

Curriculum Vitae

Katryna N. Andrusik
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EDUCATION

- Ph.D. Special Education: Learning Disabilities, University of Maryland, College Park, 2011
- M.S. Education: Reading, Johns Hopkins University, 2003
- B.A. English, French, Linguistics, Johns Hopkins University, 2000

CERTIFICATIONS AND ENDORSEMENTS

- 2016-present Coach, The Art of Coaching, Oakland, CA
- 2016- present Coach, Critical Friends Group, National School Reform Faculty, IN
- 2016- present Wilson Dyslexia Practitioner (W.D.P.), Wilson Language, MA

PROFESSIONAL EXPERIENCE

- 2023 – present Assistant Clinical Professor, University of Maryland, College Park, MD
- 2022– 2023 Instructional Coach, Center for Teaching Excellence (CTE), Catholic University of America, Washington, DC
- 2021– 2023 Assistant Clinical Professor, Catholic University of America, Washington, DC
- 2019 – 2023 Adjunct Faculty, University of Maryland, College Park, MD
- 2021-2022 Director of Teacher Education, Catholic University of America, Washington, DC

2014 – 2022	Instructional Coach & Curriculum Coordinator, Capital City Public Charter School, Washington, DC
2013 – 2021	Lecturer, Catholic University of America, Washington, DC
2019	Adjunct Faculty, Johns Hopkins University, Baltimore, MD
2014, 2017	Adjunct Faculty, Notre Dame of Maryland University, Baltimore, MD
2010, 2015	Adjunct Faculty, Trinity Washington University, Washington, DC
2011 – 2014	Assistant Director of Curriculum and Professional Development, Humanities/Special Education, Urban Teachers, Baltimore, MD
2010, 2011, 2014	Adjunct Instructor, Center for Inspired Teaching, Washington DC
2010 - 2013	Adjunct Faculty, Lesley University, Cambridge, MA
2010 – 2012	Instructor/Seminar Leader, Baltimore City Teaching Residency/The New Teacher Project, Baltimore, MD
2010	Mentor, Teaching Fellows Cohort 2010-2011, Center for Inspired Teaching, Washington, D.C.
2009, 2010	Instructor, University of Maryland College Park, College Park, MD
2008 – 2009	Reading Specialist, Baltimore Freedom Academy, Baltimore, MD
2007 – 2011	Graduate Assistant Research Fellow, Department of Special Education, University of Maryland, College Park, MD
2004 – 2007	Founding Faculty, Special Educator/Inclusion Specialist, Reading Specialist, Baltimore Freedom Academy, Baltimore, MD
2003 –2004	Learning Specialist, Jemicy School (Valley Academy), Towson, MD
2000 – 2003	Reading Teacher/Social Studies Teacher, Calverton Middle School, Baltimore City Public School System, Baltimore, MD

TEACHING

*Graduate

+Undergraduate

#Certification (Maryland State Department of Education)

^Certification (Office of the State Superintendent of Education- Washington DC)

University of Maryland, College Park

- +CHSE 205 Disability: From Stigma and Sideshow to Mainstream and Main Street (General Education; Big Question)
- + EDSP 210 Introduction to Special Education
- + EDSP 211 Introduction to Special Education
- + EDSP 220 Disability in Community
- +# EDSP 401 Introduction to Special Education (for Elementary General Educators)
- +*# EDSP 411 Foundations of Technology Integration for Curriculum Access
- +*EDSP 415/615 Assessment for Special Education
- *#EDSP 425 Pre-Internship I (Special Education)
- + EDSP 470 Introduction to Special Education (General Education)
- +*#EDSP 484/684 Reading and Writing Instruction in Special Education II
- +EDSP 489 Field Experiences in Special Education
- +EDSP 498 Special Problems in Special Education
- *EDSP 625 Evidence Based Practices for Individuals with Significant Disabilities

Catholic University of America

- +^ EDUC 312 Curriculum and Instruction in the Early Childhood and Elementary Classroom
- +*^ EDUC 381/581 Educating Diverse Learners
- +*^ EDUC 386/586 Curriculum and Methods in Adolescent Education
- +*EDUC 480/580 Teaching English in Secondary Schools
- +*EDUC 531 Literacy and Language Instruction for Diverse Readers
- *EDUC 532 Modification and Adaption of Curriculum and Instruction of the Exceptional Individual

Johns Hopkins University

- *^ ED811. 616.DE32 Understanding and Managing Behavior
- *^ED811. 615.DE32 Formal Assessment and Designing IEP's

Lesley University

- *#^ESPED 5100 Contemporary Perspectives in Special Education
- *#^ESPED 5114 Designing Instruction for the Inclusive Classroom
- *#^ESPED 6121 Classroom Management and Behavior Support
- *#^ESPED 6124 Assessment in Special Education
- *#^ESPED 6134 Designing Effective Individualized Educational Program
- *#^ESPED 7710 Special Education Student Teaching/Coaching & Trauma Training
- *#^ERESD 7734 Education Residency Student Teaching/Coaching

Notre Dame of Maryland University

- *#EDU-551: Reading and Writing in the Content Area II
- *#EDU-542: Instruction in Reading

Trinity Washington University

- *EDCC 530 Education of Exceptional Children and Youth
- *^EDCC 605 Educational Measurement and Evaluation

Center for Inspired Teaching

- *^Teaching Linguistically, Culturally, and Ability Diverse Students (2010, 2011)/ Teaching Exceptional Learners (2014)

TNTP

- #Secondary Special Education Seminar
- #Adolescent Literacy Instruction

PUBLICATIONS

ARTICLES IN REFEREED JOURNALS

Speece D.L., Ritchey, K.R., Schatschnieder, C., Silverman, R.D., Walker, C., & **Andrusik, K.** (2010). Identifying children in middle childhood who are at risk for reading problems. *School Psychology Review, 39*(2), 258-276.

OTHER

McMackin, M.C., Rauchwerk, S., Cambone, J., Curtis, M.C., **Andrusik, K.**, & Brown, D. N. (2013, April). Preparing urban teachers: Working outside the box. *Phi Delta Kappan, 94* (7), 25.

Andrusik, K. (2011). The contributions of expectancy value theory and special education status to reading achievement of African American adolescents. (Doctoral Dissertation, University of Maryland, College Park, 2011).

Andrusik, K. (2004). English II Media Literacy Unit, Baltimore City Public School System.

PROFESSIONAL PRESENTATIONS AND TALKS

PRESENTATIONS

International

Andrusik, K. (2024). *UDL workshop #2 University of Maryland and Hanoi National University of Education*. Mini-Workshop on UDL in K12 Education, Hanoi National University of Education. Online.

National

Tondreau, A., Rabinowitz, L., & **Andrusik, K.** (2026, April). “*I recognize his traits so much in myself*”: *Anti-ableist teaching practices informed by disabled educators’ expertise*. American Educational Research Association, Annual Conference, Los Angeles, CA. (accepted)

Tondreau, A., **Andrusik, K.**, Lebron, V. & Sussman, G. (2026, February). *Freedom is the framework: How to create a liberated space for educators*. Association of Teacher Educators, National Conference, Crystal City., VA.

- Tondreau, A., Rabinowitz, L., **Andrusik, K.** Walton, V. Lavine, T. and Rice, L. (2024, November). *Disability sustaining pedagogy: Neuroaffirming teacher education based on the insights of neurodiverse elementary educators*. Teacher Education Division (TED) National Annual Conference, Pittsburgh, PA.
- Andrusik, K.** (2024). *Topics in disability studies. justice, peace and human development*. US Conference for Catholic Bishops Interns, US Conference for Catholic Bishops. Online.
- Stoumbos, M.C., Wiedecker, C., & **Andrusik, K.** (2023, November). *Universal design for learning: Creating classroom experiences for all*. POD Network Annual Conference, Pittsburgh, PA.
- Andrusik, K.** & Macko, K. (2022, December). *Designing a world of partnerships: Supporting citizen-leaders for college and career opportunities*. EL Education National Conference, Chicago, IL.
- Andrusik, K.,** Pick, K. & Curry, J. (2019, December). *Leading professional learning*. EL Education Site Seminar: Leadership Structures and Strategies, Capital City Public Charter School, Washington, D.C.
- Pick, K. & **Andrusik, K.** (2019, October). *Explore, lean in, and polish: Achieving schoolwide improvement (that lasts!) using multi-year professional learning cycles*. EL Education National Conference, Atlanta, GA.
- Pick, K., **Andrusik, K.,** & Harrington, J. (2018, October). *The layered cake of professional learning*. EL Education National Conference, Philadelphia, PA.
- Andrusik, K.,** Harrington, J. & Sithole, T. (2018, February). *Leading professional learning*. EL Education Site Seminar, Capital City Public Charter School Washington, D.C.
- Andrusik, K.** & Samuelsen, K.A. (2014, December). *Academic discourse as pre-writing strategy: The efficacy of student talk on argument writing in an urban high school English class*. Literacy Research Association, Annual Conference, Marco Island, FL.
- Andrusik, K.** & Montanaro, E. (2013, November). *Preparing special educators in alternative programs: Cohort support, coaching, and clinical experiences*. Council for Exceptional Children: Teacher Education Division, Annual Conference, Fort Lauderdale, FL.
- Andrusik, K.** & Calliste, C. (2013, April). *Partnering for a better summer*. National Partnership for Educational Access, Annual Conference, Cambridge, MA.
- Speece, D.L., Ritchey, K.R., Silverman, R.D., Montanaro, E., & **Andrusik, K.** (2009, February). *Effects of a secondary reading intervention for fourth grade poor readers*. Pacific Coast Research Conference, San Diego, CA.
- Speece, D.L., Ritchey, K.D., Pericola-Case, L., **Andrusik, K.,** Jacobs, D. & Montanaro, E. (2008, October). *Tier 2 reading interventions for children in elementary school*. Council for Exceptional Children: Division of Learning Disabilities Bridging the Gap Between Research and Practice Conference. Philadelphia, PA.

Regional/Local

Andrusik, K. (2026, February). *Supporting students with disabilities: Flexible grouping in the inclusive classroom*. Center for Educational Innovation and Improvement (CEii) School Improvement Network. Webinar #6 (invited presentation).

Tondreau, A., **Andrusik, K.**, Sussman, G. & Lebron, V (2026, January). *Freedom is the framework: How to create a liberated space for educators*. Progressive Education Summit, City Neighbors Foundation, Baltimore, MD.

Andrusik, K. (2025, April). *Selecting and implementing evidence-based instructional practices for students with disabilities*. Professional development, Maryland State Department of Education, Maryland's System for Professional Learning (invited presentation).

Tondreau, A. Rabinowitz, L. & **Andrusik, K.** (2025, January). *Expanding and elevating the progressive education model: Disability sustaining pedagogy as a tool for improving practice*. Progressive Education Summit, City Neighbors Foundation, Baltimore, MD.

Speece, D.L., Ritchey, K.D., Pericola-Case, L., Silverman, R.D., **Andrusik, K.**, Jacobs, D. & Montanaro, E. (2010, August). *Enhancing classroom instruction*. Professional development, Archdiocese of Baltimore Schools (invited presentation).

Andrusik, K. (2006, February). *Implementing Wilson Reading System in the classroom*. High school professional development, Baltimore Public School System (invited presentation).

Andrusik, K. (2005, February). *Reading across the curriculum: Content area reading instruction*. Professional development, Baltimore City Public Schools.

AWARDS, GRANTS, AND HONORS: RESEARCH AND TEACHING

2025 Awardee. *Boosting Course Accessibility mini grant from the USM Kirwan Center for Academic Innovation*. Total Awarded: \$1500.00. University System of Maryland Kirwin Center, Adelphi, MD.

2025 Principal Investigator. *Collaboratively Defining a Problem of Practice in a Public Charter School's Inclusion Classrooms Partnership Development Grant*. Total Awarded: \$2500.00 The Research Practice Partnership Grants Program, College of Education, University of Maryland, College Park.

2025 Nominee. *Donna Hamilton Teaching Award- General Education*. University of Maryland, College Park.

- 2025 Recipient. *Excellence in Disability Teaching*. Disability: Identity, Culture and Education (DICE) student-led disability collective. University of Maryland, College Park.
- 2025 Principal Investigator. Co-PI: Dr. Yewon Lee. Total Awarded: \$9993.00. *Teaching and Learning Innovation Grant: Universal Design for Learning in Assessments to Increase Awareness and Empathy, Connect with the Disabled Community, and Challenge Exclusionary Practices*. Teaching and Learning Transformation Center, University of Maryland, College Park.
- 2005 Recipient, *Fulbright-Hays Seminars Abroad Program Grant: Thailand and Viet Nam*, United States Department of Education, Washington, D.C.

SERVICE AND OUTREACH

CAMPUS SERVICE- UNIVERSITY

- 2025- present Disability Studies Minor Program, Co-Director
- 2023- present Disability Studies Minor Advisory Board, Member

CAMPUS SERVICE- COLLEGE

- 2023- present College of Education Undergraduate Education Committee, Departmental Representative

CAMPUS SERVICE- DEPARTMENT

- 2023- present Teacher Preparation Committee, Member
- 2020- present AIM Coaching Project Research Team (J. Wexler, Lead Researcher), Consultant

COMMUNITY-BASED SERVICE AND OUTREACH- LOCAL

- 2025- present Bmore Transform, Collaborator
- 2024-present POSSE Foundation, Volunteer
- 2024-present Great Kids Farm, Baltimore City Public Schools, Volunteer
- 2017-present Baltimore Animal Rescue and Care Shelter (BARCS), Volunteer
- 2017- present Animal Allies Rescue Foundation (AARF), Volunteer, Adoption Coordinator and Fundraising Events Committee Lead

EDITORIAL RESPONSIBILITIES

2008- 2011 Ad hoc Reviewer for *Journal of Educational Psychology* with D. Speece

OTHER

2025 Reader/Reviewer: SEEC DC Innovation Fund project proposals.

2025 Reader/Reviewer: Council for Exceptional Children (CEC) National Conference proposals.

2015 Reader/Reviewer: Literacy Research Association, Annual Conference.
Area: Social, Cultural, and Political Issues of Literacy Practices
In and Out of School.

2010 Reader/Reviewer: Office of Public Charter School Financing and Support,
Office of the State Superintendent of Education (OSSE): FY 2011 Public
Charter School Teacher Compensation Grant

2007 Field Reader: U.S. Department of Education, Office of Post-Secondary
Education, Fulbright-Hays Seminars Abroad: India and Sri Lanka

ORGANIZATIONAL MEMBERSHIPS:

American Educational Research Association (AERA), Washington, DC

Council for Exceptional Children (CEC), Reston, VA