Kelly J. Williams, Ph.D.
Communication Sciences and Special Education
Mary Francis Early College of Education
University of Georgia
kjwilliams@uga.edu

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	Associate Professor
Effort (EFT)	Teaching=.17 (22.5%); Research=.50 (67.5%); Service=.08 (10%)
Tenure Status	Tenured
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

2025– Associate Professor of Special Education
Department of Communication Sciences and Special Education, University of Georgia

2023–2025 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

2014–2018 Project Coordinator/Research Associate/Graduate Research Assistant
University of Texas, Austin, TX

2010–2014 Special Education Teacher
Statesboro High School, Statesboro, GA

RESEARCH

Grants Awarded

Sayeski, K. (Principal Investigator[PI]), **Williams, K. J.** (Co-PI), & Lindstrom, J. (Co-PI) (2026). *A university-school partnership to enhance teacher preparation and early literacy outcomes* [Grant]. Sandra Dunagan Deal Center for Early Language and Literacy at Georgia College and State University. ($49,999)

Sayeski, K. (Principal Investigator), & **Williams, K. J.** (Co-Principal Investigator). (2024). *Using a university-practice partnership as a lever for the training and delivery of a summer early literacy intervention* [Grant]. Sandra Dunagan Deal Center for Early Language and Literacy at Georgia College and State University. ($49,999)

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

Li, T., Vaughn, M., He, P., Dai, S., French, B., Adah-Miller, E., & **Williams, K. J.** (Co-PI). (2025). *Literacy amplified through science (LATS): Scaling upper elementary students' evidence-based literacy in Pacific Northwest Schools* [Grant]. Education Innovation and Research Mid-phase Grant Program. U.S. Department of Education. ($5,000,000)

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; **Invited Special Issue

^ **Williams, K. J., & Novelli, C. (2025). Conducting a fine-grained spelling analysis to intensify reading interventions for elementary students. *Intervention in School and Clinic*, *60*(5), 262-275. https://doi.org/10.1177/10534512251316177

***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/doe/files/dyslexia-toolkit-feb-21.pdf

Works Submitted & In Preparation

Sayeski, K. L., **Williams, K. J.**, & Craft, A. (Under Review). Using a research-practice partnership to provide an intensive early literacy summer intervention program for students with and at-risk for reading disabilities.

Kearns, D. K., Toste, J. R., Capin, P., Farris, E. A., Filderman, M. J., & **Williams, K. J.** (Under Review). Every phoneme counts in complex words: Word, syllable, grapheme, and child-level characteristics important to struggling readers' phoneme accuracy.

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 Presentations

*Competitive/committee-reviewed; ^With Students; #Invited

***Williams, K. J.,** & Beauchamp, S. (2025, October 23). *Implementing reading interventions for middle school students with word-level reading disabilities.* Session presented at the annual conference for the International Dyslexia Association, Atlanta, GA.

***Williams, K. J.** (2025, June). I*mplementing intensive reading interventions for secondary students with specific learning disabilities in reading.* Session presented at the annual convention for the Georgia Council for Exceptional Children, Carrollton, GA.

#Williams, K. J. (2024, November 20). *Science of reading in K-3: Clarifying common misconceptions* [Webinar]. University System of Georgia's Science of Reading Higher Education Consortium. https://coe.uga.edu/outreach/programs/university-system-of-georgia-science-of-reading-higher-education-consortium/

***Williams, K. J.** (2024, February 23). *Implementing intensive reading interventions for secondary students with dyslexia* [Conference presentation]. Georgia Council for Learning Disabilities' Empowering Educators Conference, Savannah, GA.

***Williams, K. J.** (2024, February 2). 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 session presented 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

***Williams, K. J.** (2025, July). *Leveraging stakeholder needs to develop a word reading and spelling intervention for middle school students.* Poster session presented at the annual convention for the Society of the Scientific Study of Reading, Calgary, Canada.

***Williams, K. J.** (2025, March). *Improving the implementation of supplemental word-reading interventions in middle school*. Poster session presented at the annual convention of the Council for Exceptional Children, Baltimore, MD.

***Williams, K. J.**, & Sayeski, K. (2025, February). *The feasibility of an intensive summer reading intervention for K-2 students with WLRD delivered through a research-to-practice partnership.* Poster session presented at the annual Pacific Coast Research Conference, PCRC, Coronado, CA.

*Solis, M., Kulesz, P., & **Williams, K. J.** (2023, February). *A conceptual replication investigating the role of initial word reading skills.* Poster session presented 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.

*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., & Sigafoos, 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/	Dyslexia and Other Learning	U & G	Fall 25	16
7120e	Disabilities (3 cr.)		Summer 25	38
			Spring 25	25
			Fall 25	16
			Summer 25	38
			Spring 25	33
			Fall '24	23
			Spring '24	25
			Fall '23	26

FYOS 1001	First Year Odyssey Seminar (Dyslexia & Reading Disabilities)	U	Fall 25 *Fall 24	16 15

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 Fall ‘21 Fall ‘20 Fall ‘19 Fall ‘18	33 21 36 40 15
^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 19
^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 18
*EDUC-K 500	Science of Reading: Issues, Trends, & Implications (3 cr.)	G	Summer ‘23	40
*EDUC-K 515	Foundations of Dyslexia: Identification and Assessment (3 cr.)	G	Fall ‘22 Summer ‘22 Spring ‘22	18 20 19
*EDUC-K 570	Intensive Reading Interventions and Supports for Students with Dyslexia (3 cr.)	G	Spring ‘23 Fall ‘22 Summer ‘22	18 14 16
^EDUC-K 536	Individualized Instruction for Students with Mild to Moderate Disabilities (3 cr.)	G	Fall ‘21 Fall ‘20 Fall ‘19 Fall ‘18	13 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 and Courses

2024 Foundations of Reading for Education Leaders in Georgia (Course Developer), University of Georgia

2021–2022 Graduate Certificate in Dyslexia (Program Developer), Indiana University

2021–2022 Fast-Track Special Education License: P-12 Transition to Teaching Program (Co-Developer), Indiana University

Supervision of Graduate Student Research

University of Georgia

2025-Present Ph.D. Advisory Committee Chair (Mabel Hunsu)
2024-Present Ph.D. Advisory Committee Chair (Rita Malouf)
2024-Present Ph.D. Advisory Committee Chair (Adrianna Grant)
2024-2025 Ph.D. Dissertation Committee Member (Alissa Garguilo)
2023–2025 Ph.D. Advisory & Dissertation Committee Member (Christina Novelli)

Indiana University

2023–Present Ph.D. Dissertation Research Committee Member (Blaine Garman-McClaine)
2022–2023 Ed.S. Program Advisory Committee Member (Mackenzie Griepenstroh)
2022–2023 Ed.S. Program Advisory Committee Member (Grace Haigh)
2021–2023 Ph.D. Dissertation Research Committee Member (Mallory Maze)
2021–2023 Ph.D. Program Advisory Committee Member (Gelan Ahmed)
2021–2022 Ph.D. Program Advisory Committee Member (Blaine Garman-McClaine)

Indiana University

2020–2023	Ph.D. Dissertation Research Committee Member (Michael Goodwin)
2020–2023	Ph.D. Program Advisory Committee Member (Norah Alharbi)
2020–2023	Ph.D. Program Advisory Committee Member (Kelsey Large)
2019–2022	Ed.D. Program Advisory Committee Member (Kimberly Berg Farnsworth)
2018–2021	Ph.D. Program Advisory Committee Member (Sarah Alwaqassi)

Academic Advising

University of Georgia

Program	Academic Year & Total # of Advisees
Ph.D. in Special Education	2025 – 2026: 3 advisees
	2024 – 2025: 2 advisees
M.Ed. in Special Education – General Curriculum	2025 – 2026: 7 advisees
	2024 – 2025: 5 advisees
	2023 – 2024: 3 advisees

Indiana University

Program	Academic Year & Total # of Advisees
Ph.D. in Special Education	2021-2023: 3 advisees
	2020 – 2021: 1 advisee
Dyslexia Graduate Certificate	2022 – 2023: 70 advisees

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

Guest Lectures

Williams, K. J. (2025, October 23). *IES early career grant development.* Virtual guest lecture for Dr. Elizabeth Steven's doctoral grant writing course. University of Kansas.

Williams, K. J. (2025, January 14). *Introduction to systematic reviews and meta-analyses.* Guest lecture for Dr. Jessica Torelli's EDSE 8990: Research Seminar in Special Education. University of Georgia. Athens, GA.

Williams, K. J. (2024, October 30). *IES early career grant development.* Virtual guest lecture for Dr. Angus Kittleman's doctoral students. University of Missouri.

Williams, K. J. (2024, April 2). *IES early career grant development.* Virtual guest lecture for Dr. Michael Kennedy's doctoral students. University of Virginia.

Williams, K. J. (2023, December). *IES early career grant development.* Virtual guest lecture for Dr. Sharon Vaughn's independent study course. University of Texas at Austin.

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. (2022, March 30). *Teaching strategies in higher education.* Online guest lecture for Dr. Sharon Vaughn's Independent Study Group at the University of Texas at Austin.

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.

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 (32 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 (3)
- 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

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 USG Higher Education Literacy Consortium (C)

May 2024 MFECOE Convocation Ceremony Marshal (C)

University of Georgia

April 2024	MFECOE Research Poster Judge (C)
2024	CSSE Ph.D. Qualifying Exam Revision Committee (D)
2023–2024	IDA Accreditation Committee for Dyslexia Certificate/Endorsement (P/D/C)
2023	EDSE Master's Program Handbook Revisions (P)

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.** (2025, June 1-3). *Supporting students with reading difficulties and disabilities.* Workshops presented for Los Alamos Public Schools' Making Instruction Explicit Conference, Los Alamos, NM.

***Williams, K. J.** (2025, December 4). *Project management software.* Virtual seminar presented for POWER Data Management Hub group.

^**Williams, K. J.** (2025, July 25). *Supporting secondary students with reading difficulties and disabilities.* Workshops presented for Jackson County School System's InspirEd Conference, Hoschton, GA.

^**Williams, K. J.** (2024, September 4). *Introduction to the foundations of reading for education leaders in Georgia online course.* Webinar presented for Albany State University's Education Leadership Program Faculty.

^**Williams, K. J.** (2024, August 23). *Introduction to the foundations of reading for education leaders in Georgia online course.* Webinar presented for the University System of Georgia's Science of Reading Higher Education Consortium. https://coe.uga.edu/outreach/programs/university-system-of-georgia-science-of-reading-higher-education-consortium/

^**Williams, K. J.** (2024, July 26). *Supporting secondary students with reading difficulties and disabilities.* Workshop presented for Jackson County School System's InspirEd Conference, Hoschton, GA.

***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.** (2022, 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. (2022, October 24). *Improving literacy outcomes for all learners in pre-k through grade 2*. Workshop conducted for Northeast Dubois Elementary School, Dubois, IN.

***Williams, K. J.,** Callwood-Brathwaite, D., & Rivera-Singletary, G. (2022, 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.

Other Service-Related Products

Indiana Department of Education. (2024, September 30). *Evidence-based practices and programs for students with reading difficulties and disabilities* [Video]. YouTube. https://youtu.be/ZEBPOJPHbh4?si=0Nb_tStFGEQtzT4k

Indiana Department of Education. (2024, September 30). *Evidence-based reading interventions for students in kindergarten through 3rd grade* [Video]. YouTube. https://youtu.be/5Uko0cUBKjw?si=rWdEpFGH6Xp1YTN6

Indiana Department of Education. (2024, September 30). *Intensifying dosage, alignment, and comprehensiveness in reading for grades k-3* [Video]. YouTube. https://youtu.be/d-IMMneaJYQ?si=xVWbA--tfLl_CwwK

Indiana Department of Education. (2024, September 30). *Reading intervention lesson structure* [Video]. YouTube. https://youtu.be/Rkraov7x4MM?si=SY2Mz25hYNxOeVID

Indiana Department of Education. (2024, September 30). *Phonemic awareness skills for reading interventions in grades k-3* [Video]. YouTube. https://youtu.be/L1OxtGHSy8M?si=TYs6vh-AYWLIJ4PN

Indiana Department of Education. (2024, September 30). *Phonics and decoding skills for reading interventions in grades k-3* [Video]. YouTube. https://youtu.be/5B39wdPt3S4?si=pdFCiX_4gHsd6Z-y

Indiana Department of Education. (2024, September 30). *Evidence-based reading interventions for students in grades 4-12* [Video]. YouTube. https://youtu.be/7ClSBPcf2t0?si=yPg4U3eD5CI-HLqV

Indiana Department of Education. (2024, September 30). *Intensifying dosage, alignment, and comprehensiveness in reading for grades 4-12* [Video]. YouTube. https://youtu.be/WeFkxAI3YPk?si=aJqtTaTnq_mre1RO

Indiana Department of Education. (2024, September 30). *Planning evidence-based interventions with the IES practice guide* [Video]. YouTube. https://youtu.be/omAcxzl5sgI?si=2AJokB1Pc3mqh9bW

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)

2009–2029 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)