

Curriculum Vitae

SUSAN DE LA PAZ

Professor

Department of Counseling, Higher Education,
and Special Education (CHSE)

College of Education

University of Maryland

Personal Information

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Employment

2017- Professor of Special Education, CHSE, College of Education, University of Maryland
2015- Director of Graduate Studies in Special Education, CHSE, University of Maryland
2007-2016 Associate Professor of Special Education with Tenure, COE, University of Maryland
2006-2007 Interim Chair, Department of Education, Santa Clara University, Santa Clara, CA
2004-2007 Associate Professor of Education with Tenure, Department of Education, Santa Clara University, Santa Clara, CA
2000-2003 Assistant Professor of Education, Department of Education, Santa Clara University, Santa Clara, CA
1998-1998 Special Education Teacher, Los Alamos Public Schools, Los Alamos, New Mexico
1995-1997 Assistant Professor of Special Education, Vanderbilt University, Nashville, TN
1984- 1995 Speech Language Pathologist, National Institutes of Health, rehabilitation hospitals and schools, and private practice in Pennsylvania, Virginia, and Maryland

Educational Background

1995 Ph.D. Special Education, University of Maryland, College Park, MD
1986 M.S. Speech Language Pathology, University of Michigan, Ann Arbor, MI
1984 B.S. Learning Disabilities, Northwestern University, Evanston, IL

Research, Scholarly and Creative Activities

Books

Monte-Sano, C., De La Paz, S., & Felton, M. (2014.) Reading, thinking, and writing about history: Teaching argument writing to diverse learners in the common core classroom, grades 6-12. New York: Teachers College Press. ISBN: 978-0-8077-5530-3.

Chapters

Nokes, J. & De La Paz, S. (2018). Writing and Argumentation in History Education. Metzger, S. A. and McArthur Harris, L. (Eds.) *International Handbook of History Teaching and Learning*. Wiley-Blackwell.
De La Paz, S. & McCutchen, D. (2017). Learning to write. R. E. Mayer and P. A. Alexander (Eds.) *Handbook of Research on Learning and Instruction*. (2nded.). New York: Routledge Press.
De La Paz, S. (2012). Effective instruction for history and the social studies: What works for students with learning disabilities, In B.Y. L. Wong & D. L. Butler (Eds.) *Learning About Learning Disabilities* (4th ed.). Oxford: Elsevier.
De La Paz, S. & McCutchen, D. (2011). Learning to write. R. E. Mayer and P. A. Alexander (Eds.) *Handbook of Research on Learning and Instruction*. New York: Routledge Press.
Ferretti, R. P., & De La Paz, S. (2011). On the comprehension and production of written texts: Instructional activities that support content-area literacy. R. O'Connor and P. Vadasy (Eds.) *Handbook of Reading Interventions*. New York: Guilford Publications, Inc.

- De La Paz, S., Espin, C., & McMaster, K. (2010). RTI in writing instruction: Implementing evidenced-based interventions and evaluating the effects for individual students. In T.A. Glover & S. Vaughn (Eds.) *Response to Intervention: Empowering All Students to Learn - A Critical Account of the Science and Practice*, New York: Guilford Press.
- De La Paz, S. (2007). Best practices in teaching writing to students with special needs. In S. Graham, C. MacArthur, & J. Fitzgerald (Eds.), *Best Practices in Writing Instruction*, New York: Guilford Press.
- De La Paz, S., & Graham, S. (1995). Dictation: Applications to writing for students with learning disabilities. In T. Scruggs & M. A. Mastropieri (Eds.) *Advances in Learning and Behavioral Disabilities* (volume 9). Greenwich: JAI Press.

Articles in Refereed Journals All are refereed unless otherwise noted. Student co-authors in **bold**

- De La Paz, S. & **Butler, C.** (2018). Promoting motivated writers: Suggestions for teaching and conducting research with students with learning disabilities and struggling learners. *Learning Disabilities: A Multidisciplinary Journal*, 23 (2) 56-69.
- Sherman, C.**, & De La Paz, S. (2018 – *reprint, special issue on high leverage practices in special education*). FIX: A strategic approach to writing and revision for students with learning disabilities. *Teaching Exceptional Children*, 50 (4) 233-241.
- De La Paz, S. & Levin, D. (2018). Beyond “they cited the text:” Middle school students and teachers’ written critiques of scientific conclusions. *Research in Science Education*, 48 (6), 1433-1459.
- Perin, D., De La Paz, S., **Worland, K.**, & Peercy, M. M. (2017). The Writing of language minority students: A Literature review on its relation to oral proficiency. *Reading & Writing Quarterly: Overcoming Learning Difficulties* 33 (5), 465-483.
- De La Paz, S. & **Wissinger, D.** (2017) Improving the historical knowledge and writing of students with or at-risk for LD. *Journal of Learning Disabilities*, 50 (6) 658-671.
- Monte-Sano, C., De La Paz, S., Felton, M., **Worland, K.**, **Yee, L.S.**, & **Carey, R. L.** (2017) Learning to Teach Disciplinary Literacy Across Diverse Eighth-Grade History Classrooms Within a District-University Partnership. *Teacher Education Quarterly*, 44 (4) 98-124.
- De La Paz, S., Monte-Sano, C., Felton, M., Croninger, R., **Jackson, C.**, & **Worland, K.** (2017). A historical writing apprenticeship for adolescents: Integrating disciplinary learning with cognitive strategies. *Reading Research Quarterly*, 52 (1), 31-52.
- Wissinger, D.R.**, & De La Paz, S. (2016). Effects of critical discussions on middle school students’ written historical arguments. *Journal of Educational Psychology*, 108 (1) 43-59.
- Sherman, C.**, & De La Paz, S. (2015). FIX: A strategic approach to writing and revision for students with learning disabilities. *Teaching Exceptional Children*, 48 (2) 93-101.
- Monte-Sano, C., De La Paz, S., & Felton, M. (2015). Teaching argument writing and “content: in diverse middle school history classrooms. *Social Education*, 79 (4) 194-199.
- De La Paz, S & **Wissinger, D.** (2015). A comparison of disciplinary writing tasks: Examining argument and summary writing with secondary students with and without learning disabilities. *Journal of Experimental Education*, 83(1), 110-129.
- De La Paz, S., Felton, M., Monte-Sano, C., Croninger, B., **Jackson, C.**, **Deogracias, J.**, & **Hoffman, B.P.** (2014). Developing historical reading and writing with struggling adolescent readers: implementation and learning outcomes. *Theory and Research in Social Education*, 42, 228-274.
- Monte-Sano, C., De La Paz, S., & Felton, M. (2014). Implementing a disciplinary literacy curriculum for US history: Learning from expert middle school teachers in diverse classrooms. *Journal of Curriculum Studies*, 46, (4), 540-575.
- De La Paz, S. & Hernández-Ramos, P. (2013). Project-based learning in history: Effects on historical thinking for students with and without learning disabilities. *Journal of Special Education Technology*, 28, 1-14.
- De La Paz, S. & **Sherman, C.** (2013). Revising instruction in inclusive settings: Effects for English learners and novice writers. *Learning Disabilities Research and Practice*, 28, 129–141.

- De La Paz, S. (2013.) Teaching and learning in history: Reform-based practices for students with learning disabilities. *Learning Disabilities: A Contemporary Journal*, 11, 89-105.
- De La Paz, S., Ferretti, R., **Wissinger**, D., **Yee**, L., & MacArthur (2012). Adolescents' disciplinary use of evidence, argumentative strategies, and organizational structure in writing about historical controversies. *Written Communication*, 29, 412-454.
- Monte-Sano, C. & De La Paz, S. (2012). Using writing tasks to elicit adolescents' historical reasoning. *Journal of Literacy Research*, 44, 273-299.
- De La Paz, S., **Malkus**, N. N., Monte-Sano, C., & **Montanaro**, B. (2011). Evaluating American history teachers' professional development: Effects on student learning. *Theory and Research in Social Education*, 39, 494-540.
- De La Paz, S., & Felton, M. (2010). Reading and writing from multiple source documents in history: Effects of strategy instruction with low to average high school writers. *Journal of Contemporary Educational Psychology*, 35, 174-192.
- Hernández-Ramos, P. & De La Paz, S. (2009-10). Learning history in middle school by designing multimedia in project-based learning environments: Evidence of effectiveness. *Journal of Research on Technology in Education* 42, 151-173.
- De La Paz (2009). Rubrics: Heuristics for developing writing strategies. *Assessment for Effective Intervention*, 34, 134-146. *Invited*.
- Howard**, S., **DaDeppo**, L., & De La Paz, S. (2008). Getting the bugs out with PESTS: A mnemonic approach to spelling sight words for students with learning difficulties. *Teaching Exceptional Children Plus*, 4, 1-12.
- De La Paz (2007). Managing cognitive demands for writing: Comparing the effects of instructional components in strategy instruction. *Reading and Writing Quarterly*, 23, 249-266.
- De La Paz, S. Morales, P. & **Winston**, P. (2007). Source Interpretation: Teaching Students with and Without Learning Disabilities to Read and Write Historically. *Journal of Learning Disabilities*, 40, 134-144.
- De La Paz, S. (2005). Effects of Historical Reasoning Instruction and Writing Strategy Mastery in Culturally and Academically Diverse Middle School Classrooms. *Journal of Educational Psychology*, 97, 137-156.
- Espin, C. A., De La Paz, S., **Scierka**, B. J., & **Roelofs**, L. (2005). The relationship between curriculum-based measures in written expression and quality and completeness of expository writing for middle school students. *Journal of Special Education*; 38, 208-217.
- De La Paz, S., Hernandez-Ramos, P. and Barron, L. (2004). Multimedia environments in mathematics teacher education: Preparing regular and special educators for inclusive classrooms. *Journal of Technology and Teacher Education*, 12, 561-575.
- De La Paz, S., & MacArthur, C. (2003). Knowing the how and why of history: Expectations for secondary students with and without learning disabilities. *Learning Disability Quarterly*, 26, 142-154. *Invited*.
- De La Paz, S. & Graham, S. (2002). Explicitly teaching strategies, skills and knowledge: Writing instruction in middle school classrooms. *Journal of Educational Psychology*, 94, 687-698.
- De La Paz, S. (2001). Teaching writing to students with attention deficit disorders and specific language impairment: Effects from the self-regulated strategy development model. *Journal of Educational Research* 95, 37-47.
- De La Paz, S. (2001). Stop and dare: A persuasive writing strategy. *Intervention in School and Clinic*, 36, 234-243.
- De La Paz, S., Owen, B., Graham, S., & Harris, K. (2000). From motorcycles to essays: Using self-regulated strategy development to plan and write for a state writing exam. *Learning Disability Research and Practice*, 15, 101-109.
- De La Paz, S. (1999). Composing via dictation and speech recognition systems: Compensatory technology for students with learning disabilities. *Learning Disability Quarterly*, 22, 173-182.

- De La Paz, S. (1999). Teaching middle school students with LD to plan and write expository essays. *Focus on Exceptional Children, 31*, 1-16.
- De La Paz, S. (1999). Self-regulated strategy instruction in regular education settings: Improving outcomes for students with and without learning disabilities. *Learning Disabilities Research and Practice, 14*, 92-106.
- Speece, D.L., Roth, F.P., Cooper, D.H., & De La Paz, S. (1999). The relevance of oral language skills to early literacy: A multivariate analysis. *Applied Psycholinguistics, 20*, 167-190.
- De La Paz, S., Swanson, P.N., & Graham, S. (1998). The contribution of executive control to the revising of students with writing and learning difficulties. *Journal of Educational Psychology, 90*, 448-460.
- Swanson, P.N., & De La Paz, S. (1998). Teaching effective comprehension strategies to students with learning and reading disabilities. *Intervention in School and Clinic, 33*, 209-218. *Invited.*
- De La Paz, S. (1997). Strategy instruction in planning: Teaching students with learning and writing disabilities to compose persuasive and expository essays. *Learning Disability Quarterly, 20*, 227-248.
- De La Paz, S., & Graham, S. (1997). The effects of dictation and advanced planning instruction on the composing of students with writing and learning problems. *Journal of Educational Psychology, 89*(2), 203-222.
- De La Paz, S., & Graham, S. (1997). Strategy instruction in planning: Effects on the writing performance and behavior of students with learning difficulties. *Exceptional Children, 63*, 167-181.
- MacArthur, C., Graham, S., Haynes, J., & De La Paz, S. (1996). Spelling checkers and students with learning disabilities: Performance comparisons and impact on spelling. *Journal of Special Education, 30*, 35-57.
- Roth, F.P., Speece, D.L., Cooper, D.H., & De La Paz, S. (1996). Unresolved mysteries: How do metalinguistic and narrative skills connect with early reading? *Journal of Special Education, 30*, 257-277.

Conferences, Workshops, and Talks

Keynotes

- De La Paz, S. & Nokes, J. (October 10, 2018). Keynote: Reading and Writing with Primary Source Documents: Developing and Assessing Students' Historical Thinking. International Society for History Didactics Conference, Gatineau-Ottawa, Canada.
- De La Paz, S. (2012; October) University of Oregon, Center for Teaching and Learning 2012 Research to practice implementation conference, writing strand: When reading becomes an act of inquiry: Engaging students in a disciplinary approach to literacy.
- De La Paz, S. (2012; October) University of Oregon, Center for Teaching and Learning 2012 Research to practice implementation conference, writing strand: When reading becomes an act of inquiry: Meeting the challenge of the common core: Writing evidence-based arguments.
- De La Paz, S. (2009). *RTI in writing: What are evidenced-based interventions and how can we determine if they work for individual students?* Invited presentation at the 5th annual Kentucky Literacy Research Symposium, University of Kentucky, Lexington, KY.
- De La Paz, S. (2009, March). *Teaching adolescents evidenced-based writing strategies.* Invited presentation at the 5th annual Kentucky Literacy Research Symposium, University of Kentucky, Lexington, KY.

Invited Talks

- De La Paz, S. (2018, April), Discussant: International Perspectives on Writing in History: The Role of Language. Division C – Learning and Instruction Symposium.
- De La Paz, S. (2016, December). Argumentation in History and Social Studies. Invited talk for the Writing Research Study Group at the annual meeting of the Literacy Research Association, Nashville, TN.

- De La Paz, S. (2011, April). *Teaching high school students to develop written arguments in response to primary source documents: Effects of historical reasoning and prewriting strategy instruction*. Invited presentation at the annual meeting of the International Reading Association, Orlando, FL.
- De La Paz, S., **Winston, P.**, & **Morales, P.** (2006, April). *Implementing strategy instruction in historical reasoning and writing in middle school classrooms*. Invited presentation at the Council for Exceptional Children annual meeting, Salt Lake City, Utah.
- De La Paz, S. (2005, April). *Learning from primary sources in inclusive middle school classrooms*. CEC, Invited presentation for the Council for Exceptional Children Annual meeting, Baltimore, MD.
- De La Paz, S. (2003, October). *Writing essays in the context of historical inquiry: Strategies for middle school classrooms*. Invited presentation for the Annual meeting of the International Council for Learning Disabilities, Seattle, WA.

Refereed Presentations

- Levin, D., & De La Paz, S. (2019, March-April). Increased expectations for all: Science teacher interns leading discussions in middle school inclusive classrooms. NARST Annual International Conference, Baltimore Maryland.
- Wissinger, D.**, De La Paz, S., & **Jackson, C.**, The effects of the Ic3 for Reading/Prove It! For writing historical reasoning strategy with academically diverse elementary students. Presentation accepted for the College & University Faculty Assembly (CUFA) annual conference, November, 2017, San Francisco.
- De La Paz, S., & Levin, D. (2017, August). Teaching novice middle school writers to construct and critique scientific explanations. Paper 17^a Biennale European Association of Research and Instruction (EARLI) Conference for Research on Learning and Instruction, Tampere, Finland.
- De La Paz, S. **Lee, Y.**, & Levin, D. (2017, April). Teaching struggling and novice writers to construct scientific explanations. Presentation for the Council for Exceptional Children Annual meeting, Boston, MA.
- Wissinger, D.**, & De La Paz, S. (2017, April). Improving the historical knowledge and writing of students with or at-risk for LD. Paper presented at the Annual Meeting of AERA, San Antonio, TX.
- Wissinger, D.**, & De La Paz, S. (2017, November). The effects of the iC3 for Reading/Prove-it! for Writing historical reasoning strategy with academically diverse elementary students. Paper presented at the annual meeting of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies, San Francisco, CA.
- De La Paz, S., & **Sherman, C.** (2016, April). Teaching students with and without LD: An evidence-based revising strategy. Presentation for the Council for Exceptional Children Annual meeting, St. Louis, MO.
- Levin, D., De La Paz, S., & **Lee, Y.** (2016, April). Professional development to support teachers' practices of engaging students in constructing and critiquing scientific explanations in writing. Paper presented at the Annual Meeting of AERA, Washington, D.C.
- De La Paz, S. (2016, February). Using SRSD to improve writing outcomes for students with LD and struggling learners. Presentation for the 53rd Annual International Learning Disabilities Association of America Conference, Orlando, FL.
- De La Paz, S. (2015, November). Teaching adolescents with LD to write historical arguments. Presentation for the 95th NCSS Annual Conference, New Orleans, LA.
- De La Paz, S., & Levin, D. (2015, April). Middle school students' evaluation of scientific explanations in writing. Paper presented at the Annual Meeting of AERA, Chicago, IL.
- De La Paz, S., **Sherman, C.**, & **Worland Piantedosi, K.** (2013, October). Improving Writing Instruction and Assessment for Struggling Learners. Panel session at the Annual Meeting of the Council for Learning Disabilities, Austin, TX.

- Wissinger, D. & De La Paz, S.** (2013, April). Using Small Group Discussions to Enhance the Historical Arguments of Middle School Students. Paper presented at the annual meeting of AERA, San Francisco, CA.
- De La Paz, S., Monte-Sano, C., Felton, M., Croninger, R., **Jackson, C.**, & **Worland, K.** (2013, April). Historical Reading and Writing Apprenticeships for Adolescent Readers: Integrating Disciplinary Learning with Cognitive Strategies. Paper presented at the annual meeting of AERA, San Francisco, CA.
- Wissinger, D. & De La Paz, S.** (2012, April). Effects of Genre and Content Knowledge on Historical Thinking with Academically Diverse High School Students. Paper presented at the annual meeting of AERA, Vancouver, B.C., Canada.
- Sherman, C., & De La Paz, S.** (2012, April). Effects of CDO Strategy Instruction on the Revising Skills of Students With and Without Disabilities. Paper presented at the annual meeting of AERA, Vancouver, B.C., Canada.
- De La Paz, S., Felton, M., Croninger, R., & Monte-Sano, C. (2012, April). Developing Historical Reading and Writing: Relationships Among Professional Development, Fidelity of Implementation, and Student Learning. Paper presented at the annual meeting of AERA, Vancouver, B.C., Canada.
- Monte-Sano, C., De La Paz, S., Felton, M., Girard, B., McArthur Harris, L., & Stull, M. (2011, December). Tools of the Disciplinary Literacy Trade: Exploring Cases of Social Studies Teaching. Paper presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies.
- De La Paz, S. & Hernandez-Ramos, P. (2011, December). Project-Based Learning in History: Effects on Historical Empathy for Students with and without Learning Disabilities. Paper presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies.
- De La Paz, S., Ferretti, R., **Wissinger, D.**, & **Yee, L.** (2011, April). Adolescents' Disciplinary Use of Evidence, Argumentative Strategies, and Organizational Structure in Writing about Historical Controversies. Paper presented at the Annual meeting of the American Educational Research Association, New Orleans, LA.
- Monte Sano, C., & De La Paz S., (2011, February). Using writing tasks to elicit adolescents' historical reasoning. Paper presented at the Second Writing Across Borders Conference, George Mason University, VA.
- De La Paz, S., & **Malkus, N.** (2009, April). Evaluating Professional Development of American History Teachers: Effects on Student Learning Paper presented at the American Education Research Association Annual Meeting, San Diego, CA.
- De La Paz, S., & Hernandez-Ramos, P. (2009, April). Learning History with Project-Based Learning: Effects for Students With and Without Learning Disabilities. Paper presented at the American Education Research Association Annual Meeting, San Diego, CA.

Refereed Posters

- De La Paz, S., **Man, K.**, **Lee, Y.**, & Levin, D.M. Growth models as logical extensions of Single Case Design with Multiple Participants. (October 20, 2017). Constructing and critiquing explanations in science with academically diverse students. Structured Poster presentation at the International Conference on Learning Disabilities, Baltimore, MD.
- De La Paz, S., **Lee, Y.**, & Levin, D. (October 20, 2017). Constructing and critiquing explanations in science with academically diverse students. Structured Poster presentation at the International Conference on Learning Disabilities, Baltimore, MD.
- Levin, D., **Lee, Y.**, & De La Paz, S. (2017, April). Professional development to support a cognitive apprenticeship approach to disciplinary writing in science. Poster presented at the Annual Meeting of AERA, San Antonio, TX.
- Perin, D., & De La Paz, S., (2014, April). Understanding L2 writing skills. Poster presented at the American Educational Research Association annual meeting, Philadelphia, PA.

- De La Paz, S., Ferretti, R., **Wissinger**, D., & **Yee**, L. (2011, February). Adolescents' disciplinary use of evidence in writing historical arguments. Poster presented at the Second Writing Across Borders Conference, George Mason University, VA.
- De La Paz, S., Graham, S., & **Swanson**, P. (1999, April). Contribution of executive control to the revising problems of students with writing and learning difficulties. Paper presented at the annual American Educational Research Association meeting, Montreal, Canada.

Symposia

- De La Paz, S. (2015, August). *Using a case study to analyze diverse students' learning in response to a historical writing curriculum*. In M. Waldis (Chair), Understanding students' historical writing processes: A disciplinary perspective. Invited symposium presentation at the 16th Biennale EARLI Conference for Research on Learning and Instruction, Limassol, Cyprus.
- De La Paz, S., (2014, August). Developing Young Secondary Students' Historical Reading and Writing via an American History Curriculum Intervention. In S. De la Paz & J. van Drie (Chairs), Promoting historical learning by integrating reading, dialogue and writing for secondary students. Symposium presentation at the Conference on Writing Research, Amsterdam, The Netherlands.
- De La Paz, S., Okolo, C., Duhaylongsod, L., & Reisman, A., (2014, April). Innovations in Teaching History: Promoting Historical Learning, Historical Understanding, and the Common Core Standards. Symposium at the American Educational Research Association annual meeting, Philadelphia, PA.
- De La Paz, S., Felton, M., Monte, Sano, C. (2013, December). Developing diverse middle school students' historical writing through a U.S. history curriculum intervention. In C. Monte-Sano (Chair), *Developing Students' Historical Literacy Practices: Integrating Subject Matter and Literacy in the Age of the Common Core*. Paper presented at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, St. Louis, MO.
- Monte-Sano, C., De La Paz, S., & Felton, M. (2012, April). Learning to Teach Argumentative Historical Writing by Analyzing Student Work. Paper accepted for presentation in Symposium organized by Maggioni, L., & VanSledright, B. When More of the Same Story is Just Not Enough: Possibilities and Challenges of Teaching Students and Their Teachers to Think Historically. Paper presented at the annual meeting of AERA, Vancouver, B.C., Canada

Workshops

- De La Paz, S., (2018, May). *Teaching students with LD, Struggling Writers and Students who are on Grade Level (or Above) to Write Historical Arguments*. Presentation for the University of Delaware's Professional Development Center for Educators.
- Monte-Sano, C., De La Paz, S., & Felton, M. (2013, December). *Facing the CCSS and C3: Teaching Argumentative Writing and Inquiry*. Research into Practice session presented at the Annual Meeting of the National Council for the Social Studies, St. Louis, MO.
- De La Paz, S. (2009, March). *Academic Literacy: Strategies for Adolescent Writers*. Seminar for Teachers, University of Maryland, College Park.
- De La Paz, S. (2007, October). *Writing in genres and domains*. Invited pre-conference workshop for the Council for Learning Disabilities, Myrtle Beach, SC.
- De La Paz, S. (1996, October). *Strategies to help students with learning and writing problems master the composing process*. Invited Pre-conference workshop for the Council for Learning Disabilities, Nashville, TN.

Colloquia

- De La Paz, S. (2018, April 18). Panelist: Implications for research breakout session. 1st annual forum on The Promise of Improvement Science in Education. College of Education, Center for Educational Innovation and Improvement, College Park, MD.

- De La Paz, S. (2017, February 20). Cognitive apprenticeships: A model of instruction for promoting deep learning. Forman School, Litchfield, CT.
- De La Paz, S. & McCall, C. (2015, November 24). Preparing Teachers to Teach Historical Writing. Invited presentation to *Diversité scolaire et éducation citoyenne* DISEC.tv, Montreal, Canada.

Historical Presentations (10+ years ago)

- Hernandez-Ramos, P. & De La Paz, S. (2008, April). Learning history with technology and project-based learning: Evidence of effectiveness. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.
- De La Paz, S. & Felton, M. (2008, February). Writing in History: The Need for Secondary Content-Based Writing Instruction. Paper presented at the Writing Across Borders Conference, Santa Barbara, CA.
- De La Paz, S. (2006, April). Teaching high-school students to reason with historical documents. Paper presented at the American Educational Research Annual Meeting, San Francisco, CA.
- De La Paz, S. (2004, April). Teaching historical understanding and argumentative writing in culturally and academically diverse middle school classrooms. Paper presented at the annual American Educational Research Association meeting, San Diego, CA.
- De La Paz, S., Morales, P., & Angus, S. (2003, November). Teaching historical understanding and persuasive writing in culturally and academically diverse middle school classrooms. Paper presented at the annual National Council of Teachers of English meeting, San Francisco, CA.
- De La Paz, S., Morales, P., & Angus, S. (2003, March). Teaching students to write about complex historical events. Paper presented at the annual Association for Supervision and Curriculum Development meeting, San Francisco, CA.
- De La Paz, S., & Graham, S. (2001, April). Effects of planning instruction on middle school students' expository compositions. Paper presented at the annual American Education and Research Association meeting, Seattle, WA.
- De La Paz, S. (1999, November). Teaching composition to students with language and attention deficit disorders. Paper presented at the annual American Speech-Language-Hearing Association Meeting, San Francisco, CA.
- De La Paz, S. & Baron, L. (1999, April). Math teaching and learning in inclusive classrooms: A multimedia case for preservice teachers in regular and special education. Paper presented at the annual American Educational Research Association Meeting, Montreal, Canada.
- Espin, C., De La Paz, S., & others. (1999, April). Relation between CBM measures of written expression and measures of writing coherence for secondary students.. Paper presented at the annual American Educational Research Association Meeting, Montreal, Canada.
- Espin, C., De La Paz, S., & others. (1999, February). Relation between CBM measures of written expression and measures of writing coherence for secondary students. Paper presented at the 7th annual Pacific Coast Research Conference, La Jolla, CA.
- De La Paz, S. (1998, November). Writing strategies for students with learning disabilities in inclusive classrooms. Paper presented at the annual Council for Learning Disability Conference, Albuquerque, NM.
- De La Paz, S. (1998, April). Strategy instruction for planning and composing expository essays. Paper presented at the annual Council for Exceptional Children Convention, Minneapolis, MN.
- De La Paz, S. (1998, February). Teaching middle school students with and without LD to plan and write expository essays. Paper presented at the 6th annual Pacific Coast Research Conference, La Jolla, Ca.
- Graham, S., & De La Paz, S. (1997, April). The role of executive control in the revising of students with writing and learning difficulties. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- De La Paz, S., & Graham, S. (1997, April). Using dictation and planning instruction to improve writing

- for students with disabilities. Paper presented at the annual Council for Exceptional Children's Annual Convention, Salt Lake City, UT.
- De La Paz, S. (1997, February). Contributions of oral and written language skills to school difficulty. Paper presented at the 5th annual Pacific Coast Research Conference, La Jolla, Ca.
- De La Paz, S., & Graham, S. (1996, April). Effect of dictation and planning instruction on the writing of students with learning disabilities. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Roth, F.P., Speece, D.L., Cooper, D.H., & De La Paz, S. (1995, December). Oral language and reading: where do they connect for kindergarten children? Paper presented at the annual American Speech Language Hearing Association, Orlando, FL.
- MacArthur, C., Graham, S., Haynes, H., & De La Paz, S. (1995, November). Spelling checkers and students with learning disabilities: Performance comparisons and impact on spelling. Paper presented at the annual National Reading Conference, New Orleans, LA.
- Speece, D., Roth, F., Cooper, D.H., & De La Paz, S. (1995, April). Beyond phonological awareness: The contribution of other oral language skills to the development of reading. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- De La Paz, S., & Graham, S. (1995, April). An analysis of the effects of writing instruction on the writing of students with special needs. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Other

- De La Paz, S. (2002). Principles for the prevention and intervention of writing disabilities. *California Speech-Language-Hearing Association Magazine*, 32 (2) 10-12.
- De La Paz, S. & Graham, S. (1995). Screening for special diagnoses. In W. Shafer (Ed.), *Assessment in counseling and therapy*. Greensboro, NC: ERIC/CASS.

Significant Works in Public Media

- National Writing Project Public Radio – radio podcast, airdate: May 12, 2016
http://www.blogtalkradio.com/nwp_radio/2016/05/12/reading-thinking-and-writing-about-history.
- Teaching Exceptional Children podcast, airdate: April, 2016
<http://tcx.sagepub.com/site/misc/index/Podcasts.xhtml>

Sponsored Research

Grants

External funding:

- De La Paz, S., & Drakeford, W. *Research Institute for Scholars in Education*. CFDA 84.305B. Pathways Training Program to the Education Sciences. U.S. Department of Education. 2017-2022. \$1,070,650. Principal Investigator.
- De La Paz, S., Cummings, K., Taboada Barber, A., & Wexler, J. *Project ProPELL: Preparing Practice-Based Researchers with Expertise in Language and Literacy to Support High-Need Students with Disabilities*. CFDA 84.325D Type A. U.S. Department of Education, Office of Special Education Programs. 2015-2020. \$1,249,385. Principal Investigator, 2018-2020 (Co-Investigator, 2015-2017).
- De La Paz, S., & Wadman, M., Piloting tools to enable active and participatory learning for middle school students: Facilitating digital learning with Smithsonian digital resources. UMCP-Smithsonian Seed Grant 2013-2014. \$46,185. Principal Investigator.
- De La Paz, S., & Monte-Sano, C. *Disciplinary Writing Instruction for the Social Studies Classroom: A Path to Adolescent Literacy*. Funded by the U. S. Department of Education. 2009-2012. \$1,498,632. Principal Investigator.

De La Paz, S., Senkewicz, R., & Savage, T. Teaching American History Grant Program 2003-2007, \$288,082. U. S. Department of Education. Grant also administered through LEA: East Side Union High School District, \$374,099. Principal investigator.

De La Paz, S. AERA/IES Research Grants Program, 2003-2004, \$15,000. Principal investigator.

Fuchs, D., Fuchs, L., De La Paz, S. Federal Leadership Training in Learning Disabilities, Grant #84.029D; U.S. Department of Education, Office of Special Education and Rehabilitative Services, Preparation of Leadership Personnel, 1998-2002, \$881,096. Co-Investigator.

Graham, S., & De La Paz, S. *An analysis of the effects of dictation and planning instruction on the writing of students with learning disabilities*. Student Initiated Grant funded by the U.S. Department of Education, 1994-1995, \$17,900. Student Investigator.

Internal funding:

De La Paz, S., & Monte-Sano, C. *Using Writing Tasks and Genre to Elicit Adolescents' Historical Reasoning*. Support Program for Advancing Research and Collaboration (SPARC) award, College of Education, University of Maryland, 2008-2009, \$16,580. Co-Investigator.

De La Paz, S. *Engaging students in historical interpretation: establishing perspective*, Funded by Santa Clara University, 2005-2007, \$8247. Principal Investigator.

De La Paz, S. *Faculty-Student Research Assistant Program (FSRAP)*. 2003-2004. Funded by Santa Clara University, approximately \$2,500. Principal Investigator.

De La Paz, S. *Effects of Historical Controversies, Problem-Solving Heuristics, and Instruction in Argument Structure on Middle School Students' Written Persuasive Essays*. Funded by Santa Clara University, 2002, \$8078.76. Principal Investigator.

De La Paz, S. *Fourth graders use an executive revising strategy: effects for diverse learners*. Funded by Santa Clara University, 2001, \$6,131. Principal Investigator.

De La Paz, S. *Facilitating Executive Control in the Revising of Students with Learning and Writing Difficulties* Funded by Vanderbilt University, 1997, \$7,981. Principal Investigator.

Barron, L., & De La Paz, S. *Broadening Horizons: Improving Mathematics Instruction for all Students*. Funded by Vanderbilt University, 1996. \$8,700. Co- Investigator.

De La Paz, S. *Blending Strategy Instruction with Writer's Workshop in General Education Settings: Improving Outcomes for Students with LD*. Funded by Vanderbilt University. 1996. \$6,745. Principal Investigator.

De La Paz, S. *Stability of Story Grammar in Retold Narratives of Normally Developing School-Aged Children*. *President's Research Grant*. Funded by The Rehabilitation Institute of Pittsburgh, 1991, \$8,000. Principal Investigator.

Submissions

Grant Applications

De La Paz, S., Felton, M., Hancock, G., Levin, D. M, Metzger, E.. **Increasing Dialogue & Evidence-based Argumentation in Science with Critical Questioning (IDEAS-Crit-Quest)** . NSF 15-509; EHR Core Research (ECR). 2019-2023. \$1,500,000. Principal Investigator. [Status: under review].

Manuscripts in Review

Nadal, E., Miras, M., Castells, N., & De La Paz., S. From Multiple Texts to a Written Synthesis: Helping Students to Select, Integrate, and Organize Information. *Revista Mexicana de Investigación Educativa (Mexican Journal of Educational Research)*.

Wissinger, D., De La Paz., S., & Jackson, C. The effects of the iC3 for reading/prove it! for writing historical reasoning strategies with disadvantaged and academically diverse fourth through sixth grade students. *Journal of Educational Psychology*.

Manuscripts in Preparation

- De La Paz, S., Monte-Sano, C. & Neel, M. Historical Writing Development in Young Adolescents. In revision.
- Lee, Y., & De La Paz, S. A systematic review of science writing instruction for students with LD and who are EL. *Journal of Writing Research*.
- De La Paz, S., Levin, D. M., Lee, Y., & Nadal, E. Use of a cognitive apprenticeship model of instruction to support middle school students' construction and critique of written scientific explanations and arguments. In revision.
- De La Paz, S., Gross, M. & Wissinger, D. Using writing tasks and heuristics to elicit adolescents' historical contextualization. Manuscript in preparation.

Teaching, Mentoring and Advising.

Courses Taught (University of Maryland)

- EDSP 609 Teaching Students with Disabilities and Gifted Learners in Secondary Classrooms [In preparation, for Fall 2019]
- EDSP 888B Apprenticeship in Special Education: Research to Practice Partnerships [6 doctoral students. Spring 2018]. New course.
- EDSP 485 Assessment and Instruction in Mathematics in Special Education [19 students. Spring 2016. 17 students Spring 2017].
- EDSP 401 Teaching children with disabilities in elementary classrooms [86 students, Fall 2015; 66 students, Fall 2016; 72 students, Fall 2017]. Note: Course originally titled 499F.
- EDCI 697 Embracing Diversity in Classroom Communities 2013 and 2014 (20 students) Summer 2012
- EDSP 470 Introduction to Special Education *Blended delivery*. Spring 2013 and 2015. *Co-taught* (average = 50 students, each section)
- EDSP 673 Evidence-Based Practices in Special Education Spring, 2007-2016 (varied enrollment).
- EDSP 872 Quantitative Research Methods in Special Education Spring, 2013 (6 doctoral students).
- EDSP 451 Curriculum and Instruction: Elementary Special Education Fall, 2007-2013 (varied)
- EDCI 588N Disciplinary Writing Instruction for Struggling Readers in US History Classes. 2009-2012 *Outreach course – Inservice teachers* (varied).
- EDSP 455 Elementary Assessment. 2012. (15 students).
- EDSP 888A College Teaching Apprenticeship in Special Education 2011-2012. (1 student each)
- EDSP 690 Teacher Candidate Research Seminar in Special Education Fall, 2011 *Outreach course – Germany MEd program*. (15 students)
- EDCI 474 Inclusion, Diversity, and Professionalism in Secondary Education Spring, 2011 *Co-taught* (50 students)
- EDSP 798 Special Problems in Special Education, Independent Study 2009-2010, 2014 (1 student each)
- EDSP 606 Advanced Research Seminar on Inclusive Practices in the Schools Spring, 2010 *Outreach course – Germany PhD program*. (15 students)
- EDSP 682 Literacy Approaches for At-Risk Adolescents, Fall 2008

New Course Development and Courses with Significant Revision

- EDSP 609 Course in development. Tentative title: Teaching Students with Disabilities in Secondary Classrooms. Slated to be taught in Fall 2019.
- EDSP 673 Currently transforming course for online instruction in Spring 2019.
- EDSP 401 (Formerly EDSP 499F) Teaching Children with Disabilities in Elementary Classrooms
- EDCI 697 Embracing Diversity in Classroom Communities
- EDCI 474 Inclusion, Diversity, and Professionalism in Secondary Education
- EDSP 673 Evidence-Based Practices in Special Education

EDCI 588N Disciplinary Writing Instruction for Struggling Readers in US History Classes Co-Developed
EDSP 451 Curriculum and Instruction: Elementary Special Education (revised curriculum).

Training - Professional Development (Participant)

2018 UMD online course design faculty learning community
2018 UMD Mentoring Workshop
2016-2017 Fellow, University of Maryland yearlong Leadership Fellows ADVANCE Program
2015 CAST 1st Annual UDL Symposium: Building Community around UDL: From Theory to Practice, Boston, MA, August 10-12.
2010 Chesapeake Project on Sustainability
2010 College of Education Technology Fellow

Advising: Research

Undergraduate

Jayla Jackson, Bowie State University undergraduate fellow in project RISE, 2018-Current
Mayah Lovell, summer 2014 participated on project, Writing and Evaluating Claims and Explanations in Middle School Science Classrooms (see working papers in preparation).
Advisor for undergraduate student club at University of Maryland "Exceeding Expectations" 2015 and 2016.

Master's

Master's thesis – Santa Clara University

Committee chair:

Susan Dodd, MA, 2001
Trudy Gross, MA, 2002
Rebecca Jackson, MA, 2002
Laurie Jeong, MA, 2003
Erin Sagez, MA, 2003
Grace Yu, MA, 2004
Vivian Yeh, MA, 2004
Laura Kaarls, M.A., 2004
Marna Scarr, MA, 2005

Committee member – Santa Clara University:

Shanelle Atchley, MA, 2001
Jean Pierre DeOliveira, MA, 2001
Tricia Edenborn, MA, 2002
William Garcia, MA, 2003
Kimberly Bartel, MA, 2003
Betsy Cavagnaro, M.A., 2004
Trinh Tran, MA, 2004
Nicole Acuff, M.A., 2005
Gloria Hofer, MA, 2005
Amy Smith, MA, 2005
Amanda Boniface, MA, 2006
Keith Yocum, 2007
Rebecca Verdugo, 2007
Rani Bandermann, 2007

Doctoral

Committee Chair:

Vanderbilt University:

1995-1998 Philip Swanson, Special Education Consultant, Phoenix, Arizona

University of Maryland:

2008-2011 Cindy Sherman, Special Education Consultant, District of Columbia.

2008-2010 Daniel Wissinger, Assistant Professor, Indiana University of Pennsylvania.

2008-2012 Kelly Worland, Teacher and RTI Coordinator, District of Columbia.

2011-2015 Caroline Walker, Director, Elementary Curricular Programs. Howard County Public Schools

2010-2015 Laura Yee, Co-Chair with Linda Valli, Principal Georgetown Day School

2014-2015 Allyson Toronto, Howard County Public Schools

2015-2018 Shannon Pugh, Manager of Assessments, Anne Arundel County Public Schools

Current Yewon Lee, Cameron Butler, Jennifer Llewellyn, Tasha Harris

Committee Member:

University of Delaware:

2005-2007 William Lewis, University of Delaware, Newark, Delaware

University of Missouri:

2013-2017 Kari Munte, Learning, Teaching, and Curriculum

University of Maryland:

2010 Rob Bartolatta, Social Dynamics, LLC, Senior Research Analyst, Gaithersburg, MD

2010 Mark Zablocki, Assistant Professor Illinois State University, Normal, IL

2010 Meredith Miceli, Office of Special Education and Rehabilitative Services, USED

2012 Jeehye Shim Deogracias, Alexandria City Public Schools, Alexandria, VA

2013 Emily Yanisko, Clinical Faculty, Urban Teacher Center, Baltimore, MD

2016 Robyn Blum, Teaching & Learning, Policy and Leadership

2016 David Rosenstein, Teaching & Learning, Policy and Leadership

2015 Michael Neel, Teaching & Learning, Policy and Leadership

2016 Dana Lynn Grosser-Clarkson, Teaching & Learning, Policy and Leadership

current Kristin Buckstad Hamilton, Teaching & Learning, Policy and Leadership

Other Research Directions

Visiting doctoral students:

Sandra Budde, University of Giessen, Department of Educational Psychology, Giessen, Germany. (2010).

Esther Nadal Escola, University of Barcelona, Department of Developmental and Educational Psychology, Barcelona, Catalonia, Spain. (September-December, 2015).

Mentorship

Junior Faculty

Current Gulnoza Yakubova, Assistant Professor, University of Maryland

Kelli Cummings, Assistant Professor, University of Maryland

2014-2016 Daniel Levin, Clinical Assistant Professor, University of Maryland

2008-2012 Chauncey Monte-Sano, Assistant Professor, University of Maryland

2005-2007 Pedro Hernández-Ramos, Assistant Professor, Santa Clara University

Advising: Other than Research Direction

Master's

Ager, Kathleen, M.A.2009

Barr, Meghan, M.A.2009
 Fuchs, Alexandra, M.A.2009
 Cohen, Marci, M.A.2010
 Goldberg, Yael, M.Ed., 2010
 Glaser, Aaron, M.A.2010
 Hoffer, Catherine, M.A.2010
 Jilkova, Monika, M.A. 2010
 Thomas-Turnbull, Mary, M.A.2010
 Donovan, Sherry, M.Ed., 2011
 Greenblatt, Rachel, M.Ed., 2011
 Lock, Abigail, M.Ed., 2011
 Sudduth, Haley, M.Ed. 2011
 Pacheco, Grand, M.A. 2012
 Hyatt, Carly Rose, M.Ed., 2013
 Kaplan, Gabriele Sara, M.Ed., 2013
 Koch, Kevin M., M.Ed., 2013
 Lilley, Kelly Ann, M.Ed., 2013
 Mangan, Caroliine Eileen, M.Ed., 2013
 Nolle, Eric Daniel, M.Ed., 2013
 Dunn, Hallie Morgan, M.Ed., 2014
 Halper, Joshua T., M.Ed., 2014
 Jammal, Sarah, M.Ed., 2014
 Lisa Moran, M.Ed., 2015
 Sarah Jammal, M.Ed., 2015
 Rachel Cooke, M.Ed., 2016
 Rachel Carter, M.Ed., 2017
 Kaitlin Marie Mills, M.Ed., 2017
 Wenxin You, M.Ed., 2018
 Lin Jiang, M.Ed., 2018
 Yunxinyan Xiao M.Ed., 2018, projected
 Julia Na M.Ed., 2018
 Clare Henningan, M.Ed., 2019 projected
 Diane Kramer, M.Ed., 2019 projected
 Elizabeth Lansat, M.Ed., 2020 projected
 Jessica Wiking, M.Ed., 2019 projected
 Nahl Ilias, M.Ed., 2021 projected
 Addie Anstine, M.Ed., 2021 projected
 Lillian Gibbons M.Ed., 2021 projected

Other Teaching Activities

De La Paz, S., Maccini, P., Barnwell, D.A., & Page Voth, L. (April 19, 2013). Teaching and learning a blended introduction course for all learners. *Innovations in Teaching and Learning Annual Meeting*, University of Maryland, College Park.

Service and Outreach

Editorships, Editorial Boards, and Reviewing Activities

Editorial Boards

2016-present	<i>Reading Research Quarterly</i>
2012-present	<i>Elementary School Journal</i>
2011-present	<i>Written Communication</i>

2006-present	<i>Exceptional Children</i>
2004-present	<i>Learning Disability Research & Practice</i>
2003-present	<i>Journal of Learning Disabilities</i>
2004-2016	<i>Learning Disability Quarterly</i>
1997-2012	<i>Intervention in School and Clinic</i>

Reviewing Activities for Journals and Presses

Ad hoc reviewer for Reading Research Quarterly, Journal of Educational Psychology, Contemporary Educational Psychology, Journal of Writing Research, Journal of Literacy Research, Theory and Research in Social Education, and Remedial and Special Education.

REVIEWING ACTIVITIES FOR AGENCIES AND FOUNDATIONS

- 2019 Chair, Social Studies Panel, U.S. Department of Education, Institute for Education Science.
- 2015-2018 Principal Member, U.S. Department of Education, Institute for Education Sciences, Reading, Writing, and Language Development Education Research Scientific Review Panel [3 year term].
- 2016 IES Reviewer, Teaching Secondary Students to Write Effectively Report.
- 2016 Panelist, IES Technical Working Group meeting on Future Directions for Writing Research at the Secondary Level.
- 2015 U.S. Department of Education, Institute for Education Sciences, Reading and Writing Panel.
- 2012 National Institutes of Health, NICHD, Learning Disabilities Innovation Hubs.
- 2011 National Institutes of Health, NIDHD, Learning Disabilities Research Centers.

Reviewing Activities for Universities

- 2016 Syracuse University, tenure and promotion case from assistant to associate professor
- 2018 Vanderbilt University, promotion case from associate to full professor

Reviewing Activities for Conferences

- 2014 Reviewer, International Conference on Writing Research, Amsterdam, Netherlands
- 2008 Reviewer, Council for Exceptional Children Conference Proposals
- 2007 Reviewer, American Educational Research Association Conference Proposals
- 2004 Reviewer, Division C, American Educational Research Association
- 2009 Reviewer, IRIS Research Center Instructional Materials, Vanderbilt University
- 2006 Reviewer, ERIC Digest: Strategy Instruction

Committees, Professional & Campus Service

Campus Service – Department

- 2015- Director, Graduate Studies, Special Education Program
- 2015- Member, Department Advisory Committee, CHSE
- 2017-2018 Member, CHSE Assistant Professor Search Committee
- 2016-2017 Chair, Special Education Faculty Search Committee
- 2012-2015 Chair, Undergraduate Admissions and Retention Committee, Special Education
- 2011-2012 Co-chair, Special Education Undergraduate and Certification Committee
- 2010-2011 Chair, Special Education Faculty Search Committee
- 2010-2011 Member, Special Education Teacher Preparation Committee
- 2009-2011 NCATE Departmental Representative, Special Education
- 2006-2007 Director, Special education mild/moderate Level Two program, Santa Clara University
- 2005-2006 Chair, faculty search committee, Santa Clara University
- 2001-2005 Chair, masters committee, Santa Clara University
- 2004-2005 Coordinator, CTC Teaching Performance Assessments, Santa Clara University

Campus Service – College

2018-2019	Member, Appointment, Evaluation, and Promotion Committee (PTK faculty)
2018-2019	Member, COE Appointment, Promotion, and Tenure Committee (TT faculty)
2017-2018	Member, CHSE Chair Search Committee
2012-2014	Representative, CHSE, Faculty Senate
2012-2013	Member, TLPL Faculty Search Committee
2010-2011	Member, Conceptual Framework Committee
2009-2010	Member, COE Assessment Committee
2008-2009	Member, Strategic Planning Committee
2007-2009	Member, College of Education Senate
2007-2010	Member, Special Education, Awards Committee
2007-2008	Member, Committee on Governance (Plan of Organization)
2007--2007	Member, Instructional Technology Resource Specialist search committee
2005-2007	Representative, Santa Clara U., Tenure Committee
2004-2005	Representative, Santa Clara University Faculty Senate

Campus Service – University

2017-2018	Member, TLTC MOOCS Advisory Board
2010-2014	University of Maryland, Graduate Council
2010-2014	Graduate Council, PCC
2013-current	Member, Undergraduate Diversity Committee
2014; 2015	McNair Graduate Fellowship Selection Committee

Campus Service - Special Administrative Assignment

2013-2014	Chair, Graduate Council PCC, Graduate School
2001-2006	Chair, Institutional Review Board, Santa Clara University

Offices and Committee Memberships

2014	Member, Research Committee, Council for Learning Disabilities
2013	Co-Chair, Membership Committee, Council for Learning Disabilities
2006	Member, Diversity Committee, Council for Learning Disabilities, Council for Exceptional Children, Reston, VA

Leadership Roles in Meetings and Conferences

2003	Strand Coordinator, Effective Practices in Assessing and Teaching Writing, 25 th International Conference on Learning Disabilities, Council for Learning Disabilities, Seattle, WA.
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Other Non-University Committees, Memberships, Panels, etc.

2011	International Reading Association, Advisory Committee Member, Expert Panel on Reading and Writing
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External Service and Consulting

2018-	SenseMaking in the Disciplines, Carol D. Lee Y Matthew Brown, PI's. Advisory Board
2017-current	Evaluation of the <i>Becoming US</i> program, for the National Museum of American History (NMAH) of the Smithsonian Institution.
2017	LEAC Scientific Meeting, The University Autonoma of Madrid, 27-28 June. Participation/consultation in Research Meeting on the teaching of writing at the university level.
2017	Teacher observations, faculty presentation, administration advising, February 20-21, Forman School, Litchfield, CT.

2012-2013 Program Evaluator, Anne Arundel County Public Schools, Annapolis High School, Honors for All.

Consultancies (to local, state and federal agencies; companies; organizations)

2017 Consultant. Forman School. Litchfield, CT. Classroom observations, presentation on cognitive apprenticeships and teacher professional development to school faculty and administration.

2016 Advisory Board Member, *Becoming US*. National Museum of American History, Behring Center, Smithsonian Institution.

2014 Consultant, ConVal School District, NH. Training on Self-Regulated Writing Strategies.

2005 Voyager Expanded Learning, Passport Reading Journeys Advisory Board, Dallas TX.

2005 Write Source Project, *Research Study*, Houghton Mifflin Co.

Outreach Presentations

2013 *Universal Design*. For teachers and staff at College Park Academy, Prince George's County Public Schools.

2005 *Reading history: The art of interpreting documents*. Teaching American History Summer Workshop, Santa Clara, CA.

2004 *Thinking and writing with primary and secondary documents*. Teaching American History Summer Workshop, Santa Clara, CA.

Community & Other Service

2015 Judge, National History Day, National Finalists, websites

2013 National History Day Fair for the *College Park Academy*, PGCPs.

2011 Judge, National History Day, National Finalists, exhibits

2008 Judge, National History Day, State of Maryland Finalists, web pages.

2008 Presenter, 25th Annual Spring Meeting, Department of Special Education

2006 Presenter, de Saisset museum, Santa Clara University, Santa Clara, CA.

Awards, Honors and Recognition

2012 *Written Communication*, Finalist, Joyn R. Hayes Award for Excellence in Writing Research for De La Paz, S., Ferretti, R., Wissinger, D., Yee. L., & MacArthur (2012). Adolescents' disciplinary use of evidence, argumentative strategies, and organizational structure in writing about historical controversies, *Written Communication*, 29 (4), 412-454.

2000 *Learning Disabilities Research and Practice* Samuel A. Kirk Award for outstanding research publication, De La Paz, S. (1999). Self-Regulated Strategy Instruction in Regular Education Settings: Improving Outcomes for Students with and without Learning Disabilities.

Teaching Awards

2013 Nominated. Graduate Faculty Mentor of the Year Award.

Other Information

Memberships:

American Educational Research Association
Council for Exceptional Children
Council for Learning Disabilities
Division for Learning Disabilities
National Council for the Social Studies
College and University Faculty Association