

Curriculum Summit Expert Bios

Dr. Diane Browder is the Snyder Distinguished Professor of Special Education at the University of North Carolina at Charlotte. Dr. Browder has over two decades of research and writing on assessment and instruction for students with severe disabilities. Recently, she has focused on alternate assessment and linking both assessment and instruction to the general curriculum. She is Principal Investigator for two IES funded grants- one on literacy and one on math and science for students with significant cognitive disabilities. She also serves with Dr. Claudia Flowers as a partner in the National Center on Alternate Assessment. Dr. Browder has been a member of numerous national work groups and advisory boards including the OSEP Study Group. She currently serves on the technical work groups for the National Center on Education Outcomes and the National Study on Alternate Assessment.

Dr. Warren DiBiase is an associate professor of science education at UNC Charlotte. Dr. DiBiase has over 20 years experience as a public school science teacher and 14 years as a science educator. He earned his doctorate in science education from West Virginia University. Dr. DiBiase is the immediate past-president of the Association of Science Teacher Education, ASTE.

Dr. Bob Rickelman is Professor and Chair of the Reading and Elementary Education Department at the University of North Carolina at Charlotte. He is a former middle and high school literacy and English teacher. His teaching and research interests include reading and writing across content areas and access to the general curriculum in literacy/language arts for students with cognitive disabilities. He is the Past-President of the College Reading Association, a former Co-Editor of *Reading Research and Instruction*, and has authored or co-authored over 50 publications in the area of literacy education. He is currently serving as Chair of the North Carolina Council on Developmental Disabilities.

Dr. Maryann Mraz is an Associate Professor in the Reading and Elementary Education Department at the University of North Carolina at Charlotte. She teaches graduate courses in literacy education as well as literacy methods courses. She frequently provides professional development workshops to teachers and literacy coaches, and is the author of numerous articles, chapters, and instructional materials on literacy education, including the books *The Literacy Coaches Companion* with Bob Algozzine and Brian Kissel and *Independent Reading* with Denise Morgan, Nancy Padak and Tim Rasinski. Her professional interests include literacy coaching, professional development, early literacy, and content area literacy. Dr. Mraz earned her Ph.D. from Kent State University.

Dr. David Pugalee is a Professor of Education at the University of North Carolina at Charlotte where he is Research Associate in the Center for Mathematics, Science, & Technology Education. He earned his Ph.D. in mathematics education from the University of North Carolina at Chapel Hill. He has taught at the elementary, middle, and secondary levels before moving into higher education. His list of publications includes research articles in *Educational Studies in Mathematics* and *School Science and Mathematics*. His works include several books and book chapters published by the National Council of Teachers of Mathematics. His research interest is

the relationship between language and mathematics teaching and learning. He has worked with several special education initiatives including co-author of a chapter in Teaching Language Arts, Math, & Science to Students with Significant Cognitive Disabilities.

Dr. Claudia Flowers is a professor in educational research, statistics, and measurement at the University of North Carolina at Charlotte. In the past six years her research has focused on alignment issues of alternate assessments for students with significant cognitive disabilities. She has published in *Journal of Educational Measurement*, *Educational and Psychological Measurement*, *Applied Psychological Measurement*, *Research and Practice for Persons with Severe Disabilities*, and *Exceptional Children*.

Dr. Fred Spooner has 25 years of IHE experience and 4 years of direct practical experience with learners who have severe disabilities. He has published over 100 articles, books chapters, and books on teaching individuals with severe disabilities. He has directed more than a \$3 million of research and personnel preparation projects in the area of severe disabilities in the last two decades. Dr. Spooner was a trailblazer at UNC Charlotte in the creation of distance education coursework and the first faculty member at UNC Charlotte to use this teaching medium in special education. His work in distance education has received national attention through publications, presentations, and expert consulting. Dr. Spooner is past Co-editor of *TEACHING Exceptional Children*, an Associate Editor for *Exceptional Children*, Associate Editor of *Teacher Education and Special Education (TESE)*, and currently is Co-Editor (with Algozzine) of *TESE* and *The Journal of Special Education*, in addition to serving as an Associate Editor for *Research and Practice for Persons with Severe Disabilities (RPSD)*. In 2003, he served as the guest editor for a set of articles in a special exchange series on defining scientifically based research for *RPSD*. Most recently, 2006, he co-edited a special issue of *RPSD* on accessing the general curriculum with Stacy Dymond and Craig Kennedy. During the last six years, Dr. Spooner has worked very closely with Dr. Diane Browder in the development and implementation of federally funded research projects in the area of alternate assessment, serving in the capacity of a research associate. Currently, he continues his work in this area through co-editing with Diane Browder a book on teaching academics to students with severe disabilities (Browder & Spooner, 2006).