

MATTHEW K. BURNS

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EDUCATION:

Andrews University, Berrien Springs, MI 49104.

Doctor of Philosophy-Leadership, School of Education. December 1999. Dissertation topic: Measuring student initial learning and retention with curriculum-based assessment. Advisor: Dr. James Tucker

Educational Specialist-School Psychology, August 1997.

Masters of Arts-Educational Psychology, August 1992.

Michigan State University, East Lansing, MI 48824.

Bachelor of Arts-Psychology. March 1991.

UNIVERSITY APPOINTMENTS:

Professor of Educational Psychology (August 2010 to present).

University of Minnesota, Minneapolis, MN. Currently advising 18 students.

Graduate advising appointment with Curriculum and Instruction Department (April 2009 to present)

Coordinator of School Psychology Program (Fall 2006 to present)

Co-Director of the Minnesota Center for Reading Research (August 2010 to present).

Associate Professor of Educational Psychology (August 2004 to August 2010).

University of Minnesota, Minneapolis, MN.

Associate Professor of Special Education

July 2001-August 2004. Central Michigan University, Mt. Pleasant, MI. Promoted to Associate rank in 2003 and tenured in 2004. I taught a 3/3 load with additional summer teaching. Annually advised 10 to 15 graduate students and 30 to 40 undergraduate students.

Assistant Professor of School Psychology

June 1999-July 2001. Central Michigan University, Mt. Pleasant, MI.

Visiting Professor

December 2000-Present. Andrews University, Berrien Springs, MI.

January 2010-May 2010. University of California Riverside, Riverside, CA.

Completed Dissertation Committees:

Advisor:

Spanjer, D. (2007), title – Cognitive Engagement as a Predictor of Achievement

Coolong-Chaffin, M. (2011), title - Using BEA and Parent-Tutors to Boost Achievement for At Risk Early Readers

Parker, D. C. (2012), title - Examining the Potential Use of Instructionally-Relevant Assessment Data in Early Writing

Parson, L. (2012), title - Using Student Performance During a Reading Intervention to Predict Student Outcomes and Performance on Accountability Measures of Reading

Szadokierski, I. (2012), title - Predicting Intervention Effectiveness from Oral Reading Accuracy and Rate Measures through the Learning Hierarchy/Instructional Hierarchy

Petersen-Brown, S. (2013), title - Enhancing Maintenance and Generalization of Incremental Rehearsal Through Theory-Based Modifications

Scholin, S. (2013), title - Direct and Indirect Effects of Textbook Modality on Adolescents' Reading Engagement and Comprehension

Committee member

Brunsberg (2013 – at North Dakota State University), Klingbeil (2013), Frederick (2013), Davie (2012), Roverud-McMurray (2012), MacQuarrie (2012- at Andrews University), Wagner (2011), Hall-Lande (2011), Frame (2011- at Andrews University), Bemboom (2011), Someki (2011), Brockel (2010), Wackerle (2009), Bemel (2009), Cherne (2008), Lofy (2008), Wagner, (2008), Appleton (2007); Luckner (2007); Petursdottir (2006), Jiban (2006).

HONORS:

Received the 2013 Discovery Award for Distinction in Educational Research from the Midwest Instructional Leadership Council.

Served as a Catalyst Scholar at the 2013 School Psychology Research Collaboration Conference in Honolulu.

Nominated for University of Minnesota McKnight Professorship, 2013.

Received the 2011 College of Education and Human Development Excellence in Research Award.

Received the 2011 Evidence of Scientific Research Education Award from the Minnesota Consortium for Evidence in Education.

Rated as the most prolific and third most influential researcher in school psychology from 2005 to 2009 by a study by Grapin, Kranzler, & Daley (2013).

Rated as the most frequently published researcher in school psychology journals from 2005 to 2010 by a study by Taylor & Riccio (2011).

Inducted into the Society for the Study of School Psychology in May of 2009.

Co-author of two articles that received honorable mention (two of four) from the Society for the Study of School Psychology for the 2008 *Journal of School Psychology* Article of the Year.

Served as a Catalyst Scholar at the 2009 School Psychology Research Collaboration Conference in Toronto.

Co-author of an article that received honorable mention (one of four) from the Society for the Study of School Psychology for the 2007 *Journal of School Psychology* Article of the Year.

Task force member and second author of the third edition of *School Psychology: Blueprint for training and practice*.

Listed in *Who's Who in Education*.

Listed in *Who's Who in America*.

Received 2004 Central Michigan University Provost Award for Outstanding Research.

Selected to participate in inaugural School Psychology Research Collaboration Conference as an Early Career Scholar. April 2003.

PUBLICATIONS IN PEER REVIEWED RESEARCH JOURNALS:

*** - indicates student author**

In press

Burns, M. K. & Parker, D. C. (in press). Using the instructional level as a criterion to determine student phase of learning for reading fluency: Evidence for the learning hierarchy. *Reading and Writing Quarterly*.

Burns, M. K., Ysseldyke, J., *Nelson, P., & *Kanive, R. (in press). Number of repetitions required to retain single-digit multiplication math facts for elementary students. *School Psychology Quarterly*.

*Kanive, R., *Nelson, P., **Burns, M. K.**, & Ysseldyke, J. (in press). Comparison of computer-based practice and conceptual understanding interventions on math fact fluency. *Journal of Educational Research*.

*Nelson, P., *Kanive, R., **Burns, M. K.**, & Ysseldyke, J. (in press). Comparison of a math fact rehearsal and a mnemonic strategy approach for improving math fact fluency. *Journal of School Psychology*.

Parker, D. C., *Zaslofsky, A. F., **Burns, M. K.**, *Kanive, R., *Hodgson, J., *Scholin, S. E., & *Klingbeil, D. A. (in press). A brief report of the diagnostic accuracy of oral reading fluency and reading inventory levels for reading failure risk among second and third grade students. *Reading and Writing Quarterly*.

2013

*Brandes, D., **Burns, M. K.**, *Eagan, A., *Kunkel, A., McComas, J. J., *Peterson, M., *Rahn, N., & *Wilson, J. (2013). Training for generalization and maintenance in RtI implementation: Front-loading for sustainability. *Learning Disabilities Research and Practice*, 28, 81-88.

Burns, M. K. (2013). Contextualizing school psychology research and practice: Introducing featured research commentaries. *School Psychology Review*, 42, 334-342.

2012

Burns, M. K. (2012). Meta-analyses of single-case design research: Introduction to the special series. *Journal of Behavioral Education*, 21, 175-184.

Burns, M. K., *Kanive, R., & *Degrande, M. (2012). Effect of a computer-delivered math fact intervention as a supplemental intervention for math in third and fourth grades. *Remedial and Special Education*, 33, 184-191.

Burns, M. K., *Klingbeil, D., Ysseldyke, J., & Peterson-Brown, S. (2012). Trends in methodological rigor in intervention research published in school psychology journals. *Psychology in the Schools*, 49, 843-851.

Burns, M. K., *Zaslofsky, A. F., *Kanive, R., & *Parker, D. C. (2012). Meta-analysis of incremental rehearsal: Using phi coefficients to compare single-case and group designs. *Journal of Behavioral Education*, 21, 185-202.

*Parker, D. C., **Burns, M. K.**, McMaster, K., & Shapiro, E. S. (2012). Extending curriculum-based assessment to early writing. *Learning Disabilities Research and Practice*, 27, 33-43.

*Parker, D. C., Dickey, B., McComas, J., & **Burns, M. K.** (2012). An application of brief experimental analysis with early writing. *Journal of Behavioral Education*, 21, 329-349.

*Scholin, S. & **Burns, M. K.** (2012). Relationship between pre-intervention data and post-intervention reading fluency and growth: A meta-analysis of assessment data for individual students. *Psychology in the Schools*, 49, 385-398.

*Sadeh, S. S., **Burns, M. K.**, & Sullivan, A. L. (2012). Executive function as a predictor of academic achievement in at-risk children. *School Psychology Quarterly*, 27, 236-246.

2011

Burns, M. K. (2011). School psychology research: Combining ecological theory and prevention science. *School Psychology Review*, 40, 132-139.

Burns, M. K. (2011). Matching conceptual and procedural math interventions to student deficits. *Assessment for Effective Intervention*, 36, 210-218.

Burns, M. K., *Hodgson, J., *Parker, D. C., & *Fremont, K. (2011). Comparison of the effectiveness and efficiency of text previewing and preteaching keywords as small-group reading comprehension strategies with middle school students. *Literacy Research and Instruction*, 50, 241-252.

Burns, M. K. & *Kwoka, H., *Lim, B, Crone*, M. Haegele*, K., Parker*, D. C., Petersen*, S. & Scholin, S. E. (2011). Minimum reading fluency necessary for comprehension among second-grade students. *Psychology in the Schools*, 48, 124-132.

Burns, M. K., *Scholin, S. E., & *Zaslofsky, A. (2011). Advances in assessment through research: What have we learned in the past three years? *Assessment for Effective Intervention*, 36, 107-112.

Codding, R. S., **Burns, M. K.**, & Lukito, G. (2011). Meta-analysis of mathematic computation fluency interventions: A component analysis. *Learning Disability Research & Practice*, 26, 36-47.

*Haegele, K. M., McComas, J. J., Dixon, M., & **Burns, M. K.** (2011). Using a stimulus equivalence paradigm to teach numerals, English words, and Native American words to preschool-age children. *Journal of Behavioral Education*, 20, 283-296.

*Parker, D. C., McMaster, K., & **Burns, M. K.** (2011). Determining an instructional level for beginning writing skills. *School Psychology Review*, 40, 158-167.

*Petersen-Brown, S. & **Burns, M. K.** (2011). Adding a vocabulary component to incremental rehearsal to enhance maintenance and generalization. *School Psychology Quarterly*, 26, 245-255.

Volpe, R. J., **Burns, M. K.**, DuBois, M., & *Zaslofsky, A. F. (2011). Computer-assisted tutoring: Teaching letter sounds to kindergarten students using incremental rehearsal. *Psychology in the Schools*, 48, 332-342.

Volpe, R., Briesch, A., Mule, C., **Burns, M. K.**, & Joseph, L. (2011). A comparison of two flashcard drill methods targeting word recognition. *Journal of Behavioral Education*, 20, 117-137.

2010

Burns, M. K., *Klingbeil, D. A., & Ysseldyke, J. (2010). The effects of technology enhanced formative evaluation on student performance on state accountability math test. *Psychology in the Schools, 47*, 582-591.

Burns, M. K., *Scholin, S. E., Kosciulek, S., & Livingston, J. (2010). Reliability of decision-making frameworks for response to intervention for reading. *Journal of Psychoeducational Assessment, 28*, 102-114.

Burns, M. K. & Sterling-Turner, H. (2010). Comparison of efficiency measures for academic interventions based on acquisition and maintenance of the skill. *Psychology in the Schools, 47*, 126-134.

Burns, M. K., Coddling, R. S., *Boice, C. H., & Lukito, G. (2010). Meta-analysis of acquisition and fluency math interventions with instructional and frustration level skills: Evidence for a skill by treatment interaction. *School Psychology Review, 39*, 69-83.

Cates, G. L., **Burns, M. K.,** & Joseph, L. (2010). Ensuring efficient learning across the instructional hierarchy: Getting learning to occur is not enough – Introduction to the special series. *Psychology in the Schools, 47*, 111-113.

*Parker, D. C., *Nelson, J. S., & **Burns, M. K.** (2010). Comparison of correlates of classroom behavior problems in schools with and without a school-wide character education program. *Psychology in the Schools, 47*, 817-827.

2009

*Beck, M., **Burns, M. K.,** & Lau, M. (2009). Preteaching unknown items as a behavioral intervention for children with behavioral disorders. *Behavior Disorders, 34*, 91-99.

Burns, M. K., Ardoin, S., *Parker, D. C., *Hodgson, J., *Klingbeil, D. A., & *Scholin, S. (2009). Interspersal technique and behavioral momentum for reading word lists. *School Psychology Review, 38*, 428-434.

Burns, M. K., & *Boice, C. H. (2009). Comparison of the relationship between words retained and intelligence for three instructional strategies among students with low IQ. *School Psychology Review, 38*, 284-292.

Burns, M. K., *Ganuza, Z., & *London, R. (2009). Brief experimental analysis of written letter formation: A case demonstration. *Journal of Behavioral Education, 18*, 20-34.

Burns, M. K. & Helman, L. (2009). Relationship between language skills and acquisition rate of sight-words among English language learners. *Literacy Research and Instruction, 48*, 221-232.

Burns, M. K., & Ysseldyke, J. E. (2009). Reported prevalence of evidence-based instructional practices in special education. *Journal of Special Education, 43*, 3-11.

Matchett*, D. L., & **Burns, M. K.** (2009). Increasing word recognition fluency with an English language learner. *Journal of Evidence Based Practices in Schools*, 10, 194-209.

McComas, J. J., & **Burns, M. K.** (2009). Brief experimental analyses of academic performance: Introduction to the special series. *Journal of Behavioral Education*, 18, 1-4.

*Someki, F., & **Burns, M. K.** (2009). Methods for measuring student response to stimulant medication: A meta-analytic review. *Psychology in the Schools*, 46, 388-396.

VanDerHeyden, A. M., & **Burns, M. K.** (2009). Performance indicators in math: Implications for brief experimental analysis of academic performance. *Journal of Behavioral Education*, 18, 71-91.

Ysseldyke, J., **Burns, M. K.**, & Rosenfield, S. (2009). Blueprints on the future of training and practice in school psychology: What do they say about educational and psychological consultation? *Journal of Educational and Psychological Consultation*, 19, 177-196.

2008

Burns, M. K., Jacob, S., & *Wagner, A. (2008). Ethical and legal issues associated with using response-to-intervention to assess learning disabilities. *Journal of School Psychology*, 46, 263-279.

Burns, M. K., *Peters, R., & Noell, G. H. (2008). Using performance feedback to enhance the implementation integrity of the problem-solving team process. *Journal of School Psychology*, 46, 537-550.

Burns, M. K., Senesac, B. J., & Silberglitt, B. (2008). Longitudinal effect of a volunteer tutoring program on reading skills of students identified as at-risk for reading failure: A two-year follow-up study. *Literacy Research and Instruction*, 47, 27-37.

Burns, M. K. & *Wagner, D. (2008). Determining an effective intervention within a brief experimental analysis for reading: A meta-analytic review. *School Psychology Review*, 37, 126-136.

*Spanjer, D., **Burns, M. K.**, & *Wagner, A. (2008). Systematic direct observation of time-on-task as a measure of substantive student engagement. *Assessment for Effective Intervention*, 33, 120-126.

*Szadokierski, I., & **Burns, M. K.** (2008). Analogue evaluation of the effects of opportunities to respond and ratios of known items within drill rehearsal of Esperanto words. *Journal of School Psychology*, 46, 593-609.

VanDerHeyden, A. M. & **Burns, M. K.** (2008). Examination of the utility of various measures of mathematics proficiency. *Assessment for Effective Intervention*, 33, 215-224.

2007

Burns, M. K. (2007). Reading at the instructional level with children identified as learning disabled: Potential implications for response-to-intervention. *School Psychology Quarterly*, 22, 297-313.

Burns, M. K. (2007). Comparison of drill ratio and opportunities to respond when rehearsing sight words with a child with mental retardation. *School Psychology Quarterly*, 22, 250-263.

*Flower, A., **Burns, M. K.**, & *Miller, N. (2007). Meta-analysis of disability simulation research. *Remedial and Special Education*, 28, 72-79.

*Treptow, M. A., **Burns, M. K.**, & McComas, J. J. (2007). Reading at the frustration, instructional, and independent levels: Effects on student time on task and comprehension. *School Psychology Review*, 36, 159-166.

2006

Burns, M. K., Vance, D., *Szadokierski, I., & Stockwell, C. (2006). Student needs survey: A psychometrically sound measure of the five basic needs. *International Journal of Reality Therapy*, 25 (2), 4-8.

Burns, M. K. & VanDerHeyden, A. M. (2006). Using response to intervention to assess learning disabilities: Introduction to the special series. *Assessment for Effective Intervention*, 32, 3-5.

Burns, M. K. VanDerHeyden, A. M., & *Jiban, C. (2006). Assessing the instructional level for mathematics: A comparison of methods. *School Psychology Review*, 35, 401-418.

Dean, V. J., **Burns, M. K.**, *Grialou, T., & *Varro, P. (2006). Comparison of ecological validity of learning disabilities diagnostic models. *Psychology in the Schools*, 43, 157-168.

Griffiths, A. J., VanDerHeyden, A. M., *Parson, L. B., & **Burns, M. K.** (2006). Practical applications of response-to-intervention research. *Assessment for Effective Intervention*, 32, 50-57.

Silberglitt, B., *Appleton, J., **Burns, M. K.**, & Jimerson, S. R. (2006). Examining the effect of grade retention on student reading performance: A longitudinal study. *Journal of School Psychology*, 44, 255-270.

Silberglitt, B., **Burns, M. K.**, Madyun, N. H., & *Lail, K. E. (2006). Relationship of reading fluency assessment data with state accountability test scores: A longitudinal comparison of grade levels. *Psychology in the Schools*, 43, 527-536.

Silberglitt, B., Jimerson, S. R., **Burns, M. K.**, *Appleton, J. (2006). Does the timing of grade retention make a difference in outcomes? Examining the effects of early versus later grade retention on student reading performance. *School Psychology Review*, 35, 134-141.

2005

*Bunn, R., **Burns, M. K.**, Hoffman, H. H., & *Newman, C. L. (2005). Using incremental rehearsal to teach letter identification with a preschool-aged child. *Journal of Evidence Based Practice for Schools*, 6, 124-134.

Burns, M. K. (2005). Using incremental rehearsal to practice multiplication facts with children identified as learning disabled in mathematics computation. *Education and Treatment of Children*, 28, 237-249.

Burns, M. K., *Appleton, J. J., & *Stehouwer, J. D. (2005). Meta-analysis of response-to-intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment*, 23, 381-394.

Burns, M. K., & Dean, V. J. (2005). Effect of acquisition rates on off-task behavior with children identified as learning disabled. *Learning Disability Quarterly*, 28, 273-281.

Burns, M. K., & Haight, S. L. (2005). Psychometric properties and instructional utility of assessing special education teacher candidate knowledge with portfolios. *Teacher Education and Special Education*, 28, 185-194.

Burns, M. K., & *Kimosh, A. (2005). Using incremental rehearsal to teach sight-words to adult students with moderate mental retardation. *Journal of Evidence Based Practices for Schools*, 6, 135-148.

Burns, M. K., & *Mosack, J. (2005). Criterion-referenced validity of measuring acquisition rates with curriculum-based assessment. *Journal of Psychoeducational Assessment*, 25, 216-224.

Burns, M. K. & Senesac, B. K. (2005). Comparison of dual discrepancy criteria for diagnosis of unresponsiveness to intervention. *Journal of School Psychology*, 43, 393-406.

Burns, M. K., Vanderwood, M., & Ruby, S. (2005). Evaluating the readiness of prereferral intervention teams for use in a problem-solving model: Review of three levels of research. *School Psychology Quarterly*, 20, 89-105.

Fox, R., **Burns, M. K.**, & Adams, K. I. (2005). Academic chairperson evaluation instrument: A potential design. *Academy of Educational Leadership Journal*, 9 (2), 41-49.

VanDerHeyden, A. M., & **Burns, M. K.** (2005). Using curriculum-based assessment and curriculum-based measurement to guide elementary mathematics instruction: Effect on individual and group accountability scores. *Assessment for Effective Intervention* 30 (3), 15-29.

2004

Burns, M. K. (2004). Empirical analysis of drill ratio research: Refining the instructional level for drill tasks. *Remedial and Special Education, 25*, 167-175.

Burns, M. K. (2004). Using curriculum-based assessment in the consultative process: A useful innovation or an educational fad. *Journal of Educational and Psychological Consultation, 15*, 63-78.

Burns, M. K. (2004). Age as a predictor of acquisition rates as measured by curriculum-based assessment: Evidence of consistency with cognitive research. *Assessment for Effective Intervention, 29* (2), 31-38.

Burns, M. K., Dean, V. J., & Foley, S. (2004). Preteaching unknown key words with incremental rehearsal to improve reading fluency and comprehension with children identified as reading disabled. *Journal of School Psychology, 42*, 303-314.

Burns, M. K., Dean, V. J., & *Klar, S. (2004). Using curriculum-based assessment in the responsiveness to intervention diagnostic model for learning disabilities. *Assessment for Effective Intervention, 29* (3), 47-56.

Burns, M. K., Senesac, B., & *Symington, T. (2004). Effectiveness of the HOSTS program in improving the reading skills of children identified as at-risk for reading failure. *Reading Research and Instruction, 43*, 87-104.

*Thelen, R. L., **Burns, M. K.,** & Christiansen, N. D. (2004). Effects of high-incidence disability labels on the expectations of teachers, peers, and adults not in education. *Ethical Human Sciences and Services, 5*, 183-194.

2003

Burns, M. K. (2003). Reexamining data from the National Reading Panel's meta-analysis: Implications for school psychology. *Psychology in the Schools, 40*, 605-612.

Burns, M. K., & *Symington, T. (2003). A comparison of the Spontaneous Writing Quotient of the *Test of Written Language* (3rd ed.) and teacher ratings of writing progress. *Assessment for Effective Intervention, 28* (2), 29-34.

2002

Burns, M. K. (2002). Self-report objective measures of personality for children: A review of psychometric properties for RQC process. *Psychology in the Schools, 39*, 221-234.

Burns, M. K., & *Symington, T. (2002). A meta-analysis of prereferral intervention teams: Systemic and student outcomes. *Journal of School Psychology, 40*, 437-447.

Burns, M. K., Tucker, J. A., *Hauser, A., *Thelen, R., *Holmes, K., & *White, K. (2002). Minimum reading fluency rate necessary for comprehension: A potential criterion for curriculum-based assessments. *Assessment for Effective Intervention*, 28, 1-7.

Dean, V. J., & **Burns, M. K.** (2002). A critical review of including intrinsic processing difficulties in learning disabilities diagnostic models. *Learning Disabilities Quarterly*, 25, 170-176.

Haight, S. L., Patriarca, L. A., & **Burns, M. K.** (2002). A statewide analysis of eligibility criteria and procedures for determining learning disabilities. *Learning Disabilities: A Multidisciplinary Journal*, 11 (2), 39-46.

MacQuarrie-Klender, L. L., Tucker, J. A., **Burns, M. K.**, & Hartman, B. (2002). Comparison of retention rates using traditional, Drill Sandwich, and Incremental Rehearsal flashcard methods. *School Psychology Review*, 31, 584-595.

2001

Burns, M. K. (2001). Measuring sight-word acquisition and retention rates with curriculum-based Assessment. *Journal of Psychoeducational Assessment*, 19, 148-157.

Burns, M. K., *Dean, V. J., & Jacob-Timm, S. (2001). Assessment of violence potential among children: Beyond profiling. *Psychology in the Schools*, 38, 239-247.

2000

Burns, M. K. (2000). Examining special education labels through attribution theory: A potential source of learned helplessness. *Ethical Human Sciences and Services*, 2, 101-107.

Burns, M. K., Tucker, J. A., Frame, J., *Foley, S., & *Hauser, A. (2000). Interscorer, alternate-form, internal consistency, and test-retest reliability of Gickling's model of Curriculum-based Assessment for reading. *Journal of Psychoeducational Assessment*, 18, 353-360.

1999

Burns, M. K. (1999). The effectiveness of including special education personnel on intervention assistance teams. *The Journal of Educational Research*, 92, 354-356.

BOOKS AND BOOK CHAPTERS:

Books:

Burns, M. K. & Parker, D. C. (in press). *Curriculum-based assessment for instructional design: Using data to individualize instruction*. New York: Guilford.

Riley-Tillman, T.C., **Burns, M. K.**, & Gibbons, K. (2013). *Advanced RTI applications, Volume 2: Assessment, design, analysis and decision making*. New York: Guilford.

Burns, M. K. & Gibbons, K. (2012). *Response to intervention implementation in elementary and secondary schools: Procedures to assure scientific-based practices* (2nd edition). New York: Routledge.

Burns, M. K., Riley-Tillman, T. C., & VanDerHeyden, A. M. (2012). *Advanced RTI applications: Intervention design and implementation*. New York: Guilford.

Cook, C.R., **Burns, M. K.**, Browning-Wright, D., & Gresham, F.M. (2011). *A guide to refining and retooling school psychological practice in the era of RtI*. Palm Beach, LRP Publications.

VanDerHeyden, A. M. & **Burns, M. K.** (2010). *Essentials of response to intervention*. New York: Wiley.

Riley-Tillman, T. C. & **Burns, M. K.** (2009). *Single case design for measuring response to educational intervention*. New York: Guilford.

Burns, M. K. & Gibbons, K. (2008). *Response to intervention implementation in elementary and secondary schools: Procedures to assure scientific-based practices*. New York: Routledge.

Griffin, A. J., *Parsons, L., **Burns, M. K.**, & VanDerHeyden, A. (2007). *Response to intervention research to practice*. Washington, D.C., National Association of State Directors of Special Education.

Jimerson, S., **Burns, M. K.**, & VanDerHeyden, A. M. (2007, Eds.). *The handbook of response to intervention: The science and practice of assessment and intervention*. New York: Springer.

Ysseldyke, J., **Burns, M.**, Dawson, P., Kelley, B., Morrison, D., Ortiz, S., Rosenfield, S., & Telzrow, C. (2006). *School psychology: A blueprint for training and practice III*. Bethesda, MD: National Association of School Psychologists.

Book Chapters:

Burns, M. K. (in press). Foreword for J. E. Harlacher, T. L. Sakellaris, & N. M. Kattelman *An educator's guide to curriculum-based evaluation for reading*.

Burns, M. K. (in press). Reflections from journal editor: School Psychology Review. In T. Kratochwill & J. Levin (Eds.) *Single-case intervention research: Methodological and data-analysis advances*. Washington, D.C.: American Psychological Association.

Burns, M. K., Haegele, K., & Peterson-Brown, S. (in press). Screening for early reading skills: Using data to guide resources and instruction. In R. J. Kettler, T. A. Glover, C. A. Albers, & K. A. Feeney-Kettler (Eds.) *Universal screening in educational settings: Identification, implementation, and interpretation*. Washington D.C., American Psychological Association.

Burns, M. K., Kanive, R., & Karich, A. C. (in press). Best practices in implementing school-based teams within a multitiered system of support. In A. Thomas & P. Harrison (Eds.) *Best practices in school psychology* (6th ed.). Bethesda, MD: National Association of School Psychologists.

Burns, M. K., VanDerHeyden, A. M., & *Zaslofsky, A. F. (in press). Best practices in delivery intensive academic interventions. In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology* (6th ed.). Bethesda, MD: National Association of School Psychologists.

Burns, M. K., *Parker, D. C., & Jacob, S. (2013). Legal issues in school psychological assessments. In K. F. Geisinger (Ed.). *APA handbook of testing and assessment in psychology* (pp. 259-277). Washington, D.C.: American Psychological Association.

Burns, M. K. & *Scholin, S. E. (2013). Response to intervention: School-wide prevention of academic difficulties. In M. Tankersley & B. Cook (Eds.) *Effective practices in special education* (pp. 225-234). Upper Saddle River, NJ: Pearson.

Burns, M. K., *Parker, C., & *Scholin, S. E. (2011). Response to intervention at the secondary level. In A. S. Canter, L. Z. Paige, M. D. Roth, I. Romero, S. A. Carroll (Eds.). *Helping children at home and school III: Handouts for families and educators*. Bethesda, MD: National Association of School Psychologist.

Burns, M. K., *Scholin, S. E., & *Parker, C. (2011). Response to intervention implementation fact sheet for K-12 school personnel. In A. S. Canter, L. Z. Paige, M. D. Roth, I. Romero, S. A. Carroll (Eds.). *Helping children at home and school III: Handouts for families and educators*. Bethesda, MD: National Association of School Psychologist.

Burns, M. K. & *Boice, C. (2010). Effective teaching strategies. In C. S. Clauss-Ehlers (Ed). *Encyclopedia of cross-cultural school psychology*. New York: Springer Publications.

Burns, M. K., Christ, T. J., *Boice, C., & *Szadokierski, I. (2010). Special education in an RtI model: Addressing unique learning needs. In T. A. Glover & S. Vaughn (Eds.) *Response to intervention: Empowering all students to learn – A critical account of the science and practice* (pp. 267-285). New York: Guilford.

*Coolong-Chaffin, M. & **Burns, M. K.** (2010). Labeling. In C. S. Clauss-Ehlers (Ed). *Encyclopedia of cross-cultural school psychology*. Springer Publications.

Burns, M. K., & *Klingbeil, D. A. (2010). Assessment of academic skills in math within a problem solving model. In R. Ervin, G. Gimpel, E. Daly III, & K. Merrell (Eds.) *Practical handbook of school psychology* (pp. 86-98). New York: Guilford.

Ysseldyke, J. E., & **Burns, M. K.** (2009) Functional assessment of instructional environments for the purpose of making data-driven instructional decisions. In C. Reynolds & T. B. Gutkin (Eds.) *The handbook of school psychology* (4th ed., pp. 410-433). New York: John Wiley.

Burns, M. K., VanDerHeyden, A. M., & *Boice, C. H. (2008). Best practices in delivery intensive academic interventions. In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists.

Burns, M. K., *Wiley, H. I., *Viglietta, E. (2008). Best practices in facilitating problem-solving teams. In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology* (5th ed., pp. 1151-1162). Bethesda, MD: National Association of School Psychologists.

Ysseldyke, J., **Burns, M.,** Dawson, P., Kelley, B., Morrison, D., Ortiz, S., Rosenfield, S., & Telzrow, C. (2008). The blueprint for training and practice as the basis for best practice. In A. Thomas & J. Grimes (Eds.) *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists.

Burns, M. K., Deno, S. L., & Jimerson, S. R. (2007). Toward a unified response-to-intervention model. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.) *Handbook of response to intervention: The science and practice of assessment and intervention*. New York: Springer.

VanDerHeyden, A. M., & **Burns, M. K.** (2005). Effective instruction for at-risk Minority populations. In C. L. Frisby & C. Reynolds (Eds.) *Comprehensive handbook of Multicultural school psychology* (p. 483-516). New York: John Wiley & Sons.

PUBLICATIONS IN PRACTITIONER JOURNALS:

Burns, M. K., *Kanive, R., *Zaslofsky, A.F., & * Parker, D. C. (2013). Mega-analysis of School Psychology Blueprint for Training and Practice Domains. *School Psychology Forum: Research Into Practice*, 7 (1), 13-28.

Burns, M. K., *Scholin, S., & *Haegle, K.M. (2013). A small-group reading comprehension intervention for fourth- and fifth-grade students. *School Psychology Forum: Research Into Practice*, 7 (2), 40-49.

*Parker, D. C., & **Burns, M. K.** (2012). Using interest and interspersing novel tasks to facilitate reading engagement outcomes. *School Psychology Forum: Research Into Practice*, 6, 64-76.

Brundage, A., Beckmann-Bartlett, C., & **Burns, M. K.** (2010). Response to intervention: Alice Birney Middle School's model, experience, and results. *Communiqué*, 39 (1), 1, 10-11.

Burns, M. K. (2010). Formative evaluation in school psychology: Informing the instructional process. *School Psychology Forum*, 4 (1), 22-33.

Burns, M. K. (2010). Response-to-intervention research: Is the sum of the parts as great as the whole? *Perspectives on Language and Literacy*, Spring, 13-15.

Ysseldyke, J., **Burns, M. K.**, *Scholin, S. E., & *Parker, D. C. (2010). Instructionally valid assessment within RtI. *Teaching Exceptional Children*, 42 (4), 54-61.

Burns, M. K. & Riley-Tillman, T. C. (2009). Response to Intervention and Eligibility Decisions: We Need to Wait to Succeed. *Communiqué*, 38 (1), 1, 10-11.

Helman, L. A., & **Burns, M. K.** (2008). What does oral language have to do with it? Helping English learners acquire sight-words. *The Reading Teacher*, 14-19.

Burns, M. K., Marolt, D., Kahler, M., Buxton, R., & Lillenstein, D. (2008). Practitioner perspectives on the effect of RtI. *Communiqué*, 36 (8), 1, 7-9.

Burns, M. K. (2008). Response to intervention at the secondary level. *Principal Leadership: High School Edition*, 8 (7), 12-15.

Brown-Chidsey, R., **Burns, M. K.**, Thies, L. O., & Wizda, L. L. (2008). The future is now: The school psychology futures task force on academic outcomes. *Communiqué*, 36 (7), 1, 12-14.

Burns, M. K. (2007). School psychology: Science in action. *Communiqué*, 35 (8), 44-45.

Burns, M. K. (2007). RTI WILL fail, unless *Communiqué*, 35 (5), 38-40.

Burns, M. K., *Doyle, M., *Hall-Lande, J., *VanGetson, G. R., *Spanjers, D., *Hansen, A., & *Roverud, J. (2007). Prevalence of meta-analytic reviews in school psychology research. *The School Psychologist*, 61 (4), 102-106.

*Wagner, A. R., *Lail, K. E., *Viglietta, E., & **Burns, M. K.** (2007). Faculty publications in APA-accredited school psychology training programs between 2000 and 2005. *The School Psychologist*, 61 (1), 16-22.

Burns, M. K., & *Coolong-Chaffin, M. (2006). Response-to-intervention: Role for and effect on school psychology. *School Psychology Forum*, 1 (1), 3-15.

Burns, M. K., *Hall-Lande, J., *Lyman, W., *Rogers, C., & *Tan, C. S. (2006). Tier II interventions within response-to-intervention: Components of an effective approach. *Communiqué*, 35 (4), 38-40.

Burns, M. K., Tilly, W. D. III, Gresham, F., Telzrow, C. F., Shapiro, E. S., & Kovalski, J. F. (2006). Response-to-intervention debate: Using data over dogma. *Communiqué*, 34 (7), 5-6.

Telzrow, C., **Burns, M. K.**, Ysseldyke, J. (2006). Blueprint III: Images of school psychology's future. *Communiqué*, 35 (2), 20-21.

*Wackerle, A. K., *Boice, C. H., Christ, T. J., & **Burns, M. K.** (2006). Response to intervention at NASP: Were 44 presentations enough? *Communiqué*, 34 (8), 20-21.

Burns, M. K., & Ysseldyke, J. E. (2005). Questions about response-to-intervention implementation: Seeking answers from existing models. *The California School Psychologist, 10*, 9-20.

Christ, T. J., **Burns, M. K., & Ysseldyke, J. E.** (2005). Conceptual confusion within response-to-intervention vernacular: Clarifying meaningful differences. *Communiqué, 34* (3), 1, 6-8.

Sornson, R., Frost, F., & **Burns, M. K.** (2005). Instructional support teams in Michigan: Data from Northville Public Schools. *Communiqué, 33* (5), 28-30.

Gresham, F. M., Reschly, D. J., Tilly, W. D., Fletcher, J., **Burns, M. K.,** Christ, T., Prasse, D., Vanderwood, M., & Shinn, M. (2004). Comprehensive evaluation of learning disabilities: A response to intervention perspective. *Communiqué, 33* (4), 34-35. AND *The School Psychologist, 59* (1), 26-29.

Burns, M. K. (2002). Comprehensive system of assessment to intervention using curriculum-based assessments. *Intervention in School and Clinic, 38*, 8-13.

Burns, M. K. (2002). School psychologists in Michigan: A meta-analytic compilation of survey data. *The Michigan Psych Report, 31* (1), 5-6.

Hafner, K., Somers, J., Mojica, Y., & **Burns, M. K.** (2001). MASP responds to the Education Yes proposal. *The Michigan Psych Report, 30* (2), 7-10.

Burns, M. K., & Dean, V. J. (2000). From processing to discrepancies and back again: The hunt for LD continues. *The Michigan Psych Report, 29* (1), 8-14.

Burns, M. K., MacQuarrie, L. L., & Campbell, D. T. (1999). The difference between Curriculum-Based Assessment and Curriculum-Based Measurement: A focus on purpose and result. *Communiqué, 27* (6), 18-19.

PAPERS SUBMITTED FOR PUBLICATION:

*Haegle, K. & **Burns, M. K.** (2013). *The effect of modifying instructional set size based on the acquisition rate among students identified with a learning disability*. Manuscript submitted for publication.

*Zaslofsky, A., **Burns, M. K., & Kanive, R.** (2013). Effect of preteaching mathematics skills on on-task behavior of children identified with mathematics difficulties. Invited to revise and resubmit to *Journal of Applied Behavior Analysis*.

*Haegle, K. & **Burns, M. K.** (2013). Relationship between acquisition of words and memory among struggling readers. Invited to revise and resubmit to *School Psychology Quarterly*.

*Szadokierski, I., Vance, D., **Burns, M. K.**, & *Parker, D. C. (2013). Effectiveness of the smart character choices character education program: Linking character education and psychological theory. Invited to revised and resubmit to *Journal of Character Education*.

EDITORIAL BOARDS:

Editor

School Psychology Review, January 2011 to present.

Editor- Elect January of 2010 to January of 2011.

Associate Editor 2007 to 2009.

Editorial board member, 2005 to 2007.

Founding member of the Council of Editors of School Psychology Journals (2011-present).

Assessment for Effective Intervention, October 2008 to October 2010.

Associate Editor, 2004 to 2007.

Editorial board member, 2004; 2011-present.

Associate Editor

National Association of School Psychologists Communiqué.

Contributing Editor for RTI, 2006 to 2011.

Journal of Behavioral Education

Guest Associate Editor, 2012.

Editorial Boards

Learning Disabilities Research and Practice, editorial board member, 2012 to present.

Journal of School Psychology, editorial board member 2007 to 2010.

Psychology in the Schools, editorial board member 2005 to 2010.

Remedial and Special Education, editorial board member 2005 to 2010.

Behavior Analysis in Practice, guest reviewer 2008.

Education and Treatment of Children, guest reviewer 2006 to present.

Educational Researcher, guest reviewer 2010 to present.

Elementary School Journal, guest reviewer 2009 to present.

Journal of Applied Behavior Analysis, guest reviewer 2006.

Journal of Applied School Psychology, guest reviewer 2009.

Journal of Behavioral Education, guest reviewer 2006 to present.

Journal of Educational Psychology, guest reviewer 2012 to present.

Journal of European Psychology Students, scientific committee member 2008 to present.

Journal of Learning Disabilities, guest reviewer 2006 to present.

Journal of Special Education and Rehabilitation, guest reviewer 2012 to present.

Learning and Individual Differences, guest reviewer 2007.

Guest Editor

Burns & VanDerHeyden – Special series of *Assessment for Effective Intervention* regarding response to intervention published in 2006.

McComas & Burns – Special series of *Journal of Behavioral Education* regarding experimental analysis of academic interventions published in 2009.

Cates, Burns, & Joseph - Ensuring Efficient Learning across the Instructional Hierarchy: Getting Learning to occur is not Enough. Special series of *Psychology in the Schools* to be published December of 2009.

Burns – Special series of *Journal of Behavioral Education* regarding meta-analyses of single-case design research published in 2012.

Conference Proposal Reviews

Proposal reviewer for National Association of School Psychologists, 2010.

Proposal reviewer for American Psychological Association Division 16, 2007.

Proposal reviewer for Council of Exceptional Children Division for Research, 2007.

Grant Reviews

Proposal reviewer for Institute of Education Science Reading, Writing, and Language Development competition, 2011-2012.

Proposal reviewer for Target Corporation Education Grants, 2011.

FUNDED GRANTS & RESEARCH PROJECTS:

External:

Procured approximately \$11.5 million in external funding, \$9 million brought directly to my university.

Burns, M. K., Helman, L., & McComas, J. (2011). Path to Reading Excellence in School Sites. Funded by the Target Corporation, \$7.8 million. Co-Primary Investigator.

Burns, M. K. & Ysseldyke, J. (2010). Evaluating Math Facts in a Flash as a Tool for Students who Struggle in Math. Funded by Renaissance Learning, \$79,500. Primary Investigator.

Burns, M. K. (2008). Assessing the acquisition rates of children with learning disabilities: Making working memory instructionally relevant. Funded by the Learning Disabilities Association, \$25,000. Primary Investigator.

Burns, M. K. (2006). Comprehensive character education through smart choices: Moving from theory to practice. Partnerships in character education. Funded by the U. S. Department of Education Office of Safe and Drug Free Schools: Partnership in Character Education (CFDA: 84.215V), \$256,000. Primary Investigator. Grant is 4-year subcontract with Smart Character Choices grant, \$1,823,093.

Burns, M. K., Joseph, L., & Rosenfield, S. (2004). Comparison of word recognition instructional methods. Funded by the Society for the Study of School Psychology, \$6,982. Co-Primary Investigator/Grant Administrator.

Burns, M. K. (2002). An evaluation of the special education programs for Algonac Public Schools. Funded by the St. Clair Intermediate School District, \$10,000. Primary Investigator/Grant Administrator.

Burns, M. K. (2002). Comprehensive character education through Choice Theory: Evaluating the fidelity of implementation, effectiveness, and soundness of theory. Funded by the U. S. Department of Education Fund for the Improvement of Education (FIE): Partnership in Character Education (CFDA: 84.215S), \$150,000. Primary Investigator/Grant Administrator. Grant is subcontract with Smart Character Choices grant, \$1,000,000.

Newby, D., Zhang, M., & Mims, B. (2002). Inquiry-based instruction for teachers: Connecting learners to science. Funded by the Michigan Department of Education, Improving Teacher Quality Professional Development Grant (#030290-208), \$98,966. Grant Evaluator.

Burns, M. K. (2001). A national survey of school psychologists' knowledge and use of consultation models including the Referral Question Consultation Process. Funded by the Society for the Study of School Psychology, \$2,929.50. Primary Investigator/Grant Administrator.

Burns, M. K., & Kirk, B. J. (2001). The Michigan Center for Assessment and Educational Data. Funded by the Helping One Student to Succeed Corporation, \$600,000. Primary Investigator/Co-Grant Administrator.

Internal:

Burns, M. K., Buerkle, K., Christenson, S., Coolong-Chaffin, M., Godber, Y., Hansen, A., & Susman-Stillman, A. (2011). Engaged research in early childhood education. Funded by the University of Minnesota Office of Public Engagement, \$8400. Co-Primary Investigator.

Received a sabbatical and sabbatical supplement for the 2009-2010 academic year.

Helman, L. & **Burns, M. K.** (2005). The effects of students' language proficiency and word imagery on English learners' sight word acquisition rates. Funded by the University of Minnesota's Center for Reading Research, \$8,200. Co-Primary Investigator.

Burns, M. K. (2004). Word recognition instructional methodologies. Funded by the University of Minnesota's Center for Reading Research, \$5,665. Primary Investigator.

Burns, M. K. (2002). Criterion-related validity of measuring sight-word acquisition with curriculum-based assessment. Funded by a Central Michigan University Faculty Research and Creative Endeavors grant, \$1,816. Primary Investigator/Grant Administrator.

TEST REVIEWS:

Burns, M. K. (2007). Test review of the Behavior Evaluation Scale: Third Edition. In R. A. Spies, & B. S. Plake (Eds.) *Seventeenth Mental Measurements Yearbook* (pp. 106-108). Lincoln, NE: Buros Institute.

Burns, M. K. (2005). Test review of the Adaptive Behavior Assessment System (2nd ed.). In R. A. Spies, & B. S. Plake (Eds.) *Sixteenth Mental Measurements Yearbook* (p. 17-19). Lincoln, NE: Buros Institute.

Burns, M. K. (2005). Test review of the Balanced Assessment of Mathematics. In R. A. Spies & B. S. Plake (Eds.) *Sixteenth Mental Measurements Yearbook* (p. 73-75). Lincoln, NE: Buros Institute.

Richardson, R. D. & **Burns, M. K.** (2005). Test review of the Adaptive Behavior Assessment System (2nd ed.). *Assessment for Effective Intervention*, 30 (4), 51-54.

Burns, M. K. (2003). Test review of the Basic Reading Inventory (8th edition). In B. S. Plake, J. C. Impara, & R. A. Spies (Eds.) *Fifteenth Mental Measurements Yearbook* (pp. 101-103). Lincoln, NE: Buros Institute.

*Hauser, A., & **Burns, M. K.** (2002). Test review of the Learning Disabilities Diagnostic Inventory. *Journal of Psychoeducational Assessment*, 20, 99-104.

Burns, M. K. (2001). Test review of the Personality Assessment Screener. In B. Plake & J. C. Impara (Eds.). *Fourteenth Mental Measurements Yearbook*. (pp. 932-934). Lincoln, NE: Buros Institute.

Burns, M. K. (2001). Test review of the Psychotherapy Outcome Kit. In B. Plake & J. C. Impara (Eds.). *Fourteenth Mental Measurements Yearbook*. (pp. 970-971). Lincoln, NE: Buros Institute.

Burns, M. K. (2001). Test review of the Weinberg Depression Scale for Children and Adolescents. *Journal of Psychoeducational Assessment*, 19, 96-99.

PRESENTATIONS

Invited:

Burns, M. K. (2013, October). *Reforming the school psychologist's role within a multi-tiered system of support*. Keynote address to the Wisconsin School Psychology Association. Eau Claire, WI.

Burns, M. K. & VanDerHeyden, A. M. (2013, October). *Evidence-based elementary instruction for math*. Invited address to the Midwest Instructional Leadership Council. St. Paul, MN.

Burns, M. K., Riley-Tillman, T. C., & VanDerHeyden, A. M. (2013, September). *Success within reach: RTI applications for academic and behavioral interventions*. Keynote address to the Student Support Team Association for Georgia Educators Annual Convention. Macon, GA.

Burns, M. K., & *Sadeh, S. (2013, February). *Translating RtI case law into practice struggling readers*. Invited documented session to be presented at the National Association of School Psychologists Annual Convention. Seattle, WA.

Burns, M. K. (2013, January). *Problem solving teams within a multi-tiered system of support*. Invited presentation to the Educational Service Unit #1 Regional Conference. Wakefield, NE.

Burns, M. K. (2012, October). *Reading and writing interventions: Consultation tools for school psychologists*. Invited presentation to the Illinois School Psychology Association Fall Conference. Itasca, IL.

Burns, M. K., & VanDerHeyden, A. (2012, October). *Hands-on strategies for instruction and intervention to improve essential math skills*. Invited presentation to the Midwest Leadership Summit IV: It's about the why in RtI. St. Paul, MN.

Burns, M. K., & McComas, J. J. (2012, September). *Using learning theory within brief experimental analysis of academic problems: What to do when nothing else works*. Invited presentation to the Minnesota Northland Association for Behavior Analysis. Maple Grove, MN.

Burns, M. K. (2012, August). *Interventions for an RtI model: Without the "I" the "R" won't happen*. Invited presentation to the Hiawatha Valley Education District Summer Symposium. Winona, MN.

Burns, M. K. (2012, July). *Academic interventions for school psychologists: Without the "I", the "R" won't happen*. Invited presentation to the National Association of School Psychologists Summer Conference. Denver, CO.

Burns, M. K. (2012, July). *Addressing barriers to successful RTI implementation at the middle school and high school levels*. Invited presentation to the National Association of School Psychologists Summer Conference. Denver, CO.

Burns, M. K. (2012, June). *Response to Intervention: Using data to answer questions about instruction*. Keynote address at the Utah Conference on Effective Practices For Teachers and Human Service Professionals: Interventions Across the Lifespan. Logan, UT.

Burns, M. K. (2012, June). *Problem analysis within tiers 2 and 3*. Invited presentation to the Utah Conference on Effective Practices For Teachers and Human Service Professionals: Interventions Across the Lifespan. Logan, UT.

Burns, M. K. (2012, April). *Theory within prevention and intervention*. Invited keynote presentation to the Missouri Prevention Center at the University of Missouri. Columbia, MO.

Burns, M. K. (2012, April). *Response to intervention for math: Implications for school psychologists*. Keynote address at the University of South Dakota School Psychology Program's 20th Anniversary Reception.

Burns, M. K. (2012, March). *Interventions within an RTI framework: Implications for school psychologists*. Keynote presentation at the Western Kentucky University School Psychology Program Spring Conference.

Burns, M. K. (2011, October). *Addressing barriers to successful RtI implementation at middle and high schools*. Invited paper presentation to the Illinois School Psychology Association Fall Conference. Bloomington, IL.

Burns, M. K. (2011, September). *Academic interventions within an RtI model: Using data to make intervention decisions*. Invited paper presentation to the Kentucky Association for Psychology in the Schools Annual Convention. Lexington, KY.

Burns, M. K. & Jitendra, A. (2011, September). *RtI for math*. Invited presentation to the Midwest Leadership Summit – V. Rochester, MN.

Burns, M. K. (2011, July). *Academic interventions within an RtI model: Without the I, the R won't happen*. Invited paper presentation to the National Association of School Psychologists Summer Conference. Indianapolis, IN.

Burns, M. K. (2011, April). *Tier 2 reading interventions for adolescent students*. Invited paper presentation to the 4th Guy Bond Memorial Conference on Reading: Developing Critical Readers & Writers: Improving Adolescents' Literacies through Research, Practice, and Policy. Minneapolis, MN.

Burns, M. K. (2010, November). *RTI- Using data to solve problems: Isn't that what school psychology is all about?* Keynote presentation to the Florida Association of School Psychologists Annual Conference. Miami, FL.

Burns, M. K. (2010, October). *Evaluating student response to intervention*. Invited presentation to the Illinois School Psychology Association Fall Conference. Chicago, IL.

Burns, M. K. (2010, October). *Assessment for intervention within an RTI framework*. Keynote presentation at the Kansas Association of School Psychologists Annual Conference. Wichita, KS.

Pettersson, H., Sarlo, R., & **Burns, M. K.** (2010, October). *Problem-solving and RTI at the secondary level*. Invited presentation to the RTI Innovations Conference. Salt Lake City, UT.

Burns, M. K. & VanDerHeyden, A. M. (2010, September). *Response to intervention for math: Using data for interventions within three tiers*. Invited presentation to the Midwest Instructional Leadership Council's Midwest Leadership Summit. Rochester, MN.

Burns, M. K. (2010, April). *Response to intervention: Assessment to intervention*. Invited presentation to Minnesota State University – Moorhead College of Education. Moorhead, MN.

Burns, M. K. (2010, March). *Curriculum-based assessment for instructional design: Assessment For Learning*. Invited presentation to the Oakland County Public Schools School Psychology Conference. Waterford, MI.

Riley-Tillman, T.C. & **Burns, M. K.** (2010, March). *Measuring student response to intervention: Using data to evaluate problems*. Invited workshop presented at the National Association of School Psychologists Annual Convention. Chicago, IL.

Burns, M. K. (2009, October). *RtI in K-12 schools: Going from concept to reality*. Invited keynote to the Wyoming Dual Conference on RtI. Laramie, WY.

Burns, M. K. (2009, October). *Assessment to intervention across the tiers: Using RTI data to make instructional and Entitlement decisions*. Invited keynote presentation at the Michigan Association of School Psychologist annual conference. Bay City, MI.

Burns, M. K. (2009, October). *Data-based problem analysis and interventions within RTI: Isn't that what school psychology is all about?* Invited Joe French Lecture at the Association of School Psychologists of Pennsylvania annual conference. State College, PA.

Burns, M. K., & VanDerHeyden, A. M. (2009, October). *Systems of academic interventions*. Invited Keynote presentation at the Utah Association of School Psychologists annual conference. Salt Lake City, UT.

Burns, M. K. & VanDerHeyden, A. M. (2009, September). *Integrating RTI decision making to enhance system outcomes for math*. Invited presentation to the Midwest Leadership Summit. Rochester, MN.

Burns, M. K. (2009, April). *Making instruction and intervention better: Why do we need to make them better?* Invited keynote address to the Louisiana State University Human Development Center Institute. New Orleans, LA.

Burns, M. K. (2009, April). *Tier 2 interventions within RtI*. Invited presentation to the University of Wisconsin-Madison School Psychology Program. Madison, WI.

Burns, M. K. (2009, March). *Problem-analysis and reading interventions for tiers 2 and 3: Using data to hit the intervention bull's-eye*. Invited presentation at the Minnesota Response-to-Intervention Center Conference. Bloomington, MN.

Burns, M. K. (2009, February). *There is significantly more to research than significance ($p < .05$)*. Invited special session at the National Association of School Psychologists Annual Conference, Boston, MA.

Burns, M. K. (2009, February). *Response to intervention in middle and high schools*. Invited keynote address to the Central Minnesota Association of Secondary School Principals annual convention. St. Cloud, MN.

Burns, M. K. (2008, December). *Clarifying the instructional level for reading: Implications for intervention and research*. Invited presentation to the Florida Center for Reading Research, Tallahassee, FL.

Burns, M. K. (2008, November). *Making ALL education special and special education unique*. Invited keynote presentation to the Illinois Council for Exceptional Children annual convention. Itasca, IL.

Burns, M. K. (2008, October). *Reliable and valid decision making using RTI for behavioral and academic problems*. Invited keynote address to the Wisconsin School Psychology Association annual Fall Conference, La Crosse, WI.

Burns, M. K. (2008, October). *National education policies and the push for change for RtI*. Invited presentation to the 2008-2009 Kent State University School Psychology Seminar Series. Kent, OH.

Burns, M. K., & VanDerHeyden, A. M. (2008, October). *Practical RtI models*. Invited keynote to the Kansas Association of School Psychologists and Kansas Federation of the Council of Exceptional Children joint conference. Junction City, KS.

Burns, M. K. (2008, October). *Data-based management teams and the data coach*. Invited presentation to the Kansas Association of School Psychologists and Kansas Federation of the Council of Exceptional Children joint conference. Junction City, KS.

Burns, M. K. (2008, October). *Valid decision making within RtI*. Invited keynote address to the Wisconsin School Psychology Association Annual Convention, LaCross, WI.

Burns, M. K. (2008). *Policy implications for intervention research*. Invited presentation to the Policy Strand of the Midwest Leadership Summit. Rochester, MN.

Burns, M. K., Prasse, D., & Reschly, D. (2008, September). *Legal issues and LD identification with RtI*. Invited panel discussion to the National RtI Innovations Conference, Salt Lake City, UT.

Burns, M. K. (2008, August). *Response to intervention in elementary schools: The building blocks*. Invited presentation to the Center for Academic Excellence, St. Peters, MN.

Burns, M. K. (2008, June). *Response to intervention: Problem-analysis within the tiers*. Feature presentation at the 15th Annual Lancaster-Lebanon IU 13 Education Conference. Lancaster, PA.

Burns, M. K. (2008, June). *Response to intervention: Scientifically-based interventions for tiers 2 and 3*. Feature presentation at the 15th Annual Lancaster-Lebanon IU 13 Education Conference. Lancaster, PA.

Burns, M. K. (2008, March). *Academic interventions for school psychologists*. Invited paper presentation to the Minnesota School Psychology Association Annual Convention, St. Paul, MN.

Burns, M. K. (2007, October). *Special education in response-to-intervention: Making all education special and special education unique*. Invited keynote address to the Arkansas School Psychology Association Annual Conference, North Little Rock, AK.

Burns, M. K. (2007, September). *Effective tier II interventions within RTI*. Invited paper presented to the RTI Leadership Summit, Rochester, MN.

Burns, M. K. (2007, May). *Measurement within response to intervention*. Paper presented to the Minnesota State Department of Education's Learning Disabilities Regulations Task Force, Roseville, MN.

Burns, M. K. (2006, November). *Linking assessment and intervention to enhance learning for all children: AYP = RTI + FAPE*. Invited keynote address to the Council for Educational Diagnostic Services division of the Council for Exceptional Children Annual Conference, Kansas City, MO.

Burns, M. K., Hosp, J., & VanDerHeyden, A. M. (2006, August). *The response to intervention research summit*. Co-organized an invitation-only research summit held in Salt Lake City, UT.

Burns, M. K. (2006, January). *School Psychology: A Blueprint for training and practice-III*. Paper presented to the Minnesota School Psychologists Association Midwinter Conference, Plymouth, MN.

Burns, M. K. (2002, October). *Assessment of personality and behavioral disorders in school: From assessment to intervention and back again*. Invited presentation to the annual conference of the Michigan Association of School Social Workers, Mt. Pleasant, MI.

Burns, M. K., MacQuarrie-Klender, L. L., Longfellow, G., & Wenger, G. (2000, July). *The application of Vygotsky's theories to higher education*. Paper presented at the International Leadership Conference, Benton Harbor, MI.

Peer Reviewed National Conferences:

Burns, M. K. (chair), *Karich, A. C., *Maki, K. E., *Moran, S., *Anderson, A., & Kovalski, J. (2013, February). *The role of school psychologists in grade level teams within a multi-tiered system of support*. Symposium presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

Burns, M. K., *Maki, K. E., *Karich, A. C., & Coolong-Chaffin, M. (2013, February). *Using performance feedback to enhance strategy use and reading comprehension with middle school struggling readers*. In K. McMaster (Chair), *Developing reading comprehension interventions: Understanding parts of the whole*. A symposium presented at the Pacific Coast Research Conference, San Diego, CA.

Hale, B., Fletcher, J., Riccio, C., Shinn, M., Flanagan, D., **Burns, M. K.**, Naglieri, J., & Speece, D. (2013, February). *Research regarding learning disabilities on the eve of the reauthorization of IDEA: Finding common ground*. Special session presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

Ittner, A., Burke, M., **Burns, M. K.**, Karich, A., & Learned, S. (2013, April). *Analysis in action: Exploring data and moving towards appropriate interventions*. Workshop presented at the International Reading Association Annual Convention, San Antonio, TX.

*Maki, K., *Karich, A. C., **Burns, M. K.**, Coolong-Chaffin, M. (2013, February). *Using reciprocal teaching and performance feedback to improve reading comprehension*. Paper presented at the National Association of School Psychologists Annual Convention, Seattle, WA.

Burns, M. K. (chair), Mule, C., Volpe, R., *Hall, M., *Zaslofsky, A., *Karich, A., & Varma, S. (2012, February). *Instructional variations to accommodate individual differences in memory*. Symposium presented at the National Association of School Psychologists Annual Conference, Philadelphia, PA.

Burns, M. K. (chair), Coddling, R. S., Methe, S., *Karich, A., *Scholin, S., *Braam, M., *Petersen-Brown, S., & Hosp, J. (2012, February). *Using data to identify and deliver academic interventions*. Symposium presented at the National Association of School Psychologists Annual Conference, Philadelphia, PA.

Floyd, R. G. (Chair), Kamphaus, R., **Burns, M. K.**, McLoughlin, C., & McIntosh, D. (2012, February). *Publishing in school psychology: Journal editors share their perspectives*. Symposium presented at the National Association of School Psychologists Annual Conference, Philadelphia, PA.

Burns, M. K. (2011, February). *Combining single-case and between-group designs within meta-analyses*. Paper presented at the National Association of School Psychologists Annual Conference, San Francisco, CA.

Burns, M. K., *Kanive, R., & *Zaslofsky, A. F. (2011, February). *Assessing conceptual knowledge to determine appropriate math interventions*. Paper presented at the National Association of School Psychologists Annual Conference, San Francisco, CA.

Burns, M. K. (chair), *Parker, D., Barrett, C., Coddling, R., & Christ, T. (2010, March). *Instructional level academic interventions: Evidence for skill by treatment interactions*. Symposium presented at the National Association of School Psychologists Annual Conference, Chicago, IL.

Burns, M. K. (chair), *Haegele, K., *Zaslofsky, A., *Peterson, S., & Volpe, R. (2010, March). *Instructionally relevant memory research*. Symposium presented at the National Association of School Psychologists Annual Conference, Chicago, IL.

Burns, M. K. & Sterling-Turner, H. (2009, May). *Determining academic intervention efficiency with maintenance data rather than acquisition*. Paper presented to the Association for Behavior Analysts International Annual Convention, Phoenix, AZ.

Burns, M. K. & McComas, J. J. (2009, May, co-chair). *Recent developments in brief experimental analysis of academic performance*. Symposium presented to the Association for Behavior Analysts International Annual Convention, Phoenix, AZ.

Burns, M. K. & VanDerHeyden, A. M. (2009, May). Functionally meaningful indicators of math competence for experimental analyses of math skills. In M. K. Burns & J. J. McComas (Co-Chairs) *Recent developments in brief experimental analysis of academic performance*. Symposium presented at the Association for Behavior Analysis Annual Convention, Phoenix, AZ.

Burns, M. K. (chair), *Scholin, S., *Klingbeil, D., Ardoin, S., *Parker, D., *Fremont, K., *Hodgson, J., & Hosp, J. (2009, February). *Antecedent reading interventions: Setting the stage for success*. Symposium presented at the National Association of School Psychologists Annual Conference, Boston, MA.

Burns, M. K. (2009, February). *Formative evaluation in school psychology: Moving beyond progress monitoring*. Mini-skill presentation at the National Association of School Psychologists Annual Conference, Boston, MA.

Burns, M. K. (2008, February). Academic interventions for fluency: Commentary on the research. In T. Eckert (Chair) *Academic interventions: Barriers associated with fluency-based interventions*. Symposium presented at the National Association of School Psychologists Annual Conference, New Orleans, LA.

Burns, M. K., *Boice, C., & Szadokierski, I. (2008, February). *NRP findings and the instructional hierarchy as an RTI intervention heuristic*. Paper presented at the National Association of School Psychologists Annual Conference, New Orleans, LA.

Burns, M. K., & *Scholin, S. (2008, February). *Reliability of decisions made within RTI*. Poster presented at the National Association of School Psychologists Annual Conference, New Orleans, LA.

*Ganuza, Z., *London, R., & **Burns, M. K.** (2007, May). Brief experimental analysis of written expression. In J. J. McComas (Chair) *Applications and utility of brief experimental analysis of academic performance*. Symposium presented at the Association for Behavior Analysis Annual Convention, San Diego, CA.

Burns, M. K. (2007, March). Meaningful criteria for mathematic assessments. In A. M. VanDerHeyden (Chair) *Innovations in measurement within RTI*. Symposium presented at the National Association of School Psychologists Annual Conference, New York, NY.

Burns, M. K. (Chair), *Boice, C., Cates, G., *Szadokierski, I., & Joseph, J. (2007, March). *Opportunities to respond research and applications for school psychology*. Symposium presented at the National Association of School Psychologists Annual Conference, New York, NY.

Burns, M. K. (2006, May). *Technical issues in a response-to-intervention approach using CBA*. Paper presented at the Curriculum-Based Measurement Research & Innovations conference, St. Paul, MN.

Burns, M. K. (2006, March; Chair). *Using RTI data in making instructional, eligibility, and accountability decision*. Symposium conducted at the National Association of School Psychologists Annual Conference, Anaheim, CA. Presenters include C. Telzrow (Discussant), A. M. VanDerHeyden, & J. Ysseldyke.

*Treptow, M. A., & **Burns, M. K.** (2006, March). *Effects of instructional level reading on comprehension and time on task*. Paper presented at the National Association of School Psychologists Annual Conference, Anaheim, CA.

Burns, M. K. (2005, April). Preteaching sight-words to facilitate an instructional level among children identified as learning disabled: Implications for response-to-intervention. In K. Jones (Chair), *Problem-solving accelerators: Innovations in intervention-based service delivery*. Symposium conducted at the National Association of School Psychologists Annual Conference, Atlanta, GA.

Joseph, L. M., **Burns, M. K.**, Rebman, A., & *Oladapo, G. (2005, March). *Comparison of three distinct word recognition instructional methods*. Paper presented at the National Association of School Psychologists Annual Conference, Atlanta, GA.

*Bowden, A., & **Burns, M. K.** (2004, April). *Small-group approach to rehearse math facts in a special education setting*. Poster presented at the Council for Exceptional Children Annual Conference, New Orleans, LA.

Burns, M. K., & *Mosack, J. (2004, April). *Validity of measuring acquisition rates with curriculum-based assessment*. Poster presented at the National Association of School Psychologists Annual Conference, Dallas, TX.

*Semmes, M., & **Burns, M. K.** (2004, April). *Teaching key words to children with reading disabilities as a preteaching strategy*. Poster presented at the Council for Exceptional Children Annual Conference, New Orleans, LA.

Senesac, B., & **Burns, M. K.** (2004, April). *Effectiveness of the HOSTS program in improving the reading achievement of at-risk children*. Paper presented at the American Educational Research Association Annual Conference, San Diego, CA.

*Vernia, J., & **Burns, M. K.** (2004, April). *Preteaching strategy to facilitate the inclusion of a child with a learning disability*. Poster presented at the Council for Exceptional Children Annual Conference, New Orleans, LA.

*Swiatlowski, C. & **Burns, M. K.** (2004, March). *Using incremental rehearsal and acquisition rates to improve spelling skills*. Paper presented at the National Association of School Psychologists Annual Conference, Dallas, TX.

Vanderwood, M., Gresham, F., Ruby, S., & **Burns, M. K.** (2004, March). *Resistance to intervention: What works?* Symposium presented at the National Association of School Psychologists Annual Conference, Dallas, TX.

Burns, M. K. & Dean, V. J. (2003, April). *Curriculum-based assessment as an essential component of a resistance to treatment diagnostic model for LD*. Paper presented at the National Association of School Psychologists Annual Conference, Toronto, ON.

Burns, M. K., & Senesac, B. (2003, March). *Effectiveness data for HOSTS: Answering the accountability question*. Paper presented at the HOSTS 25th Annual Conference, Orlando, FL.

*Symington, T., *Brundage, A., & **Burns, M. K.** (2003, April). *The HOSTS mentoring program: Evaluating effectiveness for improving the reading skills of an at-risk population*. Paper presented at the National Association of School Psychologists Annual Conference, Toronto, ON.

Burns, M. K. (2002, July). *The role of meta-analytic research in educational policy*. Paper presented at the International Leadership Roundtable Conference, Benton Harbor, MI.

Burns, M. K., & Dean, V. J. (2002, February). *Rethinking the instructional level: Impact on assessment and intervention*. Paper presented at the National Association of School Psychologists Annual Conference, Chicago, IL.

Burns, M. K., & Dean, V. J. (2002, February). *The effect of drill ratios and acquisition rates on task relevant behavior: Evidence for the instructional level*. Poster presented at the National Association of School Psychologists Annual Conference, Chicago, IL.

Burns, M. K., & *Foley, S. (2002, February). *A national survey of school psychologists' knowledge and use of consultation models including RQC*. Poster presented at the National Association of School Psychologists Annual Conference, Chicago, IL.

Burns, M. K., & *Symington, T. (2002, February). *A meta-analysis of prereferral intervention teams*. Poster presented at the National Association of School Psychologists Annual Conference, Chicago, IL.

Thelen, R., Brundage, A., & **Burns, M. K.** (2002, February). *Labeling bias for special education eligibility categories*. Poster presented at the National Association of School Psychologists Annual Conference, Chicago, IL.

State Conferences and Meetings:

Burns, M. K. (2013, October). *Response to intervention for math*. Paper presented at the Wisconsin School Psychology Association Annual Fall Conference. Eau Claire, WI.

Burns, M. K. (2013, January). *Applying learning theory to brief experimental analyses: What to do when nothing else works*. Paper presented at the Minnesota School Psychologists Association Midwinter Conference. Brooklyn Park, MN.

Burns, M. K. (2012, January). *Academic interventions for school psychologists*. Paper presented at the Minnesota School Psychologists Association Midwinter Conference, Bloomington, MN.

Burns, M. K. (2008, September). *Tier 2 interventions: In the middle of difficulty lies great opportunity*. Paper presented to the Midwest Leadership Summit. Rochester, MN.

Burns, M. K. (2008, August). *Instructional level for reading: Clarifying an important construct for intervention*. Paper presented to the Minnesota Center for Reading Research Summer Institute, St. Paul, MN.

Burns, M. K. (2006, March). *Response to intervention: Helping all children learn*. Paper presented at the Minnesota Association of School Administrators and the Minnesota Administrators for Special Education annual conference, Bloomington, MN.

Burns, M. K. (2006, January). *Instructional applications of curriculum-based assessment within RTI*. Presented to the Minnesota School Psychologists Association Midwinter Conference, Plymouth, MN.

Burns, M. K. (2005, December). *RTI: What do all these letters mean and how will they help children learn?* Paper presented to the East Metro School Psychology Association Conference, St. Paul, MN.

Burns, M. K. (2005, June). *Increasing word recognition skills as a pre-teaching strategy and remediation*. Paper presented to the Minnesota Reading First Summer Literacy Institute. St. Paul, MN.

*Newman, C., **Burns, M. K.** (2004, March). *Effects of HOSTS program on improving student phonemic awareness*. Paper presented at the Michigan Speech Language Hearing Association Annual Conference, Mt. Pleasant, MI.

Burns, M. K. (2004, February). *Data doesn't have to be a four-letter word*. Paper presented at the Michigan Council for Exceptional Children Conference, Grand Rapids, MI.

*Flower, A., & **Burns, M. K.** (2004, February). *Disability simulation research: What does the research actually say?* Poster presented at the Michigan Council for Exceptional Children Conference, Grand Rapids, MI.

Burns, M. K. (2003). *Reliability and validity of the MEAP tests: Interpreting group data for individual students*. Expert testimony provided for Anna White v. John Engler.

Hafner, K., Somers, J., Mojica, Y., & **Burns, M. K.** (2002, January). *Evaluating the Education Yes proposal including the use of MEAP results*. Testimony presented at the Michigan Department of Education hearing on Education Yes. Lansing, MI.

Burns, M. K. (2001, October). *Using experiential education as a social skills curriculum for students with behavioral difficulties*. Paper presented at the Michigan Association of School Psychologists annual conference, Lansing, MI.

Burns, M. K. (1999, November). *Helping your special needs school-aged child at home*. Paper presented at the Together for Kids conference, Midland, MI.

Burns, M. K. (1998, November). *Linking instruction with psychology: A review of research on learning and memory*. Paper presented at the Michigan Association of School Psychologists annual conference, Kalamazoo, MI.

Fisk, W., Bradley-Johnson, S., Trzcinski, B., **Burns, M. K.**, & Taylor, S. (1998, November). *Where were you when the paradigm shifted: A panel discussion on the changing role of the school psychologist*. Paper presented at the Michigan Association of School Psychologists annual conference, Kalamazoo, MI.

Burns, M. K. (1998, January). *Interpreting the reliability and validity of the Michigan Educational Assessment Program*. Testimony presented to the Michigan House of Representatives' Subcommittee on the Michigan Educational Assessment Program (MEAP). Flint, MI. (ERIC Document Reproduction Service number ED 418 138).

Burns, M. K. (1997, February). *Instructional Assessment: Introduction to a "new" type of curriculum-based assessment*. Paper presented at the Michigan Council for Exceptional Children Conference, Grand Rapids, MI.

Burns, M. K., & MacQuarrie, L. L. (1997, November). *Instructional assessment: Introducing the "newest" curriculum-based assessment*. Paper presented at the Michigan Association of School Psychologists annual conference, Novi, MI.

COURSES TAUGHT:

University of Minnesota

EPSY 5852 Prevention and Early Intervention
EPSY 8800 Seminar on Response to Intervention
EPSY 8816 Academic Interventions for Individuals and Systems
EPSY 8818 Intervention Practicum
EPSY 8821 School Psychology Professional Issues
EPSY 8822 Research Seminar
EPSY 8823 Ethics and Professional Issues
EPSY 8812 Assessment II
EPSY 8813 Assessment Practicum
EPSY 8841 Instruction and Supervision in School Psychology.

University of California Riverside

EDUC 217 Advanced Graduate Seminar in Single-Case Design Research in Applied Settings

Central Michigan University

PSY 220 Developmental Psychology.
PSY 285 Research Methods
PSY 310 Psychological Testing
PSY 563 Psychology of Reading
PSY 641 Personality Assessment
PSY 667 Assessment of Learning Disorders
PSY 790 and 791 School Psychology Practicum
SPE 323 Classroom Management for Students with Special Needs
SPE 324 Classroom-Based Assessment
SPE 550 Teaching Culturally Diverse Students
SPE 577 Introduction to Learning Disabilities
SPE 600 Current Issues in Special Education
SPE 675 Teaching Students with Learning Disabilities
SPE 679 Behavioral and Curricular Interventions for Children with Mild Disabilities

SERVICE:

Profession:

- Served on team that conducted an external review of a College of Health Sciences at research university.
- Conducted four external reviews of credentials for tenure and promotion during 2012-2013 school year.
- Co-Chair of NASP RtI Interest Group (2008 to current).
- Co-Author of two papers on secondary response to intervention for the RtI Action Network (2011).
- Currently serve on Minnesota Reading Corp research committee.
- Conducted four external reviews of credentials for tenure and promotion during 2011-2012 school year.
- Minnesota Consortium for Evidence in Education Professional Development Committee (2009-2011).
- Chair of Society for the Study of School Psychology Research Series Committee (2009-

- 2011).
- Conducted three external reviews of credentials for tenure and promotion during 2010-2011 school year.
 - Planning Committee member for the 2010 School Psychology Research Summit.
 - Conducted two external reviews of credentials for tenure and promotion during 2009-2010 school year.
 - Authored a paper regarding use of technology in RtI for the RtI Action Network (2009).
 - Served the Minnesota Reading Corp as a Master Coach (2008-2009).
 - Created an RTI Interest Group for the National Association of School Psychologists (2008).
 - Conducted an online interactive chat entitled Data-based Decision Making within RtI for the National Center for Learning Disabilities (2008).
 - Conducted an online community discussion about academic interventions for the National Association of School Psychologists (2008).
 - Served on a three-person expert panel to facilitate an online interactive chat entitled Conceptual and empirical issues related to developing a response-to-intervention framework” for the National Center on Student Progress Monitoring (2008)
 - Conducted two external reviews of credentials for tenure and promotion during the 2008-2009 school year.
 - Conducted three external reviews of credentials for tenure and promotion during previous school years.
 - Chaired a task force for the National Association of School Psychologists to consolidate position statements regarding mental health services for children (2007).
 - Member of the School Psychology Futures Task Force on Academic Outcomes (2007 to 2008).
 - Served on the planning committee for 2005 School Psychology Research Collaboration Conference.

University of Minnesota:

Department

- Currently Chair of a search committee (2013-2014).
- Currently Chair Tenure and Promotion committee for an assistant professor.
- Started and facilitate a Future Faculty Club for School Psychology Program students.
- Served on committee for faculty promotion to full professor 2010.
- Currently represent School Psychology Program on Department Steering Committee.
- Educational Psychology Graduate Advisory Council 2004 to 2006.
- Served on successful search committee during 2004 to 2005.
- Developed and taught a 3-credit seminar on Response-to-Intervention.
- Submitted approved major course revisions for EPsy 8822 and EPsy 8823.
- Chaired a faculty member reappointment portfolio committee in 2006.
- Served on a faculty member reappointment portfolio committee in 2007.
- Served on the Educational Psychology Education Sciences building committee.

College

- Co-Interim Director of the Minnesota Center for Reading Research, 2008-2009.
- Co-Chair of the College of Education and Human Development Teaching and Learning Neighborhood, 2007-2008.

- Served on the 2005-2006 Sabbatical and Semester Leave committee.
- Served on the planning committee for the 2007 Future Directions for Programs for the Development of School-Based Professionals retreats.

University

- CEHD representative to the University Faculty Senate (2011 to present).
- Mentored a high school senior from Eagan High School's Mentoring Program (2010).
- Supervised two Undergraduate Research Opportunity Program student projects (2008).
- Mentored one undergraduate Psychology student's honor's thesis (2008).
- Authored a response to a question for the University's Driven to Discover website.

Central Michigan University:

Department

- Supervised six undergraduate student research projects during 2003-2004 that were presented at national conferences or at the 2004 annual Student Research and Creative Endeavors Exhibition.
- Chaired several graduate student capstone research experiences.
- Faculty advisor to award winning Student Council for Exceptional Children chapter.
- Chaired three search committees in two years.
- Conducted several programmatic assessments of student learning.

College

- Served on university NCATE committee for assessment during the 2001-2002 academic year.
- Was a search committee member for the College of Education and Human Services Assessment Coordinator position during the 2002-2003 academic year.

University

- Founding member of and College of Education and Human Services' Professional Education Assessment Committee.
- Served on the university's Research Advisory Panel.
- Serve on the university's Assessment Council.
- Was member of faculty committee that conducted a university-wide workshop on assessment of student learning outcomes during the 2002-2003 academic year.
- Organized and conducted a university-wide workshop on assessment and NCATE requirement.
- Was a research advisor to a McNair Scholar during the 2001-2002 academic year.

PROFESSIONAL EXPERIENCE IN SCHOOLS:

Department Head of Special Education

August 1998-June, 1999. Midland Public Schools, Midland, MI. In addition to school psychology responsibilities listed below I supervised all aspects of the special education department at H.H. Dow High School. The department served the individual needs of 145 students with a faculty of nine teachers and 15 paraprofessionals. Each special education eligibility category was represented in the student body. Specific responsibilities included

overseeing curriculum development and implementation, conducting teacher evaluations, managing all departmental funds, chairing building Individual Educational Planning Team meetings, setting the professional development agenda for departmental faculty, planning and conducting the monthly vertical communication meetings for the district's secondary special education teachers, and serving as a member of the building and district administrative cabinet. Under my supervision the department developed a program of community-based instruction for mentally impaired students with various needs, introduced a Pre-Vocational class that emphasized independent living skills, and forwarded a movement toward an inclusive environment.

School Psychologist

August 1996-June 1999. Midland Public Schools, Midland, MI. Responsibilities included conducting psycho-educational assessments, consultation with professionals and parents, providing ongoing academic and behavioral interventions, and participation in IEPT meetings. Organized a district-wide workshop on Instructional Support, taught higher-order thinking skills to elementary classrooms, conducted cooperative learning lessons in various classroom settings, facilitated student support groups, and developed curriculum for behaviorally at-risk students.

School Psychologist

August 1994-June 1996. Bay-Arenac Intermediate School District, Bay City, MI. Responsibilities included conducting psycho-educational assessments, consultation with professionals and parents, providing academic and behavioral interventions, and participation in IEPT meetings. Established intervention teams at several sites, developed the district Section 504 procedure manual, and served on a committee to write an Options II curriculum.

School Psychologist

August 1993-August 1994. South Bend Community School Corporation, South Bend, IN. Responsibilities included conducting psycho-educational assessments, consultation with professionals and parents, providing ongoing academic and behavioral interventions, and participation in program planning. Studied intervention teams, chaired a committee to recommend appropriate assessment batteries.

RECENT CONSULTATION:

Education Service Unit #1, Wakefield, NE. Conducting ongoing professional development and consultation regarding implementing problems-solving teams throughout the 2013-2014 school year.

South Sioux City Community Schools, South Sioux City, NE. Conducted professional development and ongoing consultation regarding problem-solving teams throughout 2012-2013 school year.

Kearsley Public Schools, Flint, MI. Conducted professional development and consultation sessions throughout the 2011-2012 school year.

Davison Public Schools, Davison, MI. Conducted professional development and consultation sessions throughout 2010-2011 school year.

Forest Lake Public Schools, Forest Lake, MN. Conducted several professional development trainings and consultation session throughout 2009-2010 school year.

Spring Lake Park Public Schools, Spring Lake Park, MN. Conducted several professional development trainings and consultation session throughout 2009-2010 school year.

Metropolitan Educational Cooperative Service Unit, Minneapolis, MN. Conducted several professional development trainings at various locations throughout the year. May 2007 to January 2007.

Berkeley County Schools, Moncks Corner, SC. Conducted a two-day professional development training. July, 2008.

Charleston Public Schools, Charleston, SC. Conducting several professional development trainings and ongoing consultation. August 2007 to December 2007.

North St. Paul Schools, North St. Paul, MN. Conducting training and ongoing consultation regarding response to intervention. January 2007 to present.

Southwest Education Cooperative, Marshall, MN. Conducting training and ongoing consultation regarding response to intervention. August 2007 to present.

Buffalo-Montrose-Hanover Schools, Buffalo, MN. Conducted four full-days of inservice training and additional ongoing consultation regarding response to intervention. August 2006 to August 2007.

Chester County Intermediate Unit, Downingtown, PA. Currently conducted eight full days of inservice training on response to intervention. August 2006 to May 2007.

Mahtomedi Public Schools, Mahtomedi, MN. Conducted two full day trainings and ongoing consultation regarding response to intervention. August, 2006.

ASSOCIATIONS:

Divisions 16 and 15 of the American Psychological Association

International Reading Association

Minnesota Reading Association

Michigan Association of School Psychologists

Past-President (President, 2000 – 2001)

Interim Regional Director, 2003 – 2004

Regional Director, 1997 – 2000

Minnesota School Psychology Association

National Association of School Psychologists

National Council for Exceptional Children

Council for Educational Diagnostic Services

Division for Learning Disabilities

Division for Research

Phi Kappa Phi National Honor Society