

Kelly J. Williams, Ph.D.
Communication Sciences and Special Education
Mary Francis Early College of Education
University of Georgia
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Curriculum Vitae

in alignment with the format prescribed by the Office of the Senior Vice President for Academic Affairs and Provost, The University of Georgia

ACADEMIC HISTORY

Name	Kelly J. Williams
Rank	Assistant Professor
Effort	Teaching = .5; Research = .45; Service = .05
Tenure Status	Tenure-Track
Grad Faculty Status	Graduate Faculty, Appointed August 2023

Degrees Earned

2017	Ph.D., Special Education, University of Texas at Austin
2013	Ed.S., Teaching and Learning, Georgia Southern University
2010	M.Ed., Reading Education, Georgia Southern University
2009	B.S.Ed., Special Education, Georgia Southern University

Academic Positions

2023–	Assistant Professor of Special Education Department of Communication Sciences and Special Education, University of Georgia
2021–2023	Dyslexia Graduate Certificate Program Coordinator Department of Curriculum and Instruction, Indiana University
2018–2023	Assistant Professor of Special Education Department of Curriculum and Instruction, Indiana University

Other Professional Employment

2015–2018	Project Coordinator/Research Associate University of Texas, Austin, TX
2014–2015	Graduate Research Assistant University of Texas, Austin, TX
2010–2014	Special Education Teacher Statesboro High School, Statesboro, GA

RESEARCH

Grants Awarded

Williams, K. J. (Principal Investigator). (2023-2027). *Development of an integrated reading and spelling intervention for middle school students with word-level reading disabilities* (Award No. R324B230026) [Grant]. Early Career Development and Mentoring Grant. Research Training Programs in Special Education. U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research. (\$697,198)

Williams, K. J. (Principal Investigator). (2021-2022). *The development of a word-level reading and spelling intervention for middle school students with reading difficulties and disabilities* [Grant]. Proffitt Internal Grant. Indiana University. School of Education. (\$17,605)

Williams, K. J. (Principal Investigator). (2020). *Examining teachers' use of specialized reading instruction and intervention practices for secondary students with learning disabilities* [Grant]. Proffitt Summer Faculty Fellowship Program. Indiana University. School of Education. (\$10,000)

Williams, K. J. (Principal Investigator). (2019). *Research proposal incentive award* [Grant]. Indiana University. School of Education. (\$7,300)

Williams, K. J. (Principal Investigator). (2019). *Investigating the impact of IU eTexts on students' course engagement* [Grant]. Learning and Teaching with Technology Challenge Development Grant. Indiana University School of Education. (\$1,333)

Grants Submitted, Unfunded

Williams, K. J. (Principal Investigator). (2020). *Development of a word-level reading and spelling intervention for middle school students with and at risk for learning disabilities* [Grant]. Early Career Development and Mentoring Grant. Research Training Programs in Special Education. U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research. (\$699,090)

Williams, K. J. (Principal Investigator). (2019). *Development of a Combined Word-Reading and Spelling Intervention for Middle School Students with Learning Disabilities* [Grant]. Early Career Development and Mentoring Grant. Research Training Programs in Special Education. U.S. Department of Education, Institute of Education Sciences, National Center for Special Education Research. (\$497,005)

Journal Articles

*Peer-reviewed publications

^Publications with student co-authors

- ***Williams, K. J.**, Martinez, L. R., Fall, A.-M., Miciak, J., & Vaughn, S. (2023). Student engagement among high school English learners with reading comprehension difficulties. *School Psychology Review*, 52(1), 38-56.
<https://doi.org/10.1080/2372966X.2020.1868948>
- *Solis, M., Kulesz, P., & **Williams, K. J.** (2023). A two-study conceptual replication investigating the role of initial word-reading skills with response to intervention for high school students. *Learning Disabilities Research & Practice*, 38(1), 26-39.
<https://doi.org/10.1111/ldrp.12297>
- *Vaughn, S., Martinez, L. R., **Williams, K. J.**, Miciak, J., Fall, A.-M., & Roberts, G. (2022). Effects of a reading intervention and a mentoring intervention for ninth-grade English learners with reading difficulties. *Journal of Research on Educational Effectiveness*, 15(3), 558-583. <https://doi.org/10.1080/19345747.2021.2009071>
- *Solis, M., Kulesz, P., & **Williams, K. J.** (2022). Response to intervention for high school students: Examining baseline word reading skills and reading comprehension outcomes. *Annals of Dyslexia*, 72, 324-340. <https://doi.org/10.1007/s11881-022-00253-5>
- *Daniel, J., & **Williams, K. J.** (2021). Self-questioning strategy for struggling readers: A synthesis. *Remedial and Special Education*, 42(4), 248-261.
<https://doi.org/10.1177/0741932519880338>
- ***Williams, K. J.**, & Vaughn, S. (2020). Effects of an intensive reading intervention for ninth grade English learners with learning disabilities. *Learning Disability Quarterly*, 43(3), 154-166. <https://doi.org/10.1177/0731948719851745>
- ***Williams, K. J.**, & Martinez, L. R. (2019). Supporting reading comprehension for students who are learning English and have learning disabilities. *Intervention in School and Clinic*, 55(1), 23-31. <https://doi.org/10.1177/1053451219833019>
- *Vaughn, S., Martinez, L. R., **Williams, K. J.**, Miciak, J., Fall, A.-M., Roberts, G. R. (2019). Efficacy of a high school extensive reading intervention for English learners with reading difficulties. *Journal of Educational Psychology*, 111(3), 373-386.
<https://doi.org/10.1037/edu0000289>
- *Toste, J. R., Capin, P., **Williams, K. J.**, Cho, E., & Vaughn, S. (2019). Replication of an experimental study investigating the efficacy of a multisyllabic word reading intervention with and without motivational beliefs training for struggling readers. *Journal of Learning Disabilities*, 52(1), 45-58. <https://doi.org/10.1177/0022219418775114>

- *Wanzek, J., Stevens, E. A., **Williams, K. J.**, Scammacca, N., Vaughn, S., & Sargent, K. (2018). Current evidence on the effects of intensive early reading interventions. *Journal of Learning Disabilities, 51*(6), 612-624. <https://doi.org/10.1177/0022219418775110>
- ***Williams, K. J.**, Austin, C. R., & Vaughn, S. (2018). A synthesis of spelling interventions for secondary students with disabilities. *Journal of Special Education, 52*(1), 3-15. <https://doi.org/10.1177/0022466917732777>
- ***Williams, K. J.**, Walker, M. A., Vaughn, S., & Wanzek, J. (2017). A synthesis of reading and spelling interventions and their effects on spelling outcomes for students with learning disabilities. *Journal of Learning Disabilities, 50*(3), 286-297. <https://doi.org/10.1177/0022219415619753>
- *Toste, J. R., **Williams, K. J.**, Capin, P. (2017). Reading big words: Strategies to support students' multisyllabic word reading. *Intervention and School Clinic, 52*(5), 270-278. <https://doi.org/10.1177/1053451216676797>
- *Scammacca, N. K., Roberts, G. J., Cho, E., **Williams, K. J.**, Roberts, G., Vaughn, S., & Carroll, M. (2016). A century of progress: Reading interventions for students in grades 4–12, 1914–2014. *Review of Educational Research, 86*(3), 756-800. <https://doi.org/10.3102/0034654316652942>

Chapters in Books

- Williamson, P., **Williams, K. J.**, Furjanic, D., & Toste, J. R. (2023). High quality core classroom reading instruction. In B. Hott (Ed.), *Quality instruction and intervention: Strategies for secondary educators* (pp. 6-22). Rowman & Littlefield.
- Toste, J. R., Furjanic, D., & **Williams, K. J.** (2023). Reading intervention methods for secondary students. In B. Hott (Ed.), *Quality instruction and intervention: Strategies for secondary educators* (pp. 23-43). Rowman & Littlefield.
- Williams, K. J.**, Capin, P., Stevens, E. A., & Vaughn, S. (2019). Reading comprehension interventions for individuals with dyslexia. In J. A. Washington, D. L. Compton, & P. McCardle (Eds.), *Dyslexia: Revisiting etiology, diagnosis, treatment, and policy* (pp. 148-160). Paul H. Brookes.
- Williams, K. J.**, Stevens, E. A., & Vaughn, S. (2018). RTI in secondary schools: Current issues and recommendations. In P. C. Cullen & M. J. Kennedy (Eds.), *Handbook of multi-tiered systems of support and response to intervention* (pp. 354-366). Routledge.

Other Works

- Toste, J. R., Capin, P., **Williams, K. J.**, Kearns, D. M., & Vaughn, S. (2023). *Word Connections: A multisyllabic word reading program* (2nd ed.) [Reading Intervention Program]. figshare. <https://doi.org/10.6084/m9.figshare.c.6259368>

Williams, K. J., & Risch, J. (2021). *Dyslexia toolkit: An anthology of resources and materials to support the implementation of dyslexia interventions.* Indiana Department of Education. <https://www.in.gov/doi/files/dyslexia-toolkit-feb-21.pdf>

Works Submitted & In Preparation

Williams, K. J., Christoun, L., Wang, J., & Valentine, C. (under review). Examining preservice general and special education teachers' culturally responsive teaching self-efficacy.

Williams, K. J., & Rodgers, M. (in preparation). A meta-analysis of the Check & Connect intervention on academic achievement, student engagement, and school completion outcomes for at-risk students.

Oral Conference Presentations

*Competitive/committee-reviewed presentations

***Williams, K. J.** (2024, February). Secondary teachers' knowledge of specially designed reading instruction. In D. Reed (Chair), *Data-based decision making about teachers: Measuring and improving literacy knowledge and practice.* Panel accepted for presentation at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.

***Williams, K. J.** (2022, January 17). *Secondary teachers' implementation of specialized reading instruction for students with and at-risk for learning disabilities* [Conference presentation]. Council for Exceptional Children, Orlando, FL.

*Martinez, L., **Williams, K. J.,** & Fall, A.-M. (2020, April). *Student engagement among high school English learners* [Roundtable Session]. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA. <http://tinyurl.com/r4lourh> (Conference Canceled)

***Williams, K. J.** (2020, February). *A meta-analysis of the Check & Connect intervention on academic achievement, student engagement, and school completion for at-risk students.* In N. Stevenson (Chair), *Defining and redefining engagement: Implications for design, measurement, data quality, and instruction.* Panel presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.

***Williams, K. J., & Solis, M.** (2019, October). *Implementing intensive reading interventions in high school settings.* Roundtable session presented at the 2019 International Conference on Learning Disabilities, San Antonio, TX.

***Williams, K. J.,** Miciak, J., & Martinez, L. M. (2017, April). *RTI Frameworks for adolescents: Designing and implementing intensive interventions with adolescent ELs.* Paper session presented at the annual convention of the Council for Exceptional Children, CEC, Boston, MA.

- ***Williams, K. J.**, Toste, J. R., Capin, P., & Vaughn, S. (2016, April). *Enhancing the word reading skills of upper elementary students*. Paper session presented at the annual convention of the Council for Exceptional Children, CEC, St. Louis, MO.
- *Toste, J. R., Capin, P., **Williams, K. J.**, & Vaughn, S. (2016, February). *The potential for motivation-enhanced interventions to support struggling readers*. In J. Toste & A. Barth (Chairs), *Social-emotional processes as mechanisms for intensifying reading interventions*. Paper session at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- *Toste, J. R., Capin, P., Kearns, D., & **Williams, K. J.** (2015, October). *Reading morphologically complex words: Characteristics that are important to struggling readers' phoneme accuracy*. Paper presented at the annual International Conference on Learning Disabilities, Las Vegas, NV.
- *Toste, J. R., Capin, P., **Williams, K. J.**, Vaughn, S., & Stillman, S. (2015, July). *Targeted multisyllable word reading and motivational beliefs training: Replication of the M2 intervention*. Paper presented at the annual meeting of Society for the Scientific Study of Reading, SSSR, Big Island, HI.
- *Toste, J. R., Capin, P., **Williams, K. J.**, Vaughn, S., Roberts, G. J., & Kearns, D. (2015, February). *Enhancing elementary students' word reading skills through targeted multisyllable word reading and motivational beliefs training*. Paper presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- Williams, K. J.** (2009, April). *Parental perceptions of daily life routines in response to caring for a child with an autism spectrum disorder*. Paper session presented at 2009 Georgia Southern University Honors Research Symposium, Statesboro, GA.

Poster Presentations

- *Competitive/committee-reviewed poster sessions
- *Solis, M., Kulesz, P., & **Williams, K. J.** (2023, February). *A conceptual replication investigating the role of initial word reading skills*. Poster session accepted for presentation at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- *Solis, M., Kulesz, P., & **Williams, K. J.** (2022, February). *RTI for high school students: Examining baseline word reading skills and comprehension*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- ***Williams, K. J.**, Christoun, L., Wang, J., & Valentine, C. (2021, March). *Preservice teachers' culturally responsive teaching self-efficacy for students from diverse backgrounds*. Poster session presented at the annual convention of the Council for Exceptional Children, Baltimore, MD.

- *Foreman-Murray, L., & **Williams, K. J.** (2020, April). *What Are You Doing and How Often? Characteristics of RTI Implementation and Student Outcomes in Middle and High School*. Poster session accepted for presentation at the annual Badar-Kauffman Conference on Contemporary Issues in Special Education, Kent, OH. (Conference Canceled)
- ***Williams, K. J.**, Martinez, L. M., & Miciak, J. (2019, February). *Examining student engagement outcomes for high school English learners at-risk for dropout*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- ***Williams, K. J.** (2019, January). *Implementing reading interventions for adolescent English learners with reading difficulties and disabilities*. Poster session presented at the annual convention of the Council for Exceptional Children, CEC, Indianapolis, IN.
- ***Williams, K. J.** (2018, October). *Improving reading outcomes for English learners with learning disabilities*. Poster session presented at the annual International Conference on Learning Disabilities, Portland, OR.
- Williams, K. J.** (2018, June). *Effects of an intensive reading intervention for high school English learners with disabilities*. Poster session presented at The Dyslexia Foundation Extraordinary Brain Symposium, Cathedral Peak, South Africa.
- ***Williams, K. J.** (2018, February). *Efficacy of an intensive reading intervention for high school ELs with disabilities*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- *Martinez, L. M., **Williams, K. J.**, Vaughn, S., Fall, A.-M., Roberts, G., & Miciak, J. (2018, February). *A 2-year reading intervention for high school English learners with reading difficulties: Findings from a randomized control trial*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- *Daniel, J., & **Williams, K. J.** (2018, February). *Self-questioning strategy instruction for struggling readers: A synthesis*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- ***Williams, K. J.**, Carroll, M., & Sigafos, L. (2017, April). *High school students with emotional disturbance: A systematic review of six peer-reviewed special education journals from 2004 to 2015*. Poster session presented at the annual convention of the Council for Exceptional Children, CEC, Boston, MA.
- ***Williams, K. J.**, & Austin, C. A. (2017, February). *Improving spelling outcomes for secondary students with disabilities*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.

- *Martinez, L. M., Miciak, J., & Williams, K. J. (2017, February). *A study of Project GOAL with high school English Learners*. Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- *Williams, K. J., Toste, J. R., Cho, E., Rogers, M., & McClelland, A. (2016, July). *The contribution of teacher-student working alliance and motivation to elementary students' reading performance*. Poster session presented at the annual meeting of the Society for the Scientific Study of Reading, SSSR, Porto, Portugal.
- *Williams, K. J., Toste, J. R., Capin, P., & Vaughn, S. R. (2016, April). *Multisyllabic word reading and motivational beliefs: Efficacy of a Tier 2 intervention to support struggling readers*. Poster session presented at the annual convention of the Council for Exceptional Children, CEC, St. Louis, MO.
- *Williams, K. J., Walker, M. A., Vaughn, S., & Wanzek, J. (2016, February). *A synthesis of reading and spelling interventions and their effects on spelling outcomes for students with learning disabilities*. Poster session at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.
- Williams, K. J. (2010, April). *Parental perceptions of daily life routines in response to caring for a child with an autism spectrum disorder*. Poster session presented at annual Georgia Southern University Graduate Research Symposium, Statesboro, GA.

INSTRUCTION

Courses Taught

* = new course development

^ = significant course revisions

U = Undergraduate; G = Graduate

University of Georgia

Course #	Title & Credits	Level	Semester	Enrollment
EDSE 5120e/ 7120e	Dyslexia and Other Learning Disabilities (3 cr.)	U & G	Fall '23	26

Indiana University

Course #	Title & Credits	Level	Semester	Enrollment
^EDUC-K 352	Specially Designed Instruction for Students with Mild to Moderate Disabilities (3 cr.)	U	Fall '22	33
			Fall '21	21
			Fall '20	37
			Fall '19	41
			Fall '18	16

^EDUC-K 370	Introduction to Language & Learning Disorders/Language & Learning Characteristics of Students with Mild/Moderate Disabilities (3 cr.)	U	Spring '22 Spring '21 Spring '20 Spring '19	28 20 30 20
^EDUC-K 205	Introduction to Exceptional Children (3 cr.)	U	Summer '19	1
^EDUC-K 306	Teaching Students with Special Needs in Secondary Classrooms (3 cr.)	U	Summer '21 Summer '19	24 19
*EDUC-K 500	Science of Reading: Issues, Trends, & Implications (3 cr.)	G	Summer '23	42
*EDUC-K 515	Foundations of Dyslexia: Identification and Assessment (3 cr.)	G	Fall '22 Summer '22 Spring '22	18 20 20
*EDUC-K 570	Intensive Reading Interventions and Supports for Students with Dyslexia (3 cr.)	G	Spring '23 Fall '22 Summer '22	20 14 17
^EDUC-K 536	Individualized Instruction for Students with Mild to Moderate Disabilities (3 cr.)	G	Fall '21 Fall '20 Fall '19 Fall '18	16 4 3 6
^EDUC-K 505	Introduction to Special Education for Graduate Students (3 cr.)	G	Summer '19	4
*EDUC-K 780	Special Education Seminar: Dyslexia in K-12 Schools: Issues in Identification, Assessment, & Intervention (3 cr.)	G	Spring '21	10

Courses Taught at Other Institutions

Course #	Title & Credits	Level	Semester	Institution
^SED 383	Intensive Interventions for Students with Reading Disabilities (3 cr.)	G	Spring '18	University of Texas at Austin
^SPED 4345	Teaching Language Arts to Students with Disabilities (3 cr.)	U	Fall '17 Summer '17 Fall '16	Texas State University
SPED 3331	Introduction to Special Education for Early Childhood (3 cr.)	U	Spring '14 Fall '13 Spring '13	Georgia Southern University

SPED 3333	Introduction to Special Education (3 cr.)	U	Spring '14	Georgia Southern University
SPED 6130	Introduction to Special Education (3 cr.)	G	Fall '12	Georgia Southern University

Development of New Programs

- 2021–2022 Graduate Certificate in Dyslexia (Developer & Coordinator), Indiana University, Bloomington, IN
- 2021–2022 Fast-Track Special Education License: P-12 Transition to Teaching Program (Co-Developer), Indiana University, Bloomington, IN

Supervision of Graduate Student Research

University of Georgia

2023–Present Advisory Committee Member (Christina Novelli)

Indiana University

- 2023–Present Dissertation Research Committee Member (Blaine Garman-McClaine)
- 2022–2023 Program Advisory Committee Member (Mackenzie Griepenstroh)
- 2022–2023 Program Advisory Committee Member (Grace Haigh)
- 2021–2023 Dissertation Research Committee Member (Mallory Maze)
- 2021–2023 Program Advisory Committee Member (Gelan Ahmed)
- 2021–2022 Program Advisory Committee Member (Blaine Garman-McClaine)
- 2020–Present Dissertation Research Committee Member (Michael Goodwin)
- 2020–2023 Program Advisory Committee Member (Norah Alharbi)
- 2020–2023 Program Advisory Committee Member (Kelsey Large)
- 2019–2022 Program Advisory Committee Member (Kimberly Berg Farnsworth)
- 2018–2021 Program Advisory Committee Member (Sarah Alwaqassi)

Academic Advising

University of Georgia

M.Ed. in Special Education – General Curriculum Program Advisees: TBD

Indiana University

Special Education Doctoral Program Advisees: 3
Dyslexia Graduate Certificate Advisees: ~60/year

Teaching Recognitions and Outstanding Achievements

- 2022 Student Choice Award (2021), School of Education, Indiana University
- 2021 Mumford Excellence in Extraordinary Teaching (2020-2021), Faculty Academy on Excellence in Teaching, Indiana University
- 2020 Trustees' Teaching Award (2020), School of Education, Indiana University

SERVICE

Service to Professional Societies, Organizations, and Journals

- 2023–Present Editorial Board Member, *Intervention in School and Clinic*
- 2021–Present Research Committee Member, Division for Learning Disabilities, Council for Exceptional Children
- 2018–Present Guest Reviewer (30 reviews)
- Journal of Learning Disabilities (7)
 - Learning Disability Quarterly (7)
 - Remedial and Special Education (4)
 - Educational Psychologist (3)
 - Annals of Dyslexia (2)
 - Australian Journal of Learning Difficulties (2)
 - Journal of Research on Adolescence (2)
 - Educational Policy (1)
 - Intervention in School and Clinic (1)
 - Journal of Research in Reading (1)
- 2017–Present Research Committee Member, Council for Learning Disabilities
- 2021–2023 Board Member, The Reading League – Indiana
- 2020–2021 Publications & Communications Committee Member, Division for Learning Disabilities, Council for Exceptional Children
- 2020 Conference Peer Reviewer, 2021 American Educational Research Association Conference

State and Local Service (Governmental Organizations)

- Spring 2023 Member, K-2 Standards Prioritization Committee, Indiana Department of Education
- 2022–2023 Member, The Path Forward – Indiana Team, Indiana Department of Education
- 2021–2022 Member, Science of Reading Thought Partners Group, Central Indiana Education Service Center

2021	Co-Author & Reviewer, Indiana's Priorities for Early Literacy, Indiana Department of Education
2019–2021	Developer, Dyslexia Toolkit for Educators, Indiana Department of Education
2019	Member, Dyslexia Advisory Team, Monroe County Community School Corporation

Program, Department, College, and University Service

P = Program; D = Departmental; C = College; U = University

University of Georgia

2023–Present	Student Awards & Scholarships Committee (D)
2023–Present	SoR Program Alignment Committee (C)

Indiana University

May 2023	School of Education Spring Convocation Ceremony Faculty Marshal (C)
2022–2023	Diversity Committee (C)
2019–2023	Dyslexia Graduate Certificate Program Developer & Coordinator (P/D)
May 2022	School of Education Convocation Ceremony Program Reader (C)
May 2022	Indiana University Commencement Faculty Marshal (U)
2021–2022	Fast-Track Special Education Licensure Program Committee (P/D)
2021–2022	Special Education Program, Website, and Recruitment Committee (P/D)
May 2021	Indiana University Commencement Faculty Marshal (U)
2020–2022	Special Education Program Course Schedule Coordinator (P/D)
2020–2022	Undergraduate Scholarship Review Committee (C)
2020	Special Education Doctoral Program Committee (P/D)
Spring 2020	Department Transition and Merger Committee (D)
Spring 2020	Annual Merit Review Committee (D)
Dec. 2019	Indiana University Commencement Faculty Marshal (U)
May 2019	School of Education Convocation Ceremony Program Reader (C)
Spring 2019	Daisy Jones Scholarship Application Review Committee (D)
2019	Special Education Doctoral Program Handbook Review Committee (P/D)

Invited Seminars, Workshops, & Professional Development Sessions

* National/international level

^ Local/state level

***Williams, K. J.** (2023, August 10). *Improving reading outcomes for secondary students with dyslexia: Implementing intensive reading interventions*. Virtual workshop presented for the Council for Exceptional Children's Teacher Education Division.

- ***Williams, K. J.** (2023, July 27). *Improving reading outcomes for secondary students with dyslexia: Evidence-based practices for inclusive content-area classes*. Virtual workshop presented for the Council for Exceptional Children's Teacher Education Division.
- ^**Williams, K. J.** (2023, March 4). *Multisyllabic word reading*. Workshop conducted for The Reading League – Indiana's Foundational Literacy Skills: Practice Clinic, Indianapolis, IN.
- ^**Williams, K. J.** (2023, March 1). *Science of reading for administrators*. Workshop conducted for the Southern Indiana Education Center, Jasper, IN.
- ^**Williams, K. J.** (2023, February 13). *An introduction to the science of reading for K-2 educators: Part 2*. Workshop conducted for Richland-Bean Blossom Community School Corporation, Ellettsville, IN.
- ^**Williams, K. J.** (2023, November 7). *An introduction to the science of reading for K-2 educators: Part 1*. Workshop conducted for Richland-Bean Blossom Community School Corporation, Ellettsville, IN.
- ***Williams, K. J.,** Callwood-Brathwaite, D., & Rivera-Singletary, G. (2023, September 21). *Getting it right from the start: Why embedding data-based individualization in teacher education programs matters*. Virtual seminar presented for The National Center for Intensive Intervention.
- ^**Williams, K. J.** (2022, August 9). *Moving beyond the primary grades: The science of reading in grades 3-12*. Virtual seminar presented for the Indiana Department of Education.
- ^**Williams, K. J.** (2022, June 10). *The science of reading: An Introduction for K-12 educators and administrators*. Professional development session presented for the Spark Summit by Franklin Township Community School Corporation, Franklin Township, IN.
- ^**Williams, K. J.** (2022, June 9). *Aligning current practices with the science of reading: Implications for assessment, instruction, and intervention*. Professional development session for the Central Indiana Education Service Center's summer Reading Summit, Indianapolis, IN.
- ^**Williams, K. J.** (2022, February 22). *An introduction to the Science of Reading*. Virtual seminar presented for the Indiana Department of Education.
- ^**Williams, K. J.** (2021, December 7). *The science of reading and dyslexia*. Virtual session presented at the Reading Specialist Networking Session through the Southern Indiana Education Service Center.
- ^Risch, J., **Williams, K. J.,** Clemens, C., Perry, N., & Setmeyer, A. (2021, September 29). *Supporting struggling readers: An update on dyslexia in Indiana*. Virtual session presented in collaboration with Indiana chapter of The Reading League.

- ***Williams, K. J.** (2020, October). *Academic job search strategies*. Virtual round table session presented at the Council for Learning Disabilities Leadership Institute.
- ***Williams, K. J.** (2019, October). *Academic job search strategies*. Round table session presented at the Council for Learning Disabilities Leadership Institute, San Antonio, TX.
- ^**Williams, K. J.** (2019, September). *Academic job search strategies*. Panel presentation session presented at Indiana University's "Advice for the Academic Job Market" panel, Indiana University, Bloomington, IN.
- ^**Williams, K. J.** (2018, November). *Improving writing outcomes for students with learning disabilities*. Session presented at the 2018 Annual LD and ADHD Conference of the Learning Disabilities Association of Indiana, Carmel, IN.
- ^**Williams, K. J.** (2018, October). *Academic job search strategies*. Round table session presented at the Council for Learning Disabilities Leadership Institute, Portland, OR.
- ^**Williams, K. J.** (2017, January). *Designing and implementing intensive reading interventions for adolescent ELs*. Speed learning session presented at the Making Middle School Matter workshop, Austin, TX.
- ^**Williams, K. J.** (2016, September). *Why attendance matters*. San Antonio Kids Attend to Win Kick-off Event, San Antonio, TX.

Guest Lectures

- Williams, K. J.** (2023, September). *Introduction to explicit instruction and designing lessons*. Guest lecture for EDSE 4220: Instruction of Students with High-Incidence Disabilities. University of Georgia, Athens, GA.
- Williams, K. J.** (2021, March). *Dyslexia and specific learning disabilities in reading*. Guest lecture for Kappa Delta Pi: International Honor Society in Education. Indiana University, Bloomington, IN.
- Williams, K. J.** (2020, October). *Special education in schools*. Guest lecture video for HON-H 205: What is a Good Education? Ideas and Experience II. Indiana University, Bloomington, IN.
- Williams, K. J.** (2019, November). *What secondary educators need to know about IEPs*. Guest lecture video for EDUC-M 445/506/515: Secondary Science Methods. Indiana University, Bloomington, IN.
- Williams, K. J.** (2019, October). *Education for students with disabilities in the U.S.* Guest lecture for HON-H 205: What is a Good Education? Ideas and Experience II. Indiana University, Bloomington, IN.

Williams, K. J. (2018, October). *Introduction to special education in the secondary grades*. Guest lecture for EDUC-M 446: Methods of Teaching HS/JH/MS Science. Indiana University, Bloomington, IN.

Williams, K. J. (2016, October). *REWARDS Secondary Training*. Guest lecture for SED 378T: Reading Assessment and Development. University of Texas at Austin, Austin, TX.

Williams, K. J. (2015, November). *Teaching vocabulary for students in K-3*. Guest lecture for SED 378T: Reading Assessment and Development. University of Texas at Austin, Austin, TX.

Memberships in Professional Organizations

International Dyslexia Association (National & Georgia Chapters)

The Reading League (National and Georgia Chapter)

Council for Learning Disabilities

Council for Exceptional Children (Division for Research; Division for Learning Disabilities; Teacher Education Division)

PROFESSIONAL LICENSES AND CERTIFICATIONS

2019–2024 Indiana Professional Educator’s License (#10227071)
Instructional License, Highest Degree Earned-Doctorate
Instructional Areas (Grades): Reading (P-12); Exceptional Needs-Mild
Intervention (P-12)

2009–2024 Georgia Educator Certificate (#799208)
Standard Professional Teaching Certificate-Level 7/Ph.D.
Fields (Grades): Special Education General Curriculum Consultative (P-12);
Reading Specialist (P-12); English (6-12); Special Education Language Arts (P-
12); Special Education Reading (P-12); Special Education Mathematics (P-8);
Special Education Social Science (P-8); Special Education Science (P-8)