, P. J. (November 2013). Human and automated assessment of oral reading fluency. *Journal of Educational Psychology*, 105(4), 1142-1151.
- Denton, C. A., & Hasbrouck, J. (2009). A description of instructional coaching and its relationship to consultation. *The Journal of Educational & Psychological Consultation*, 19(2), 150-190.
- Franz, D. P., Vannest, K. J., Parker, R. I., Hasbrouck, J. E., Dyer, N., & Davis, J. L. (2008). Time use by special educators and how it is valued. *Journal of School Leadership*, 18, 551-576.
- Hasbrouck, J. (2006). Putting fluency in perspective. *Balanced Reading Instruction*, 13, 9-22.
- Hasbrouck, J., & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*. 59(7),636–644.
- Denton, C.A., Anthony, J.L., Parker, R., & Hasbrouck, J.E. (2004). The effects of two tutoring programs on the English reading development of Spanish-English bilingual students. *Elementary School Journal*, 104, 289-305.
- Denton, C.A., Hasbrouck, J. E., & Sekaquaptewa, S. (2003). The consulting teacher: A case study in Responsive Systems Consultation. *Journal of Educational and Psychological Consultation*, 14(1), 41-73.
- Hughes, J. N., Hasbrouck, J. E., Serdahl, E., Heidgerken, A., & McHaney, L. (2001). Responsive Systems Consultation: A preliminary evaluation of implementation and outcomes. *Educational & Psychological Consultation*, 12(3), 179-202.
- De la Colina, M. G., Parker, R. I., Hasbrouck, J. E., & Alecio, R. (2001). An intensive intervention for at-risk bilingual readers. *Bilingual Research Journal*. 225(4), 503-538.
- Riccio, C., Amado, A., Jimenez, S., Hasbrouck, J. E., Imhoff, B., & Denton, C.A. (2001). Cross-linguistic transfer of phonological processing: Development of phonological processing in Spanish. *Bilingual Research Journal*.
- Parker, R. I., Hasbrouck, J. E., & Weaver, L. (2001). Spanish readability formulas for elementary level texts: A validation study. *Reading & Writing Quarterly*, 17(4).
- Denton, C. A., Hasbrouck, J. E., Weaver, L., & Riccio, C. (2000). What do we know about phonological awareness in Spanish? *Reading Psychology*, 21(4), 335-352.
- Hasbrouck, J.E., Ihnot, C., & Rogers, G. H. (1999). "Read Naturally": A strategy to increase oral reading fluency. *Reading Research & Instruction*, 39(1), 27-38.
- Hasbrouck, J.E., Woldbeck, T., Ihnot, C., & Parker, R. I. (1999). One teacher's use of curriculum-based measurement: A changed opinion. *Learning Disabilities: Research & Practice*, 14(2), 118-126.
- Hasbrouck, J.E., Parker, R. I., & Tindal, G. (1999). Perceptions of usefulness of case-related activities: Implications for training. *Journal of Educational and Psychological Consultation*, 10(1), 83-90.

- Denton, C., Parker, R., & Hasbrouck, J.E. (1998-1999). A teacher's evaluation of a Reading Recovery program. *The State of Reading*, 5, 49-62.
- Boudah, D. J., & Hasbrouck, J. E. (1998). Creating meaningful change in the practice of inclusion: Barriers and solutions. *National FORUM of Educational Administration and Supervision Journal-Electronic*, 15E(4), 62-68. www.nationalforum.com
- Bruce, K. L., Lara-Alecio, R., Parker, R., Hasbrouck, J. E., & Weaver, L., Irby, B. (1997). Inside transitional bilingual classrooms: Accurately describing the language learning process. *Bilingual Research Journal*, 21(2&3). www.brj.asu.edu/indexg.html
- Hasbrouck, J. E. (1997). "Mediated" peer coaching for training preservice teachers. *Journal of Special Education*, 31, 251-271.
- Hasbrouck, J. E., & Christen, M. (1997). Providing peer coaching in inclusive settings: A tool for consulting teachers. *Intervention in School and Clinic*, 32(3), 172-177.
- Parker, R., Lara-Alecio, R., Ochoa, S. H., Bigger, M., Hasbrouck, J., & Parker, W. (1996). School improvement ideas: Guidance from parents and students from three ethnic groups. *The Journal of Educational Issues of Language Minority Students*, 16, 149-177.
- Hughes, J. N., & Hasbrouck, J. E. (1996). Television violence: Implications for violence prevention. *School Psychology Review*, 25, 134-151.
- Hasbrouck, J. E. & Schrader, M. (1995). Direct instruction and literature-based instruction: An effective balance for culturally diverse beginning readers. *Balanced Reading Instruction*, 2(2), 1-10.
- Hasbrouck, J. E., Tindal, G., & Parker, R. I. (1994). Objective procedures for scoring students' writing. *Teaching Exceptional Children*, 26(2), 18-22
- Parker, R., Hernandez, M., & Hasbrouck, J. E. (1992). The Diagnostic Names Task: A naturalistic phonics assessment. *Diagnostique*, 18(1), 85-98.
- Tindal, G., Parker, R., & Hasbrouck, J. E. (1992). The construct validity of stages and activities in the consultation process. *Journal of Educational and Psychological Consultation*, 3, 99-118.
- Parker, R., Hasbrouck, J. E., & Tindal, G. (1992). The Maze as a classroom-based reading measure: Construction methods, reliability, and validity. *Journal of Special Education*, 26, 195-218.
- Hasbrouck, J. E. & Tindal, G. (Spring, 1992). Curriculum-based oral reading fluency norms for students in grades 2-5. *Teaching Exceptional Children*, 24(3), 41-44.
- Parker, R., Hasbrouck, J., & Tindal, G., (1992). Greater validity for oral reading fluency: Can miscues help? *Journal of Special Education*, 25, 492-503.
- Parker, R., Tindal, G., & Hasbrouck, J. (1991). Progress monitoring with objective measures of writing performance for students with mild disabilities. *Exceptional Children*. 58(1), 61-73.
- Tindal, G. & Hasbrouck, J. (1991). Analyzing student writing to develop instructional strategies. *Learning Disabilities: Research & Practice*, 6, 237-245.
- Parker, R., Tindal, G., & Hasbrouck, J. (1991). Countable indices of writing quality: Their suitability for screening-eligibility decisions. *Exceptionality*, 2(1), 1-17.
- Parker, R., Tindal, G., & Hasbrouck, J. (1989). Initial validation of two classroom-based measures of reading comprehension. *Diagnostique*, 14, 222-240.

- Wesson, C., Otis-Wilborn, A., Hasbrouck, J., & Tindal, G. (1989). Linking assessment, curriculum & instruction of oral and written language. *Focus on Exceptional Children*, 22(4), 1-12.

PROFESSIONAL PUBLICATIONS (requested or commissioned)

- Hasbrouck, J. (in press). FOREWORD: *Next STEPS in Literacy Instruction, 2nd Ed.* by Susan Smartt & Deb Glaser. Brookes.
- Hasbrouck, J. (2023). FOREWORD: *The Reading Rope: A Framework for Explicit Writing Instruction in All Subjects* by Joan Sedita. Brookes,
- Shanahan, T., Hasbrouck, J., Fisher, D., Michaelson, E., Eisele, M., & Perelli, D. (2021, July 21). *Important Questions to Ask About Education Research*. McGraw Hill Education: Columbus, OH.
- Hasbrouck, J., Shanahan, T., & Fisher, D. (2021, April 8). *McGraw Hill School of Thought: The Science of Reading*. McGraw Hill Education: Columbus, OH.
- Hasbrouck, J. (2020). An update to the National Reading Panel Report: What we know about fluency in 2020. *The Reading League Journal*, 1(3), 29-31.
- Hasbrouck, J. (November, 2020). *Four categories of reading assessments for four different purposes*. McGraw-Hill Education: Academic Solutions Division. Columbus, OH.
- Hasbrouck, J. (November, 2020). *Reading fluency: A complex component of skillful reading*. Houston Branch of IDA Bulletin. Houston, TX.
- Hasbrouck, J. (June, 2020). Understanding reading fluency. *Learning Difficulties of Australia Bulletin*, 52(1), 9-12.
- Hasbrouck, J., & Glaser, D. (Spring, 2018). *Reading Fluently Does Not Mean Reading Fast*. International Literacy Association Leadership Brief. <https://www.literacyworldwide.org/get-resources/position-statements>
- Montgomery, P., & Hasbrouck, J. (Spring, 2015) *The Colorado READ Act: An evaluation of implementation and outcomes after Year One*. Denver, CO: Colorado Succeeds.
- Echevarria, J., & Hasbrouck, J. (2009). *Response to intervention and English learners (CREATE Brief)*. Washington, DC: Center for Research on the Educational Achievement and Teaching of English Language Learners.
- Hasbrouck, J., & Haager, D. (Spring, 2007). Theme Editors: Monitoring Children's Progress in Academic Learning. *Perspectives on Language and Literacy*, 33(2).
- Hasbrouck, J. (2007). Using oral reading fluency as a benchmark assessment. *Perspectives on Language and Literacy*, 33(2), 19-24.
- Hasbrouck, J., & Ihnot, C. (2007). Curriculum-based measurement: From skeptic to advocate. *Perspectives on Language and Literacy*, 33(2), 34-42.
- Hasbrouck, J., & Denton, C. A. (2007). Student-Focused Coaching: A model for reading coaches. *The Reading Teacher*. 60(7), 690-693.
- Hasbrouck, J. (2006). Drop everything and read—but how? *The American Educator*, 30(2), 22- 31.
- Hasbrouck, J., & Denton, C. (2005). The literacy coach. *The Utah Special Educator*, 26(2), 46-47.

- Hasbrouck, J. (2004). Meeting the needs of struggling readers. *The Utah Special Educator*, 25(1), 28-29.
- Denton, C. A., Parker, R., & Hasbrouck, J. E. (2003). How to tutor very young students with reading problems. *Preventing School Failure*, 48(1), 42-44.
- Parker, R. I., Hasbrouck, J. E., & Denton, C. A. (2002). How to tutor students with reading problems. *Preventing School Failure*, 47(1), 42-44.
- Parker, R. I., Hasbrouck, J. E., & Denton, C. A. (2002). How to tutor students with reading comprehension problems. *Preventing School Failure*, 47(1), 45-47.
- Denton, C. A., & Hasbrouck, J. E. (1999). *Teaching Students with Disabilities to Read: A Parent Information Brief*. Parents Engaged in Educational Reform (PEER) Project/Federation for Children with Special Needs. Boston, MA.

BOOKS, CHAPTERS, EDITED WORKS

- Young, N., & Hasbrouck, J. (Eds.) (2024 in press). *Climbing the Ladder of Reading & Writing: Meeting the Needs of All Learners*. New Rochelle, NY: PD Essentials.
- Hasbrouck, J., & Young, N. (2024 in press). Written expression difficulties. In *Climbing the Ladder of Reading & Writing: Meeting the Needs of All Learners*. New Rochelle, NY: PD Essentials.
- Hasbrouck, J. (2024 in press). Dyslexia. In *Climbing the Ladder of Reading & Writing: Meeting the Needs of All Learners*. New Rochelle, NY: PD Essentials.
- Hasbrouck, J. & Michel, D. (2022). *Student-Focused Coaching: The Instructional Coach's Guide to Supporting Student Success Through Teacher Collaboration*. Baltimore, MD: Brookes.
- Hasbrouck, J. (2020). *Conquering Dyslexia*. New Rochelle, NY: PD Essentials.
- Hasbrouck, J. & Hougen, M. C. Fluency Instruction (2020). In M.C. Hougen & S. M. & Smartt (Eds.). *Fundamentals of Literacy Instruction & Assessment K-5, 2nd Ed.*, pp. 183- 201. Brookes.
- Hasbrouck, J. & Glaser, D. A. (2019). *Reading Fluency: Understand. Assess. Teach.* New Rochelle, NY: PD Essentials.
- Hasbrouck, J. & Hougen, M. C. (2015). 61-74 In M. Hougen (Ed.). *Fundamentals of Literacy Assessment and Instruction Gr.6-12*, pp. 61-74. Baltimore, MD: Brookes.
- Hasbrouck, J. & Hougen, M. C. Fluency Instruction (2012). In M.C. Hougen & S. M. & Smartt (Eds.). *Fundamentals of Literacy Instruction & Assessment K-5*, pp. 121-137. Baltimore, MD: Brookes.
- Hasbrouck, J. (2010). *Educators as Physicians: Using RTI Data for Effective Decision-Making*. Wellesley, MA: Gibson Hasbrouck & Associates.
- Gibson, V., & Hasbrouck, J. (2009). *Differentiating Instruction: Guidelines for Implementation*. Wellesley, MA: Gibson Hasbrouck & Associates.
- Hasbrouck, J., & Denton, C. (2009). *The Reading Coach 2: More Tools & Strategies for Student-Focused Coaches*. Longmont, CO: Sopris West.
- Gibson, V., & Hasbrouck, J. (2007). *Differentiated Instruction: Grouping for Success*. NY: McGraw-Hill.
- Hasbrouck, J., & Denton, C. (2005). *The Reading Coach: A How-to Manual for Success*. Longmont, CO: Sopris West.

- Hasbrouck, J. E., & Denton, C. A. (2000). Phonological awareness in Spanish: A summary of research and implications for practice. In J. V. Tinajero & R. A. DeVillar (Eds.), *The Power Of Two Languages: Effective Dual-Language Use Across The Curriculum For Academic Success*. (pp. 54-65). NY: McGraw-Hill.
- Hasbrouck, J. E., & Schrader, M. (1999). Implementing a balanced beginning reading program in culturally diverse classrooms, pp. 116-135. In S. M. Blair-Larsen & K. A. Williams (Eds.), *The Balanced Reading Program*. Newark, DE: International Reading Association.
- Hasbrouck, J. (1997). Inclusive classrooms. In J. Kagan (Ed.), *The Gale Encyclopedia of Childhood and Adolescence*. Pepper Pike, OH: Eastword.
- Hasbrouck, J. (1990). Preschool assessment. In G. Tindal & D. Marston (Eds.), *Classroom-based Assessment: Testing for Teachers*, pp. 273-291, Columbus, OH: Merrill.
- Wesson, C., Otis-Wilborn, A., Hasbrouck, J., & Tindal, G. (1989). Linking assessment, curriculum & instruction of oral and written language. In Meyen, E. L., Vergason, G. A., & Whelan, R. J. (Eds.), *Educating Students with Mild Disabilities*, pp. 201-220. Denver, CO: Love Publishing.

CURRICULUM & ASSESSMENT MATERIALS

- Senior Author, *Wonders and Wonders Works* (2012-present), *Treasures and Triumphs* (2006; 2007), *Macmillan/McGraw-Hill Reading 2001;2003*; English reading series K-6; *Macmillan/McGraw-Hill Lectura 2001;2003* Spanish reading K-6; *Language Arts K-6 English & Spanish*. McGraw-Hill Publishers, NY.
- Riccio C. A., Davis, G. N., Imhoff, B., Hasbrouck, J. E., Davis, G. N. (2004). *Test of Phonological Awareness in Spanish (TPAS)* Austin, TX: Pro-Ed.
- Hasbrouck, J. E. (2006; 2011; 2017). *Quick Phonics Screener (QPS)*. St. Paul, MN: Read Naturally.
- Hasbrouck, J. E. (2006; 2019). *Quick Phonics Assessor*. Pelham, NY: Benchmark Education Company.
- Hasbrouck, J. E., Denton, C. A., Weaver, L., Joshi, M., Benavides, E., & Holcomb, A. (2000). *Master Reading Teacher Curriculum Modules*. Austin, TX: Texas Education Agency.
- Dougall, J., Hasbrouck, J., Austin, J. (2000; 1982). *The B.E.S.T. Introductory Phonics Program*. Springfield, OR: B.E.S.T. Publications.

OTHER PUBLICATIONS

- Herron, J., Ashby, J., Butler, K., Ehri, L., Gillis, M., Goldberg, M., Hasbrouck, J., Moats, L., Stewart, L., Wasowicz, J., & Wolf, M. (2023). Print-to-speech and speech-to-print: Mapping early literacy. Available on Reading Rockets [website](#).
- Hasbrouck, J. & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. [1702](#)). Behavioral Research and Teaching, University of Oregon.
- Hasbrouck, J., & Tindal, G. (2005). *Oral reading fluency: 90 years of measurement* (Technical Report No. [33](#)). Behavioral Research and Teaching, University of Oregon.
- Hall, L. D., O'Neill, K., Parker, R., & Hasbrouck, J. (2003). *Promise for the future: An evaluation of the Texas Master Reading Teacher Program*, (ERIC Document Reproduction Service No. ED478186).

- Hasbrouck, J. (Spring, 2003). Reading Initiative Focuses of Aligning K-12 Programs. *The Principal News*, 32(3), 6-7. Publication of the Association of Washington School Principals.
- Hasbrouck, J. (1996). *Coaching for Instructional Effectiveness*. The Oregon Conference '96 Monograph. Eugene, OR: College of Education, U. of Oregon.
- Hasbrouck, J., & Parker, R. (1994; 1998). *Scale for Coaching Instructional Effectiveness (SCIE): An instrument for peer coaches*. Publication of the Consulting Teacher Program/DARCY Dept. of Educational Psychology, Texas A&M University.
- Hasbrouck, J. E., & Parker R. I. (1994). *3T-S: Teacher Time-Tracking in Special Programs*; Hasbrouck, J. E., Parker, R. I., & Denton, C. A. (2000) *3T-S-R: Teacher Time-Tracking in Special Programs for Reading Teachers & Specialists* Publication of the Master Reading Teacher Program/DARCY Dept. of Educational Psychology, Texas A&M.
- Hasbrouck, J. (1993). *Increasing Reading Achievement in First Grade: A Direct Instruction/Whole Language Curriculum*. The Oregon Conference '93 Monograph. Eugene, OR: College of Education, U of Oregon.
- Hasbrouck, J. & Tindal, G. (1991). *Explicating an empirical model of training in consultation*. In Tindal, G. & Marr, J (Eds.) In Search of a New Model: Three Essays on Staff Development, pp. 31-40 (Monograph No. 4). Eugene, OR: University of Oregon, Resource Consultant Training Program.
- Nolet, V., Tindal, G., & Hasbrouck, J. (1991). *School-wide alternative program (SWAP) teams*. In Tindal, G. & Marr, J (Eds.) In Search of a New Model: Three Essays on Staff Development, pp. 1-13. (Monograph No. 4) Eugene, OR: University of Oregon, Resource Consultant Training Program.

CONFERENCE PRESENTATIONS (refereed or invited-- sample)

Invited—sample

- Hasbrouck, J. (2023). *Reading & Social Justice: We Have to Get this Right!* Embracing Literacy, WY
- Young, N., & Hasbrouck, J. (2023). *The Ladder of Reading & Writing: Who? When? Why? How?* Presentation at the Plain Talk on Literacy Conference, New Orleans, LA.
- Hasbrouck, J. & Michel, D. (2022). *Student-Focused Coaching: A Model for Instructional Coaching*. Presentation at the Plain Talk on Literacy Conference, New Orleans, LA.
- VanDerHeyden, A. & Hasbrouck, J. (February, 2021). *The Science of Reading, Science of Math, MTSS, and Equity Presentation* at the National Association of School Psychologists Conference (ONLINE)
- Hasbrouck, J. (February, 2021). *What Level is She Reading? Taking Another Look as Reading Levels*. Presentation at the Plain Talk on Literacy & Learning Conference (ONLINE)
- Hasbrouck, J. (January, 2021). *Reading Fluency. What Have We Learned Since 2000?* Presentation at the Everyone Reads Conference (ONLINE)
- Hasbrouck, J. (January, 2020). *You Can Lead A Horse to Water: Coaching Resistant Teachers*. Presentation at the Plain Talk on Literacy Conference, New Orleans, LA.
- Hasbrouck, J. (February, 2016). *Can We Get Our Readers to Slow Down? Should We?* Distinguished lecture presentation at the Plain Talk Conference, New Orleans, LA.
- Hasbrouck, J. (May, 2011). *Putting Fluency in Perspective*. Distinguished lecture presentation at the Plain Talk Conference, New Orleans, LA.

- Hasbrouck, J. (May, 2007). *Models of Coaching: The Development of Student-focused Coaching*. Keynote presentation at the Reading Specialists SIG presented at the meeting of the International Reading Association, Toronto, Canada.
- Hasbrouck, J. (July 2004-2007). *Advanced Coaching Strategies*. Workshop presented at the annual national conference for Reading First schools. Minneapolis (2004), New Orleans (2005), Reno (2006), St. Louis (2007).
- Hasbrouck, J. (June, 2005). *Designing effective reading programs K-12*. Asociacion de Colegios Particulares Amigos (ADECOPA), Lima, Peru
- Hasbrouck, J. (June, 2005). *Reading Fluency: Using Oral Fluency Norms for Key Instructional Decisions*. Presentation at the University of California Berkeley Summer Institute for Reading, Berkeley, CA.
- Hasbrouck, J. E. (August, 2003). *K-12 Reading: The Foundation for Success in School and Life*. Keynote at the OSPI Summer Institute, Olympia, WA
- Hasbrouck, J. E. (February, 2003). *Fluency: Assessing & teaching this key skill*. Training sessions presented at the California Leadership Summit (CORE), Oakland, CA
- Hasbrouck, J. (August, 2002). *Teaching and assessing fluency*. Keynote at the Washington Reads Conference, Yakima, WA.
- Hasbrouck, J. (September, 2001). *Meeting the needs of struggling readers*. Keynote at the Texas Association for the Improvement of Reading/TAIR Conference, Beaumont, TX.
- Hasbrouck, J. E. (October, 2000). *Meeting the needs of struggling readers*. Southern Idaho Conference for Superintendents and the Idaho Council for the International Reading Association. Boise, ID.
- Hasbrouck, J. E. & Denton, C. A. (March, 2000). *Early reading assessments in rural Texas sites*. In B. Foorman (Chair), *Early reading assessment in Texas: Implementation, interventions, and updates*. Symposium conducted at the meeting of the Texas State Reading Association. Corpus Christi, TX.
- Hasbrouck, J. E. (November, 1999). *Students who struggle with reading: Prevention and intervention strategies*. Southwest Regional IRA Conference. Little Rock, Arkansas.
- Hasbrouck, J. E. (June, 1999). *Teaching phonics in a balanced reading program*. Summer Reading/Language Arts Conference. San Diego State University. San Diego, CA.
- Hasbrouck, J. E. (November, 1998). *Adapting instruction for diverse learners*. Ministry of Education's National Conference on Special Education. Kingston, Jamaica.
- Hasbrouck, J. E. & Vaughn, S. (June, 1998). *Fluency building*. Summer Reading/Language Arts Institute. Texas Center for Reading & Language Arts/TEA. Austin, TX.
- Hasbrouck, J. E. (February, 1998). Member of panel: *Meeting the early literacy needs of LEP and disabled students in America Reads and other early reading programs*. National Association of Bilingual Education (NABE), the U. S. Department of Education Offices of Bilingual Education and Minority Language Affairs (OBEMLA) & Special Education & Rehabilitation Services (OSERS). Dallas, TX.
- Hasbrouck, J. E. (November, 1997). Member of panel: *Mastering reading*. Education Reform Institute at the U. S. Department of Education Improving America's Schools Conference. Dallas, TX.
- Hasbrouck, J. E. (June, 1997). *Phonics & decoding: Applications across ability levels and grades*. Paper presented at symposium: *Reading in the 21st Century: Trends & Issues*. Sponsored by McGraw-Hill Publishers: New York.

- Hasbrouck, J. E. (1996, August) *The state of reading*. Presented for Austin ISD, Austin, TX.
 - Hasbrouck, J. E. (1994, July). Keynote Speech: *Teachers riding bandwagons leave students in the dust*. Presented at the meeting of the SE Conference for Direct Instruction, Houston, TX.
 - Hasbrouck, J. E. (1993, July). Keynote Speeches: *Working wonders with diverse populations*; and *What do we KNOW about beginning reading?* Presented at the meeting of The Texas Association for the Improvement of Reading, Steven F. Austin University, Nacogdoches, TX.
- National & International refereed—sample*
- Hasbrouck, J. (2022). *What School Psychologists Should Know about Dyslexia*. A session presented at the meeting of the National Association of School Psychology (NASP), Boston, MA.
 - Hasbrouck, J., Michel, D., Cruz, B., & Yusuf, T. (2022). *Meeting ALL Students' Needs: A Collaborative Problem-Solving Process to Guide Teacher Decision-Making*. A symposium presented at the meeting of the International Dyslexia Association, San Antonio, TX.
 - Hasbrouck, J. (2019). *Benchmarks? Cut Scores? Norms? Oh, My!* A session presented at the meeting of the International Dyslexia Association, Portland, OR.
 - Hasbrouck, J. (2017). *ORF Norms: An Update of the Hasbrouck & Tindal Oral Reading Fluency Norms*. A session presented at the meeting of the International Dyslexia Association, Atlanta, GA.
 - Hasbrouck, J. (2014). *Which Fluency Benchmarks Should We Use and What Do they Really Mean?* A session presented at the meeting of the International Dyslexia Association, San Diego, CA.
 - Hasbrouck, J. (2013). *Which Fluency Benchmarks Should We Use and What Do they Really Mean?* A session presented at the meeting of the International Dyslexia Association, New Orleans, LA.
 - Hasbrouck, J. (October, 2012). *Reading Fast or Reading Well?* A session presented at the meeting of the International Dyslexia Association, Baltimore.
- Hasbrouck, J. (April, 2008). *Reading Fluency: Practical Strategies to Determine SLD Eligibility in this New Area*. A workshop presented at the meeting of the Council for Exceptional Children, Boston.
- Hasbrouck, J., & Denton, C. A. (April, 2006). *Student-Focused Coaching (SFC): A new model for collaboration*. A workshop presented at the meeting of the Council for Exceptional Children, Salt Lake City, UT.
 - Denon, C.A., & Hasbrouck, J. (May, 2005). *SAILS: Standards, Assessments, Instruction & Intervention, Leadership & Sustained School-wide Commitment A systemic model for improving reading outcomes for ALL students K-12*. A paper presented at the meeting of the International Reading Association, San Antonio, TX.
 - Denton, C.A., Mathes, P. G., & Hasbrouck, J. (February, 2005). *Research on the impact of coaching provided to teachers of students placed at-risk and students with disabilities*. A paper presented at the meeting of the Pacific Coast Research Conference, San Diego, CA.
 - Hasbrouck, J. E., & Parker, R. I., O'Neill, K. J., Hall, L. D. (April, 2004). *Preventing reading failure with effective instructional practice: Results from the Texas Special Education/Reading Interface Study*. Research poster presented at the meeting of the International Reading Association, Reno, NV.
 - Bubonic Olson, E., Hasbrouck, J., Parker, R., & Palmer, D. (March, 2004) *Improving reading skills of students in an alternative school program*. Paper presented at the meeting of the National Association of School Psychologists, Dallas, TX.

- Parker, R, Cash, D., Hasbrouck, J. E., O'Neill, K., & Gsanger, K. (May, 2003). *Effective reading programs for diverse populations*. Research poster presented at the meeting of the International Reading Association, Orlando, FL.
- Cash, D., Gsanger, K., & Hasbrouck, J. E. (April, 2003). *Effective reading programs for students with limited English Proficiency*. Research poster presented at the meeting of the National Association of School Psychologists, Toronto.
- O'Neill, K. J., Cash, D. L., Hasbrouck, J. E., & Parker, R. I. (April, 2003). *The characteristics of effective special education reading programs*. Research poster presented at the meeting of the Council for Exceptional Children, Seattle, WA.
- Hall, L., O'Neill, K., Parker, R., & Hasbrouck, J. (October, 2002). *An evaluation of the Texas Master Reading Teacher Program*, The Council for Exceptional Children - Teacher Education Division, Annual Conference, Savannah, GA.
- Cash, D. L., O'Neill, K. J., & Hasbrouck, J. E. (February, 2002). *The characteristics of effective special education reading programs*. Research poster presented at the meeting of the National Association of School Psychologists, Chicago, IL
- Hasbrouck, J. E., Cash, D. L., O'Neill, K. J., George, C., & Parker, R. I. (February, 2002). *The characteristics of effective special education reading programs*. Poster presented at the Learning Disabilities Association of American Conference, Denver, CO.
- Bodden, M., & Hasbrouck, J. (February, 2002). *Using the "Read Naturally" strategy to improve reading fluency (Gr. 1-12)*. Paper presented at the Learning Disabilities Assoc. of American Conference, Denver, CO.
- Denton, C. A., & Hasbrouck, J. E. (June, 2001). *The efficacy of two English reading interventions for bilingual students*. Paper presented at the meeting of the Society for the Scientific Study of Reading, Boulder, CO.
- Denton, C. A., Hasbrouck, J. E., & Parker, R. I. (April, 2001). *A tutoring program for English language learners learning to read in English*. Paper presented at the meeting of the Council for Exceptional Children, Kansas City, KS.
- Hasbrouck, J. E., Denton, C. A., & Weaver, L. R. (February, 2001). *Assessing and teaching phonological awareness in Spanish-speaking children*. Paper presented at the meeting of the Learning Disabilities Association of American, New York City, NY.
- Hasbrouck, J. E., Denton, C. A., Riccio, C., & Weaver, L. R. (April, 2000). *Phonological awareness in the Spanish language: implications for students with learning disabilities*. Poster session presented at the meeting of the Council for Exceptional Children, Vancouver, B.C., Canada
- Hasbrouck, J. E., Weaver, L. R., Denton, C. A., & Riccio, C. (February, 2000). *Phonological awareness in Spanish: Implications for bilingual educators*. Paper presented at the meeting of the National Association of Bilingual Educators, San Antonio, TX.
- Denton, C. A., & Hasbrouck, J. E. (1999, May). *Outcomes of Reading Recovery tutoring: A three-year study*. Paper presented at the meeting of the International Reading Association, San Diego, CA.
- Parker, R., Hasbrouck, J. E., Baker, L., & Laija, W. (1999, April). *Indices of readiness to transition from Spanish to English reading: Bilingual teachers' perceptions of curriculum-based & formal reading scores*. Paper presented at the meeting of the National Association of School Psychologists, Las Vegas, NV.

- Serdahl, E., Hughes, J. N., & Hasbrouck (1997, August). *Examining the validity of the Consultant Evaluation Rating Form (CERF) as a measure of consultant skill level in the Responsive Systems Consultation (RSC) model*. Paper presented at the meeting of the American Psychological Association, Chicago, IL.
- McHaney, L. P., Hughes, J. N., & Hasbrouck (1997, August). *Further evidence of the efficacy of Responsive Systems Consultation*. Paper presented at the meeting of the American Psychological Association, Chicago, IL.
- Pomykal Franz, D., & Hasbrouck, J. E. (1997, April). *Do special educators have enough time to do their jobs?* Poster session at the meeting of the Council for Exceptional Children, Salt Lake City, UT.
- Hasbrouck, J. E., Rennie, K. M., Bayley, L. D., & Laija, W. (1997, April). *Rating consultation interventions: The development and application of a new instrument*. Poster session presented at the meeting of the National Association of School Psychologists, Anaheim, CA.
- Prasad-Gaur, A., Grossman, B., Serdahl, E., Barnett, J., Hughes, J. N., & Hasbrouck, J. E. (1996, August). *Responsive Systems Consultation: A model for conjoint consultation. Preliminary results*. Paper presented at the meeting of the American Psychological Association, Toronto, Canada.
- Hasbrouck, J. E., & Rogers, G. (1996, April). *Improving reading skills using student self-directed activities*. Poster session at the meeting of the Council for Exceptional Children, Orlando, FL.
- Hasbrouck, J. E. (1995, May). *Whole language AND direct instruction: An effective combination for culturally and linguistically diverse students*. Paper presented at the meeting of the International Reading Association (Balanced Reading SIG), Anaheim, CA.
- Hasbrouck, J. E. (1995, April). *Peer coaching with undergraduate special educators using the Scale for Coaching Instructional Effectiveness*. Paper presented at the meeting of the AERA, San Francisco, CA.
- Hasbrouck, J. E. & Christen, M. (1995, April). *Providing peer coaching in inclusive settings: A new tool for consulting-teachers*. Paper presented at the meeting of the CEC, Indianapolis, IN.
- Hasbrouck, J. E. & Schrader, M. (1993, April). *Direct instruction and whole language: Working wonders with a diverse population*. Paper presented at the meeting of the Council for Exceptional Children, San Antonio.
- Parker, R., Tindal, G., & Hasbrouck, J. E. (1993, April). *Classroom consultation: Do case activities follow theory?* Paper presented at the American Educational Research Association, Atlanta, GA.
- Hasbrouck, J. E. (1992, April). *Parents as partners: Providing training for regular & special educators*. Paper presented at the meeting of the Council for Exceptional Children, Baltimore, MD.
- Hasbrouck, J. E., & Tindal, G. (1991, April). *Large-sample reading norms for curriculum-based measurement*. Paper presented at the meeting of the Council for Exceptional Children, Atlanta, GA.
- Hasbrouck, J. E. (1991, April). *Solving problems through Responsive Consultation: A strategy that works!* Paper presented at the meeting of the Council for Exceptional Children, Atlanta, GA.
- Hasbrouck, J. E., & Garrison, M. (1990, October). *Responsive Consultation for solving classroom-based concerns*. Paper presented at the meeting of the Council for Learning Disabilities, Austin, TX.
- Parker, R., Hasbrouck, J. E., & Tindal, G. (1989, April). *Teacher decision-making using classroom-based measures*. Paper presented at the meeting of the Council for Exceptional Children, San Francisco.

Regional & State refereed-- sample

- Hasbrouck, J. (August, 2007). *Student-Focused Coaching: A Model for Reading Coaches*. Session presented at the Florida Leadership Academy Just Read, Florida! Orlando, FL.
- Hasbrouck, J. (January, 2007). *Putting Reading Fluency in Perspective*. Session presented at the OSPI January Conference, Seattle, WA.
- Hasbrouck, J. (March, 2004). *Hoist the SAILS and Cruise to Reading Success! A Systemic Approach to Successful Program Development*. Session presented at the Washington State Association for Supervision & Curriculum Development, Spokane, WA.
- Hasbrouck, J. (February, 2003). *Meeting the needs of struggling readers; Assessing and teaching fluency*. Sessions presented at the Colorado International Reading Association regional conference, Denver, CO.
- Hasbrouck, J. & Bodden, M. (November, 2001). *Using the "Read Naturally" strategy to improve reading fluency (Gr. 1-12)*. Paper presented at the Learning Disabilities Association of TX Conference, Austin.
- Hasbrouck, J. & Parker, R. (July, 2001). *Setting goals and monitoring progress in reading with curriculum-based measurement: Helping students and teachers with EALR #4*. Paper presented at the Washington Organization for Reading Development/WORD Conference, Vancouver, BC.
- Hasbrouck, J. (July, 2001). *Helping students meet the fluency EALR: Assessing & teaching this key skill*. Featured paper presented at the Washington Organization for Reading Development/WORD Conference, Vancouver, BC.
- Hasbrouck, J. (January, 2001). *The Master Reading Teacher (MRT) model: Helping teachers AND students*. Paper presented at the TEA 2001 Administrators' Midwinter Conference on Education, Austin, TX.
- Hasbrouck, J. E., Weaver, L. R., Denton, C. A., & Riccio, C. (October, 1999). *How to develop and assess Spanish phonological awareness*. Texas Association of Bilingual Educators, Corpus Christi, TX.
- Hasbrouck, J. E., Jolly, G., Gibson, V., Twohey, L., & Denton, C.A. (1999, February) *Collaboration for instructional Improvements for at-risk readers grades 3-8*. Paper presented at The Oregon Conference, University of Oregon, Eugene, OR.
- Hasbrouck, J. E. (1997, October) *Low-skilled readers in regular classrooms: How do we meet their needs?* Presented at the meeting of the SW Regional International Reading Association, Tucson, AZ.
- Parker, R. I., & Hasbrouck, J. E. (1997, March) *Goal Attainment Scaling: It's a GAS!* Presented at the meeting of the Texas Council for Exceptional Children, Austin, TX.
- Hasbrouck, J. E. (1997, March) *Consulting teachers: Who? How? Why?*. Presented at the meeting of the Texas Council for Exceptional Children, Austin, TX.
- Hasbrouck, J. E., Ihnot, C., & Woldbeck, T. (1997, February). *A teacher's use of curriculum-based measurement: Seven case studies*. Presented at The Oregon Conference, University of Oregon.
- Reber, A., & Hasbrouck, J. E. (1997, January). *A relational communication analysis of mediated peer coaching sessions*. Paper presented at the meeting of the Southwest Educational Research Association, Austin.
- Hasbrouck, J. E. (1996, February). *Coaching for Instructional Effectiveness: A new tool for consulting teachers and preservice teacher educators*. Presented at The Oregon Conference, U of Oregon.

- Hasbrouck, J. E., & Franz, D. (1995, November). *Helping teachers teach: Providing effective support to classroom teachers*. Presented at the meeting of the Learning Disabilities Assoc. of TX, Austin, TX.
- Hasbrouck, J. E. (1995, June). *Consultation: A new role for special educators*. Paper presented at the meeting of the Texas Council for Exceptional Children, Fort Worth, TX.
- Hasbrouck, J. E., & Rogers, G. (1995, March). *Reading fluency: Assessing & remediating a key reading skill*. Paper presented at the meeting of the TX State Reading Association, Houston, TX.
- Hasbrouck, J. E. (1994, March). *Providing support for inclusion classrooms: The role of the special education consultant*. Paper presented at the meeting of the TX Council for Exceptional Children, Houston, TX.
- Hasbrouck, J. E. (1994, January). *The Scale for Coaching Instructional Effectiveness (SCIE): A preliminary validation study for a new observation instrument for peer coaches*. Paper presented at the meeting of the SW Educational Research Association, San Antonio, TX.
- Hasbrouck, J. E. (1993, November). *Literacy & diversity: Implementing an effective curriculum for beginning readers and writers*. Presented at the meeting of the Learning Disabilities Association of TX, Austin, TX.
- Hasbrouck, J. E. (1993, October). *Beginning reading instruction for diverse students: Effectively combining whole language and direct instruction*. Paper presented at the meeting of The WORD Reading Research Conference (IRA), Seattle, WA.
- Hasbrouck, J. E. (1993, February). *Increasing reading achievement in first grade: A direct instruction/whole language curriculum*. Paper presented at The Oregon Conference, University of Oregon, Eugene, OR.
- Parker, R., & Hasbrouck, J. E. (1990, March). *Diagnosing misunderstanding of science and social studies texts: Computer-assisted key-vocabulary comparison tests for disabled readers*. Paper presented at the Washington Organization for Reading Development Research Conference (IRA), Tacoma, WA.
- Hasbrouck, J. E. (1990, February). *Consultation for at-risk and special education students*. Paper presented at The Oregon Conference, University of Oregon, Eugene, OR.
- Parker, R., Tindal, G., & Hasbrouck, J. E. (1989, March). *Strategies for placing students into instructional reading groups: Efficient, curriculum-based procedures*. Paper presented at the meeting of The Washington Organization Reading Development Research Conference (IRA), Seattle, WA.
- Hasbrouck, J. E. (1989, February). *Classroom uses of curriculum-based reading and written expression measures*. Paper presented at The Oregon Conference, University of Oregon, Eugene, OR.
- Hasbrouck, J. E. (1988; February). *Collecting useful data*. Paper presented at The Oregon Conference, University of Oregon, Eugene, OR.

GRANT PROJECTS

FUNDED

Hasbrouck, J. E., & Parker, R. I. (September, 2001). *Evaluation of the Master Reading Teacher Training Programs*. Texas Education Agency. \$73,872

Hasbrouck, J. E., & Olson, L. (August, 2001). *Improving the Skills of Low-Performing Readers in an Alternative School Program: A Collaborative Effort*. Center for Collaborative Communities, Texas A&M University. \$3,000

- Parker, R. I., & Hasbrouck, J. E. (September, 2000). *The Reading & Special Education Interface: Supporting Coordinated Texas Statewide Reform*. U. S. Department of Education. Field-Initiated Research Projects (CFDA 84.324C) \$532,557
- Hasbrouck, J. E. (2000-2001). *Developing a Course of Study for the Texas Master Reading Teacher Certificate: Supplemental Grant* The Texas Education Agency. \$22,258
- Hasbrouck, J. & Denton, C. (2000-2001). *English Reading Interventions in a Bilingual Education Program*. TAMU College of Education. \$4,000
- Parker, R., & Hasbrouck, J. (2000-2002). *Retraining Teachers for Students with Reading Problems: Outreach through Technology*. GTE Foundation. \$171,876.
- Hasbrouck, J. E. (1999-2000). *Developing a Course of Study for the Texas Master Reading Teacher Certificate*. The Texas Education Agency. \$55,432.
- Hasbrouck, J. E. (1999-2000). *Texas Primary Reading Inventory Implementation Study*. Center for Academic and Reading Skills (CARS)--University of Houston Medical School. \$44,575.
- Hasbrouck, J. E. (1998-1999). *Texas Primary Reading Inventory Implementation Study*. Center for Academic and Reading Skills (CARS)--University of Houston Medical School. \$44,575.
- Parker, R. I., & Hasbrouck, J. E. (1998-1999). *Phase I Reading & Special Education Study*. Texas Education Agency/Commissioner's Research Initiative. \$59,983
- Hasbrouck, J. E., & Jolly, G. (1998-1999). *Reading and Collaboration Training for Teachers of At-Risk Readers in Grades 3-8*. Texas Education Agency Innovative Grants Programs for Regional Educational Service Centers. \$180,000
- Hasbrouck, J. E. (1998-1999). *From Reading Disabled to Reading Enabled: Intensive, Effective Tutoring for Low-Skilled Students*. Program to Enhance Scholarly & Creative Activities. Office of the Associate Provost for Research and Graduate Studies, Texas A&M University. \$3,910
- Riccio, C., & Hasbrouck, J. E. (1998-1999). *Cross-linguistic transfer of phonological processing skills: Relation to reading in English and Spanish*. College of Education Seed Research Grant. Texas A&M University. \$3,650 + \$500
- Hasbrouck, J., Parker, R., & De la Colina, M. (1997-1998). *When to Transition-to-English Within a Bilingual Reading Program*. Center for the Study and Implementation of Collaborative Learning Communities. Texas A&M University. \$5,000
- Ochoa, S. H., Weaver, L., Hasbrouck, J. E. (1997-1998). *Jerry Junkins Dual Language Child Development Program*. Texas Instruments Foundation. \$46,214
- Hasbrouck, J. E., & Palmer, D. (1996-2001). *Providing Skills Instruction for Low-Performing Students and Training for Special Education Preservice Teachers*. FISH Foundation. \$50,000
- Hasbrouck, J. E. (June, 1996). *Identifying the Roles and Activities of Special Education Consulting Teachers*. Office of the Vice President for Research, Texas A&M University. \$570
- Hasbrouck, J. E. (1996-1997). *Developing A Pilot Survey of Special Educators*. College of Education Seed Grant. Texas A&M University. \$1,415
- Hasbrouck, J. E. (May, 1996). *A Study of Reading Fluency and Motivation with Middle School Students with Learning Disabilities*. College of Education Research Council Research Enhancement Grant, Texas A&M University. \$500

Hasbrouck, J. E. (May, 1996). Travel support grant: Honduras. International Committee, College of Education, Texas A&M University. \$500

PROFESSIONAL MEMBERSHIPS

National Association of School Psychologists (NASP) The Reading League (TRL)
Society for Scientific Study of Reading (SSSR) International Dyslexia Association (IDA)

AWARDS/HONORS

Outstanding New Faculty Award College of Education 1997-98 Texas A&M Development Council

Outstanding Research for Students with Disabilities Texas Council for Exceptional Children June, 1995

Named as a "Reading Researcher as Resource" National Center for the Improvement of Tools for Educators (NCITE) University of Oregon 1996-1997

International Scholarship Texas A&M (to fund study in Central America & Mexico). Summer, 1994

Excellence in Teaching National Association for Direct Instruction Summer, 1984

UNIVERSITY COURSES TAUGHT (graduate & undergraduate levels)

Academic Assessment & Intervention/ Behavior Assessment & Intervention (*in school psychology*)

Classroom Consultation (*in school psychology, special education, & school counseling*)

Direct Instruction Reading Methods (*in general & special education*)

Reading Instruction for Low-Performers & Students with LD (*in general & special education*)

Diagnostic Procedures in Education/Classroom Assessment

Seminars: Classroom Consultation; Parent Consultation; Research Design & Writing; Supervision
(*courses above taught at the U. of Oregon and Texas A&M: Regular Ed., Special Ed., Ed. Psych. & School Psych.*)

Adaptive Classroom Practices; Accommodating Low-Performing Students in Basic Classes;

Reading, Spelling, and Writing Instruction for Low-Performers; Classroom Consultation

(*courses above taught off campus through Seattle Pacific University, Seattle, WA., & University of Oregon*)

SERVICE

Consultant: Effective instruction and assessments in reading for at-risk/LD/dyslexic students; providing coaching to teachers to improve student outcomes.

- Schools, Districts, Regional Service Centers, State Agencies United States
- University of Iceland. Reykjavik, Iceland
- Asociacion de Colegios Particulares Amigos ADECOPA Lima, Peru
- U. S. Department of Defense Kaisers-Lauden, Germany
- Ministry of Education/Special Education. Kingston, Jamaica
- Universidad Del Valle Lab School Guatemala City, Guatemala, Central America
- United Nations Experimental School. Trujillo, Honduras, Central America

Member: New York City Public Schools Citywide Literacy Advisory Council (2023-2024).

Member: Literacy Coaches and Reading Specialists Educator Training (LCRSET) Program; California

Member: CORE Learning Advisory Board (2023-present)

Co-Associate Editor with Dr. Kymyona Burk (2022). *School Psychology: Special Issue: The Science of Reading and Social Justice*.

Consulting Advisor, *Western Governor's University* Salt Lake City, UT 2005-2008

Associate Editor: *Educational & Psychological Consultation* 2001-2003

Member, Editorial Review Board: *The Reading League Journal*; *Learning Disabilities Research & Practice*; *Journal of Educational & Psychological Consultation*; *Journal of Learning Disabilities*; *Effective School Practices* (Association for Direct Instruction); *Balanced Reading Instruction* (Balanced Reading SIG/IRA) (2001-2008); *The State of Reading* (TX Reading Association)

Field Reviewer: *International Dyslexia Association* conference, *Educational Researcher*; *Reading Research Quarterly*; *Studies in Educational Evaluation*; *Learning Disabilities Research & Practice*; *Diagnostique* (CEDS Division/CEC); Guest Reviewer *Society for the Scientific Study of Reading*.

Member, Campus Planning & Improvement Committee Special Opportunity School (SOS) Bryan ISD, Bryan, TX 2001-2002

Member, Texas State Board of Educator Certification (SBEC) Committee to Develop the Master Reading Teacher Certification Exam (2000) & Committee to Develop Standards for the Master Reading Teacher Certificate (1999).

Member, Evaluation Team: Brownsville ISD, Brownsville TX. Evaluation of the district's special education, dyslexia, and reading programs. Winter, 1998

Board Officer (At-Large Member): Balanced Reading Instruction Special Interest Group/International Reading Association. 1995-1997.

REFERENCES

Dr. Gerald Tindal, *Professor Emeritus*
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(541) 346-1640 geraldtdt@darkwing.uoregon.edu

Liz Ritz, Director of Curriculum
Oak Harbor School District Oak Harbor, WA
(425) 922-6298 lritz@ohsd.net

Mike Grabarits, *former CEO*
Step by Step Learning Whitehall, PA
(610) 972-9688 mikeg@sbsl.org

Mickey Lahmann (former Associate Superintendent OSPI Washington)
Leadership Innovations Team Olympia, WA
(360) 561-1621 Lahmann4@comcast.net

Dr. Daryl Michel, *Founder and President*
Be A Change LLC San Antonio, TX
(210) 380-8375 daryl.michel5@gmail.com

Julie Bedell, *President*
Read Washington (501c3 nonprofit) Seattle, WA
(206) 265-9505 juliebedell46@gmail.com