

Curriculum Vitae

SUSAN DE LA PAZ
Professor
Department of Counseling, Higher Education,
and Special Education (CHSE)
College of Education
University of Maryland

Personal Information

3942 Campus Drive (postal address) Room 2211 Benjamin Building (office location). College Park, MD 20742, Phone: (301) 405-2153, Fax: (301) 405-9995. Email: sdelapaz@umd.edu Pronouns: she/her/hers.

Employment

2017- Professor of Special Education, CHSE, College of Education, University of Maryland

Awards, Honors and Recognition

- 2022 Vietnam Fulbright Scholar, Improving Literacy Outcomes for Students with Learning Disabilities
2021 Excellence in Faculty Mentorship, College of Education, University of Maryland
2012 *Written Communication*, Finalist, John 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.

Administrative Appointments

- 2019-2021 Area Director, Special Education Program, University of Maryland
2018, 2022 Faculty Fellow, Center for Educational Innovation and Improvement (CEII)
2015-2021 Director, Graduate Studies, Special Education Program, University of Maryland
2022-2023 Director, Graduate Studies, Special Education Program, 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
1999-2000 Lecturer, 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

Wissinger, D.R., & De La Paz, S. (in press). Social Studies Literacy. In *Creating an Inclusive Social Studies Classroom for Exceptional Learners*. Information Age Publishers.

De La Paz, S. & Wissinger, D. R. (in press) Social Studies and History Instruction for Students with Learning Disabilities. in *Handbook of Learning Disabilities, 3rd Edition*.

De La Paz, S., & Nokes J. D. (2020). Strategic Processing in History and Historical Strategy Instruction. Dinsmore, D. L., Fryer, L.K., & Parkinson, M. M. *Handbook of Strategies and Strategic Processing*. New York: Routledge Press.

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*. New Jersey: 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. & Van Garderen, D. (in press). Current Research Informing the Conceptualization of STEM Interventions for Students with LD: An Introduction to the Special Series. *Learning Disability Quarterly*.

De La Paz, S, **Otarola, J.** & **Butler, C.** (2023). Using Virtual Teacher PD to Support Implementation of a Historical Literacy Curriculum). *Social Studies Research and Practice*, 18(2) pp. 164-179. <https://doi.org/10.1108/SSRP-08-2023-0044>.

Ferretti, R.P., De La Paz, S., & Mason, L.H. (2023). Perspectives about disciplinary argumentation in the era of post-truth: Introduction to the special issue”, *Written Communication*, Vol.40, No.2, pp. 289-299. <https://doi.org/10.1177/07410883221150320>.

Nokes, J., & De La Paz, S. (2023). Historical Argumentation: Watching Historians and Teaching

- Youth. *Written Communication*. *Written Communication*, Vol.40, No.2. <https://doi.org/10.1177/07410883221148679>.
- De La Paz, S., Levin, D. M., & **Butler, C.** (2023). Addressing an unfulfilled expectation: Teaching students with disabilities to write scientific arguments. *Written Communication*. *Written Communication*, Vol.40, No.2. <https://doi.org/10.1177/07410883221149093>
- De La Paz, S., **Butler, C.**, Levin, D., Felton, M. (2022, online). The Effects of a Cognitive Apprenticeship on Transfer of Argumentative Writing in Middle School Science. *Learning Disability Quarterly*. <https://doi.org/10.1177/07319487221119365>
- Felton, M., Levin, D., De La Paz, S., & **Butler, C.** (online: June 8, 2022). Scientific argumentation and responsive teaching: Using dialogue to teach science in three middle school classrooms. *Science Education*. <https://doi.org/10.1002/sce.21740>
- De La Paz, S., Wissinger, D., Gross, M., & **Butler, C.** (2022). Strategies that Promote Historical Reasoning and Contextualization: A Pilot Intervention with Urban High School Students *Reading and Writing*, 35(2), 353–376. <https://doi.org/10.1007/s1145-021-10183-0> .
- Lee, Y.**, & De La Paz, S. (2021). Writing scientific explanations: Effects of a cognitive apprenticeship for students with LD and English learners. *Exceptional Children*, 87 (4). <https://doi.org/10.1177/0014402921999310>
- Lee, Y.**, & De La Paz, S. (2021). Science writing research for students with and at risk for learning disabilities and English learners: A systematic review. *Learning Disability Quarterly*. <https://doi.org/10.1177/07319487211018213>
- Levin, D., De La Paz, S., **Lee, Y.**, & **Nadal, E.** (2021). Supporting students' construction and critique of scientific explanations and arguments: A cognitive apprenticeship for teaching scientific writing in middle school inclusion classrooms. *Learning Disabilities: A Multidisciplinary Journal*. <https://doi.org/10.1177/07319487221119365>
- Wissinger, D. R., De La Paz, S., & **Jackson, C.** (2021). The effects of historical reading and writing strategy instruction with fourth- through sixth-grade students. *Journal of Educational Psychology*, 113(1) 49-67. <http://dx.doi.org/10.1037/edu0000463>
- Wissinger, D. R., De La Paz, S., (2020). Effects of Discipline-Specific Strategy Instruction on Historical Writing Growth of Students With Writing Difficulties. *Journal of Learning Disabilities*. First Published February 7, 2020 <https://journals.sagepub.com/doi/10.1177/0022219420904343>
- Butler, C.**, & De La Paz, S. (2020). Self-Regulated Learning and Motivation Outcomes: A Synthesis on the Impact of Self-Regulated Instruction on Motivation Outcomes for Students with Disabilities. *Learning Disabilities Research and Practice*. <https://doi.org/10.1111/ldrp.12264>
- 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. <https://doi.org/10.18666/LDMJ-2018-V23-12-9064>
- 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. <https://doi.org/10.1177/0014402921999310>
- 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. <https://doi.org/10.1177/0022219416659444>

- 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
<https://files.eric.ed.gov/fulltext/EJ1157319.pdf>
- 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. <https://doi.org/10.1002/rrq.147>
- 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.
<https://doi.org/10.1037/edu0000043>
- 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.

Working Papers, Chapters and Papers in Review

De La Paz, S. & Lee, Y. (in preparation). Brief Science Writing Instruction for Students with LD and EL in Inclusive Classrooms. *Teaching Exceptional Children*.

Otarola, J., & De La Paz, S., (in review). The Influence of Discourse Goals, Instructional Tools, and Grouping Structures on Students' Learning and Reasoning in Science and Social Studies.

Sherman, C., Lee, Y., & De La Paz, S. (in preparation) Using Technology to Enhance SRSD for Teaching Stop and Dare to Students with LD.

De La Paz, S., **Otarola, J.**, & Wissinger, D.R. (in preparation). Effects of a Cognitive Apprenticeship on the Historical Writing Development among Adolescents with and without Learning and Academic Disabilities.

Huynh Thi Hoang O., Nguyen, H., Tran Ngoc L., Hoang, N., & De La Paz, S. (in preparation). Teaching academic content to students with ID/DD in Tan Binh Inclusive Support Center.

Conferences, Workshops, and Talks

Recent Keynotes

De La Paz, S., & Bolger, D. J. (2023). What Neuroscience tells us about why Cognitive Strategies benefit Students with Learning Disorders. Keynote address (virtual) for the 3rd Hanoi Forum on Pedagogical and Educational Sciences, Vietnam National University – University of Education.

De La Paz, S. (December 2021). RTI in writing instruction: Implementing evidenced-based interventions in Tier 1 settings (virtual) for the International Learning Difficulty Congress. Sponsored by Gazi University Learning, Development, Education, Application and Research Center (ÖGEM), Special Education Department and Dyslexia Learning Disability Association.

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.

Recent Invited Talks

De La Paz, S. (2023). Writing Interventions for adolescents: Cognitive, motivational and disciplinary considerations. University of Amsterdam, Netherlands.

De La Paz, S. (2023). Disciplinary Literacy Session: McGraw Hill 2023 Summer Symposium

De La Paz, S. (2023). Learning Disabilities in Children. (2023, April). Hue University of Medicine and Pharmacy, Vietnam.

De La Paz, S. (2023) Exploring Learning Disabilities, American Center, Ho Chi Minh City, Vietnam.

De La Paz, S. (2021). It Takes Two (or More) to Argue: The Social Nature of Written Argumentation. Professional development workshop presented for the #MarburnCon21 Conference on Learning Differences in Education.

Recent Symposia

De La Paz, S., Discussant and Presenter (April 18, 2020). Increasing Diversity in Higher Education: A Look at the Pathways to the Educational Sciences Program. Presenter for the paper, *Mentoring Underrepresented Undergraduates in a Language and Literacy Research Apprenticeship Program: Strategies for Success* (Hankerson, S., De La Paz, S., & Drakeford, W.).

De La Paz, S., Ciullo, S., **Wissinger, D.**, & Brigham, R. (2020, February). *Teaching History and Social Studies to Struggling Learners and Students with LD*. Referred Panel presented at the annual meeting of the Council for Exceptional Children, Portland, Oregon.

Hankerson, S., Drakeford, W., & De La Paz, S., (January 2020). *Project RISE (Research Institute for Scholars in Education)*. Invited paper for the “Closing the Gaps for All Learners” Panel for the Annual Principal Investigator’s meeting of the Institute of Education Sciences, Washington, D.C.

Recent Refereed Presentations

- Sherman, C. Lee, Y. & De La Paz, S. (2024). Using Technology to Enhance SRSD for Teaching Planning and Revising. Concurrent session for the CEC 2024 Convention and Expo, March 13-16, 2024, in San Antonio, Texas.
- De La Paz, S., Van Garderen, D., & Hunt, J. (2023). Conceptualizing Disciplinary STEM Interventions for Students with LD. Panel presentation for the Council for Learning Disabilities annual meeting, Denver, CO.
- De La Paz, S., **Butler, C., Otarola, J., Harris, T., & Bialobrzeski, E.** (2022). Improving Students’ Academic Literacy through a Research-Practice Partnership. Paper presented as part of the symposium, Partnering with Teachers: Changing Practices and Promoting Agency, American Education Research Association, San Diego, CA.
- Felton, M., Levin, D., De La Paz, S., & **Butler, C.** (2021). *Responsive teaching and scientific argumentation: Dialogic teaching in three middle-school classrooms*. Individual paper presented at the 2021 American Education Research Association, Virtual Conference.
- De La Paz, S., **Butler, C.**, Levin, D., & Felton, M. (2021) Using Cognitive Apprenticeships to Promote Productive Disciplinary Engagement in Middle School Science Classrooms. Presented for the AERA Symposium, Promoting Productive Disciplinary Engagement Through Textual Practice, Division C - Learning and Instruction/Division C - Section 2b: Learning and Motivation in Social and Cultural Contexts.
- Lee, Y.,** & De La Paz, S. (2021, April). Teaching Students with LD and English Learners to Write Explanations in Secondary Science Classrooms. Paper presentation accepted at the Annual Meeting of AERA, online.
- De La Paz, S., Mason, M., Philippakos, Z., **Lee, Y.** (2021, March). Teaching Writing in Science to Students with LD, ELs, and Struggling Learners. Panel presentation accepted at the Council for Exceptional Children Annual meeting, online.
- Lee, Y.,** Levin, D., De La Paz, S., Butler, C. (2021, March). Teaching secondary students with LD to write scientific explanations and arguments. Workshop accepted for the Council for Exceptional Children Annual meeting, online.
- De La Paz, S., Wissinger, D., & **Butler, C.** (2020). *Teaching Historical Contextualization: Pilot Results with Urban High School Students*. Individual Paper at the 2020 CUFA Conference, Washington, DC.
- Butler, C.,** De La Paz, S., & Levin, D., (2020). *Disciplinary Literacy in Struggling Students: A Pilot Examination of Motivation*. Poster presented at the 2020 Council for Learning Disabilities Conference, Richmond, VA.
- Llewellyn, J.** & De La Paz, *Improving a Summer Program for At-risk Medical Students*. (October 2020) Presentation for the Council for Learning Disabilities (CLD) Conference.

Refereed Posters and Roundtables

- De La Paz, S., Huynh Thi Hoang Oanh, Trần Ngọc Lan, Hoàng Nga & Hoa Nguyen (2024). Implementing Evidence-Based Literacy Instruction in a Vietnamese Inclusive Support Center, Poster for the CEC 2024 Convention and Expo, March 13-16, 2024, in San Antonio, Texas.
- De La Paz, S., Wissinger, D., & **Otarola, J.** (2023). Teaching High School Students with and without Disabilities to Write Historical Arguments. Roundtable at the SIG-Special and Inclusive Education Research at the American Education Research Association, Chicago.
- Olson, E., De La Paz, S. & Shellito, C. (2023). Liên Ngành Reflections from U.S. Fulbright Scholars in Vietnam About Health & Education. Roundtable presentation for the Fulbright Annual Conference, Denver.

- De La Paz, S., (2023). Improving Literacy Outcomes for Students with Learning Disabilities in Vietnam. Poster for the Council for Learning Disabilities annual meeting, Denver, CO.
- Otarola, J., & De La Paz., S.** (2023). Classroom discourse effects on science and social studies learning outcomes. Roundtable for the Council for Learning Disabilities annual meeting, Denver, CO.
- Nokes, J. & De La Paz, S. (2022). *Historical argumentation: Watching Historians and Teaching Youth*. Structured poster, Writing Disciplinary Arguments: Theoretical and Instructional Considerations, presented at the 2022 American Education Research Association, San Diego, CA.
- De La Paz. S., & Mason, L. (2022). *Scientific Argumentation: Providing increased access for students with learning difficulties*. Structured poster, Writing Disciplinary Arguments: Theoretical and Instructional Considerations, presented at the 2022 American Education Research Association, San Diego.
- van Meerten, J, Schoute, E, Fusenig, J, Llewellyn, J,** Alexander, PA, and De La Paz, S. *Improving Students' Academic Writing Through Video Modeling: An Intervention Study*. (August 2020) Poster presented for the American Psychological Association (APA) Conference.
- De La Paz, S., & Nokes, J. D., (April 2020). *Strategic Processing in History and Historical Strategy Instruction*. Structured Poster presentation at the Annual Meeting of the AERA, San Francisco, CA.
- Lee, Y., & De La Paz, S.** (April 1, 2020). Improving causal reasoning of middle school students with LD and English learners. Poster presentation at the Badar-Kauffman Special Education Research Conference. Kent, OH.
- Lee, Y., & De La Paz, S.** (February 8, 2020). Teaching middle school students with LD and students who are EL to write scientific explanations. Poster presentation at the Council for Exceptional Children Annual meeting, Portland, OR.
- Butler, C., & De La Paz, S.** (October 2019). A synthesis of self-regulated instruction and motivation for students with disabilities. Roundtable presented at the 2019 Council for Learning Disabilities Conference, San Antonio, TX.
- 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.

Workshops

Fulbright Workshops (Regional)

- Introduction to Learning Disabilities, Da Lat University, May 25, 2023.
- Introduction to Universal Design for Learning, Da Lat University, May 24, 2023.
- Evidence-Based Literacy for Students with LD: Training for the VDDN Network of Intervention Centers for Children with Developmental Disorders, Hanoi, May 22, 2023.
- Research methodology in assessing students with learning disabilities, Hanoi National University of Education, Hanoi, May 23, 2023.
- Introduction to Mild Disabilities and the Role of the HealthCare Providers, April 18, Hue.
- Learning Disabilities: The LD Construct. Presentation to Parents, April 17, Da Nang.

- Cognitive Apprenticeships as Instructional Frameworks to Support Diverse Learners. Centre for Research in Pedagogy and Practice (CRPP). National Institute of Education, Singapore, April 3, 2023.
- Introduction to Single Case Research Design for the Center for Creative Initiatives in Health and Education, March 15, 2023.
- Introduction to Learning Disabilities for Physicians and Nurses, VinUniversity, March 14th.
- Workshop on Learning Disabilities, Curriculum Based Measurement, and Evidence-Based Literacy Practices for the Hanoi University of Education, March 13.

Colloquia

- De La Paz, S. (2019, October; 2020, February). Santa Clara University Faculty Development Workshop and Individual Faculty support: Meeting the needs of students with disabilities in K12 settings.
- 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.

Sponsored Research

Contracts

- 2017-2020 Evaluation of the *Becoming US: Migration History for the 21st Century* educational project, for the National Museum of American History (NMAH) in connection to the Smithsonian Institution's *Many Voices, One Nation* exhibition. No. T18CC10034. \$22,000.00. Principal Investigator.

Grants

External funding:

- De La Paz, S. (2022-2023). Fulbright U.S. Scholar Award (Vietnam). Project Title: Improving Literacy Outcomes for Students with Learning Disabilities in Vietnam. East Asia and the Pacific. Institute of International Education, United States State Department.
- 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 from 2017-2019.
- 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. 2015-2022. \$1,249,385. (Principal Investigator, 2017-2022).
- 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.

Recent Internal funding:

De La Paz, S. Faculty-Student Research Award (2020). *Improving Students' Academic Literacy Through A Research Practice Partnership*. \$10,000. Principal Investigator.

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.

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-present	<i>Learning Disability Quarterly</i>

REVIEWING ACTIVITIES FOR AGENCIES AND FOUNDATIONS

2024 Chair, Reading, Writing, and Language Development Panel, U.S. Department of Education, Institute for Education Science.

2021 Chair, Social Studies Panel, U.S. Department of Education, Institute for Education Science.

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.

Committees, Professional & Campus Service

Recent External Service and Consulting

2021	Scientific Committee, Turkey Dyslexia Council.
2018-2021	SenseMaking in the Disciplines, Carol D. Lee Y Matthew Brown, PI's. Advisory Board
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.