

***Margaret J. McLaughlin, Professor Emerita
Counseling, Higher Education and Special Education
College of Education
University of Maryland, College Park, MD***

Educational Background

1968, B.A., Special Education, University of Denver, Denver, CO (cum laude, Phi Beta Kappa)

1971, M.A., Special Education, University of Northern Colorado, Greeley, CO

1977, Ph.D., Education, University of Virginia, Charlottesville, VA

Academic Appointments at UMD

2021 -Professor Emerita

2002 – 2021, Professor, Special Education, University of Maryland, College Park, MD

1982 - 2002, Faculty Research Associate and Associate Director, Department of Special Education, Institute for the Study of Exceptional Children and Youth, University of Maryland, College Park, MD

Administrative Appointments at UMD

2019-2021, Director, Doctorate of Education in School System Leadership and Special Assistant to the Dean

2013 - 2019, Associate Dean for Research and Outreach, University of Maryland, College Park, MD

2009 - 2013, Associate Dean for Research and Graduate Education, College of Education, University of Maryland, College Park, MD

2008 - 2009, Interim Associate Dean for Research and Graduate Education, College of Education, University of Maryland, College Park, MD

Other Positions

1999 - 2000, Executive Director, Jr. Foundation, Joseph P. Kennedy, (On administrative leave from University of Maryland)

1979 - 1982, Director, University of Washington, Program Development Assistance System, Experimental Education Unit

1978 - 1979, Associate Director, University of Washington, Western States Technical Assistance Resource, Experimental Education Unit

1977 - 1978, Post-doctoral Intern, U.S. Office of Education, Bureau of Education for the Handicapped

1973 - 1975, Assistant Professor, Virginia State University, Department of Special Education

1972 - 1973, Teacher, Colonial Heights Public Schools, Learning Disabilities Resource Room

1971 - 1972, Teacher, Newport News Public Schools, Behavior Disorders and Learning Disabilities Special Classroom

1968 - 1970, Teacher, Children with Serious Emotional Disturbance and Autism, Eastern State Hospital, Williamsburg, VA

Books

Nolet, V. & McLaughlin, M.J. (2014). *Accessing the general curriculum: Including students with disabilities in standards-based reform* (Korean Edition) . Thousand Oaks, CA: Corwin Press.

McLaughlin, M.J. & Ruedel, K.L. (2012). *The school leader's guide to special education. (3 rd Edition)*. Bloomington, IN: Solution Tree Press. ISBN978-1-935542-81-0

McLaughlin, M.J. (2008). *What every principal needs to know about special education. (2 nd Edition)*. Thousand Oaks, CA: Corwin Press. ISBN 978-1-4129-6415-9

Florian, L. & McLaughlin, M.J. (2008) *Disability Classification in education: Issues and perspectives*. Thousand Oaks, CA: Corwin Press. ISBN 978-1-4129-3876-1

Nolet, V. & McLaughlin, M.J. (2005). *Accessing the general curriculum: Including students with disabilities in standards-based reform* (2 nd Edition) . Thousand Oaks, CA: Corwin Press. ISBN 1-4129-1648

McLaughlin, M.J. & Nolet, V. (2004). *What every principal needs to know about special education*. Thousand Oaks, CA: Corwin Press. ISBN 0-7619-3830-3

Nolet, V. & McLaughlin, M.J. (2000). *Accessing the general curriculum: Including students with disabilities in standards-based reform* . Thousand Oaks, CA: Corwin Press. ISBN 0-7619-7669-8

McLaughlin, M.J. & Rouse, M. (Eds.) (2000). *Educational reform in the United States*

and Britain . London: Routledge Press. ISBN 0-415-19757-0

McDonnell, L.M., McLaughlin, M.J., & Morison, P.(Eds.) (1997). *Reform for one and all:Standards-based reform and students with disabilities*. Washington DC: National Academy of Sciences Press. ISBN 978-0-309-09019-3

Book Chapters (Since 2000)

Eubanks, S., McLaughlin, M.J., Snell, J.L. & Coleman, C. (2021). From Learning to Practice: teaching leaders to apply improvement science in a school-university partnership. In Crow, R., Spaulding, D.T & Hinant-Crawford, B. (Eds.). *Teaching improvement science in educational leadership*. Myers Educational Press.

McLaughlin, M.J. & Burho, J. (2019). The search for equality and educational opportunity. In Boscardin, M., Billingsley, B. & Crockett, J. (Eds.) *Handbook of leadership in special education*. (2nd Edition). NY, NY, Routledge (pp.443-457).

McLaughlin, M.J., Dragoo, K. E., & Hunter, C.J. (2013). What current research and policy says about the education of students with disabilities in the middle grades. In G. Andrews (Ed.), *What current research says to the middle level practitioner (2nd ed)*. Westerville, OH: National Middle School Association.

McLaughlin, M.J., Krezmien, M. & Zablocki, M. (2009). Special education in the new millennium: Achieving educational equity for students with learning and behavior disabilities. In T. Scruggs & M. Mastropieri (Eds.). *Advances in learning and behavior disabilities* . Burlington, MA: Elsevier (pp. 1-32).

McLaughlin, M.J., Miceli, M. & Hoffman, A.Y. (2009). Closing the achievement gap and students with disabilities: The new meaning of a “Free and Appropriate Public Education”. In M. Rebell, A.S. Wells & J. Wolff (Eds.), *NCLB at the Crossroads* . New York: Teachers College Press.

McLaughlin, M.J. & Florian, L. (2008). Introduction. In L. Florian & M.J. McLaughlin (Eds.) *Disability classification in education: Issues and perspectives* (pp.3-10). Thousand Oaks, CA: Corwin Press.

McLaughlin, M. J., Emblar, S. D. (2006). Educational reform and high stakes testing. In P. Wehman (Ed.) *Life beyond the classroom* (4 th edition). (pp. 183-200). Baltimore: Paul H. Brookes.

McLaughlin, M.J. & Rouse, M. (2006). Changing perspectives of special education and the evolving context of education. In L. Florian (Ed.) *The Handbook of Special*

Education. London: Sage.

McLaughlin, M.J., Blacher, J., Duffy, S., Hardman, M., McDonnell, J., Nisbet, J., Safer, N., Snell, M. (2005). Effective education in the least restrictive setting. In K.C. Lakin & A. Turnbull (Eds.) *National goals and research for persons with intellectual and developmental disabilities* (pp. 39-63). Washington, DC: American Association on Mental Retardation.

McLaughlin, M.J. & Hernandez, G. Y. (2005). Including students with disabilities in the middle grades. In V. Anfara, G. Andrews, & S. Mertens (Eds.), *Encyclopedia of middle grades education* . (pp. 233-240). Greenwich, CT: Information Age Publishing.

McLaughlin, M.J., Jordan, A. (2005). Push and pull: Forces that are shaping inclusion in the United States and Canada. In P. Mitchell (Ed.) *Contextualizing inclusive education: Evaluating old and new international perspectives* . (pp. 89-113). London: Routledge.

Morando-Rhim, L., Ahearn, E.M., Lange, C.M, & McLaughlin, M.J. (2004). Balancing disparate visions: An analysis of special education in charter schools. In K. E. Bulkley & P. Wohlstetter (Eds.), *Taking Account of Charter Schools: What's Happened and What's Next?* (pp.142-160). NY: Teachers College Press.

McLaughlin, M.J. & Nagle, K.M. (2004). Leaving NO child behind: Accountability reform and students with disabilities. In S. Mathison and E.W. Ross (Eds.), *Standards based reform and assessment* . NY: Praeger.

Articles in Refereed Journals (Since 2000)

* McLaughlin, M.J., Speirs, K.E. & Shenassa, E.D.(2014). Reading disability and adult attained education and income: Evidence from a 30-year longitudinal study of a population-based sample. *Journal of Learning Disabilities*, 47(4), 374-386.

+McLaughlin, M.J. (September/October, 2012). Access for all: Six principles for principals to consider in implementing CCSS for students with disabilities. *Principal*,(Journal of the Nat'l Association of Elementary School Principals).

* McLaughlin, M.J. (2010). Evolving interpretations of special education: Standards-driven reform and new conceptions of equality of opportunity. *Exceptional Children* 76(3) , 265-278.

* + Wilson, M.G., Hoffman, A.V. & McLaughlin, M.J. (March, 2009). Preparing

youth with disabilities for college: How can research inform transition policy?
Focus on Exceptional Children 41(7) , 1-12.

- * *Drang, D., & McLaughlin, M.J. (2008). Special education services for parentally placed private school students. *Journal of Special Education Leadership*, 21(1), 3-11.
- * *Achilles, G.M., McLaughlin, M.J., & Croninger, R.G. (2007). Socio-cultural correlates of disciplinary exclusion among students with emotional, behavioral and learning disabilities in the SEELS National Dataset. *Journal of Emotional and Behavioral Disorders* , 33-45.
- * *McLaughlin, M.J., & Rhim, L.M. (2007). Accountability frameworks and children with disabilities: A test of assumptions about improving public education for all students. *International Journal of Disability, Development and Education*, 54 (1), 25-49.
- * +Rhim, L.M. & McLaughlin, M.J. (January, 2007). What we now know about students with disabilities in charter schools. *Focus on Exceptional Children*, 39 (5), 1-12.
- * *McLaughlin, M.J., Dyson, A., Nagle, K., Thurlow, M., Rouse, M., Hardman, M., Norwich, B., Burke, P.J., & Perlin, M. (2006). Cross-cultural perspectives on the classification of children with disabilities: Part II. Implementing classification systems in schools. *Journal of Special Education*, 40 (1), 46-58.
- * *Kohl, F.L., McLaughlin, M.J., & Nagle, K.M. (2006). Alternate achievement standards and assessments: A descriptive investigation of 16 states. *Exceptional Children*, 73 (1), 107-122.
- * *Nagle, K.M., Hernandez, G., Emblar, S., McLaughlin, M.J. & Doh, F. (Summer, 2006).
* Characteristics of Effective Rural Schools for Students with Disabilities. *Rural Special Education Quarterly*. 25 (3), 3-12.
- * *Malmgren, K., McLaughlin, M.J., & Nolet, V. (2005). Accounting for the performance of students with disabilities on statewide assessments. *Journal of Special Education*, 39 (2), 86 -96.
- * *McLaughlin, M.J., Emblar, S.D., Hernandez, G.Y., & Caron, E.A. (2005). No Child Left Behind and students with disabilities in rural and small schools. *Rural Special Education Quarterly*, 24 (1), 32 -39.
- * *Gagnon, J.C. & McLaughlin, M.J. (2004). School-level Curriculum, Assessment and Accountability Policies in Day Treatment and Residential Schools for Students with EBD. *Exceptional Children*, 70 (3), 263-283.

- * *McLaughlin, M.J. (Ed.). (2003). Fostering collaboration between general and special education: Lessons from the “Beacons of Excellence Projects” [Special issue].
* *Journal of Educational and Psychological Consultation*, 13 (4), 279-284.
- * *Caron, E.A. & McLaughlin, M.J. (2003). Indicators of “Beacons of Excellence” Schools: Collaborative Practices. [Special issue]. *Journal of Educational and Psychological Consultation*, 13 (4), 285-313.
- * + McLaughlin, M.J. (2003). [Commentary on The integration of disabled children into mainstream education] *International Journal of Therapy and Rehabilitation*, 10 (9), 395-401.
- * *McLaughlin, M.J. & Thurlow, M. (2003). Educational accountability and students with disabilities: Issues and challenges. *Journal of Educational Policy*, 17 (4), 431-451.
- * *Gagnon, J.C., McLaughlin, M.J., Rhim, L.M. & Davis, G.A. (2002). Standards-driven reform policies at the local level: Report on a survey of local special education directors in large districts. *Journal of Special Education Leadership*, 15 (1), 3-9.
- * +McLaughlin, M.J., Artiles, A.J., Pullin, D. (2001). Challenges for the transformation of special education in the 21 st century: Rethinking culture in school reform. *Journal of Special Education Leadership*, 12 (2), 51-62.
- * +Rhim, L.M. & McLaughlin, M.J. (2001). Special education in American charter schools: State level policy, practices and tensions. *Cambridge Journal of Education*, 31(3), 373-383.
- * McLaughlin, M.J. & Henderson, K. (2001). Foundations of special education in the US. In K. Mazurek & M. Winzer (Eds.), *Defining special education into the 21 st century*(pp. 41-61). Washington, DC: Gallaudet University Press.
- * McLaughlin, M.J., Fuchs, L., & Hardman, M. (2000). Individual rights and students with disabilities: Some lessons from US policy. In P. Garner & H. Daniels (Eds.), *The 1999 World Yearbook of Special Education* (pp.24-35). London: Kogan Page.
- * McLaughlin, M.J. & Rouse, M. (2000). Introduction: The struggles for reform. In M.J. McLaughlin & M. Rouse (Eds.), *Educational reform in the United States and Britain*(pp. 1-10). London: Routledge Press.
- * McLaughlin, M.J. & Tilstone, C. (2000). Standards and the curriculum: The core of educational reform. In M.J. McLaughlin & M. Rouse (Eds.), *Educational reform in the United States and Britain* (pp. 38-65). London: Routledge Press.

Other publications

Author/Co-author of over 50 technical reports

Presentations and Workshops (Since 2000)

Delivered 19 Keynote addresses at international, national and statewide conferences.

Presenter/Co-presenter at 45 international, national or statewide conferences/meetings

Funded Research (Since 2000)

Received \$9.5 million in federal funding

Selected other professional activities

Served on the editorial boards of 7 journals; chaired or served as a member of over 15 national committees on educating students with disabilities including 4 National Academy of Sciences, National Research Council Committees and 7 national studies conducted under NCEE, US Department of Education (currently is Co-PI with Mathematica Policy Research on the NCEE-funded National Assessment of IDEA; numerous national and international consultancies. Elected President of the Council for Exceptional Children in 2012; and testifying expert for plaintiffs in 3 state fiscal adequacy lawsuits (CO; CT; NM