

## 1. Academic History

- a. Kristin L. Sayeski
- b. Associate Professor
- c. Tenure status: tenured
- d. Administrative title: none
- e. Graduate Faculty Appointment: Fall 2011
- f. Degrees Earned
  - 2000 Ph.D., Special Education *University of Virginia*
    - Dissertation: *The Relationship between Goal Setting and Preservice Teachers' Skills and Efficacy* [advisor: James Kauffman]
  - 1994 M.Ed., Special Education, University of Florida
  - 1993 B.A., Special Education, University of Florida
- g. Academic Positions, in chronological order from most recent
  1. 2017-current *Associate Professor, Special Education, University of Georgia*
  2. 2011-2017 *Assistant Professor, Special Education, University of Georgia*
  3. 2007-2011 *Assistant Professor, Special Education, University of Nevada, Las Vegas*
  4. 2001-2007 *Assistant Professor (clinical faculty) and Coordinator of Field Placements, Special Education and Teacher Education, University of Virginia*
  5. 2000-2001 *Assistant Professor of the Practice (clinical faculty), Special Education, Peabody College at Vanderbilt University*

## 2. Resident Instruction and Continuing Education

### a. Resident Courses Taught (graduate and undergraduate)

#### *University of Georgia (course taught 2011-present)*

FYOS 1001: Study Smarter, Not Harder: Understanding Why Rereading and Highlighting Aren't the Best Strategies [Freshman Seminar]

Fall 2020 = 18                      Fall 2019: n = 14                      Fall 2018: n = 15  
Fall 2017: n = 16

FYOS 1001: The Art and Science of Teaching and Learning [Freshman Seminar]

Fall 2016: n = 15                      Fall 2013: n = 16                      Spring 2013: n = 15

SPED 2000/e: Survey of Special Education

Fall 2020: n = 64                      Fall 2019: n = 70                      Summer 2018: n = 35  
Summer 2017: n = 33                      Summer 2016: n = 30                      Summer 2015: n = 24  
Summer 2014: n = 31                      Spring 2014: n = 120                      Summer 2013: n = 35  
Fall 2012: n = 151

**Kristin L. Sayeski**

SPED 4020/6020: Inclusion of Students with Special Needs

Fall 2020: n = 28                      Fall 2019: n = 28                      Spring 2014: n = 26  
Fall 2013: n = 41                      Spring 2013: n = 27                      Fall 2012: n = 29  
Spring 2012: n = 28

SPED 7440: Practicum in Intensive Reading Intervention

Summer 2020: n = 20                      Summer 2019: n = 21                      Summer 2018: n = 11  
Summer 2017: n = 12

SPED 7150E/5150E: Evidence-Based Reading Instruction in Special Education

Spring 2020: 43                      Spring 2019: n= 44                      Spring 2018: n = 54  
Spring 2017: n = 47                      Spring 2016: n = 25                      Spring 2015: n = 12  
Fall 2013: n = 16

SPED 7220/SPED 4200: Strategy Instruction in the Content Areas

Fall 2018 = 14                      Fall 2017: n = 21                      Fall 2016: n = 14  
Fall 2015: n = 21                      Fall 2014: n = 12                      Spring 2013: n = 8

SPED 7250E: Assessment and Intervention for Struggling Writers

Spring 2020: n = 24                      Spring 2019: n = 9

SPED 7440: Practicum in Intensive Reading Intervention

Summer 2020: n = 20                      Summer 2019: n = 21                      Summer 2018: n = 11  
Summer 2017: n = 12

SPED 8000: Professional Seminar I [doctoral seminar]

Fall 2020: n = 13

SPED 9600: Issues and Trends in Special Education [doctoral seminar]

Spring 2012: n = 13

***University of Nevada, Las Vegas (courses taught between 2007-2011)***

ESP 794: Doctoral Research Internship Seminar

ESP 719: Adv. Oral & Written Language Instruction for Students w/Disabilities

EDSP 461: Oral and Written Language Instruction for Students with Disabilities

ESP 733: Management and Modification of Behavior of Students with Disabilities

ESP 724: Math Methods for Students with Mild Disabilities

EDSP 462: Math Methods for Students with Mild Disabilities

ESP 707: Theories of Learning Disabilities

ESP 717c: Seminar in Advanced Curriculum Development: Learning Disabilities

***University of Virginia (courses taught between 2001-2007)***

EDIS 302/500: Exceptional Learners

EDIS 705: Behavior Management

## Kristin L. Sayeski

EDIS 590: Mathematics for the Special Educator  
EDIS 388: Field Practicum in Direct Instruction  
EDIS 589: Math and Technology for the Special Educator  
EDIS 511: Characteristics of Learning Disabilities  
EDIS 708: Advanced Techniques for Teaching the Exceptional Learner

### ***Peabody College at Vanderbilt University (courses taught between 2000-2001)***

SPED 1010: Introduction to Exceptionality  
SPED 3120/3130: Field Placement in Special Education  
SPED 3700: Applications of Technology in the Classroom  
SPED 3000: Education and Psychology of Exceptional Learners

#### **b. Academic Advising**

2011-2020 (UGA advising)

4 Doctoral students (chair)  
2 Education Specialist student (chair)  
10 Doctoral students (committee member)  
15 Master's students (chair)

2007-2011 (UNLV advising)

6 Doctoral student (committee member)  
~60 Master's students per year

2001-2006 (UVA advising)

4 Doctoral committees  
~70 Master's students per year

### **3. Scholarly Activities**

#### **a. Chapters in books and other text features (n = 8)**

**Sayeski, K. L.** (2019). Foreword. In (Eds.) Elizabeth Potts & Lori Howard, *Launching a Career in Special Education: Your Action Plan for Success*. Baltimore, MD: Paul H. Brookes Publishing Co.

Ardoin, S. P., & **Sayeski, K. L.** (2019). Assessing and promoting the choice of academic engaged time during reading instruction. In (Eds.) A. Reschly & S. Christenson, *Handbook on Student Engagement Interventions: Working with Disengaged Youth (pp. 135-150)*. Cambridge, MA: Elsevier Press.

**Sayeski, K. L.** (2014) Responsive instruction: Meeting the needs of students with disabilities. In (Eds.) D. P. Hallahan, J. M. Kaufman, & P. C. Pullen, *Exceptional Learners (13<sup>th</sup> ed.)*. Boston, MA: Allyn & Bacon. [Repeating text feature]

Kristin L. Sayeski

Sayeski, K. L. (2012) Responsive instruction: Meeting the needs of students with disabilities. In (Eds.) D. P. Hallahan, J. M. Kaufman, & P. C. Pullen, *Exceptional Learners (12<sup>th</sup> ed.)*. Boston, MA: Allyn & Bacon. [Repeating text feature]

Hallahan, D. P., & Sayeski, K. L. (2009). Special education. In (Eds.) Eric M. Anderman & L. Anderman, *Psychology of Classroom Learning: An Encyclopedia*. Farmington Hills, MI: Thomson Gale. [Chapter]

Sayeski, K. L. (2009) Responsive instruction: Meeting the needs of students with disabilities. In (Eds.) D. P. Hallahan, J. M. Kaufman, & P. C. Pullen, *Exceptional Learners (11<sup>th</sup> ed.)*. Boston, MA: Allyn & Bacon. [Repeating text feature]

Sayeski, K. (2005). Responsive instruction: Meeting the needs of students with disabilities. In (Eds.) D. P. Hallahan and J. M. Kaufman. *Exceptional Learners (10<sup>th</sup> ed.)* Boston, MA: Allyn & Bacon. [Repeating text feature]

Sayeski, K. L. (2003). Responsive instruction: Meeting the needs of students with disabilities. In (Eds.) D. P. Hallahan and J. M. Kaufman, *Exceptional Learners (9<sup>th</sup> ed.)*. Boston, MA: Allyn & Bacon. [Repeating text feature]

b. Monographs (n = 1)

Sayeski, K. L. (2003). *An educator's guide to inclusion*. Boston: Houghton Mifflin.

c. Journal Articles (n = 29)

\*Publications marked with an asterisk indicate peer-reviewed publications

\*\*Publications marked with two asterisks were invited publications

^Publications marked with a caret were published with students

\*^Cook, K. B. & Sayeski, K. L. (2020). The effects of self-monitoring with smartphones on the on-task behaviors of high-school students with disabilities. *Exceptionality: A Special Education Journal*.  
<https://doi.org/10.1080/09362835.2020.1772064>

\*\*Sayeski, K. L. (in press). What can we learn from trustworthy data? An interview with John Wills Lloyd. *Intervention in School and Clinic*.

\*Sayeski, K. L., & Hamilton-Jones, B. (2019). Open educational resources from the Innovative Resources for Instructional Success Center. *Intervention in School and Clinic*. Advanced online publication.  
[doi.org/10.1177/1053451219881741](https://doi.org/10.1177/1053451219881741)

Kristin L. Sayeski

- \*\*Sayeski, K. L.** (2019). Integrating structured literacy within teacher preparation. *Perspectives on Language and Literacy*, 45(3), 37-42.
- \*Sayeski, K. L., Bateman, D., & Yell, M. L.** (2019). Re-envisioning teacher preparation in an era of Endrew F.: Instruction over access. *Intervention in School and Clinic*, 54, 264-271. doi: 10.1177/1053451218819157
- \*Sayeski, K. L., Earle, G., Davis, R. L., & Calamari, J.** (2019). Orton Gillingham: Who, What, and How. *TEACHING Exceptional Children*, 51, 240-249. doi:10.1177/0040059918816996
- \*^Sayeski, K. L., Hamilton-Jones, B. Cutler, G., Earle, G., & Husney, L.** (2019). The role of practice and feedback for developing teacher candidates' opportunities to respond expertise. *Teacher Education & Special Education*, 42, 18-35. doi:10.1177/0888406417735876
- \*\* Sayeski, K. L.** (2018). How (and why) to write for TEACHING Exceptional Children. *TEACHING Exceptional Children*, 50, 115-122. doi:10.1177/0040059917743501
- \*^Earle, G. A., & Sayeski, K. L.** (2017). Systematic instruction in phoneme-grapheme correspondence for students with reading disabilities. *Intervention in School and Clinic*, 52, 262-269. doi: 10.1177/1053451216676798
- \*^Sayeski, K. L., Earle, G. A., Eslinger, R. P., & Whitenton, J. N.** (2017). Teacher candidates' mastery of phoneme-grapheme correspondence: Massed versus distributed practice in teacher education. *Annals of Dyslexia*, 67, 26-41. doi: 10.1007/s11881-016-0126-2
- \*^Sayeski, K. L., Hamilton-Jones, B., & Oh, S.** (2015). The efficacy of IRIS *Star Legacy* modules under different instructional conditions. *Teacher Education and Special Education*, 38, 291-305. doi: 10.1177/0888406415600770
- \*^Sayeski, K. L., Kennedy, M., de Irala, S., Clinton, E., Hamel, M., & Thomas, K.** (2015). The efficacy of multimedia modules for teaching basic literacy-related concepts. *Exceptionality: A Special Education Journal*, 23, 237-257. doi: 10.1080/09362835.2015.1064414
- \*^Sayeski, K. L., Gormely Budin, S. E., & Bennett, K.** (2015). Promising practices in the preparation of special educators to provide reading instruction. *Intervention in School and Clinic*, 51, 82-89. doi: 10.1177/1053451215579266

- \*\*Sayeski, K.** (2015). Prepared on day one: Promising practices in teacher preparation. *Intervention in School and Clinic*, 51, 71-72. doi:10.1177/1053451215579270
- \*Sayeski, K. L., & Higgins, K.** (2014). Redesigning special education teacher preparation programs with a focus on outcomes. *Teacher Education and Special Education*, 37(2), 91-105. doi: 10.1177/0888406413513274
- \*Sayeski, K. L., & Brown, M. R.** (2014/2011). Developing a classroom management plan using a tiered approach. *TEACHING Exceptional Children*, 44(1), 8-17. doi: 10.117/0040059914553208
- \*Paulsen, K. J., & Sayeski, K. L.** (2013). Using study skills to become independent learners in secondary content classes. *Intervention in School and Clinic*, 49, 39-45. doi: 1053451213480026
- \*Lindstrom, J. H., & Sayeski, K.** (2013). Identifying best practice in a shifting landscape: Making sense of RTI in the context of SLD identification. *Exceptionality: A Special Education Journal*, 21, 5-18. doi: 10.1080/09362835.2013.750111
- \*\*Sayeski, K. L.** (2013). A new era of teacher education: Introduction to the teacher education column. *Intervention in School and Clinic*, 48, 303-306. doi: 10.1177/1053451212472235
- \*\*Sayeski, K. L.** (2013). An interview with Dan Hallahan: From clinical researcher to consummate teacher educator. *Intervention in School and Clinic*, 49, 187-192. doi:10.1177/1053451213496155
- \*Sayeski, K. L., & Paulsen, K. J.** (2012). Student teacher evaluations of cooperating teachers as indices of effective mentoring. *Teacher Education Quarterly*, 39, 117-130.
- \*Van Hover, S., Hicks, D., & Sayeski, K. L.** (2012). A case study of co-teaching in an inclusive secondary high-stakes world history 2 classroom. *Theory & Research in Social Education*, 40, 260-291. doi: 10.1080/00933104.2012.705162
- \*Sayeski, K. L.** (2011). Effective spelling instruction for students with learning disabilities. *Intervention in School and Clinic*, 47, 75-81. doi: 10.1177/1053451211414191
- \*Sayeski, K. L., & Paulsen, K.** (2010). Reform curricula and special

education: Identifying intersections and implications for practice. *Intervention in School and Clinic*, 46, 13-21. doi: 10.1177/1053451210369515

**\*\*Sayeski, K.** (2010). Introduction to the special issue: Mathematics. *Intervention in School and Clinic*, 46, 3-4. doi: 10.1177/1053451210369518

**\*Sayeski, K. L.** (2009). Defining special educators' tools: The building blocks for effective collaboration. *Intervention in School and Clinic*, 45, 38-44. doi: 10.1177/1053451209338398

**\*Sayeski, K. L.** (2008). Virtual manipulatives as an assistive technology support for students with disabilities. *Journal of Special Education Technology*, 23, 47-52.

**\*Kauffman, J. M., Landrum, T. J., Mock, D. R., Sayeski, B., & Sayeski, K.** (2005). Diverse knowledge and skills require a diversity of instructional groups: A position statement. *Remedial and Special Education*, 26, 2-6.

**\*Kauffman, J. M., Davis, C. P., Jakubecy, J., & Lundgren, K. A.** (2001). Self-concept, higher-order thinking, and teaching: Commentary on the findings of two meta-analyses. *The Elementary School Journal*, 3, 355-357.

**d. Bulletins or reports (n = 1)**

**\*\*Sayeski, K.** (2008). 5 ways to teach strategically. *LD Forum*, 6-7.

**e. Other publications: Grant Reports and Text Supplements (n = 4)**

**Sayeski, K., Burgess, K., Pianta, R., & Lloyd, J. W.** (2002). Literacy behaviors of preschool children participating in an early intervention program. *Center for the Improvement of Early Reading Achievement Report #2-014*. Available online at: <http://www.ciera.org/library/reports/inquiry-2/index.html>

**Burgess, K. A., Lundgren, K. A., Lloyd, J. W., & Pianta, R. C.** (2001). Teachers' self-reported beliefs and practices about literacy instruction. *Center for the Improvement of Early Reading Achievement Report #2-012*. Available online at: <http://www.ciera.org/library/reports/inquiry-2/index.html>

**Lundgren, K. A.** (2001). *Teaching tool—Introduction to special education: Teaching in an age of opportunity (4<sup>th</sup> ed.)*. Boston: Allyn & Bacon.

**Lundgren, K. A.** (2001). *Teaching tool—Exceptional Learners: Introduction to Special Education (8<sup>th</sup> ed.)*. Boston: Allyn & Bacon.

#### 4. Grants Received

**Sayeski, K. L.,** Lindstrom, J. H., & Ardoin, S. P. (Lead Representative). *National Center for Leadership in Intensive Interventions*. U. S. Department of Education, Office of Special Education Programs. Subcontract with Vanderbilt University (\$566,919). 2020-2025.

**Sayeski, K. L.** (Project Director). Evaluation Projects Subcontract with Vanderbilt University. *IRIS IV*. Vanderbilt University (\$200,000) 2019-2022.

**Sayeski, K. L.** & Lindstrom, J. H. (Co-Project Director). *Graduate Certificate in Dyslexia: The Atlanta Cohort*. The Zeist Foundation, Inc. (\$200,000) 2018-2020.

Lindstrom, J. H., & **Sayeski, K. L.** (Co-Project Director). *Graduate Certificate in Dyslexia*. The Zeist Foundation, Inc. (\$25,000) 2016-2019.

**Sayeski, K. L.** & Ardoin, S. P. (Co-Principal Investigator). *Teaching to Mastery: Applying Principles of Effective Instruction in Teacher Education*. University of Georgia's COE Maymester Research (\$5,000) 2015.

**Sayeski, K. L.** & Hamilton-Jones, B. (Lead Faculty). *Scaling Up Learning in Teacher Education: Using the Flipped Classroom Instructional Model and OERs to Enhance Candidate's Ability to Implement Evidence-Based Practice*. UGA Center for Teaching and Learning: Learning Technologies Grant (\$9,050) 2015.

**Sayeski, K. L.** (Principal Investigator). *Efficacy and Effectiveness Study of Instructional Conditions of IRIS Module Use in Teacher Preparation*. IRIS Impact Study Initiative (\$3,000) 2014.

**Sayeski, K. L.** (Principal Investigator). *Improving Teacher Knowledge and Skills Related to the Identification and Remediation of Reading Difficulties*. University of Georgia's COE Maymester Research (\$5,000) 2014.

**Sayeski, K. L.** (Lead Faculty). *Addressing Dyslexia: Instructional Strategies for Teaching Reading*, University of Georgia's Innovative Instruction Faculty Grant (\$5,000) 2013.

**Sayeski, K. L.** (Principal Investigator). *Measuring the Instructional Intensity of Interventions*. College of Education Early Career Faculty Grant Program. (\$6,000) 2012-2013.

**Sayeski, K. L.** (Lead Faculty). *Enhancing the Preparation of General Educators to Teach Students with Disabilities*, University of Georgia's Innovative Instruction Faculty Grant (\$5,000) 2012.

**Sayeski, K. L.** (Principal Investigator, Director). *Highly Qualified, High Quality (HQ<sub>2</sub>) Special Educators*. Office of Special Education Programs, U.S. Department of Education (\$499,868) 2008-2011.

**Sayeski, K. L.** (Principal Investigator). *HOOS Making a Case: Multimedia Case Development Project*, University of Virginia Teaching + Technology Initiative Grant (\$20,000) 2005-2006.

Cohen, S. B., & **Sayeski, K. L.** (Co-Principal Investigator). *Reflective Student Teacher to Reflective Teacher*, Virginia Department of Education Grant (\$28,000) 2004-2005.

Cohen, S. B., & **Sayeski, K. L.** (Co-Principal Investigator). *Reflective Partners: Extending Clinical Teaching Practices*, Virginia Department of Education Grant (\$27,000) 2003-2004.

#### 5. Recognitions and outstanding achievements (prizes, fellowships, etc.)

Faculty Senate D. Keith Osborn Award for Teaching Excellence (Mary Frances Early College of Education, 2020)

Online Learning Fellow (UGA's Office of Online Learning, 2018)

"Must Read" Article, *Intervention in School & Clinic* (Council for Learning Disabilities, 2016)

Teacher Education Division of CEC Publication Award (TED, 2016)

College of Education Outstanding Teacher (University of Georgia, 2014)

Outstanding Graduate Teaching Assistant Award (University of Virginia, 2000)

Curry School of Education Dissertation Award (University of Virginia, 1999)

#### 6. Areas in which research is conducted

My professional interests include identifying exemplary practices in teacher education and determining effective instructional practices for students with high incidence disabilities. My writing reflects my two professional interests—first, conducting research on improving teacher preparation, and second, translating research to practice for the purpose of professional development for teachers and teacher candidates.

#### 7. Supervision of Student Research

##### Doctoral Chair

Kathleen Bennett (PhD, summer '16)

*Assistant Professor, Kennesaw State University*

Kathleen Cook (PhD, spring '15)

*Assistant Professor, Augustana University*

##### Education Specialist Chair

Laura Betgevergiz (spring '20)

**Master's Chair**

Haley Faulkner (spring '20)  
Sydney Phillips (spring '20)  
Megan Gardner (spring '20)  
Jacquie Carson (fall '19)  
Robert Hibbs (spring '18)  
Elizabeth Mulherin (spring '18)  
Lily Bauer (spring '18)  
Samantha Suss (spring '18)  
Joanna Jernigan (spring of '17)  
Grace Cutler (fall of '16)  
Gentry Earle (spring '16)  
Julee Beth Dunn (summer '15)  
Catherine Hardy (fall '14)  
Peg Holland (spring '14)  
Samantha Adelman ('13)  
Merritt Ainslie ('13)

**Center for Undergraduate Research Opportunities (CURO) Mentees + Corresponding Publication**

Gwendolyn Cuccio and Caroline Ward (fall 2020).

Can beliefs in education neuromyths be changed? The case of learning styles.

Lauren Husney (spring 2016)

Sayeski, K. L., Hamilton-Jones, B. Cutler, G., Earle, G., & **Husney, L.** (2019). The role of practice and feedback for developing teacher candidates' opportunities to respond expertise. *Teacher Education & Special Education*, 42, 18-35. doi:10.1177/0888406417735876

Jessica Whitenton (spring 2015)

Sayeski, K. L., Earle, G. A., Eslinger, R. P., & **Whitenton, J. N.** (2016). Teacher candidates' mastery of phoneme-grapheme correspondence: Massed versus distributed practice in teacher education. *Annals of Dyslexia*. Advance online publication. doi: 10.1007/s11881-016-0126-2

Susan Oh (fall 2014)

Sayeski, K. L., Hamilton-Jones, B., & **Oh, S.** (2015). The efficacy of IRIS *Star Legacy* modules under different instructional conditions. *Teacher Education and Special Education*, 38, 291-305.

## 8. Editorships or editorial board member of journals or other learned publications

### Editor Appointments

- 2014-2019 Editor, *TEACHING Exceptional Children*  
2012-current Associate Editor for the Teacher Education Column, *Intervention in School and Clinic*

### Board of Reviewer Appointments

- 2017-current Board of Reviewers, *Journal of Learning Disabilities*  
2016-current Board of Reviewers, *Journal of Special Education Technology*  
2011-current Board of Reviewers, *Exceptionality*  
2010-current Board of Reviewers, *Teacher Education and Special Education*  
2009-current Board of Reviewers, *Intervention in School and Clinic*

### Guest Reviewer

- 2017 Guest reviewer, *Journal of Teacher Education*  
2015-2016 Guest reviewer, *Focus on Autism and Other Developmental Disabilities*  
2015 Guest reviewer, *Theory & Research in Social Education*  
2014 Guest reviewer, *Educational Psychology: An International Journal of Experimental Educational Psychology*  
2011 Guest reviewer, *Journal of Direct Instruction*  
2001-2002 Guest reviewer, *Journal of Applied Behavior Analysis*  
1999-2003 Guest reviewer, *Behavioral Disorders*

## 9. Convention Papers

\*Presentations marked with an asterisk indicate a published counterpart.

**Sayeski, K. L.,** Lane, H., Kearns, D., & Hebert, M. (2020, February). Dyslexia 2.0: How to move beyond the “Big 5” to implement effective reading instruction. *Council for Exceptional Children Annual Meeting and Exhibits*. Portland, OR.

**Sayeski, K. L.,** Chard, D., Hughes, C., O’Connor, R., & Lloyd, J. (2020, February). Learning disabilities: Foundational principles of practice [Division for Learning Disabilities Showcase]. *Council for Exceptional Children Annual Meeting and Exhibits*. Portland, OR.

\***Sayeski, K. L.,** & Hamilton-Jones, B. (2019, November). Flipping-Out over IRIS OERs: Innovative applications for teachers. *Teacher Education Division of the Council for Exceptional Children Conference*. New Orleans, LA.

Brownell, M., **Sayeski, K. L.,** & Ciullo, S. (2019, November). Stand by me: Preparing educators for the new reality of teaching students with dyslexia in K-12 Schools. *DLD@Night*. New Orleans, LA.

Kristin L. Sayeski

- Sayeski, K. L.,** Bateman, D., Horowitz, S., Kearns, D., Lane, H., & Spear-Swerling, L. (2019, February). Dyslexia: A conversation about how to align practice with research and legislation. *Council for Exceptional Children Annual Meeting and Exhibits*. Indianapolis, IN.
- Sayeski, K. L.,** Lloyd, J. W., & Therrien, W. J. (2019, February). How to write for Exceptional Children and TEACHING Exceptional Children. *Council for Exceptional Children Annual Meeting and Exhibits*. Indianapolis, IN.
- Hamilton-Jones, B. & **Sayeski, K. L.** (2018, November). How do you get to Carnegie Hall? Practice, practice, practice: Using role-play and video-facilitated reflection in teacher preparation. *Teacher Education Division of the Council for Exceptional Children Conference*. Las Vegas, NV.
- Bateman, D. F., Berlinghoff, D., **Sayeski, K. L.,** & Yell, M. (2018, November). A Facebook post does not count as a publication: Prioritizing your time to get to where you want to be. *Teacher Education Division of the Council for Exceptional Children Conference*. Las Vegas, NV.
- Sayeski, K. L.** (2018, October). Translating the science of reading within online teacher preparation courses. *International Dyslexia Association's 69<sup>th</sup> Reading, Literacy, & Learning Conference*. Mashantucket, CT.
- Bateman, D. F. & **Sayeski, K. L.** (2018, October). The evolution of a free appropriate public education. *Council for Learning Disabilities 40<sup>th</sup> International Conference*. Portland, OR.
- \***Sayeski, K. L.** (2018, October). Translating the science of reading for the preparation of teachers [poster]. *Council for Learning Disabilities 40<sup>th</sup> International Conference*. Portland, OR.
- Sayeski, K. L.,** Lloyd, J. W., & Therrien, W. J. (2018, February). How to write for Exceptional Children and TEACHING Exceptional Children. *Council for Exceptional Children Annual Meeting and Exhibits*. Tampa, FL.
- Sayeski, K. L.** (2017, November). Teaching teachers: Five evidence-based methods for integrating structured literacy instruction within teacher preparation. *International Dyslexia Association's 68<sup>th</sup> Reading, Literacy, & Learning Conference*. Atlanta, GA.
- Sayeski, K. L.,** Lloyd, J. W., & Therrien, W. J. (2017, April). How to write for Exceptional Children and TEACHING Exceptional Children. *Council for Exceptional Children Annual Meeting and Exhibits*. Boston, MA.

Kristin L. Sayeski

- Sayeski, K. L., & Hamilton-Jones, B. (2016, November). Increasing teacher candidate's use of opportunities to respond using performance feedback. *39<sup>th</sup> Annual Conference of the Council for Exceptional Children's Teacher Education Division*. Lexington, KY.
- \*Sayeski, K. L., & Early, G. A. (2016, October). Teacher candidates' mastery of letter-sound correspondence: A comparison of massed versus distributed practice for instruction [poster presentation]. *International Dyslexia Association's 67<sup>th</sup> Reading, Literacy, & Learning Conference*. Orlando, FL.
- \*Sayeski, K. L. (2016, October). Promising practices in the preparation of special educators to provide reading instruction. *38<sup>th</sup> International Council for Learning Disabilities Conference*. San Antonio, TX.
- Maheady, L., & Sayeski, K. L. (2016, June). The wicked problem of measuring the impact of teacher preparation: Increasing rigor in documenting preparation practices. *CEEDAR-IRIS Cross-State Convening*. Washington, D.C.
- Sayeski, K. L., Lloyd, J. W., & Therrien, W. J. (2016, April). How to write for Exceptional Children and TEACHING Exceptional Children. *Council for Exceptional Children Annual Meeting and Exhibits*. St. Louis, MO.
- Bateman, D., & Sayeski, K. L. (2016, April). Landing the perfect job in higher education: Strategies for successful interviews. *Council for Exceptional Children Annual Meeting and Exhibits*. St. Louis, MO.
- Sayeski, K. L., & Ardoin, S. P. (2016, April). Teaching to mastery: Applying principles of effective instruction in teacher education. *COE Research Conference*. Athens, GA.
- \*Sayeski, K. L., & Earle, G. A. (2016, February). Letter sound instruction and students with dyslexia. *The International Dyslexia Association-Georgia's 2016 Dimensions of Dyslexia 25th Annual Conference*. Atlanta, GA.
- \*Smith, D., Roberts, C., Snyder, S., Sayeski, K. L., Spence, C., & Werner Juarez, S. (2015, November). Teacher candidates' knowledge acquisition and application of evidence-based practices. *38<sup>th</sup> Annual Conference of the Council for Exceptional Children's Teacher Education Division*. Tempe, AZ.
- \*Sayeski, K. L., & Hamilton-Jones, B. (2015, November). Teaching to mastery in teacher education: Massed versus distributed practice for teaching phoneme-grapheme correspondence. *38<sup>th</sup> Annual Conference of the Council for Exceptional Children's Teacher Education Division*. Tempe, AZ.
- Sayeski, K. L., & Bateman, D. (2015, November). Planning for and securing a job in higher education: Tips for maximizing your doctoral studies and mastering the interview

**Kristin L. Sayeski**

process. *38<sup>th</sup> Annual Conference of the Council for Exceptional Children's Teacher Education Division*. Tempe, AZ.

Sayeski, K. L. (2015, October). Using Quizlet and distributed practice to improve teacher candidates' knowledge and skills. *COE Innovation in Teaching Conference*, Athens, GA.

\*Smith, D., **Sayeski, K. L.**, & Werner, S. (2015, October). The effectiveness of IRIS resources: Training, knowledge, and application. *37<sup>th</sup> International Conference on Learning Disabilities*. Las Vegas, NV.

**Sayeski, K. L.** (2015, April). How to write for Exceptional Children and TEACHING Exceptional Children [demonstration]. *Council for Exceptional Children Annual Meeting and Exhibits*. San Diego, CA.

**Sayeski, K. L.**, & Bateman, D. (2015, April). Landing the perfect job in higher education: Strategies for successful interviews [demonstration]. *Council for Exceptional Children Annual Meeting and Exhibits*. San Diego, CA.

Cook, K., & **Sayeski, K. L.** (2015, April). Getting students to stay on-task: Teaching students to use an inconspicuous self-management system [poster]. *Council for Exceptional Children Annual Meeting and Exhibits*. San Diego, CA.

\***Sayeski, K. L.**, & Hamilton-Jones, B. (2014, November). Using multimedia modules for teaching literacy-related concepts. *37<sup>th</sup> Annual Conference of the Council for Exceptional Children's Teacher Education Division*. Indianapolis, IN.

\***Sayeski, K. L.**, & Hamilton-Jones, B. (2014, October). Comparison of three instructional formats (flipped, instructor-facilitated, and independent) on the delivery of multimedia instruction. *COE Innovation in Teaching Conference*, Athens, GA.

**Sayeski, K. L.**, & Bateman, D. (2014, April). Interviewing in higher education: Strategies for success. *Council for Exceptional Children Annual Meeting and Exhibits*. Philadelphia, PA.

**Sayeski, K. L.** (2013, October). Intensity of interventions as measured by density of student feedback opportunities. *National Division of Learning Disabilities Conference*, Sun Valley, ID.

**Sayeski, K. L.**, & Ardoin, S. P. (2013, February). Measuring the intensity of interventions. *Pacific Coast Research Conference*. San Diego, CA.

Morgan, J., Brown, N., **Sayeski, K. L.**, & Waitman-Gunderson, J. (2011, November). Integrating professional learning communities into the practicum experience. *34<sup>th</sup>*

**Kristin L. Sayeski**

*Annual Conference of the Council for Exceptional Children's Teacher Education Division.* Austin, TX.

**Sayeski, K. L., Morgan, J., & Brown, N.** (2010, November). Online modules to facilitate special educator content-area knowledge and pedagogy: Moving from "highly qualified" to highly effective. *33<sup>rd</sup> Annual Conference of the Council for Exceptional Children's Teacher Education Division.* St. Louis, MO.

**Sayeski, K. L.** (2010, July). Content learning in special education teacher preparation: The use of online modules to enhance candidate knowledge and skills. *2010 OSEP Project Director's Meeting.* Washington, D.C.

**Sayeski, K. L.** (2010, April). Integrating highly qualified content knowledge in special education teacher preparation. *Council for Exceptional Children Annual Meeting and Exhibits.* Nashville, TN.

**\*Sayeski, K. L., & Paulsen, K.** (2009, November). Using a Q-sort methodology with special education faculty to determine program outcomes. *32<sup>nd</sup> Annual Conference of the Council for Exceptional Children's Teacher Education Division.* Charlotte, NC.

**\*Sayeski, K. L.** (2009, July). What should graduates of special education programs know and be able to do? An application of the Q-sort method in higher education. *2009 OSEP Project Director's Meeting.* Washington, D.C.

**\*Sayeski, K. L., & Rose, T.** (2008, November). Project SWIMS: Spelling and writing interventions for middle school students. *31<sup>st</sup> Annual Conference of the Council for Exceptional Children's Teacher Education Division.* Dallas, TX.

**Sayeski, K. L.** (2007, January). Strategies for measuring candidate and teacher performance—University of Virginia: The Classroom Assessment Scoring System (CLASS). *59<sup>th</sup> American Association of Colleges of Teacher Education Annual Meeting and Exhibits.* New York, NY.

**\*Sayeski, K. L.** (2007, January). Strengthening preservice teachers' classroom management skills through a P-12 partnership. Roundtable discussion at the *59<sup>th</sup> American Association of Colleges of Teacher Education Annual Meeting and Exhibits.* New York, NY.

**\*Sayeski, K. L., & Hallahan, D.** (2007, February). Identification of learning disabilities. *Pacific Coast Research Conference,* San Diego, CA.

**Sayeski, K. L.** (2007, March). Multimedia cases in special education: Enhancing identification and instructional knowledge. *Council for Exceptional Children Annual Meeting and Exhibits.* Louisville, KY.

Kristin L. Sayeski

- Sayeski, K.**, & Edgemon, B. (2006, January). Analysis of the use of a standards-based, formative assessment tool during the student teaching semester. *58<sup>th</sup> American Association of Colleges of Teacher Education Annual Meeting and Exhibits*. San Diego, CA.
- Sayeski, K.** (2005 October). Behavioral interventions and supports. *Virginia Council for Exceptional Children Annual Conference*. Charlottesville, VA.
- Sayeski, K.** (2003, November). Online portfolios and evaluation of teaching. *26<sup>th</sup> Annual Conference of the CEC Teacher Education Division*. Biloxi, MI.
- Sayeski, K.** (2003, October). Implications of the IDEA revisions for principals. *Addressing Diversity to Close the Achievement Gap in Grades 3-8 (SCPS)*. Charlottesville, VA.
- \*Paulsen, K., & **Sayeski, K.** (2002, April). Workshop: Using manipulatives to teach math concepts in a preservice methods course. *2002 Council for Exceptional Children Annual Convention and Exposition New York, New York*.
- Sayeski, K.**, & Paulsen, K. (2001, November). Transforming supervisory practices of Cooperating Teachers. *24<sup>th</sup> Annual Conference of the CEC Teacher Education Division*. St. Petersburg, FL.
- Sayeski, K.** (2001, October). Strategies for increasing students' engagement in text. *2<sup>nd</sup> Annual Learning Disabilities Symposium*. Charlottesville, Virginia.
- Burgess, K. A., & **Lundgren, K. A.** (1999, December). A glimpse into preschool classrooms: An examination of children's literacy behaviors and teachers' beliefs and practices regarding literacy acquisition. *Nation Reading Conference*. Orlando, FL.
- Lundgren, K. A.** (1999, November). Bringing research to practice: Using a web-based support for preservice teachers during the field placement. *22<sup>nd</sup> Annual Conference of the CEC Teacher Education Division*. Palm Springs, CA.
- Lundgren, K. A.** (1999, November). A systems analysis of collaboration during the field placement. *22<sup>nd</sup> Annual Conference of the CEC Teacher Education Division*. Palm Springs, CA.
- Burgess, K. A., & **Lundgren, K. A.** (1999, May). Virginia Preschool Initiative: On the road to early literacy acquisition. *Reading At the Century Mark*. Charlottesville, VA.
- Lundgren, K. A.**, Burgess, K. A., Pianta, R. C., & Lloyd, J. W. (1999, April). Literacy behaviors of children participating in an early intervention program.

*American Educational Research Association*. Montreal, Canada.

Burgess, K. A., & Lundgren, K. A. (1998, December). Literacy instruction for at-risk preschoolers: Self-reported teacher beliefs and practices. *National Reading Conference*. Austin, TX.

Burgess, K. A., & Lundgren, K. A. (1998, December). 2B or not 2B: Preschool literacy instruction. *National Reading Conference*. Austin, TX.

## 10. Public Services Performed

### Service for the U.S. Department of Education

- Panel Member for the review of *Office of Special Education Programs' (OSEP) 326M—Model Demonstration Projects for Early Identification of Students with Dyslexia in Elementary Schools FY2019*
- Panel Member for the review of *Office of Special Education Programs' (OSEP) 325K Grants—Personnel Development (Focus Area B) FY2017*
- 3+2 Reviewer for the *Office of Special Education Programs' (OSEP) Leadership Consortium on Intensive Need, September 2016*
- Panel Member for the review of *Office of Special Education Programs' (OSEP) 326Q—National Center for Students with Disabilities Who Require Intensive Interventions FY2016*
- Panel Member for the review of *Office of Special Education Programs' (OSEP) Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities Program—Model Demonstration Projects to Improve Adolescent Literacy for Students with Disabilities in Middle and High Schools, Grades 6-12 (CFDA# 84.326M) FY2015*
- Panel Member for the review of *Office of Special Education Programs' (OSEP) 325K Grants—Personnel Development (Focus Area B) FY2015*
- Panel Member for the review of *Office of Special Education Programs' (OSEP) 326Q—National Center for Students with Disabilities Who Require Intensive Interventions FY2011*
- Panel Member for the review of *Office of Special Education Programs' (OSEP) 325T Grants—Special Education Preservice Training Improvement Grant FY2011*
- Panel Member for the review of *Office of Special Education Programs' (OSEP) 325T Grants—Special Education Preservice Training Improvement Grant FY2010*

## Kristin L. Sayeski

- Planning Committee for the 325T meetings at *OSEP's 2010 Project Director's Meeting*, Washington, DC

### National Center on Intensive Intervention (NCII)

*Expert Panel Member, Data-Based Individualization (DBI) Training Series (summer 2014)*

### Conference Reviewer

#### International Dyslexia Association

2020 *Reviewer, International Dyslexia Association Conference: Reading, Literacy, & Learning*

2019 *Reviewer, International Dyslexia Association Conference: Reading, Literacy, & Learning*

2018 *Research to Practice Track Chair & Conference Planning Committee, International Dyslexia Association Conference*

2017 *Reviewer, International Dyslexia Association Conference: Reading, Literacy, & Learning*

#### Council for Exceptional Children

2019 *Track Chair & Reviewer, Council for Exceptional Children Annual Convention and Exposition*

2018 *Track Chair & Reviewer, Council for Exceptional Children Annual Convention and Exposition*

2015 *Reviewer, Council for Exceptional Children Annual Convention and Exposition*

#### Teacher Education Division, Council for Exceptional Children

2015 *Teacher Education Division Conference*

### Division for Learning Disabilities, Council for Exceptional Children

Past President, 2019

President, 2018-2019

Vice President, 2017-2018

Division Secretary, 2012-2014 (2-year term)

### Professional Development Presentations and Guest Lectures

Sayeski, K. L., & Lindstrom, J. H. (2017, October). Understanding dyslexia: assessment and instructional strategies. *Forsyth County School System, Professional Development Workshop*. Cumming, GA.

Sayeski, K. L. (2017, October). *Dyslexia challenges: Strategies for parents*. IDA-GA Outreach Event, Cumming, GA.

Lindstrom, J. H., & Sayeski, K. L. (2016, October). Dyslexia and other learning disabilities: Strategies for reading and executive functioning. *Forsyth*

Kristin L. Sayeski

*County School System, Professional Development Workshop.* Cumming, GA.

**Sayeski, K.** (2015). *Creating a professional poster: COE graduate student workshop.* University of Georgia.

**Sayeski, K.** (2012). *Poster presentation development.* Doctoral colloquium. University of Nevada, Las Vegas.

**Sayeski, K.** (2010, January). *New Teacher Center's formative assessment system: An overview.* Facilitated a discussion for UNLV College of Education faculty on how to integrate NTC materials within our preservice program. University of Nevada, Las Vegas.

Grant, D., **Sayeski, K.**, & Whitby, P. (2009, November). *The professoriate.* Doctoral colloquium. University of Nevada, Las Vegas.

Tincanni, M., & **Sayeski, K.** (2007, November). *From process to product: Conducting effective conference presentations.* Doctoral colloquium. University of Nevada, Las Vegas.

**Sayeski, K.** (2006, January) Case law in special education. *Master's seminar presentation for School of Continuing and Professional Studies course.* Falls Church, VA.

**Sayeski, K.** (2005, November). Observation and feedback: Understanding supervisory tools for teacher development. *Presentation to EDLF 845: Evaluation of Teaching class.* University of Virginia.

**Sayeski, K.** (2005, September). Behavioral interventions and supports. *Presentation to faculty at Burnley Moran Elementary School.* Charlottesville, VA.

**11. Other Services (departmental, college, and university committees)**

**University of Georgia Committee Work**

**College Committees**

Member, *Promotion and Tenure Review* (2018)

Member, *COE Curriculum Committee* (2017-current)

Member, *COE Innovation in Teaching Conference Planning Committee* (2015, 2016)

Member, *COE Undergraduate Academic Appeals Committee* (SY 2015-2016, SY 2014-2015, SY 2013-2014)

Member, *COE Faculty Research Conference Planning Committee* (fall 2012; fall 2013; fall 2014)

Member, *COE Faculty Senate Steering Committee* (2013-2014)

Member, *COE Faculty Senate* (2012-2014)

**Kristin L. Sayeski**

Reviewer, *Graduate Student Research Conference* (2013, 2014, 2015)

Member, *Visionary School-Based Educators Program* (2011-2012)

**Department Committees**

Chair, Search Committee for *Assistant Professor in Applied Behavior Analysis* (2018)

Member, *CSSE Appeals Committee* (2018-2020)

Member, *CSSE Awards Committee* (2017-2018)

Member, *Academic Appeals Committee* (SY 2014-2015, 2015-2016)

Chair, Search Committee for *Clinical Assistant Professor in Teacher Preparation in High-Incidence Disabilities* (2013-2014)

Member, *Graduate Faculty* (2011-current)

**University of Nevada, Las Vegas Committee Work (2007-2010)**

**University Committees**

Chair, *HQ2 Content Area Steering Committee* (2008-2011)

Member, *General Education Committee* (2009-2010)

**College Committees/Service**

Member, *By-Laws Committee* (2008-2010)

Member, *Curriculum Committee* (2008-2010)

**Department Committees**

Member, *Doctoral Development Committee* (2007-2011)

Member, *Ad Hoc Merit Committee* (2007-2008)

Faculty Advisor, *UNLV's Student Council for Exceptional Children* (2008-2010)

**Curry School of Education at the University of Virginia Committee Work (2001-2007)**

**University Committees**

Member, *Induction Steering Committee, Teachers for a New Era* (2004-2006)

University of Virginia, Albemarle County Public Schools, and Charlottesville City Schools

Member, *Assessment Seminar, Teachers for a New Era* (2003-2007)

University of Virginia, seminar hosted by Provost Gene Block

**College Committees/Service**

Member, *Teacher Education Advisory Committee* (2001-2007)

Accreditation Team, *Teacher Education Accreditation Council (TEAC)*; 2005-2006)

Chair, *TNE Induction Coordinator Search Committee* (2003-2004)

**Department Committees**

Member, *Special Education Program Committee* (2001-2007)

**Peabody College at Vanderbilt University Committee Work (2000-2001)**

**College Committees**

Member, *NCATE Committee*

Member, *Curriculum Committee*

**Department Committees**

Member, *Teacher Preparation Committee*

Member, *High Incidence Committee*

**12. Professional Associations**

**The Council for Exceptional Children (CEC)**

Division for Learning Disabilities

Teacher Education Division

Division for Research

**International Dyslexia Association (IDA)**

**The Reading League (TRL)**