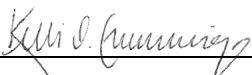


Curriculum Vitae

Notarization. I have read the following and certify that this *curriculum vitae* is a current and accurate statement of my professional record.

Signature  Date: 8.12.20

In general, do not list a work or activity more than once.

I. Personal Information

I.A. UID, Last Name, First Name, Middle Name, Contact Information

*Cummings, Kelli, Dawn (UID: 113898273)
Counseling, Higher Education, Special Education
3942 Campus Drive
University of Maryland, College Park, MD 20742-1125
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I.B. Academic Appointments at UMD

*2020- Associate Professor
Counseling, Higher Education Special Education
University of Maryland, College Park, MD*

*2014- Assistant Professor
2020 Counseling, Higher Education Special Education
University of Maryland, College Park, MD*

I.C. Administrative Appointments at UMD

I.D. Other Employment

*2012-2014 Director, Measurement, Evaluation, and Applications Development
Center on Teaching and Learning
University of Oregon, Eugene, OR*

*2010-2014 Research Associate
Center on Teaching and Learning
University of Oregon, Eugene, OR*

*2006-2010 Senior Research Scientist and Director of Data Analysis
Dynamic Measurement Group, Eugene, OR*

*2005-2006 Research Assistant Professor
Institute for Educational Research and Service
University of Montana, Missoula, MT*

*2004-2006 Assistant Professor
Department of Psychology
University of Montana, Missoula, MT*

II.B.2. Encyclopedia

Merrell, K.W. & Cummings, K.D. (2005). Educational applications of behavior rating scales. In G. Sugai and R.H. Horner (Eds.), *Encyclopedia of Behavior Modification and Cognitive Behavior Therapy* (Vol. 3) (pp. 1208 – 1212). Thousand Oaks, CA: Sage Publications.

II.B.3. Series

Cummings, K.D., & Biancarosa, G. (Eds.). (2015). Special issue: New metrics, measures, and uses for fluency data. *Reading and Writing: An Interdisciplinary Journal*, 28(1).

Petscher, Y., Cummings, K.D., Biancarosa, G., & Fien, F.(Eds.). (2013). Special series: Measurement issues in the assessment of reading fluency. *Assessment for Effective Intervention*, 38(2).

II.B.4. Other: Published Assessment Instruments

Good, R.H., Kaminski, R.A., Cummings, K.D., Dufour-Martel, C., Petersen, K., Powell-Smith, K.A., . . . Wallin, J. (2011). *Dynamic indicators of basic early literacy skills: DIBELS*. Dallas, TX: Cambium.

Good, R.H., Kaminski, R.A., Cummings, K.D., Dufour-Martel, C., Peterson, K., Powell-Smith, K.A., . . . Wallin, J. (2011). *DIBELS Next Assessment Manual*. Dallas, TX: Cambium.

Cummings, K.D., Baker, D.L., & Good, R.H. (2006). Guía para la administración y calificación de IDEL. En D. L. Baker, R. H. Good, N. Knutson, & J. M. Watson (Eds.), *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <http://dibels.uoregon.edu>

Cummings, K.D., Baker, D.L., & Good, R.H. (2006). Guía en inglés para la administración y calificación de IDEL. In D.L. Baker, R.H. Good, N. Knutson, & J.M. Watson (Eds.), *Indicadores Dinámicos del Éxito en la Lectura* (7a ed.). Eugene, OR: Dynamic Measurement Group. Retrieved from <http://dibels.uoregon.edu>

II.C. Refereed Journals

II.C.1. Refereed Journal Articles

Cummings, K.D., Smolkowski, K., & Baker, D.L. (2019). Comparison of literacy screener risk selection between English proficient students and English learners. *Learning Disability Quarterly*. Advance online publication. doi: 10.1177/0731948719864408

Reed, D.K., Cummings, K.D., Schaper, A*, and Biancarosa, G. (2018). Accuracy in identifying students' miscues during oral reading: A taxonomy of scoring mismarkings. *Reading and Writing: An Interdisciplinary Journal*, 32(4), 1009-1035. doi: 10.1007/s11145-018-9899-5

- Smolkowski, K. & Cummings, K.D. (2016) Evaluation of the DIBELS (6th Edition) diagnostic system for the selection of native and proficient English speakers at risk for reading difficulties. *Journal of Psychoeducational Assessment, 34*(2), 103-118. doi:10.1177/0734282915589017
- Cummings, K.D. & Smolkowski, K. (2015). Bridging the gap: Selecting students at risk for academic difficulties. *Assessment for Effective Intervention, 44*(1), 55-61. doi: 10.1177/1534508415590396
- Smolkowski, K. & Cummings, K.D. (2015). Evaluation of diagnostic systems: The selection of students at risk for academic difficulties. *Assessment for Effective Intervention, 41*(1), 41-54. 10.1177/1534508415590386
- Park, Y., Chaparro, E.A., Preciado, J., & Cummings, K.D. (2015). The importance of early mastery of basic reading skills. *Early Education and Development, 26*(8), 1187-1209. doi: 10.1080/10409289.2015.1015855
- Cummings, K.D., Biancarosa, G., Schaper, A.*, & Reed, D.K. (2014). Examiner error in curriculum-based measurement of oral reading. *Journal of School Psychology, 52*(4), 361-375. doi: 10.1016/j.jsp.2014.05.007
- Cummings, K.D., Stoolmiller, M., Baker, S.K., Fien, F., & Kame'enuei, E.J. (2014). Using school-level student achievement to engage in formative evaluation: Comparative school-level rates of oral reading fluency growth conditioned by initial skill for second-grade students [Special issue]. *Reading and Writing, 28*(1), 105-130. doi: 10.1007/s11145-014-9512-5
- Smith, J.L., Cummings, K.D., Nese, J.F.T., Alonzo, J., Fien, F., & Baker, S.K. (2014). The relation of word reading fluency initial level and gains with reading outcomes. *School Psychology Review, 43*(1), 30-40.
- Reed, D.K., Cummings, K.D., Schaper, A.*, & Biancarosa, G. (2014). Assessment fidelity in reading intervention research: A synthesis of the literature. *Review of Education Research, 84*(2), 275-321. doi: 10.3102/0034654314522131
- Nese, J.F.T., Biancarosa, G., Cummings, K.D., Kennedy, P.C.*, Alonzo, J., & Tindal, G. (2013). In search of average growth: Describing within-year oral reading fluency growth across Grades 1 – 8. *Journal of School Psychology, 51*(5), 625-642. doi: <http://dx.doi.org/10.1016/j.jsp.2013.05.006>
- Petscher, Y., Cummings, K.D., Biancarosa, G., & Fien, F. (2013). Advanced (measurement) applications of curriculum-based measurement in reading. *Assessment for Effective Intervention, 38*(2) 71-75. doi: 10.1177/1534508412461434
- Cummings, K.D., Park, Y., & Bauer Schaper, H.A. (2013). Form effects on DIBELS Next oral reading fluency progress monitoring passages. *Assessment for Effective Intervention, 38*(2), 91-104. doi: 10.1177/1534508412447010

Atkins, T.A., & Cummings, K.D. (2011). Utility of oral reading and retell fluency in predicting proficiency on the Montana comprehensive assessment system. *Rural Special Education Quarterly*, 30(2), 3-12. doi: 10.1177/875687051103000202

Cummings, K.D., Dewey, B., Latimer, R., & Good, R.H. (2011). Pathways to word reading and decoding: The roles of automaticity and accuracy. *School Psychology Review*, 40(2), 284-295.

Cummings, K.D., Kaminski, R.A., Good, R.H., & O'Neil, M.* (2010). Assessing phonemic awareness in preschool and kindergarten: development and initial validation of first sound fluency. *Assessment for Effective Intervention*, 36(2), 94-106. doi: 10.1177/1534508410392209

Cummings, K.D., Atkins, T.A., Allison, R., & Cole, C. (2008). Response to intervention: Investigating the new role of special educators. *Teaching Exceptional Children*, 40(4), 24-31. doi: 10.1177/004005990804000403

Cummings, K.D., Kaminski, R.A., & Merrell, K.W. (2008). Advances in the assessment of social competence: Findings from a preliminary investigation of a general outcome measure (GOM) for social behavior. *Psychology in the Schools*, 45(10), 930-946. doi: 10.1002/pits.20343

Pacifici, C., Delaney, R., White, L., Nelson, C., & Cummings, K. (2006). Web-based training for foster, adoptive, and kinship parents. *Children and Youth Services Review*, 28(11), 1329-1343. doi: 10.1016/j.childyouth.2006.02.003

Pacifici, C., White, L., Cummings, K., & Nelson, C. (2005). Evaluating Vstreet.com: A web-based community for at-risk teens. *Child Welfare League of America*, 84(1), 25 - 46.

Pacifici, C., White, L., Delaney, R., Cummings, K., & Nelson, C. (2005). Foster parent college: Managing child behavior problems. *Social Work Research*, 29(4), 243-251.

II.C.2. Perspectives, Opinions, and Letters

Cummings, K.D., & McIntosh, K. (with Riley-Tillman, C. & Gimpel Peacock, G.) (2011, December). The continuing legacy of Ken Merrell. *Communiqué*, 40(2).

Cummings, K.D., & McKenna, M. (2007, December). Thoughts on response to intervention (RtI) following the fall OSPA conference. *OSPA Bulletin*, 29(2).

II.C.3. Other, Invited journal articles

Reed, D.K., Cummings, K.D., Allen, E.A., Weiser, B.L., Hott, B.L., & Smolkowski, K. (2014). Synthesis of research symposium at CLD's 35th international conference on learning disabilities: Must reads for 2013. *Learning Disability Quarterly*, 37, 230-240. doi: 10.1177/0731948714523435

Reed, D.K., Weiser, B., Cummings, K.D., & Shapiro, E. (2013). Synthesis of research symposium at CLD's 34th international conference on learning disabilities: Must reads for 2012. *Learning Disability Quarterly*, 36(4), 195-202. doi:10.1177/0731948713480788

Kaminski, R.A. & Cummings, K.D. (2007). Assessment for learning: Using general outcomes measures. *Threshold*, Winter 2007, 26-28.

II.C.4. Other, Non-referreed Publications

Biancarosa, G., & Cummings, K. D. (2015). New metrics, measures, and uses for fluency data: An introduction to a special issue on the assessment of reading fluency. *Reading & Writing*, 28(1), 1-7. DOI: 10.1007/s11145-014-9516-1 18.

II.C.5. Other, Technical Reports

Kennedy, P.C., Cummings, K.D., Schaper, H.A.B., Stoolmiller, M. (2015). *DIBELS data system: 2013-14 percentile gains for predominant DIBELS Next benchmark assessments* (Technical Report 1501). Eugene, OR: University of Oregon. Retrieved from <https://dibels.uoregon.edu/research/techreports/#dibels>

Cummings, K. D., Kennedy, P. C.*, Otterstedt, J., Baker, S. K., & Kame'enui, E. J. (2011). *DIBELS data system: 2010-2011 percentile ranks for DIBELS Next benchmark assessments* (Technical Report 1101). Eugene, OR: University of Oregon. Retrieved from <https://dibels.uoregon.edu/research/techreports/#dibels>

Cummings, K. D., Otterstedt, J., Kennedy, P. C.*, Baker, S. K., & Kame'enui, E. J. (2011). *DIBELS data system: 2009-2010 percentile ranks for DIBELS 6th Edition benchmark assessments* (Technical Report 1102). Eugene, OR: University of Oregon. Retrieved from <https://dibels.uoregon.edu/research/techreports/#dibels>

Baker, D. L., Cummings, K. D., Good, R. H., & Smolkowski, K. (2007). Indicadores Dinámicos del Éxito in la Lectura (IDEL®): *Summary of decision rules for intensive, strategic, and benchmark instructional recommendations in kindergarten through third grade* (Technical Report No.1) Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/research/techreports/#idel>

II.C.6. Other, Policy Papers

Maryland State Department of Education. (2017). *Maryland's Keys to Comprehensive Literacy*. Baltimore, MD: Author.

Tirrell-Corbin, C., Lieber, J., Cummings, K.D., Jones Harden, B., Klein, E., Silverman, R., & Gupta, S. (2016). *Evaluation of the Efficacy of Maryland's Race to the Top—Early Learning Challenge Grant*. College Park, MD: University of Maryland Center for Early Childhood Education and Intervention.

Dyslexia Task Force. (2016). *Final report of the task force to study the implementation of a dyslexia education program*. Baltimore, MD: Author.

II.C.7. Other, Position Papers

Kaminski, R.A., Good, R.H., Baker, D., Cummings, K.D., Dufour-Martel, C., Fleming, K., ... Wallin, J. (2019). *Position paper on use of Acadience Reading k-6 for diverse learners: Are Acadience Reading measures appropriate for all students?* Eugene, OR: Dynamic Measurement Group
Retrieved from: https://acadiencelarning.org/wp-content/uploads/2020/01/Acadience_Reading_Diverse_Learners_2019.pdf

Kaminski, R.A., Good, R.H., Baker, D., Cummings, K.D., Dufour-Martel, C., Fleming, K., ... Wallin, J. (2008). *Position paper on use of DIBELS for student-level accountability decisions*. Eugene, OR: Dynamic Measurement Group.

Kaminski, R.A. & Cummings, K.D. (2007). *DIBELS: Myths and facts*. Eugene, OR: Dynamic Measurement Group. Retrieved from:
https://acadiencelarning.org/papers/Myths_0208.pdf

Kaminski, R.A., Good, R.H., Baker, D., Cummings, K.D., Dufour-Martel, C., Fleming, K., ..., Wallin, J. (2007). *Position paper on use of DIBELS for system wide accountability decisions*. Retrieved from: <https://bit.ly/2DqwM84>.

Kaminski, R.A., Good, R.H., Baker, D., Cummings, K.D., Dufour-Martel, C., Fleming, K., ... Wallin, J. (2006). *Position paper on "The Truth About DIBELS."*

II.C.8. Other, Research to Practice documents

Rasplica, C.* & Cummings, K.D. (2014). *Infosheet about reading fluency*. Retrieved from <http://www.council-for-learning-disabilities.org/what-is-oral-reading-fluency-verbal-reading-proficiency>

II.C.9. Other, Manuscripts in progress

Cummings, K.D., Schaper, A.* , Cassidy, K.* , Ortiz, J.* , & Smolkowski, K. (2019). *Signal detection methods in educational research: a synthesis of the literature*. Manuscript in preparation.

Cummings, K.D., Smith, R.A , Kelly, J.* , Gatlin, B., & Sherlock, D.* (2019). *Curriculum-based measurement in reading with English language learners: A review*. Manuscript in preparation.

Romer, N., Whitcomb, S., & Cummings, K.D. (2019). *Reliability and validity of the social behavioral screener (SBS)*. Manuscript in preparation.

II. C. 10. Other, Manuscripts submitted for publication

Baker, D.L., Cummings, K.D., & Smolkowski, K. (2020). *Diagnostic accuracy of Spanish and English screeners with Spanish and English criterion measures for bilingual students in Grades 1 and 2*. Manuscript submitted for publications.

Petscher, Y.P., Cummings, K.D., Herrera, S., Killian, M. & Woods, M. (2020). *Testing the importance of individual growth in predicting state-level outcomes beyond status measures*. Manuscript submitted for publication.

Kelly, J.H.*, Cummings, K.D., Silverman, R.D., Taboada Barber, A., & Espinas, D*. (2020). *Investigating the impacts of integrated curricula on literacy instruction*. Manuscript submitted for publication.

Kelly, J.H.* & Cummings, K.D. (2020). *A theoretical overview and empirical research synthesis on the relation between theory of mind and reading comprehension*. Manuscript submitted for publication.

II.D. Conferences, Workshops, and Talks

II.D.1. Invited Talks

Cummings, K.D. (December, 2019). *Scale issues and implementation in schools*. Invited address presented at the Dyslexia Foundation's Early Screening Summit Technical Working Group. Captiva, FL

Cummings, K.D. & Smolkowski, K. (Discussants, February 2019). Screening for intensive intervention. In N. A. Stevenson (Chair), *Intensive Intervention Research: A Critical Examination of Practical, Ethical, and Methodological Issues*. Symposium presented at the 26th Annual Pacific Coast Research Conference, Coronado, CA.

Powell-Smith, K.A., Kaminski, R.A., & Cummings, K.D. (2008, February). *DIBELS Deep brief reading diagnostic tools: Development and validation*. Featured Session presented at the 5th Annual DIBELS Summit, Santa Ana Pueblo, NM.

Cummings, K.D. (2007). *Progress monitoring and response to intervention in an outcomes-driven model*. Invited address at the Montana Council for Exceptional Children Annual Convention. Missoula, MT.

Kaminski, R.A., Cummings, K.D., & Good, R.H. (2007, October). *Psychometric adequacy of Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*. Invited address at the Oregon School Psychology Association Annual Convention. Seaside, OR

Cummings, K.D. (Discussant, 2006). In Sanford, A.* (Chair). *CSI Anaheim: Solving the reading instruction puzzle using DIBELS*. Symposium presented at the National Association of School Psychologists 38th Annual Convention, Anaheim, California.

Cummings, K.D., & Beebe-Frankenberger, M.E. (2005, August). *Problem solving: A procedural model for RTI implementation*. Invited address at the Comprehensive System for Professional Development 2005 August Institute, Missoula, MT.

Cummings, K.D., & Beebe-Frankenberger, M.E. (2005, April). *Response to intervention: Not just a theory!* Invited address at the Montana Council for Exceptional Children 2005 Annual Convention, Billings, MT.

Cummings, K.D., & Beebe-Frankenberger, M.E. (2005, April). *CBM and response to intervention*. Invited address at the Montana Council for Exceptional Children 2005 Annual Convention, Billings, MT.

Beebe-Frankenberger, M.E., & Cummings, K.D. (2005, April). *Answers to the top FAQs about response to intervention*. Invited address at the Montana Council for Exceptional Children 2005 Annual Convention, Billings, MT.

Beebe-Frankenberger, M.E., & Cummings, K.D. (2005, April). *The school psychologist's expanded role in the RTI model*. Invited address at the Montana Council for Exceptional Children 2005 Annual Convention, Billings, MT.

II.D.2. Refereed Presentations

Kelly, J.,* Cummings, K. D. & Silverman, R. (2020, Apr 17 - 21) A Research-to-Practice Partnership Investigation of Integrated Curricula in Diverse First-Grade Classrooms [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/roqa6af> (Conference Canceled)

Romer, N., Cummings, K.D., & Whitcomb, S. (2018). *Technical adequacy of the Strength-Based Screener for adolescents*. Paper presented at the National Association for School Psychologists 49th Annual Convention, Chicago, IL.

Cummings, K.D. & Smolkowski, K. (2016). Application of signal detection methods to universal screening in reading. In D.K. Reed (Chair), *Improving the Use and Understanding of Curriculum Based Measures*. Paper presented at the 24th Annual Pacific Coast Research Conference, Coronado, CA.

Basaraba, D., Biancarosa, G., Cummings, K.D., Reed, D.K., & Schaper, A. (2015). A Rasch examination of form and rater effects in oral reading fluency. In K.D. Cummings (Chair), *Assessment fidelity in reading research: Effects of examiner, reading passage, and scoring methods*. Paper presented at the 22nd Annual Meeting Society for the Scientific Study of Reading. The big Island, HI.

Cummings, K.D. & Schaper, A.* (2015). Understanding assessment fidelity using generalizability theory. In K.D. Cummings (Chair), *Assessment fidelity in reading research: Effects of examiner, reading passage, and scoring methods*. Paper presented at the 22nd Annual Meeting Society for the Scientific Study of Reading. The big Island, HI.

Cummings, K.D., Reed, D.K., Biancarosa, G., & Schaper, A.* (2014). Fidelity of assessment in reading research and practice. In J. Logan (Chair), *Fidelity in assessment and intervention: Issues of assessment, conceptualization, measurement, and analysis*. Paper presented at the 21st annual meeting of the Society for the Scientific Study of Reading, Santa Fe, New Mexico.

Cummings, K.D. (2013). *Form effects on DIBELS Next ORF: Progress monitoring*. Paper presented at the National Association of School Psychologists 45th Annual Convention, Seattle, WA.

Cummings, K.D. (2012). Predictive validity of retell fluency and cloze measures. In D.K. Reed (Chair.) *Is a duck really a duck? Face validity in assessment*. Panel presented at the 34th Annual International Conference on Learning Disabilities, Austin, TX.

Cummings, K.D., Otterstedt, J., Van Horn, N.* (2012). *Linking school and student achievement data from a large-scale database with the CCD: Applications for research*. Paper presented at the U.S. Department of Education's National Center for Education Statistics' (NCES) 25th Annual STATS-DC Data Conference, Washington, D.C.

Cummings, K.D., Smith, J.L, Fien, F., & Baker, S.K. (2012). *Decoding acquisition in first grade and later reading outcomes*. Paper presented at the National Association of School Psychologists 44th Annual Convention, Philadelphia, PA.

Munir-McHill, S.*, Boussetot, T.*, Cummings, K.D., & Smith, J.M. (2012). *Profiles in school-level data-based decision making*. Paper presented at the National Association of School Psychologists 44th Annual Convention, Philadelphia, PA.

Cummings, K.D., Otterstedt, J., & Kennedy, P.* (2011). *What's in a name? Linking achievement data from a large-scale database with the common core of data (CCD)*. Paper presented at the U.S. Department of Education's National Center for Education Statistics' (NCES) 24th Annual STATS-DC Data Conference, Bethesda, MD.

Cummings, K.D., Stoolmiller, M., Fien, F., & Baker, S.K. (2011). *Formative evaluation: Estimating school-level student achievement with oral reading fluency*. Paper presented at the National Association of School Psychologists 43rd Annual Convention, San Francisco, CA.

Park, Y., Chaparro, E.A., Cummings, K.D., & Preciado, J. (2011). *Are your kids good readers? Since when? Importance of early mastery of basic reading skills*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

- Good III, R.H., Cummings, K.D., Fien, F., Wheeler, C.E.*, Baker, S.K., & Kame'enui, E.J. (2010). *Rigorous RtI decisions: Normative growth rates for oral reading fluency*. Paper presented at the National Association of School Psychologists 42nd Annual Convention, Chicago, IL.
- Cummings, K.D., Dewey, E., & Latimer, R. (2010, February). *The role of unitization and accuracy on later reading outcomes*. Paper presented at the 7th Annual DIBELS Summit, Santa Ana Pueblo, NM
- Cummings, K.D., Good III, R.H., Latimer, R., & O'Neil, M.E.* (2009, February). *DIBELS benchmark goals*. Paper presented at the 6th Annual DIBELS Summit, Santa Ana Pueblo, NM.
- Kaminski, R.A., Cummings, K.D., Powell-Smith, K.A., Stollar, S., Murdoch, A., Good III, R.H. (2009, February). *Using DIBELS for progress monitoring and evaluating response to intervention in an outcomes-driven model*. Paper presented at the 6th Annual DIBELS Summit, Santa Ana Pueblo, NM.
- Atkins, T.A., & Cummings, K.D. (2008, February). *Predicting success on criterion-referenced and norm-referenced tests using DORF*. Paper presented at the 5th Annual DIBELS Summit, Santa Ana Pueblo, NM.
- Good III, R.H. & Cummings, K.D. (2007). Psychometric accuracy of Dynamic Indicators of Basic Early Literacy Skills (DIBELS). In J. Betts (Chair) *Psychometric adequacy of measures of early literacy skills*. Symposium presented at the National Association of School Psychologists 39th Annual Convention, New York.
- Cummings, K.D., & Atkins, T.A. (2007). *Project PASS: Predicting and achieving school success*. Paper presented at the National Association of School Psychologists 39th Annual Convention, New York.
- Kaminski, R.A., Good, R.H., Baker, D.L., Cummings, K.D., Dufour-Martel, C., Knutson, N., & Powell-Smith, K.A. (2007, March). *DIBELS horizons*. Paper presented at the 4th Annual DIBELS Summit, Santa Ana Pueblo, New Mexico.
- Cummings, K.D. (2006, November). *Research and theory into practice: Project PASS*. Paper presented at the Oregon RTI Summit. Eugene, Oregon.
- Cummings, K.D. (2006, March). *Assessing RTI with social behaviors, Is it possible?* Paper presented at the National Association of School Psychologists 38th Annual Convention, Anaheim, California.
- Cummings, K.D., & Beebe-Frankenberger, M.E. (2006, March). *Response to intervention: Lessons learned from rural schools*. Paper presented at the National Association of School Psychologists 38th Annual Convention, Anaheim, California.

Cummings, K.D., Atkins, T.A., Means, D., & Rocksund, J. (2006, March). *Response to intervention: Systems, data, practices*. Paper presented at the Montana Council for Exceptional Children Annual Convention, Missoula, Montana.

Rocha, M.S., Cummings, K.D., & Kaminski, R.A. (2003, April). *Indicators of social growth and development in children*. Paper presented at the National Association of School Psychologists 35th Annual Convention, Toronto, Ontario, Canada.

Cummings, K.D., Rocha, M.S., Kaminski, R.A., & Smith, S. (2002, February). *Indicators of social growth and development in children*. Paper presented at the National Association of School Psychologists 34th Annual Convention, Chicago, Illinois.

Rocha, M.S., & Cummings, K.D. (2002, February). *Indicators of social growth and development in children*. Paper presented at the Oregon Conference, Eugene, Oregon.

II.D.3. Refereed Workshop Papers

Romer, N., Stein, R., Whitcomb, S., & Cummings, K.D. (2014). *Social emotional and behavioral interventions: Best practices in progress monitoring*. Mini-skills workshop presented at the National Association of School Psychologists 46th Annual Convention, Washington, D.C.

Cummings, K.D. & Powell-Smith, K.A. (2009, March). *ROC done right! Using ROC curve analyses to enhance prevention*. Mini-skills workshop presented at the National Association of School Psychologists 41st Annual Convention, Boston, MA.

II.D.4. Refereed Posters

Kelly, J* & Cummings, K.D., (2019). *Social cognition and narrative comprehension: A research synthesis*. Poster presented at the 26th Annual Meeting of the Pacific Coast Research Conference. San Diego, CA.

Sherlock, D.*, Cummings, K.D., & Smith, R.A.* (2017). *Curriculum-based measurement and English language learners: A research update*. Poster presented at the 39th Annual Meeting of the Council for Learning Disabilities. Baltimore, MD.

Sherlock, D.* & Cummings, K.D. (2017). *The predictive validity of DIBELS 6th edition for English language learners in kindergarten through Grade 3*. Poster presented at the 125th Annual Convention of the American Psychological Association. Washington, D.C.

Mitchell, M.*, Wexler, J., Cummings, K.D., Silverman, R., Zumeta Edmonds, R., & Clancy, E.* (2016). *Validity and reliability of maze-CBM for reading screening of high school students*. Poster presented at the 24th Annual Pacific Coast Research Conference. San Diego, CA.

- Romer, N., Whitcomb, S., & Cummings, K.D. (2016). *A strength-based approach to universal screening*. Poster presented at the National Association of School Psychologists 47th Annual Convention, New Orleans, LA.
- Mitchell, M.*, Wexler, J., Cummings, K.D., Silverman, R., & Clancy, E.* (2015). *A systematic review of the technical adequacy of Maze CBM for adolescents*. Poster presented at the 23rd Annual Pacific Coast Research Conference, San Diego, CA.
- Cummings, K.D., Biancarosa, G., Schaper, A.*, & Reed, D.K. (2014). *Examiner error in curriculum-based measurement of oral reading fluency*. Poster presented at the 22nd Annual Pacific Coast Research Conference, Coronado, CA.
- Reed, D.K., Cummings, K.D., Schaper, A.*, & Biancarosa, G. (2014). *Assessment fidelity in reading intervention research: A synthesis of the literature*. Poster presented at the 22nd Annual Pacific Coast Research Conference, Coronado, CA.
- Kennedy, P.*, Munir-McHill, S.*, Boussetot, T.*, & Cummings, K.D. (2011). *Describing a model of sentinel schools for reading research*. Poster presented at the 7th Annual DIBELS Summit, Santa Ana Pueblo, NM.
- Munir-McHill, S.*, Kennedy, P.*, Brown, M.A.*, Beemer, N.*, & Cummings, K.D. (2011). *Initial impressions of DIBELS Next using data from sentinel schools*. Poster presented at the 7th Annual DIBELS Summit, Santa Ana Pueblo, NM.
- Cummings, K.D., Kaminski, R.A., O'Neil, M.E.*, Latimer, R., Hommel, K.A., Wallin, J.U., & Good III, R.H. (2009, February). *DIBELS word use fluency (WUF) validation with the Test of Language Development, Primary: Fourth edition (TOLD-P:4)*. Poster presented at the 17th Annual Pacific Coast Research Conference, Coronado, CA.
- Cummings, K.D., Kaminski, R.A., & O'Neil, M.E.* (2008, March). *Assessment of student vocabulary development: A general outcome measurement approach*. Poster presented at the 7th British Dyslexia Association International Conference, Harrogate, Yorkshire, UK.
- Kaminski, R.A. & Cummings, K.D. (2008, March). *Linking assessment to instruction: Using Dynamic Indicators of Basic Early Literacy Skills in an outcomes-driven model*. Poster presented at the 7th British Dyslexia Association International Conference, Harrogate, Yorkshire, UK.
- Cummings, K.D. & Good, R.H. (2007, July). *Progress monitoring and response to intervention in an outcomes-driven model*. Poster presented at the National Center on Student Progress Monitoring Annual Convention, Nashville, TN.
- Cummings, K.D., & Atkins, T.A., (2007, March). *Project PASS: Predicting and achieving school success*. Poster presented at the Council for Exceptional Children Annual Convention, Louisville, KY.

Baker, D.L., & Cummings, K.D. (2007, February). *IDEL® summary of decision rules for benchmark, strategic, and intensive instructional recommendations*. Poster presented at the 4th Annual DIBELS Summit, Santa Ana Pueblo, New Mexico.

Powell-Smith, K.A., & Cummings, K.D. (2007, February). *What's PSF got to do with it? A look at the contribution of DIBELS phoneme segmentation fluency to first-grade reading outcomes*. Poster presented at the 15th Annual Pacific Coast Research Conference, Coronado, California.

Cummings, K.D. (2006, April). *Are girls more socially competent than boys? It might depend on whom you ask*. Poster presented at the Council for Exceptional Children Annual Convention, Salt Lake City, Utah.

II.D.5. Refereed Panels or Symposia

Cummings, K.D. (Chair, 2015). Assessment fidelity in reading research: Effects of examiner, reading passage, and scoring methods. Symposium presented at the 22nd Annual Meeting Society for the Scientific Study of Reading. The Big Island, HI.

Cummings, K.D., Reed, D.K., & Smolkowski, K. (Chairs, 2014). Fidelity of assessment in reading research and practice. Panel presented at the 36th Annual International Conference on Learning Disabilities, Philadelphia, PA.

Cummings, K.D., Smolkowski, K., & Allen, E.A. (Chairs, 2013). Evaluating diagnostic systems: An illustration using reading tests. Panel presented at the 35th Annual International Conference on Learning Disabilities, Austin, TX.

Cummings, K.D. (Chair, 2011). Measurement considerations for monitoring student growth and instructional context. Symposium presented at the 19th Annual Pacific Coast Research Conference, Coronado, CA.

Cummings, K.D. (Chair, 2008,). ROC done right: Examining the decision utility of educational measures. Symposium presented at the 16th Annual Pacific Coast Research Conference, Coronado, CA.

II.D.6. Non-Refereed Posters

Cummings, K.D. (2018). *Council for Learning Disabilities' Research to Practice corner*. Poster presented at the 40th Annual Meeting of the Council for Learning Disabilities. Portland, OR.

II.D.7. Non-Refereed Panels

Cummings, K.D. (Chair, 2018). *Outstanding researcher and must-reads presentation*. Panel presented at the 40th Annual Meeting of the Council for Learning Disabilities. Portland, OR.

Cummings, K.D. (Chair, 2017). *Outstanding researcher and must-reads presentations*. Panel presented at the 39th Annual Meeting of the Council for Learning Disabilities. Baltimore, MD.

Cummings, K.D. (Chair, 2016). *Outstanding researcher presentation and must reads*. Panel presented at the 38th Annual Meeting of the Council for Learning Disabilities. San Antonio, TX.

Cummings, K.D. (Chair, 2015). *Outstanding researcher presentation and must reads*. Panel presented at the 37th Annual Meeting of the Council for Learning Disabilities. Las Vegas, NV.

II.D.8. Workshops

Cummings, K.D. (2014). *Supporting phonemic awareness skills through effective assessment and instruction*. In-service training for early childhood educators of Prince George's County Public Schools. Columbia Heights, MD.

Kaminski, R.A., Cummings, K.D., Powell-Smith, K.A., & MacConnell, K. (2008). *Using DIBELS for progress monitoring and evaluating response to intervention in an outcomes-driven model*. Workshop presented at the California Association of School Psychologists Annual Convention. Burlingame, CA.

Cummings, K.D. (2009). *Psychology paradigm shift*. 1-day, in-service training for the Psychologists of the Province of Saskatchewan. Regina, SK.

Cummings, K.D. (2009). *Psychology paradigm shift*. 1-day, in-service training for the Psychologists of the Province of Saskatchewan. Saskatoon, SK.

Cummings, K.D. (2008). *DIBELS connect*. 2-day, in-service training for the State of Montana, Office of Public Instruction. Billings, MT.

Cummings, K.D. (2007). *DIBELS mentoring*. 2-day, in-service training for the State of Montana, Office of Public Instruction. Billings, MT.

Cummings, K.D. (2005). *Changing the world: Making instructional decisions with DIBELS Part I*. In-service training for school administrators and teachers in the Title I Summer School program of Missoula County Public Schools. Missoula, MT.

Cummings, K.D. (2005). *Changing the world: Making instructional decisions with DIBELS Part II*. In-service training for school administrators and teachers in the Title I Summer School program of Missoula County Public Schools. Missoula, MT.

Cummings, K.D. (2005). *Using formative assessment tools to make data-based decisions*. Invited address at the Comprehensive System for Professional Development. August Institute, Missoula, MT.

Cummings, K.D. (2005). Administration and scoring of DIBELS in an outcomes driven model. BEST Workshops for Educators. Bellevue, WA.

Cummings, K.D., & Atkins, T.A. (2005). *Project PASS: predicting and achieving school success*. In-service training for educational professionals of Missoula County Public Schools, Missoula, MT.

Cummings, K.D., & Good, R.H. (2005). *Administration and scoring of DIBELS nonsense word fluency*. In-service training for educational professionals of Missoula County Public Schools. Missoula, MT.

Cummings, K.D., Molloy, J.*, & Leonard, L. (2005). *Administration and scoring of DIBELS part II: Review and practice*. Invited address at the Missoula County Public Schools PIR Development Days.

Beebe-Frankenberger, M.E. & Cummings, K.D. (2005). *A new way to support system and student success*. In-service training for school administrators of Hellgate School District. Missoula, MT.

Cummings, K.D. & Beebe-Frankenberger, M.E. (2005). *CBM and response to intervention: A dynamic duo!* In-service training for school psychologists and special educators. Hamilton, MT.

Cummings, K.D. & Beebe-Frankenberger, M.E. (2005). *IDEA 2004 reauthorization: 4 big ideas*. In-service training for school psychologists and special educators. Hamilton, MT.

Beebe-Frankenberger, M.E. & Cummings, K.D., (2005). *Education paradigm shift: The past is not the future*. In-service training for school psychologists and special educators. Hamilton, MT.

Beebe-Frankenberger, M.E. & Cummings, K.D., (2005). *Problem solving and RTI: An outcomes-based process*. In-service training for school psychologists and special educators. Hamilton, MT.

Cummings, K.D. (2005). *Response to intervention: The voyage of problem solving*. In-service training for the Special Education Council of Missoula County Public Schools. Missoula, MT

Cummings, K.D. & Beebe-Frankenberger, M.E. (2005). *School psychology paradigm shift*. In-service training for School Psychologists and Administrators of the Missoula County Education Cooperative. Missoula, MT.

Beebe-Frankenberger, M.E. & Cummings, K.D. (2004, December). *School psychology paradigm shift*. In-service training for School Psychologists of Missoula County Public Schools, Missoula, MT.

II.E. Book Reviews, Notes, and Other Contributions

II.E.1. Book Reviews

Cummings, K.D., & Merrell, K.W. (2004). [Review of the book *Designing and Using Tools for Educational Assessment*]. *Journal of Psychoeducational Assessment*, 22(2), 169-174. doi: 10.1177/073428290402200207

Cummings, K.D., & Merrell, K.W. (2003). [Review of the book *Psychological and Developmental Assessment: Children with Disabilities and Chronic Conditions*]. *Journal of Psychoeducational Assessment*, 21(2), 205-211. doi: 10.1177/073428290302100207

II.F. Sponsored Research and Programs – Administered by the Office of Research Administration (ORA)

II.F.1. Grants

YEAR	PIS/PROJECT TITLE/FUNDING SOURCE	ROLE
2020	Cummings, K.D. & Shin, R.Q. (2020-2021) <i>A missing link in understanding disproportionality in special education: Assessing implicit racial bias in academic decision making</i> University of Maryland Catalyst program, New Directions Funds , Proof of Concept award.	PI \$49,998
2017	Cummings, K.D. (2017). <i>Investigation of Quality in Reading Instruction (INQUIRI) for Reading Disability Identification</i> University of Maryland, The Graduate School Research and Scholarship Awards (RASA)	PI \$15,000
2016	Cummings, K.D. (2016) <i>Linking Outcomes to Practices (Project LOOP)</i> . University of Maryland College of Education, Support Program for Advancing Research and Collaboration (SPARC)	PI \$14,996
2016	Silverman, R.D., Cummings, K.D., De La Paz, S., Taboada Barber, A., & Wexler, J. (2016-2020). <i>Project ProPELL: Preparing Practice-based researchers with Expertise in Language and Literacy to support high-need students with disabilities</i> . Office of Special Education and Rehabilitative Services, Department of Education (H325D150062)	Co-I \$1.6 million
2015	Silverman, R.D., Taboada Barber, A. & Cummings, K.D. <i>Research-Practice Partnerships in Language and Literacy</i> University of Maryland Office of the Vice President for Research, Tier 1 Seed Grant Program	Co-I \$50,000
2013	Fickas, S. Cummings, K.D., & Prideaux, J. <i>Project HiFi: Promoting High Fidelity of Screening and Progress Monitoring Assessments</i> U.S. Department of Education, Institute of Education Sciences [IES], SBIR Phase I (ED-IES-13-C-0038)	PI, subaward \$150,000

2010	Kame'enui, E.J., Baker, S.K., & Cummings, K.D. (2010 – 2012). <i>Sentinel Schools Project</i> . University of Oregon	Project Director \$830,900
2009	Pacifici, C. (2009–2010). <i>Online Training for Resource Parents of Substance-Exposed Children</i> National Institute on Drug Abuse (Phase I SBIR Grant #DA026644)	Methodologist \$180,204
2007	Delaney, R.J. (2007–2009). <i>Advanced Web-Based Training for Adoptive Parents of Special Needs Children</i> . National Institute of Child Health and Human Development (Phase I SBIR Grant #HD056645)	Methodologist \$169,668
2007	White, L. (2007-2009). <i>Simulated Money Management Training for At-Risk Youth</i> (Lee White, PI; Northwest Media) National Institute of Child Health and Human Development (Phase I SBIR Grant #HD049173)	Methodologist \$111,054
2007	Delaney, R.J. (2007-2008). <i>Web-Enhanced Pre-Service Training for Foster, Adoptive, and Kinship Parents</i> . National Institute of Child Health and Human Development (Phase I SBIR Grant #HD054032)	Methodologist \$170,131
2006	Delaney, R.J. (2006-2007). <i>Web-Based Marriage Education for Foster, Kinship, and Adoptive Couples</i> National Institute of Child Health and Human Development (Phase I SBIR Grant #HD053148)	Methodologist \$179,797
2006	Delaney, R.J. (2006-2007). <i>Online Professional Training on Foster and Adoptive Care</i> National Institute of Child Health and Human Development (Phase I SBIR Grant #HD047970)	Methodologist \$144,471
2006	White, L. (2006-2009). <i>Job Retention Skills for At-Risk Youth</i> National Institute of Child Health and Human Development (Phase II SBIR Grant #HD045070)	Methodologist \$798,355
2005	Beebe-Frankenberger, M. & Cummings, K.D. (2005-2007). <i>Montana-Wyoming Response to Intervention Pilot Project</i> The Montana Office of Public Instruction	Co-I (2005-2006) \$119,000
2005	Cummings, K.D. (2005). <i>Project FRIENDS</i> The University of Montana Faculty Development Award	PI \$4554
2005	Cummings, K.D. (2005). <i>Using DIBELS Data to Inform Instruction</i> Missoula County Public Schools-Title I Summer School Program & The University of Montana Psychology Department	PI \$1000
2005	Pacifici, C. (2005-2008). <i>Multimedia Interventions for Juvenile Offenders</i> National Institute of Mental Health (Fast-Track SBIR Grant #MH068130)	Methodologist \$789,205

2003	Delaney, R.J. (2003-2005). Web-Based Training Center for Foster & Adoptive Parents National Institute of Child Health and Human Development (Phase II SBIR Grant #HD041335)	Methodologist \$844,254
2003	White, L. (2003-2004). Job Retention Skills for At-Risk Youth National Institute of Child Health and Human Development (Phase I SBIR Grant #HD045070)	Methodologist \$105,592
2003	Pacifici, C. (2003-2005). Multimedia Interventions for Juvenile Offenders (Caesar Pacifici, PI; Northwest Media) National Institute of Mental Health (Fast-Track SBIR Grant #MH068130)	Methodologist \$194,930
2002	Pacifici, C. (2002-2003). Career Information System for At-Risk Youth National Institute of Child Health and Human Development (Phase I SBIR Grant #HD042903)	Methodologist \$100,000
2001	Delaney, R.J. (2001-2002). Web-Based Training Center for Foster & Adoptive Parents National Institute of Child Health and Human Development (Phase I SBIR Grant #HD041335)	Methodologist \$100,966
Total Grant Dollars		\$6,724,075
II.F.2.	Contracts	
2015	Tirrell-Corbin, C. & Leiber, J. (2015-2016). <i>Evaluation of the Efficacy of Maryland's Race to the Top Early Learning Challenge Grant.</i> Maryland State Department of Education (155328)	Faculty Affiliate \$300,000
2013	Kame'enuei, E.J., Baker, S.K., Fien, F., & Cummings, K.D. (2013 - 2016). <i>DIBELS Next Online Data and Reporting Systems.</i> Louisiana Department of Education / Louisiana Believes (678PUR-DIBELS)	Project Director (2013-2014) \$444,000
Total Contract Dollars		\$744,000
II.F.3.	Pending Proposals	
2020	Cummings, K.D., Smolkowski, K., and Gunn, B. (2021-2026). <i>Reading Mastery Project</i> Department of Education, Institute of Education Sciences (IES), Reading, Writing, and Language, Initial Efficacy	PI \$3.8 million
2020	Spicer, D.E., Terry, M., Terrell-Shockley, E., Cummings, K.D., Shahrokhi, F., Viano, S., & DeFilippis, K. <i>Addressing Racial and Ethnic Inequities in Learning: The District Role in Catalyzing Equity-grounded Improvement Science</i> WT Grant Foundation, Major Research Grants	Co-I \$499,995

III. Teaching, Extension, Mentoring, and Advising

III.A. Courses Taught (^b = blended, ^o = taught entirely online)

University of Maryland		Level
EDSP 872	Theory and Empirical Design in Educational Research (EDSP 872; 3 credits)	Doctoral
EDSP 671 ^o	Qualitative Methodologies in Special Education (EDSP 671; 3 credits)	Master's
EDSP 670	The Use of Single-Subject Designs in Education (EDSP 670; 3 credits)	Master's
EDSP 451.652	Curriculum and Instruction: Elementary Special Education	Undergrad-Master's
EDSP 417	Reading Diagnosis and Assessment (EDSP 417; 3 credits)	Undergrad
EDSP 415.615	Assessment in Special Education (EDSP 415/615; 3 credits)	Undergrad-Master's
EDSP 413.613 ^b	Comparative Approaches to Behavior and Classroom Management in Special Education (EDSP 413/613; 3 credits)	Undergrad-Master's
EDSP 289i	Disability: From Stigma and Sideshow to Mainstream and Main Street Syllabus Repository (EDSP 289i; 3 credits; co-instructor)	Undergrad
Field Placement Supervision		
EDSP 415.615	Eight-week tutoring experience for initial certification students at an elementary school in Prince George's County	Undergrad-Master's
University of Oregon		
EDUC 612 ^o	Social Science Research Design, Online (EDUC 612; 4 credits)	Doctoral
SPSY 674	Educational Assessment	Doctoral

III.B. Teaching Innovations

III.B.1. Course or Curriculum Development

Spring, 2016	Collaborated with the instructor of EDSP 416.616 (reading instruction course) to create a co-taught field placement at a local elementary school. Field placement allowed our teacher preparation students to each tutor one first-grade student who was a struggling reader for eight weeks. In 415.615 (reading assessment course) students learned how to collect formative assessment data and use that information to track their tutee's response to instruction and plan tailored lesson plans. In 416.616 students learned how to write appropriate lesson plans that cover the five pillars of early literacy.	EDSP 415.615
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III.B.2. Teaching Modules

Fall, 2018	Created majority of course content online using Camtasia and then reorganized class time for application and active learning activities.	EDSP 413.613
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III.C. Advising: Research or Clinical

III.C.1. Undergraduate

Dates	Student Information	Role
2018-2019	Daisha Wheeler (2019, Psychology Research Institute for Scholars in Education (RISE) Program https://education.umd.edu/academics/departments/chse/research/project-rise Bowie State University	Advisor in Project RISE

III.C.2. Service on Master's Thesis or Ed.S. Committees

Dates	Student Information
2014-2015	Alisa Williams (2015, School Psychology) University of Maryland School Psychologist, Charles County Public Schools
2005	Loretta Grate Kehoe (2005, School Psychology) University of Montana Unknown
2005	Marcie Bartsch (2005, School Psychology) University of Montana Unknown
2005	Mike Little Owl (2005, School Psychology) University of Montana Counselor, Kinlaní Dormitory, Flagstaff, AZ
2005	Shawna Radar (2005, School Psychology) University of Montana Board of Directors, National Association of School Psychologists

III.C.3. III.C.3. Master's Student Advising

2005	Brandon Rennie University of Montana Assistant Professor, autism and developmental disabilities University of New Mexico	Advisor
2004-2005	Jason Bailey University of Montana Unknown	Advisor

2004- 2005	Katie Kunches University of Montana Unknown	Advisor
2004- 2005	Erin Taylor-Hanson University of Montana Unknown	Advisor
III.C.4. Service on Doctoral Student Committees		
Dates	Student Information	Role
2020	Jennifer McCatharn Special Education University of Maryland	Dissertation and Portfolio Committee
2020	Cameron Butler Special Education University of Maryland	Dissertation and Portfolio Committee
2019 - 2020	Ana-Ross School Psychology University of Maryland	Dissertation Committee
2017- 2019	Alisa Williams (2019, School Psychology) University of Maryland School Psychologist, Charles County Public Schools	Dissertation Committee
2017- 2018	Anne Arnesen (2018, Education) University of Oslo Faculty of Education Sciences, Oslo Norway	Dissertation Committee
2016 - 2018	Kevin Hughes (2018, School Psychology) University of Maryland School Psychologist	Dissertation Committee
2014- 2016	Marisa Mitchell (2016, Special Education) University of Maryland Research Associate, University of Maryland, College Park, MD	Dissertation Committee
2012- 2013	Shaheen Munir-McHill (2013, School Psychology) University of Oregon School Psychologist, North Clackamas School District, Milwaukie, OR	Dissertation Committee
2006- 2007	Scott Hohnstein (2007, Curriculum and Instruction) University of Montana Adjunct Professor, University of Montana, Missoula, MT	Dissertation Committee

III.C.5. Doctoral Advising

Dates	Student Information	Role
2020	Sara Pepkin Special Education University of Maryland	Advisor
2019 –	Amanda Ross Benedick Special Education University of Maryland	Advisor
2018 –	José Ortiz Special Education University of Maryland	Advisor
2017– 2018	Daniel Sherlock University of Maryland	Advisor
2016 –	Jerae Kelly Special Education University of Maryland	Advisor

III.D. Advising: Other than Directed Research

III.D.1. Master's of Education (M.Ed.)

2015- 2018	Alison Quigley University of Maryland	Advisor
2017 –	Special Education Double-Count Program This program requires application from juniors in the special education program. Successful applicants are permitted to “double-count” 12 credits from four specific courses during their senior year as both undergraduate and graduate credit, making the time to M.Ed. shortened.	Co-advisor

III.D.2. Guest Lectures (*Presented in traditional classes or for someone else's program*)

Cummings, K.D. (2017). Behavior and classroom management. Presented in EDSP 499 *Teaching Students with Disabilities in Elementary Classrooms*.

Cummings, K.D. (2016). Behavior and classroom management. Presented in EDSP 499 *Teaching Students with Disabilities in Elementary Classrooms*

Cummings, K.D. (2015). Launching your research career. Presented at the College of Education's Graduate Research Symposium.

Cummings, K.D. (2015). Response to intervention: Implementation and efficacy. Presented in EDSP 798 *Special Problems in Special Education*.

IV. Service and Outreach

IV.A. Editorships, Editorial Boards, and Reviewing Activities

Include participation for journals and other learned publications (print and electronic).

IV.A.1. Editorships

2017 – 2020 Associate Editor, *School Psychology Review*

IV.A.2. Editorial Boards

2016 – *Learning Disability Quarterly*
 2014 – *The Elementary School Journal*
 2014 – 2019 *Assessment for Effective Intervention*
 2015 – 2016 *School Psychology Review*
 2005 – 2008 *Journal of Psychoeducational Assessment*

IV.A.3. Reviewing Activities for Journals and Presses

Ad-hoc reviewer Service

2020 *School Psychology*
 2019 *British Journal of Educational Psychology*
 2019 *School Psychology (formerly School Psychology Quarterly)*
 2019 *School Psychology (formerly School Psychology Quarterly)*
 2019 *Journal of Educational Psychology*
 2019 *Journal of Psychoeducational Assessment*
 2019 *School Psychology (formerly School Psychology Quarterly)*
 2018 *School Psychology Quarterly*
 2018 *Reading and Writing: An Interdisciplinary Journal*
 2018 *School Psychology Quarterly*
 2017 *School Psychology Quarterly*
 2016 *Child Development*
 2016 *Reading and Writing: An Interdisciplinary Journal*
 2015 *School Psychology Quarterly*
 2014 *Journal of Psychoeducational Assessment*
 2013 *Assessment for Effective Intervention*
 2012 *Assessment for Effective Intervention*
 2012 *Learning and Individual Differences*
 2011 *Journal of School Leadership*
 2011 *Learning and Individual Differences*
 2011 *Assessment for Effective Intervention*
 2009 *Journal of School Psychology*
 2004 *Journal of Early Education and Development*

IV.A.4. Reviewing Activities for Agencies and Foundations

2017 – 2020 Principal Member, Institute of Education Sciences, Reading, Writing, and Language Development Panel

2016 – 2017 Rotating Member, Institute of Education Sciences, Reading, Writing, and Language Development Panel

2012 – 2015 National Institute of Health (NIH) Early Career Reviewer (ECR) Program participant

IV.A.5. Reviewing Activities for Conferences

2020 - American Educational Research Association (AERA) Conference Proposal Reviewer

2014-2019 International Conference on Learning Disabilities (CLD) Conference Proposal Reviewer

IV.B. Committees, Professional & Campus Service

IV.B.1. Campus Service – Department

2017 – Counseling, Higher Education, Special Education Department, Graduate Program Committee Member

2019 –2020 Counseling, Higher Education, Special Education Department Search Committee for Special Education faculty – Early Childhood

2019-2020 Counseling, Higher Education, Special Education Department Search Committee for Special Education faculty – Intensive Intervention

2017 – 2018 Counseling, Higher Education, Special Education Department Search Committee for Department Chair

2015 – 2017 Counseling, Higher Education, Special Education Department Teacher Preparation Program Committee Member

2015 – 2016 Counseling, Higher Education, Special Education Department Search Committee for Special Education Faculty

2015 – 2016 Human Development and Quantitative Methods Program Committee Member

2015 – 2016 Center for Early Childhood and Early Intervention Executive Board Member

2014 – 2015 Counseling, Higher Education, Special Education Department: Search Committee for School Psychology Faculty

IV.B.2. Campus Service – College

2019 – 2020 College of Education Centennial Planning Committee Member

2016 – 2020 Support Program for Advancing Research and Collaboration (SPARC) Committee Member for Faculty Applications

2016 – 2020 Support Program for Advancing Research and Collaboration (SPARC) Committee Member for Doctoral Student Applications

IV.B.3. Campus Service – University

2020 – 2021 Temporary Faculty Senator (replacement for, Jing Lin)

IV.B.4. Offices and Committee Memberships

- 2015 – 2019 *International Council for Learning Disabilities*
Research Committee Chair
- 2015 – 2019 *International Council for Learning Disabilities*
Board of Trustees Member
- 2012 – 2015 *Council for Learning Disabilities*
Research Committee Member (2012 – 2015)

IV.C. External Service and Consulting

IV.C.1. Community Engagements, Local, State, National, International

National Advising

- 2020 - The National Center on Improving Literacy (NCIL) and The National Center on Intensive Intervention (NCII)
Technical Working Group Member – Screener Selector Tool
- 2019 The Dyslexia Foundation
Technical Working Group Member—Early Screening Summit
December 5-6, Captiva, FL
- 2018 – *National Center on Improving Literacy*
Universal Screening Beacon Site
Contact: Scott K. Baker, Ph.D.
- 2013 – 2015 *Decision Rule Research Project: Curriculum-Based Measurement in Reading*,
Advisory Panel Member
Contact: Theodore J. Christ, Ph.D. (PI)
- 2013 – 2015 *Florida Center for Reading Research*, Statistical Methods Consultant
Contact: Yaacov Petscher, Ph.D. (PI)
- 2012 – 2014 *Reducing Special Education/Reading Risk for Urban Learners Through An Oral Reading Fluency Intervention*, Measurement
Development Consultant
Contact: Gwendolyn Cartledge, Ph.D. (PI)
- 2008 - 2009 *Ministry of Education, Saskatchewan, CA Response to Intervention (RtI)*
Professional Development Consultant
Contact: Elaine Caswell, Director; Children's Services Branch
- 2008 – 2010 *Center for Response to Intervention in Early Childhood (CRITEC) Grant*,
Consultant
Contact: Ruth A. Kaminski, Ph.D. (PI)
- 2004 – 2008 *Northwest Media, Inc.*, Key Consultant for Educational Evaluation
Contact: Caesar Pacifici, Ph.D.

State and Local Advising

- 2017 – Maryland Dyslexia Task Force
Member
- 2017 – 2018 Maryland State Department of Education,
Focus Group Member, Comprehensive Literacy Plan
- 2013 – 2014 S.M.A.R.T. (Start Making a Reader Today) Reader,
Volunteer Eugene, OR School District (4J)

2004-2006	Comprehensive System of Professional Development (CSPD) Region V Behavioral Assessment Subcommittee Member
2004-2006	Montana Behavioral Initiative (MBI) Member
2004-2006	21st Century Community Learning Center (21st CCLC) Initiative Advisory Panel Member
2004-2006	Missoula County Public Schools, Special Education Council Invited Member

V. Other Information

V.A. Awards

<i>Editorial Appreciation Award, School Psychology Review</i>	2020
<i>Publons Sentinels of Science Award: Top 10% of social sciences reviewers</i>	2016
<i>Sentinel Research Award, Center on Teaching and Learning</i>	2012
<i>Faculty Development Award, University of Montana</i>	2005
<i>Graduate Teaching Fellow Award for Outstanding Teaching</i>	Nominee 2002
<i>Claire Wilkins Chamberlain Memorial Award</i>	2002
<i>Liz Gullion Scholarship Award</i>	2001
<i>Phi Kappa Phi National Award of Excellence</i>	1999
<i>Phi Kappa Phi Graduate Fellowship Award</i>	1999
<i>Golden Key National Honor Society Undergraduate Scholarship</i>	1999
<i>Phi Kappa Phi Tunison Scholarship Award</i>	1998
<i>National Collegiate Social Sciences Award</i>	1998
<i>Psychology Scholar Award</i>	1998
<i>Truman Scholar Award</i>	Nominee 1997
<i>Waldo-Cummings Outstanding Student award</i>	1997
<i>Druscilla Shepard Smith Award</i>	1996-1999
<i>James E. Casey Scholarship</i>	1995
<i>Clifford J. and Grace M. Taylor Scholarship</i>	1995