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JENNIFER YORK-BARR

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Education

Ph.D. University of Wisconsin-Madison, Special Education, 1986.
M.Ed. University of Illinois-Urbana/Champaign, Special Education, 1982.
B.S. University of Illinois-Medical Center, Physical Therapy, 1980.

Awards and Honors

University of Minnesota Award for Outstanding Contributions to Postbaccalaureate, Graduate and Professional Education, 2009. Includes induction into the Academy of Distinguished Teachers.
Staffords Fellow, University of Vermont, National Institute for Disability and Students Placed at Risk (NILDSPAR), June 2004-present.
Academy Member, National Staff Development Council, 1997-present.
Delegate, People to People Ambassador Literacy Delegation to South Africa, Fall 2004.
Distinguished Teaching Award, University of Minnesota, College of Education and Human Development, 2000
Robert E. Beck Teaching Award, University of Minnesota, College of Education and Human Development Alumni Association, 2000.
Education Policy Fellow, Institute on Educational Leadership, MN Chapter, 1995-96.

Professional Affiliations

American Education Research Association
National Staff Development Council
Phi Delta Kappa
Association for Persons with Severe Handicaps
Association for Supervision and Curriculum Development
Council for Exceptional Children

Licensure

Teacher Certification (Mental Retardation) in Minnesota and Wisconsin (not renewed).
Physical Therapy Licensure in Minnesota, Wisconsin, and Illinois (not renewed).

PROFESSIONAL EMPLOYMENT

University of Minnesota

Professor (5/2007-present): Educational Policy and Administration, College of Education and Human Development.

Associate Professor (5/95-present): Educational Policy and Administration, College of Education and Human Development.

Principal Investigator or Co-Principal Investigator (1992-2003). See Grants section for specific United States Department of Education award listings.

Assistant Professor (4/94-5/95): Department of Educational Policy and Administration, Educational Administration (K-12), College of Education, University of Minnesota.

Assistant Professor (9/90-4/94): Department of Educational Psychology, Special Education, University of Minnesota.

Associate Director/ Program Coordinator (2/89-6/96): Interdisciplinary Training, Institute on Community Integration (UAP)

Research Associate (9/87-9/90): Department of Communication Disorders, Augmentative Communication/Alternative Mobility Project.

Integration Project Coordinator/Inclusion Facilitator (9/87-1/89): Integration Project, Institute on Community Integration.

Prior to the University of Minnesota

Inclusion Facilitator, Middle Level. (9/86-9/87), Intermediate District 916, White Bear Lake, MN.

Teaching and Research Assistant (6/83-6/86), University of Wisconsin-Madison, WI.

Program Support Teacher (6/84-7/84), Madison Metropolitan School District, WI.

Physical Therapist and Transdisciplinary Educator (9/80-6/83), Urbana School District #116, IL.

Physical Therapy Consultant (1/82-5/82), Champaign Children's Home, Champaign, IL.

Classroom Assistant for students with disabilities (6/79-7/79), University of Vermont, VT.

Editorial Assistant for *AAESPH Review* (now *JASH*) (1/79-9/79), University of Vermont, VT.

Water Safety and Adapted Aquatics Instructor, Lifeguard (Summers 1975-78), Canton, CT.

PUBLICATIONS

Journal Articles (refereed)

- York-Barr, J., Ghere, G.S., & Sommerness, J. (2007). Collaborative teaching to increase ELL student learning. *Journal of Education for Students Placed at Risk*, 12(3), 1-34.
- Ghere, G., & York-Barr, J. (2007). Paraprofessional turnover and retention in inclusive programs: Hidden costs and promising practices. *Remedial and Special Education*, 28(1), 21-32 .
- Dahlquist, K., York-Barr, J., & Hendel, D. (2006). The choice to home school: Parent perspectives and school district options. *Journal of School Leadership*, 16(4), 354-385.
- York-Barr, J., Sommerness, J., Ghere, G., & Duke, K. (2005). Special educators in inclusive education programmes: Reframing their work as teacher leadership. *International Journal of Inclusive Education*, 9(2), 193-215.
- York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255-316.
Abbreviated version republished (2005) as a research brief: Center for Comprehensive School Reform and Improvement (September, 2005). *What does the research tell us about teacher leadership?* Washington, D.C.: Author.
- York-Barr, J., Bacharach, N., Salk, J., & Heinz, J. (2004). Team teaching in teacher education: General and special education faculty team experiences and perspectives. *Issues in Teacher Education*, 13(1), 73-94..
- York-Barr, J., Paulsen, T., Kronberg, R., Doyle, M. E., & Biddle-Walker, L. (1997). Student perspectives on high school experiences and desired life outcomes. *High School Journal*, 80(2), 81-94.

- York-Barr, J., Schultz, T., Doyle, M.E., Kronberg, R., & Crosset, S. (1996). Inclusive schooling in St. Cloud: Perspectives on the process and people. *Remedial and Special Education, 17*(2), 92-105.
- York, J., & Tundidor, M. (1995). Issues raised in the name of inclusion: Perspectives of educators, parents and students. *Journal of the Association for Persons with Severe Handicaps, 20*(1), 31-44. Republished (2001) as a book chapter: In D. Fisher & D. Ryndak (Eds), *The foundations of inclusive education: A compendium of articles on effective strategies to achieve inclusive education*. Baltimore, MD: The Association for Persons with Severe Handicaps.
- Tommet, P., York, J., Tomlinson, P., & Leonard, B. (1994). Graduate nursing education: Developmental disabilities and special health care needs. *Critical Issues in Comprehensive Pediatric Nursing, 16*(4), 239-258.
- Sharpe, M., York, J., & Knight, J. (1994). Effects of inclusion on the academic performance of students in general education classrooms: A preliminary study. *Remedial and Special Education, 15*(5), 281-287.
- York, J., Vandercook, T., Macdonald, C., Heise-Neff, C., & Caughey, E. (1992). Feedback from teachers and classmates about integrating middle school learners with severe disabilities in regular classes. *Exceptional Children, 58*(3), 244-259.
- York, J., & Vandercook, T. (1991). Designing an integrated education through the IEP process. *Teaching Exceptional Children, 23*(2), 22-28.
- York, J., Rainforth, B., & Giangreco, M. (1990). Transdisciplinary teamwork and integrated therapy: Clarifying some misconceptions. *Pediatric Physical Therapy, 2*(2), 73-79.
- York, J., & Vandercook, T. (1990). Strategies for achieving an integrated education for middle school students with severe disabilities. *Remedial and Special Education, 11*(5), 6-15.
- York, J., & Vandercook, T., & Stave, K. (1990). Determining favorite recreation/leisure activities. *Teaching Exceptional Children, 22*(4), 10-13.
- Giangreco, M. F., York, J., & Rainforth, B. (1989). Providing related services to learners with severe handicaps in least restrictive educational settings. *Pediatric Physical Therapy, 1*(2), 55-63.
- Vandercook, T., York, J., & Forest, M. (1989). MAPS: A strategy for building the vision. *Journal of the Association for Persons with Severe Handicaps, 14*(3), 205-215. Republished (2004) as book chapter: In Bambara, L.M., Dunlap, G., & Schwartz, I. (Eds.), *Positive behavior support: Critical articles for improving practice for individuals with severe disabilities* (116-126). Austin, TX: PRO-Ed.
- York, J. (1989). Mobility methods selected for use in home and community environments. *Physical Therapy, 69*(9), 736-747.
- Rainforth, B., & York, J. (1987). Integrating related services in community instruction. *Journal of the Association for Persons with Severe Handicaps, 12*(3), 193-198.
- York, J., Nietupski J., & Hamre-Nietupski, S. (1985). A decision-making process for using microswitches. *Journal of the Association for Persons with Severe Handicaps, 10*(4), 214-223.
- Brown, L., Shiraga, B., York, J., Kessler, K., Strohm, B., Rogan, P., Sweet, M., Zanella, K., VanDeventer, P., & Loomis, R. (1984). Integrated work opportunities for adults with severe handicaps. *Journal of The Association for Persons with Severe Handicaps, 9*(4), 262-269.
- Ottbacher, K., & York, J. (1984). Strategies for evaluating clinical change: Implications for practice and research. *American Journal of Occupational Therapy, 38*(10), 647-659.
- Brown, L., Nisbet, J., Ford, A., Sweet, M., Shiraga, B., York, J., & Loomis, R. (1983). The critical need for nonschool instruction in educational programs for severely handicapped students. *Journal of the Association for the Severely Handicapped, 8*(3), 71-77.

Manuscripts in Review or Revision

York-Barr, J., Sommers, J., & Ghere, G.S. (in review). Teachers as leaders in inclusive schooling: Three exemplary cases.

Journal Articles, Issues (invited)

- York-Barr, J., & Vandercook, T. (2003). Lesson learned on the way toward inclusion. *Minnesota School Boards Association Journal*, 54(6), 12-14.
 Republished from: *IMPACT: Feature issue on revisiting inclusive education*. (2003). Minneapolis, MN: University of Minnesota, Institute on Community Integration.
- York-Barr, J. (Guest Editor)(1996). *Remedial and Special Education: Topical issue: Conceptual foundations of inclusion*, 17(3).
- Vandercook, T., & York, J. (1993). True or false? Truly collaborative relationships can exist between university and public school personnel. *OSERS News in Print*, 5(3), 31-37.
- York, J., Doyle, M. B., & Kronberg, R. (1992). A curricular development process for inclusive classrooms. *Focus on Exceptional Children*, 25(4), 1-16.
- Wolak, M., York, J., & Corbin, N. (1992). Inclusion of students with disabilities in regular classrooms in rural school districts: Administrative assumptions and strategies. *The School Administrator*, 49(2), 26-28.
- York, J., Rainforth, B., & Wiemann, G. (1988). An integrated approach to therapy for school-aged learners with developmental disabilities. *Totline*, 14(3), 36-40.

Books

- York-Barr, J., Sommers, W.A., Ghere, G.S., & Montie, J. (2006). *Reflective practice to improve schools* (2nd ed.). Thousand Oaks, CA: Corwin Press. (Best seller within 4 months of release)
- York-Barr, J., Sommers, W.A., Ghere, G.S., & Montie, J. (2001). *Reflective practice to improve schools: An action guide for educators*. Thousand Oaks, CA: Corwin Press. (Best seller; 7 printings)
- Rainforth, B., & York-Barr, J. (1997). *Collaborative teams for students with severe disabilities: Integrating therapy and education* (2nd ed). Baltimore: Paul H. Brookes.
- Rainforth, B., York, J., & Macdonald, C. (1992). *Collaborative teams for students with severe disabilities: Integrating therapy and education*. Baltimore: Paul H. Brookes.
- Reichle, J., York, J., & Sigafos, J. (1991). *Implementing initial augmentative and alternative communication: Strategies for learners with severe disabilities*. Baltimore: Paul H. Brookes.

Book Chapters

- York-Barr, J., Sommers, J., & Hur, J. (2008). Teacher Leadership. In T. Good (ed.) *21st Century Education: A Reference Handbook. Volume 1* (pp. 12-20).. Thousand Oaks, CA: Sage Publications
- Udvari-Solner, A., Causton-Theoharis, J., & York-Barr, J. (2004). Developing adaptations to promote participation in inclusive settings. In F. Orelve, R. Sobsey, & R. Silberman (Ed.), *Educating children with multiple disabilities: A transdisciplinary approach* (4th ed.)(pp. 151-192). Baltimore: MD: Paul H. Brookes.
- Vandercook, T., York, J., & Forest, M. (2004, republished). The McGill Action Planning System (MAPS): A strategy for building the vision. In Bambara, L.M., Dunlap, G., & Schwartz, I. (Eds.), *Positive behavior support: Critical articles for improving practice for individuals with severe disabilities* (116-126). Austin, TX: PRO-Ed.
 Republished refereed journal article (1989). *Journal of the Association for Persons with Severe Handicaps*, 14(5), 205-215.

- York-Barr, J., & Kronberg, R. (2002). From isolation to collaboration: Learning from effective partnerships between general and special educators. In W. Sailor (Ed.) *Whole school success and inclusive education: Building partnerships for learning, achievement, and accountability* (pp. 163-181). New York: Teachers College Press.
- York, J., & Tundidor, M. (2001, republished). Issues raised in the name of inclusion. In D. Fischer & D. Ryndak, (Eds.), *The foundations of inclusive education: A compendium of articles on effective strategies to achieve inclusive education*. Baltimore, MD: Association for Persons with Severe Handicaps.
 Republished refereed journal article (1995). *Journal of the Association for Persons with Severe Handicaps*, 20(1), 31-44. .
- Rainforth, B., & York-Barr, J. (1996). Handling and positioning. In F. P. Orelove & R. J. Sobsey (Eds.), *Educating children with multiple disabilities: A transdisciplinary approach* (3rd ed.)(pp. 79-118). Baltimore: Paul H. Brookes.
- York-Barr, J., & Rainforth, B. (1996). Developing adaptations. In F. P. Orelove & R. J. Sobsey (Eds.), *Educating children with multiple disabilities: A transdisciplinary approach* (3rd ed.)(pp. 119-160). Baltimore: Paul H. Brookes.
- York, J.L., & Reynolds, M. (1996). Special education and inclusion. In T. J. Buttery & E. Guyton (Eds.), *Handbook of research in teacher education* (2nd ed.)(pp. 820-836). Reston, VA: Association of Teacher Education.
- Rainforth, B., Giangreco, M. F., Smith, P., & York, J. (1995). Collaborative teamwork in training and technical assistance: Enhancing community support for persons with disabilities. In O. Karan & S. Greenspan (Eds.), *Community rehabilitation services for people with disabilities* (pp. 134-168). Andover, MD: Andover Medical Publishers.
- York, J., & Rainforth, B. (1995). Enhancing leisure participation by individuals with significant intellectual and physical disabilities. In S.J. Schleien, L.H. Meyer, L.A. Heyne, & B.B. Brandt (Eds.), *Lifelong leisure skills and lifestyles for persons with developmental disabilities* (pp. 113-132). Baltimore: Paul H. Brookes.
- York, J., & Vandercook, T. (1993). Foreward. In M. F. Giangreco, C. J. Cloninger, & V. S. Iverson. *C.O.A.C.H. (7.0) Cayuga-Onondaga Assessment for Children with Handicaps* (pp. vii-viii). Baltimore: Paul H. Brookes.
- York, J., Giangreco, M., Vandercook, T., & Macdonald, C. (1991). Integrating support personnel. In S. Stainback & W. Stainback (Eds.), *Adapting the regular class curriculum: Enhancing student success in inclusive classrooms* (pp. 101-116). Baltimore: Paul H. Brookes.
- Rainforth, B., & York, J. (1991). Handling and positioning. In F. P. Orelove & R. J. Sobsey (Eds.), *Educating children with multiple disabilities: A transdisciplinary approach* (2nd ed.) (pp. 79-118). Baltimore: Paul H. Brookes.
- York, J., & Rainforth, B. (1991). Developing instructional adaptations. In F. P. Orelove & R. J. Sobsey (Eds.), *Educating children with multiple disabilities: A transdisciplinary approach* (2nd ed.) (pp. 259-298). Baltimore: Paul H. Brookes.
- Sigafoos, J., Mustonen, T., DePaepe, P., Reichle, J., & York, J. (1991). Defining the array of instructional strategies for teaching communication skills. In J. Reichle, J. York., & J. Sigafoos (Eds.), *Implementing augmentative and alternative communication: Strategies for learners with severe disabilities* (pp. 173-192). Baltimore: Paul H. Brookes.
- Sigafoos, J., & York, J., (1991). Using ecological inventories to promote a functional communication. In J. Reichle, J. York, & J. Sigafoos (Eds.), *Implementing augmentative and alternative communication: Strategies for learners with severe disabilities* (pp. 61-70). Baltimore: Paul H. Brookes.

- York, J., & Wieman, G. (1991). Accommodating for individuals with severe physical disabilities. In J. Reichle, J. York, & J. Sigafoos (Eds.), *Implementing augmentative and alternative communication: Strategies for learners with severe disabilities* (pp. 239-256). Baltimore: Paul H. Brookes.
- Vandercreek, T., & York, J. (1990). A team approach to program development and support. In S. Stainback & W. Stainback (Eds.), *Support systems for educating all students in the mainstream*. (pp. 95-122). Baltimore: Paul H. Brookes.
- York, J., Rainforth, B., & Dunn, W. (1990). Training needs for physical and occupational therapists who work with school aged students with severe disabilities. In A. Kaiser, & C. McWhorter (Eds.), *Preparing personnel to work with persons with severe disabilities*. (pp. 153-179). Baltimore: Paul H. Brookes.
- Reichle, J., York, J., & Eynon, D. (1989). Influence of indicating preferences for initiating, maintaining, and terminating interactions. In D. Lehr, & S. F. Brown (Eds.), *Persons with profound disabilities: Issues and practices* (pp. 191-212). Baltimore: Paul H. Brookes.
- Brown, L., Shiraga, B., Rogan, P., York, J., Zanella Albright, K., McCarthy, E., Loomis, R., & Van Deventer, P. (1988). The "why" question in programs for people who are severely intellectually disabled. In J. Bedrosian, & S. Calculator (Eds.), *Communication assessment and intervention strategies for developmentally disabled adults* (pp.139-154). San Diego: College Hill Press.
- Rainforth, B., & York, J. (1987). Handling and positioning. In F.P. Orelove & R.J. Sobsey (Eds.), *Educating children with multiple disabilities: A transdisciplinary approach* (pp. 67-104). Baltimore: Paul H. Brookes.
- York, J., & Rainforth, B. (1987). Developing instructional adaptations. In F.P. Orelove, & R.J. Sobsey (Eds.), *Educating children with multiple disabilities: A transdisciplinary approach* (pp. 183-218). Baltimore: Paul H. Brookes.

Professional Development Curricula

- York-Barr, J., Sommerness, J., & Ghere, G. (2005). *Teachers as leaders of inclusive schooling: What, why and how*. Burlington, VT: University of Vermont, National Institute on Leadership for Disability and Students Placed at Risk. [peer-reviewed]
- Ghere, G.S., York-Barr, J., & Sommerness, J. (2002). *Job-embedded paraprofessional development: A curriculum guide for special educators*. Minneapolis, MN: Institute on Community Integration. Includes the following components:
- Facilitator Manual
 - Unit 1: What is inclusive education?
 - Unit 2: What to teach: Learning opportunities for students
 - Unit 3: How to instruct: Prompt, wait, fade
 - Unit 4: How to instruct: Natural cues, consequences, and supports
 - Unit 5: How to instruct: Individualized adaptations
 - Unit 6: How to interact: Behavior as communication
 - Unit 7: How to interact: Student relationships
- York-Barr, J. (Ed.)(1996). *Creating inclusive school communities: A staff development series for general and special educators*. Baltimore: Paul H. Brookes Publishing. [peer-reviewed] Includes the following modules:
- Module 1: A shared agenda for general and special educators. (Authors: J. York-Barr, R. Kronberg, M.E. Doyle) Includes videotape of students with disabilities and their parents describing their experiences with schools and school personnel.
 - Module 2: Curriculum as everything students learn in school: Creating a classroom community. (Authors: R. Kronberg, J. York-Barr, M.E. Doyle)

Module 3a: Curriculum as everything students learn in school: Planning for transitions. (Authors: J. York-Barr, M.E. Doyle, R. Kronberg)

Module 3b: Curriculum as everything students learn in school: Individualizing learning opportunities. (Authors: J. York-Barr, M.E. Doyle, R. Kronberg)

Module 4: Collaboration: Redefining roles, practices, and structures. (Authors: J. York-Barr, R. Kronberg, M.E. Doyle) Includes videotape of school team describing development process.

Module 5: Collaboration: Providing support in the classroom. (Authors: M.E. Doyle, J. York-Barr, R. Kronberg)

Vandercook, T., York, J., & Wolff, S. (1989a). *Developing integrated school communities* (Inservice Training Manual). Minneapolis: University of Minnesota, Institute on Community Integration.

Published Book Reviews

York-Barr, J. (1997). Book review: *Cooperative teaching* by Jeanne Bauwens and Jack Hourcade (1995). *Remedial and Special Education*, 18(4).

York-Barr, J. (1997). Book review: *Building community in schools* by Thomas Sergiovanni (1994). *Remedial and Special Education*, 18(4).

York-Barr, J. (1997). Book review: *Inclusive and heterogeneous schooling* by Mary Falvey (1995). *Remedial and Special Education*, 18(4).

York, J. (1992). A testimony for different ways of knowing: A Review of *Nasty girls, thugs, and humans like us*. *Remedial and Special Education*, 13(5), 58-62.

Monographs and Monograph Chapters

Ghere, G.S., & York-Barr, J. (2003). *Employing, developing, and directing special education paraprofessionals in inclusive education programs: Findings from a multi-site case study*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Arnold, K., Gombos, S., Truex, S., & York-Barr, J. (1998). Collaboration in two multi-age classrooms. In R. Kronberg & J. York-Barr (Eds.), *Differentiated teaching and learning in heterogeneous classrooms* (pp. 59-80). Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Kronberg, R., & York-Barr, J. (Eds.) (1998.) *Differentiated teaching and learning in heterogeneous classrooms*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Montie, J., York-Barr, J., & Kronberg, R. (1998). *Reflective practice: Creating capacities for school improvement*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Montie, J., York-Barr, J., Stevenson, J., & Vallejo, B. (1998). Inquiring minds unite at Urban School High. In J. Montie, J. York-Barr, & R. Kronberg (Eds.), *Reflective practice: Creating capacities for school improvement* (pp. 47-76). Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Vallejo, B., Stevenson, J., & York-Barr, J. (1998). Students taking charge of learning. In R. Kronberg & J. York-Barr (Eds.) *Differentiated teaching and learning in heterogeneous classrooms* (pp. 81-99). Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Vandercook, T., Walz, L., Doyle, M.E., York, J.L., & Wolff, S. (1995). *Inclusive education: Print and media resources* (6th ed.). Minneapolis: University of Minnesota, Institute on Community Integration.

York, J., Kronberg, R., & Doyle, M. E. (1993). *Creating inclusive school communities: A learning series for people committed to educational change*. Minneapolis: University of Minnesota Institute on Community Integration.

Module 1: A shared agenda for general and special education.

- Module 2: Curriculum as everything students learn in school.
 Module 3: Classmates as members of a caring community.
 Module 4: Adults working and learning on collaborative teams.
 Module 5: Providing support in the classroom.
 Revised and published (1996): York-Barr, J. (Ed.)(1996). *Creating inclusive school communities: A staff development series for general and special educators*. Baltimore: Paul H. Brookes Publishing. [peer-reviewed]. See Professional Development Curricula section of vita for complete listing.
- York, J., & Kelly, D. (1992). *Resource guide: Collaborative and integrated related services*. San Francisco: San Francisco State University, California Research Institute.
- Vandercook, T., York, J., & Johnson, S. (1991). *Inclusive education: Print and media resources* (4th ed.) Minneapolis: University of Minnesota, Institute on Community Integration.
- Tommet, P., York, J., & Tomlinson, P. (1991). *Nursing in developmental disabilities: An historical perspective and future opportunities*. Minneapolis: University of Minnesota, Institute on Community Integration.
- Vandercook, T., York, J., & Johnson, S. (1990). *Integrated education: Print and media resources* (3rd ed.). Minneapolis: University of Minnesota, Institute on Community Integration.
- Hanel, G., & York, J. (1989). Brent: A ninth grader at Maplewood High School. In T. Vandercook, S. Wolff, & J. York (Eds.) *Learning together: Stories and strategies* (p. 33). Minneapolis: University of Minnesota, Institute on Community Integration.
- Macdonald, C., & York, J. (1989). Regular class integration: Assessment, objectives, and instructional programs. In J. York, T. Vandercook, C. Macdonald, & S. Wolff (Eds.) *Strategies for full inclusion* (pp. 83-116) Minneapolis: University of Minnesota, Institute on Community Integration.
- Vandercook, T., Wolff, S., & York, J. (Eds.) (1989). *Learning together ... stories and strategies*. Minneapolis: University of Minnesota, Institute on Community Integration.
- Vandercook, T. & York, J. (1989). A team approach to program development and support. In J. York, T. Vandercook, C. Macdonald, & S. Wolff (Eds.). *Strategies for full inclusion* (p. 21-44). Minneapolis: University of Minnesota, Institute on Community Integration.
 Revised and republished: (1990). In S. Stainback & W. Stainback (Eds.). *Support system for educating all students in the mainstream* (pp. 95-122). Baltimore: Paul H. Brookes.
- Vandercook, T., York, J., & Forest, M. (1989). MAPS: A strategy for building the vision. In J. York, T. Vandercook, C. Macdonald, & S. Wolff (Eds.). *Strategies for full inclusion* (p. 43-64). Minneapolis University of Minnesota, Institute on Community Integration.
 Revised and republished: (1989). *Journal of the Association for Persons with Severe Handicaps*, 14(3), 205-215.
- Vandercook, T., York, J., & Wolff, S. (1989b). *Integrated education: Print and media resources* (2nd ed). Minneapolis: University of Minnesota, Institute on Community Integration.
- York, J. (1989). Preface. In T. Vandercook, S. Wolff, & J. York (Eds.), *Learning together...stories and strategies* (p. v). Minneapolis, MN: University of Minnesota, Institute on Community Integration.
- York, J. & Vandercook, T. (1989a). Designing an integrated education through the IEP process. In J. York, T. Vandercook, C. Macdonald, & S. Wolff (Eds.). *Strategies for full inclusion* (p. 65-82). Minneapolis: University of Minnesota, Institute on Community Integration.
 Revised and republished: (1991). *Teaching Exceptional Children*, 23(2), 22-28.
- York, J. & Vandercook, T. (1989b). Strategies for achieving an integrated education for middle school students with severe disabilities. In J. York, T. Vandercook, C. Macdonald, & S. Wolff (Eds.). *Strategies for full inclusion* (p.1-20). Minneapolis: University of Minnesota, Institute on Community Integration.
 Revised and republished: (1990). *Remedial and Special Education*, 11(5), 6-15.

- York, J., Vandercook, T., Caughey, E., & Heise-Neff, C. (1989). Does an "integration facilitator" facilitate integration? In J. York, T. Vandercook, C. Macdonald, & S. Wolff (Eds.). *Strategies for full inclusion* (pp. 121-122). Minneapolis: University of Minnesota, Institute on Community Integration.
- Revised and republished: (1989). In T. Vandercook, J. York, S. Wolff, & V. Gaylord, (Eds.)(1989). *What's working in integrated education?* (p.5). Minneapolis: University of Minnesota, Institute on Community Integration.
- Also republished: (June, 1990). *TASH Newsletter*, p. 4.
- York, J., Vandercook, T., Heise-Neff, C., & Caughey, E. (1989). Regular class integration: Beyond socialization. In J. York, T. Vandercook, C. Macdonald, & S. Wolff (Eds.), *Strategies for full inclusion* (pp. 117-120). Minneapolis: University of Minnesota, Institute on Community Integration.
- Revised and republished: (1989). Learning opportunities in regular classes. In T. Vandercook, J. York, S. Wolff & V. Gaylord (Eds.), *What's working in integrated education* (p.2). Minneapolis: University of Minnesota, Institute on Community Integration.
- Republished: (1990, May). *TASH Newsletter*, p. 6.
- York, J., Vandercook, T., Macdonald, C., Heise-Neff, C., & Caughey, E. (1989). *Regular class integration of middle school students with severe disabilities: Feedback from teachers and classmates*. Minneapolis: University of Minnesota, Institute on Community Integration.
- Revised and republished (1992) as: Feedback from teachers and classmates about integrating middle school learners with severe disabilities in regular classes. *Exceptional Children*.
- York, J., Vandercook, T., Macdonald, C., & Wolff, S. (Eds.) (1989). *Strategies for full inclusion*. Minneapolis: University of Minnesota, Institute on Community Integration.

(Prior to 1989: 37 monographs or monograph chapters. These citations have been removed from vita.)

Newsletters and Newsletter Articles

- Vandercook, T., York-Barr, J., & Gaylord, V. (2003)(Eds.). *IMPACT: Feature issue on revisiting inclusive education*. Minneapolis: University of Minnesota, Institute on Community Integration.
- York-Barr, J., & Vandercook, T. (2003). Lessons learned on the way toward inclusion. In T. Vandercook, J. York-Barr, & V. Gaylord (Eds.), *IMPACT: Feature issue on revisiting inclusive education*. Minneapolis: University of Minnesota, Institute on Community Integration, p. 4-5.
- Invited for republication (2003). *Minnesota School Board Journal*, 54(6), 12-14.
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- York, J. (Spring/Summer 1992). From classroom rules to community expectations. *What's working in inclusive education*. Minneapolis: University of Minnesota, Institute on Community Integration, p. 4-5.
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- York, J., Vandercook, T., Caughey, E., & Heise-Neff, C. (1989). Does an "integration facilitator" facilitate integration? In T. Vandercook, J. York, S. Wolff, & V. Gaylord (Eds.) *What's working in integrated education?* Minneapolis: University of Minnesota, Institute on Community Integration, p. 5.
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- Vandercook, T., & York, J. (1988, Winter). Integrated education: MAPS to get you there. *IMPACT: Feature issue on integrated education*. Minneapolis: University of Minnesota, Institute on Community Integration, p. 17.
- York, J., & Vandercook, T. (1988, Winter). What's in an IEP? Writing objectives for an integrated education. *IMPACT: Feature issue on integrated education*. Minneapolis: University of Minnesota, Institute on Community Integration, p. 16.
- York, J., Vandercook, T., & Gaylord, V. (Eds.) (1988, Winter). *IMPACT: Feature issue on integrated Education*. Minneapolis: University of Minnesota, Institute on Community Integration.
- York, J., Vandercook, T., Heise-Neff, C., Caughey, E. (1988, Winter). Regular class integration in middle school: Feedback from classmates and teachers. *IMPACT: Feature issue on integrated education*. Minneapolis: University of Minnesota, Institute on Community Integration, p. 13.
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Reports and Evaluations

- King, J.A., York-Barr, J., & Toal, S. (February 2009). *Curriculum Specialization: Y3 Summative Evaluation*. Anoka, MN: Anoka-Hennepin School District.
- York-Barr, J., Ghere, G., Stevenson, J., Moore, M., & Waletzko, P. (July 2008). *Review of Secondary Special Education Programs for students with DCD and ASD*. St. Cloud, MN: St. Cloud Community School District 742.
- King, J.A., & York-Barr, J. (November 2007). *Curriculum Specialization: Y2 Evaluation*. Anoka, MN: Anoka-Hennepin School District.
- King, J.A., & York-Barr, J. (July 2006). *Curriculum Specialization: Year 1 Evaluation*. Anoka, MN: Anoka-Hennepin School District.
- York-Barr, J., & Ghere, G. (June 2004). *Instructional collaboration at Urban Elementary School: Findings from a multi-year case study [ppt]*. Minneapolis, MN: University of Minnesota.
- York-Barr, J., Ghere, G., Kunze, J., & Nutting, N. (May 2004). *Professional learning communities at Elliott School: Results at the end of Year 1 [ppt]*. Minneapolis, MN: University of Minnesota.
- York-Barr, J., Sommerness, J., Duke, K., & Ghere, G. (March 2000). *Special educator roles and responsibilities in inclusive settings: Findings and recommendations from an expert focus group*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.
- York-Barr, J. (1999). *An external special education program review at Fulton Community School*. Minneapolis, MN: Minneapolis Public Schools.
- York-Barr, J., Bacharach, N., Salk, J., & Hintz Frank, J. (1999). *General and special education faculty perspectives of cross-discipline team teaching in an inclusive teacher education program*. St. Cloud, MN: Saint Cloud State University.
- York-Barr, J. (1998). *Professional development in District #112: Findings from a participatory evaluation*. Chaska, MN: School District #112.
- York-Barr, J. (1998). *Final report to U.S. Department of Education for Grant #H086R40012: Creating capacities within inclusive schools*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.
- York-Barr, J., & Kronberg, R. (1997). *Perspectives on year 1 at the Youth Learning Center*. St. Cloud, MN: St. Cloud Community Schools, District #742 and Catholic Charities of St. Cloud.
- Doyle, M.E., & York-Barr, J. (1995). *A qualitative inquiry of the roles and responsibilities of ILS Assistants in selected inclusive elementary schools in the St. Cloud Community Schools, District #742*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.
- York, J., Doyle, M.E., & Kronberg, R. (1994). *Final report to the U.S. Department of Education for Grant #H029K10034-92: Inservice training to promote the development of inclusive middle*

- schools for students with severe disabilities*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.
- York, J., Proost, B., & Lau, M. (1994). *Special educator perspectives about service models for elementary students with mild disabilities*. Minneapolis: University of Minnesota, Institute on Community Integration. [Study conducted on contract from Minnesota Department of Education]
- Schultz, T., York, J., Kronberg, R., Doyle, M.E., & Crosset, S. (1994). *Inclusive schooling in the Owatonna Community Schools: A reform process of values and commitment*. Minneapolis: University of Minnesota, Institute on Community Integration.
- York, J., Schultz, T., Kronberg, R., Doyle, M.E., & Crosset, S. (1993). *Inclusive schooling in the St. Cloud Community Schools: Understanding the process and people of change*. Minneapolis: University of Minnesota, Institute on Community Integration.
- York, J., Tundidor, M., & Orcutt, M. (1992). *Inclusion of students with disabilities in the St. Paul Public Schools: Results of focus groups discussions with staff, parents, and students*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.
- York, J., & Rainforth, B. (1989). *Related educational services for individuals with severe disabilities: Report from the Related Services Subcommittee of TASH*. Seattle, WA: The Association for Persons with Severe Handicaps.
- York, J., Bruininks, R., Macdonald, C., Vandercook, T., Thurlow, M., Hupp, S., & Rynders, J. (1989). *Final report to the U.S. Department of Education for Grant #G008630347: School and community integration of middle school students with severe disabilities*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.
- York, J., & Brown, L. (1987). *Michael W. Lifetime education and adult service plan and costs*. Iron River, MI. (Independent evaluation requested by parents and attorney).
- York, J. (1986a). *Andre B.: Educational program evaluation and recommendations*. Madison, WI. (Independent evaluation requested by foster parents).
- York, J. (1986b). *An evaluation of the physical and occupational therapy services provided by the Sioux Falls School District: A consultation summary report*. Pierre, SD: South Dakota State Section for Special Education.
- York, J. (1986c). *Physical therapy services at Cambridge Regional Human Services Center: Consultation summary report*. Cambridge, MN: Cambridge Regional Human Services Center.
- York, J. (1985). *Project SPICE (Special Infant Child Education) Evaluation*. Milwaukee, WI: University of Wisconsin-Milwaukee, Department of Exceptional Education.
- Brown, L., Sweet, M., & York, J. (1983). *An evaluation of educational placement options*. In re: Jeff T. and his parents v. Menomonee Falls School District.
- Sweet, M., York, J., & Brown, L. (1983). *An evaluation of placement options*. In re: Patrick M. and his parents v. School District of Waukesha.

Videotape

- Ghere, G.S., & York-Barr, J. (2000). *The expanded role of special educators in inclusive settings*. Minneapolis: University of Minnesota, Institute on Community Integration.

Research to Practice Brochures/Booklets

- York-Barr, J. (2003). *Inclusive education: Ten reasons why* (republished). Fundación Paso a Paso, Caracas, Venezuela, <http://www.pasoapaso.com.ve>.
- York-Barr, J. (2003). *Inclusive education: Ten reasons why* (revised). University of Minnesota, Institute on Community Integration.
- University of Minnesota, Institute on Community Integration. (1990, December). *Collaborative teamwork: Working together for full inclusion*. Minneapolis: Author. (over 4,500

distributed/requested).

University of Minnesota, Institute on Community Integration. (1989, November). *Integration checklist: A guide to full inclusion of students with disabilities*. Minneapolis: Author. (over 30,000 distributed/requested)

University of Minnesota, Institute on Community Integration. (1988, October). *Integrated school communities for students with developmental disabilities: 10 reasons why*. Minneapolis: Author. (over 30,000 distributed/requested)

ARC Minnesota. (1988). *Parents' guide to obtaining occupational and physical therapy services in the public schools*. Minneapolis: Association for Retarded Citizens of Minnesota.

TEACHING EXPERIENCE

Course Instructor

University of Minnesota, College of Education and Human Development

- EdPA 5387: Administration of Teaching and Learning (2 cr)
 EdPA 5364: Context and Practice of Educational Leadership (3 cr)
 EdPA 5364: Context and Practice of Teacher Leadership (3 cr)
 EdPA 5374: Leadership for Professional Development (4 cr)
 EdPA 5384: Collaboration in Heterogeneous Classrooms and Schools (3 cr)
 EdPA 5263: Leadership in Education (4 cr)
 EdPA 5130: Leadership Development Seminar (1-3 cr)
 EdPA 5128: Services Integration for Children, Youth, and Families (3 cr)
 EdPA 5716: Collaboration for Inclusive Schooling (3 cr)
 Epsy 5624: Biomedical and physical aspects of developmental disabilities (3 cr)
 Epsy 5710: Contemporary services for persons with developmental disabilities (3 cr).
 Pediatrics: Pediatric Rotation in Developmental Disabilities-Community Agency Component. F91-SP96 (2 hours monthly).
 EPsy 5702: Collaboration for Inclusion (3 cr).
 EPsy 3/5606: Exceptional students in general education classes (2 cr).
 EPsy 5702: Collaboration for inclusion: Educating students with disabilities in general education classes: Strategies for administrators and educators (at Bemidji State University)(1 cr).
 CDis 5702: Integrating mobility, positioning and handling strategies into home and community activities for learners with multiple disabilities (2 cr).
 EPsy 5702: Current techniques and technologies for educating severely handicapped learners.
 Emphasis: Developing functional motor competencies in natural environments (2 cr).

University of Wisconsin-Madison, Department of Studies in Behavioral Disabilities (1983-86)

- BHD 194-455: Methods and materials in special education: Students with severe disabilities (3 cr).
 BHD 194-461: Diagnosis and curriculum planning in special education: Students with severe disabilities. (3 cr).
 BHD Minicourse: Instructional intervention strategies for learners with physical disabilities (1 cr).

University of Illinois at Urbana-Champaign, Department of Special Education (1981-83)

- SPED 332: Characteristics and methods of educating the multiply handicapped (3 cr).

Burnham Hospital, Champaign, IL (1981-1983)

- Physical management and handling of children with physical disabilities. Unit of a Special Sitter Program that prepared adults to provide respite care. F81, SP82, F82.

Visiting Professor

University of British Columbia-Vancouver (1985)

Educating learners with severe and multiple handicaps (one week course).

Guest Instructor/Lecturer

University of Minnesota

EdHD 3001: Exploring the Teaching Profession. Guest lecturer, 2006.

EdPA 5304: Leadership and Vision in School Technology. Guest lecturer. 2005, 2006.

EdPA 5387: Administration of Teaching and Learning. Guest lecturer. 2002, 2003.

ELEM3331: Teaching Reading in Elementary Classrooms. Guest speaker. 1992, 1996.

CI xxxx: Secondary Social Studies Seminar. Guest speaker. 1995.

EdPA 5090: School and Society. Guest speaker. 1994.

EPsy 5139: Interpersonal and Personality Effects on Learning. Special education module. 1991-1995.

EPsy 5119: Learning and Cognitive Foundations of Education. Special Education module. 1991-1993.

Medical School Psychiatric Residents: Inclusive Schooling. 1993.

EPsy 8702: Special Education Doctoral Seminars. 1991, 1993.

EPsy 5609: Family-professional planning for persons with disabilities. 1988-1993.

EPsy 5710: Contemporary services for persons with developmental disabilities. 1989.

SW 1001: Introduction to Social Welfare and Community Services. 1989.

College of St. Thomas, St. Paul, MN, Department of Special Education

SPED 571: Curriculum planning for severely handicapped students. 1988.

University of Wisconsin-Madison, Program in Occupational Therapy

OccTher 710: Occupational and physical therapy in the public schools. 1985.

University of Illinois at Urbana-Champaign, Department of Special Education

SPED 117: Introduction to exceptional children. 1981-1982, all semesters.

Practicum/Clinical Supervisor

University of Wisconsin-Madison

Practicum supervisor for special education student teachers. Department of Studies in Behavioral Disabilities. 1983-1985, all semesters.

University of Illinois at Urbana-Champaign

Cooperating teacher for special education student teachers placed in Urbana School District #116 by the University of Illinois, Department of Special Education. 1980-1983.

Clinical supervisor for occupational therapy students placed in Urbana Public School District #116 by the University of Illinois, Program in Occupational Therapy. 1981.

DISSERTATIONS ADVISED

Klindworth, R.F. (2008). Leadership practices and pathways of 21st Century faith-based principals.

Kaster, J. (2008). Assessing Christian discipleship formation in Catholic youth ministry.

Steffan, K. (2007). In the wake of merger: A study of academic program changes in a newly merged system of higher education.

- Schmidt, C. (2006). Mentoring practices in the context of a district-wide curriculum implementation initiative.
- Kunze, J. (2006). Professionals Learning in Community to Improve the Intellectual Quality of Students' Thinking: A middle-level case study
- Duke, K. (2005). Principal perspectives on teacher participation in decision-making: A national study of elementary principals.
- Palivec, D. (2005). Multiple case study of three award winning elementary physical educators.
- Lazarus, S. (2004). Student transportation: The impact of market structure and the school reform movement on efficiency.
- Lightfoot, N. (2003). Influencing factors on faculty participation in the development and delivery of secondary online learning programs.
- Ghere, G. (2003). Understanding the systems of support for successful inclusive education programs for students with disabilities.
- Riesgraf, K. (2002). Effects of school-based management practices on special education decision-making.
- Dahlquist, K. (2002). Home schooling in Minnesota: Perspectives of home school educators.
- Carlson, J. (2001). Application of individualized leadership theory to higher education department heads.
- Sharpe, M. (1999). A descriptive study of the range and variation in state level implementation of the transition service requirements of the Individuals with Disabilities Education Act. (co-advisor with D. Johnson)
- Jax, C. (1998). The meaning of education for at-risk African-American alternative high school students in Minneapolis.
- Lillestohl, J. (1997). Minnesota high school teachers' perceived importance, knowledge, and skills about special needs issues. (co-advisor with T. Mazzoni)
- Kronberg, R. (1996). Teacher efficacy in heterogeneous classrooms: Weaving teachers' practices and perspectives.
- Simmons, V.C. (1996). The impact of classroom social systems on the academic achievement of African American students. (co-advisor with K. Seashore-Louis)
- Hung-Chih, L. (1995). Factors affecting quality of life outcomes for youth with severe disabilities in transition from youth to adulthood: A path analytic model of a national sample. (co-advisor with J. Turnure and D. Johnson)
- Doyle, M.B. (1995). A qualitative inquiry into the roles and responsibilities of paraeducators who support students with severe disabilities in elementary classrooms.
- Crossett, S. (1994). Mainstreamed teacher perceptions of student with disabilities in elementary classrooms. (co-advisor with R. Weatherman).
- Bootsma, J. (1993). Barriers to the inclusion of students with disabilities into regular education classrooms. (co-advisor with R. Weatherman).

GRANTS AND CONTRACTS

Funded Proposals

- York-Barr, J., & Ghere, G. (1998-2003). *A systems approach to paraprofessional development and support*. Awarded by U.S. Department of Education (\$150,000/year for 4 years; ~\$600,000).
- York, J., Kronberg, R., & Doyle, M.E. (1994-1998). *Creating capacities within: Site-based staff development for inclusive schooling of students with disabilities*. Awarded by U.S. Department of Education. (\$165,000/year for 3 years; ~\$495,000)
- Leonard, B., Tomlinson, P., & York, J. (1993-1998). *Nursing leadership education: Children with special health care needs*. Awarded by the U.S. Department of Health and Human Services. Funding period: July 1, 1993-June 30, 1998. (\$147,752/year for five years; ~\$738,760).

- Vandercook, T., Erickson, W., York, J., & McDevitt, M. (1992-1998). *Together we are better: A Minnesota systems change project for inclusive education*. Awarded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Funding period: October 1, 1992-September 30, 1997 (\$250,000/year for five years; ~\$1,250,000).
- Leonard, B., York, J., & Tomlinson, P. (1993-1996). *Advanced interdisciplinary preparation of clinical nurse specialists for children with disabilities and special health care needs in school and community settings*. Awarded by the U.S. Department of Education. Funding period: September 1, 1993-August 31, 1996. (\$126,837/year for three years; ~\$380,511).
- York, J. (1992-1995). *Restructuring for inclusive education*. Roseville Area Schools (\$13,820/year for three years; ~\$41,460).
- York, J., (1992-1994). *Technical assistance for inclusive education*. Lone Tree Special Services Unit, Harvey, North Dakota (\$5750/year for two years; \$11,500).
- York, J., & Proost, B. (1993-94). *An inquiry on special education service delivery for students with mild disabilities*. Minnesota Department of Education. (\$6000.00)
- York, J. (1990-1992). *Participatory approach for systems change: Inclusion focus groups project*. St. Paul Public Schools (\$15,000).
- York, J., Wolak, M., & Sharpe, M. (1991-1994). *A research and development project to develop inservice training modules to help educators meet the normalization needs of secondary youth with disabilities*. Awarded by the United States Office of Special Education and Rehabilitative Services. (\$113,687/year for three years; ~\$341,061).
- York, J. (1991). Summer program development grant. Awarded by University of Minnesota, Summer Session Office (\$2,723)
- Vandercook, T. York, J., Bruininks, R. H., & Sullivan, B. (1990-93). *Achieving membership in home schools for students with disabilities*. Awarded by U.S. Department of Education. Funding period: (\$125,000/year for three years; ~\$375,000).
- Reichle, J., York, J., & Speaks, C. (1986). *Preparation of doctoral and post-doctoral speech-language pathologists and special educators in alternative mobility and augmentative communication systems*. Awarded by U.S. Department of Education. (\$137,681/year for 3 years; ~\$413,043).
- Reichle, J., York, J., & Vandercook, T. (1988-1991). *Developing a technical assistance model and supporting materials to assist public schools to become more self sufficient in providing communication services to learners with severe disabilities*. Awarded by U.S. Department of Education. (\$81,000/year for 3 years; ~\$243,000).

Submitted but Unfunded Proposals

- Sharpe, M., York-Barr, J., & Johnson, D.R. (October, 2006). *Preparation of highly qualified leaders in special education administration: A collaborative academic and field experience training model*. (CDFA 84.325D). Submitted to USDE, Office of Special Education Programs. \$200,000 year for up to four years.
- York-Barr, J., King, J.A., & Ghere, G.S. (2003). *Aligning resources for instructional coherence and student achievement in urban elementary schools*. Submitted to the U.S. Department of Education (\$175,000/year for three years.)
- York-Barr, J., & Ghere, G. (2002). *On-line Case Studies to Support Principal Leadership in Inclusive Schools*. Submitted to Wallace Reader's Digest Funds, Ventures in Leadership competition.
- York-Barr, J. (2002). *Special Education Teacher Leadership Academy*. Submitted to the U.S. Department of Education.

PRESENTATIONS AND WORKSHOPS

Refereed Presentations

- Sommers, W.A., & York-Barr, J. (August, 2007). *Reflective practice for continuous learning*. 2007 International Conference on Educational Leadership. Beijing, China.
- Bernal, H., York-Barr, J. (December 5, 2006). *Using a school level self-assessment tool for planning professional learning and school improvement*. Roundtable presentation at the National Staff Development Council Annual Conference, Nashville, TN.
- Hasazi, S., Johnson, D., Papa, R., Shepherd, K., Tillman, L., & York-Barr, J. (November 11, 2006). *Enhancing social justice and instructional leadership content in educational leadership preparation programs through web-based modules*. Paper accepted for presentation at the Annual Meeting of the University Council for Educational Administration Annual Convention, Austin, TX.
- Stoelinga, S.R., & Mangin, M. M. (November 10, 2006; forthcoming). *Instructional teacher leadership roles: Toward a theoretical framework*. University Council for Educational Administration. 20th Annual Conference, San Antonio, TX.. [York-Barr invited to serve as discussant]
- Ghere, G.S., & York-Barr, J. (2006). *Collaborative instructional teams. Aligning resources for instructional coherence and student achievement*. Presented at the National Center for Culturally Responsive Educational Systems Conference. Denver, Colorado. February 16, 2006.
- York-Barr, J., & Sommers, W.A. (2004). *Tees, traps, and fairways: Golf as metaphor for school improvement and leadership*. Presentation at the National Staff Development Council Annual Conference. Vancouver, British Columbia, Canada. December 8, 2004.
- York-Barr, J., Duke, K., Ronneberg, J., Andress, C., & Sommers, W.A. (2003). *The key role of the principal in developing teacher leadership*. Presentation at the National Staff Development Council Annual Conference, New Orleans, LA. December 9, 2003.
- York-Barr, J., Duke, K., Ronneberg, J., & Andress, C. (2003). *Fostering teacher leadership in elementary schools*. Presentation at the National Association for Elementary School Principals Annual Conference, Anaheim, CA. April 15, 2003.
- Sommers, W.A., & York-Barr, J. (2002). *Reflective practice: You do what you think about*. Presentation at the 2002 National Staff Development Council Conference, Boston, MA. December 9, 2002.
- Ghere, G., York-Barr, J., & Sommers, J. (2002). *Job-embedded paraprofessional development: A training curriculum for special educators*. Presentation at the 2002 National Staff Development Council (NSDC) Conference, Boston, MA. December 9, 2002.
- Ghere, G., Sommers, J., & York-Barr, J. (2002). *Job-embedded paraprofessional development: A training curriculum for special educators*. Presentation at the 2002 National Conference of the Association for Persons with Severe Disabilities (TASH). December 12, 2002.
- York-Barr, J., Ghere, G.S., & Sommers, W.A. (2000). *Creating the energy for reflective practice in your school*. Presentation at the 32nd annual conference of the National Staff Development Council, Atlanta, GA. December.
- Gail, G.S., York-Barr, J., & Mahoney, J. (2000). *Organizational and team perspectives on collaboration for inclusive schooling*. Presentation at the annual conference for the Association for Persons with Severe Handicaps, Miami, FLA. December.
- York, J., Kronberg, R., & Doyle, M.E. (1994). *Creating a collaborative culture in schools*. Presentation at the International TASH Conference, Atlanta, GA. 12/6/94.
- York, J., (1993). *What am I about now? Changing roles of adults in diverse classrooms*. Presentation at the 20th Annual Conference of the Association for Persons with Severe Handicaps, Chicago, IL.
- York, J., & Rainforth, B. (1990). *Physical therapy making a difference in the lives of children, adolescents, and young adults with severe and multiple disabilities*. Presentation at the American Physical Therapy Association Annual Conference. Anaheim, CA. 6/27/90.
- York, J. *Integrated education: Moving toward quality integrated education in middle school*. Presentation at the 15th Annual TASH Conference. Washington, DC. 2/6-8/88.

- York, J., & Vandercook, T. (1989). *Regular class integration: What's the curriculum?* Presentation at the 16th Annual TASH Conference. San Francisco, CA. 12/6-10/89.
- York, J., & Vandercook, T. (1987). *Initiating the move from separate to regular classes in middle school.* Presentation at the 14th Annual TASH Conference. Chicago, IL. 10/29-31/87.
- Rainforth, B., & York, J. (1987). *Integrating related services into education / habilitation programs.* Presentation at the 14th Annual TASH Conference. Chicago, IL. 10/29-31/87.
- York, J., Rainforth, B., & Giangreco, M. (1986). *Transdisciplinary teamwork: Clarifying the misconceptions.* Presentation at the 13th Annual TASH Conference, San Francisco, CA. 11/6-8/86.
- York, J., Atherton, L., & Huguenard, J. (1986). *Priority therapy needs: Parent perspectives.* Presentation at the 13th Annual TASH Conference, San Francisco, CA. 11/6-8/86.
- Rainforth, B., & York, J. (1985). *Integrating support services into the community.* Presentation at the 12th Annual TASH Conference. Boston, MA. 12/5/85.
- Rainforth, B., & York, J. (1982). *Data-based approaches to therapy intervention.* Presentation at the 9th Annual TASH Conference. Denver, CO. 11/82.

Invited Keynote Addresses

- York-Barr, J. (January 31, 2009). *Professional learning for teacher and student success: How do we create and sustain continuous learning systems?* Roseville, MN: Minnesota Department of Education.
- York-Barr, J. (October 1, 2007). *Reading First Follow-Up Study Year 1: Preliminary findings and some lessons about learning and change in schools.* St. Paul, MN: University of Minnesota, Minnesota Reading Research Center.
- York-Barr, J. (October 20, 2006). *Reflective practice: The core of professional learning.* 2006 Annual Education Minnesota Professional Conference [Minnesota's Teacher Association]. St. Paul, MN.
- York-Barr, J. (May 8, 2006). *Significant learning for kids in school: Speculating on lessons learned and planning for sustained improvement.* Third Annual Minnesota Reading First Conference, St. Paul, MN.
- York-Barr, J. (December 1998). *Keynote: Stories from the past... visions of the future.* Annual Conference of the Connecticut Special Education Resource Center, Meriden, CT.
- York-Barr, J. (February 1997). *Keynote: Parents and children as teachers on the journey to full inclusion.* Annual statewide conference of the Arizona Association for Persons with Severe Disabilities (TASH). Phoenix, AZ.
- York, J. (March 1995). *Keynote: Progressive inclusion: How families have shaped practice.* Annual statewide conference, Inclusion 95: Making it Happen, co-sponsored by the Nevada Association for Persons with Severe Disabilities (TASH) and the University of Nevada, University Affiliated Program. Las Vegas, NV.
- York, J. (March 1995). *Keynote: Progressive inclusion: How families have shaped practice.* Annual statewide conference, Better All Together, co-sponsored by the Georgia Association for Persons with Severe Disabilities (TASH). Atlanta, GA.
- York, J. (February 1995). *Keynote: Progressive inclusion: How families have shaped practice.* Annual statewide conference of the Illinois Association for Persons with Severe Disabilities (TASH). Oak Brook, IL.
- York, J. (July 1994). *Keynote: Progressive inclusion: How families have shaped practice.* Hawaii State-wide Systems Change Project (USDE funded). Honolulu, HI.
- York, J. (November 1992). *Keynote: From inclusion to community: A shared agenda for 1990s and beyond.* Annual statewide conference of the Oregon State Department of Education. Portland, OR.

York, J. (October 1992). *Keynote: How families have shaped policy and practice for inclusive schooling*. Annual national conference of the Association for Retarded Citizens-United States. Minneapolis, MN.

York, J. (August 1992). *Keynote: From inclusion to community: A shared agenda for the 1990s and beyond*. Owatonna Public Schools, MN.

Invited Presentations and Workshops: National and International Conferences

Seashore-Louis, K., & York-Barr, J. (2007). *Creating resilient learning cultures: Principal and teacher leadership practices*. A pre-conference workshop for the Annual Conference of the National Staff Development Council in Dallas, TX.

York-Barr, J. (2000). *Developing collaborative instructional teams for diverse learners*. Invited presentations for the United States Department of Education Improving America's Schools annual conferences in Sacramento, CA (September) and Louisville, KY (October).

Wacker, D., & York, J. (1989). *A functional approach to physical therapy for students with severe Handicaps; and Single case design research*. Invited presentations for the American Physical Therapy Association, Combined Sections Meeting. Honolulu, HI. 2/4/89.

14th Annual TASH Conference. Chicago, IL. 10/29-31/87. *Related Services Crackerbarrel*.

10th Annual Conference of TASH. New York, NY. 1/4/83. *Panel discussion on strategies for making data-based decisions when providing physical/occupational therapy services*.

Invited Presentations and Workshops: Regional, State, Provincial

York-Barr, J. (March 6, 2009). *Thinking together about sustaining your learning system*. Roseville, MN: Minnesota Department of Education. Reading First II principals and instructional coaches.

York-Barr, J. (January 9; March 6, 2009). *Teacher leading from the middle: Lessons learned*. Roseville, MN: Minnesota Department of Education, Reading First II coaches.

York-Barr, J. (May 4, 2007). *Leading from the middle: The essential role of teachers in leading professional learning*. Minnesota Staff Development Council Annual Forum.

York-Barr, J., & Sommers, W.A. (November 13, 2006). *Leading reflective practice for professional learning*. Full day workshop with Region 10 School Administrators, Dallas, TX.

York-Barr, J. (October 20, 2006). *Professional learning: Teachers leading from the middle*. 2006 Annual Education Minnesota Professional Conference [Minnesota's Teacher Association]. St. Paul, MN.

York-Barr, J. (May 5, 2006). *Leading from the middle: The essential role of teachers in leading professional learning*. Minnesota Staff Development Council Annual Forum.

York-Barr, J., & Sommers, W.A. (2004). *Reflective practice: You are what you think about*. Presented to the Delaware Principals' Academy, Dover, DE. March 31.

York-Barr, J. (2003). *Reflective practice, identity, and leadership: Making the connections*. Presented at Riverwood Conference Center for the Minnesota Department of Education, Project LEAD (Audience: aspiring and practicing directors of special education).

York-Barr, J., & Sommers, W.A. (2002). *The 2002 leadership seminar series on reflective practice*. Invited workshop for Minnesota administrators sponsored by the Minnesota Staff Development Council. Three, four hour sessions held in February, March, and April

York-Barr, J., & Ghere, G.S. (2001). *Creating collaborative instructional teams for diverse learners: Building, team, and individual perspectives*. Invited presentation for the Urban Special Education Leadership Collaborative, Worcester, MA. March.

Connecticut Special Education Resource Center, Meriden, CT: 12/10/98. *Creating instructional partnerships between general and special educators* (break-out session).

Montana State University, Billings, MT. 6/10-11/98. *Differentiated teaching and learning in inclusive elementary schools*. Statewide Summer Institute (2 day workshop).

- University of Hawaii, Hawaii UAP, Pacific Outreach Initiative, Honolulu, HI. 2/1-6, 1998. Facilitator for Creating Inclusive School Communities (CISC) staff development series with 52 educators and administrators from the Outer Pacific Islands (5 day workshop).
- OSEP Project Director's Symposium, Kansas City, KS. 4/27-29, 1997. Session leader and panel member. *How does special education become an integral part of schooling?*
- Paradise Valley School District, AZ. 2/13/97. *Expanding collaborative partnerships for inclusive schooling.*
- Colorado Strategies Conference, Denver, CO. 2/22/96. *Facilitating grade to grade transitions* (with R. Kronberg). Annual statewide conference co-sponsored by Colorado TASH and the PEAK Parent Center.
- Alaska Statewide Special Education Conference, Anchorage, AK. 2/9-14/96. *A collaborative approach to personalizing curriculum in inclusive classrooms* (pre-conference course); and *Collaboration for inclusive classrooms: Possibilities and challenges*(conference break-out).
- Lone Tree Special Education Unit, Harvey, ND. 4/19/95. *Integrating therapies in inclusive settings* (with Erin Simonds).
- Inclusion 95: Making it Happen Conference, Lake Tahoe, NV. 3/31/95. *Creating collaborative classroom communities.*
- Better All Together Conference, Atlanta, GA. 3/9-10/95. *Educators working together to create inclusive classrooms: Strategies for curriculum and collaboration.*
- Strategies for Inclusive Education Conference, Denver, CO. 2/23/95. *Staff development principles and practices for implementing inclusive schooling.*
- Illinois TASH Conference, Oak Brook, IL. 2/17/95. *Collaboration in inclusive classrooms: New challenges, new opportunities.*
- Lower Mainland British Columbia TASH, Vancouver, British Columbia, CN. 11/17/94. *A curriculum development process for students with severe disabilities in inclusive classrooms.*
- Hawaii State-wide Systems Change Project, Honolulu, HI. 7/29/94. *Progressive inclusion: How families have shaped practice; and Promoting collaboration for inclusive schooling.*
- Annual SHAPE Conference, Edmonton, Alberta, CANADA. 5/17/94. *A curriculum development process for inclusive schooling.*
- IL-TASH Conference, Chicago, IL. 2/17/94. *From Inclusion to community: An agenda for the 1990's and beyond.*
- Washington State Department of Public Instruction. 8/2-3/93. Inclusion Institute.
- University of Washington, Seattle, WA. 1/28-29/93. *Inclusive school communities: A shared agenda for educational change.*
- Miami Valley Special Education Resource Center. Dayton, OH. 12/11/92. *Toward a shared agenda for general and special education.*
- Oregon State Department of Education. 11/5-6/92. *What's the curriculum and who's doing what?; and Toward a common understanding of natural supports.*
- Focus '92 Conference. Victoria, British Columbia, Canada. 4/12-14/92. *Planning systems change for inclusive education.*
- Washington Department of Public Instruction. Seattle, WA. 1/22-24/92. *Inclusion: A shared agenda for general and special education.*
- Focus '91 Conference. Victoria, British Columbia, Canada. 4/29-30/91. *Developing inclusive school communities: What we have learned so far about making it work.*
- United Cerebral Palsy of Metropolitan Detroit, MI. 5/16/91. *Changing concepts in special education: Learning together today, inclusive education tomorrow* (with Norman Kunc).
- Wayne State University, Developmental Disabilities Institute. Saginaw Bay, MI. 4/16/91. *The classroom is where it's at! Ancillary services in the inclusive classroom.*
- Association for Community Living, Colorado TASH, PEAK Parent Center. Denver, CO. 2/22-23/91. *Collaboration for inclusion: One step at a time, integrating support personnel, working through some logistics.*

- Idaho Department of Education. Moscow and Boise, ID. 2/20-21/91. *Integrated support services: A necessary support for inclusive education.*
- Lincoln Public Schools and TASH Technical Assistance Project. Lincoln, NE. 9/12/90. *Integrating students with disabilities into their neighborhood schools: Planning for the future.* Statewide conference for administrators. (with B. Kowalchek-McPhee).
- California Research Institute. Paradise Valley, AZ. 9/19-20/91. *Hot topics in paradise: Transdisciplinary teamwork in inclusive schools.*
- University of North Dakota Outreach Programs. Grand Forks, ND. 8/16/90. *A team approach to inclusive education for students with disabilities.* Individuals First Symposium.
- University of Colorado at Denver. Denver, CO. 6/14/90. *Integrating positioning, handling, and mobility strategies into functional activities for learners with multiple disabilities.*
- Statewide Communication and Dissemination System of Michigan. Grand Rapids, MI. 5/4/90. *Inclusive education: What is it? Why is it important? How can it work?*
- Region IV Education Service Center. Houston, TX. 3/1-2/90. *What makes inclusion work? Planning an inclusive education for individual learners;* and *Building inclusive school communities: Strategies for change.*
- Illinois Association for Persons with Severe Handicaps. Chicago, IL. 2/21-22/90. *Integrating related services personnel into inclusive education programs and Inclusive schooling for learners with severe disabilities.*
- University of New Hampshire, Institute on Disability. 5/16-17/89. *Integrating support services in regular school and community environments.*
- Minnesota Department of Education. Special Education Coordinator's Conference. Brainerd, MN. 4/14/89. *Designing an integrated education for middle school students with severe handicaps.*
- Iowa Department of Public Instruction. Cedar Rapids, IA. 3/14/89. *An integrated team approach to regular class and community based instruction for learners with multiple disabilities.*
- Colorado State Department of Education. Breckenridge, CO. 11/4-5/88. *An integrated team approach to IEP development and implementation for learners with severe disabilities.*
- Wisconsin Department of Public Instruction. Milwaukee, WI. 8/23/88. *Integrating mobility, positioning, and handling strategies in functional activities.*
- Association for Retarded Citizens - Minnesota, Annual Conference. St. Cloud, MN. 8/20/88. *Integrated education: Writing the goals to get you there.*
- Governor's Planning Council on Developmental Disabilities. St. Paul, MN. 6/6/88. *Integrated education For middle school learners with severe disabilities.*
- Integration Action group of Ontario. Toronto, Ontario. 1/16/88. *Integration update from the States.*
- Minnesota Developmental Achievement Center Association. "Focus on Quality" Conference. Brainerd, MN. 10/16/87. *Developing individualized habilitation plans for learners with multiple disabilities.*
- Minnesota State Department of Education. 7/13/87. *A team approach to assessment and program planning for adolescents with severe handicaps.*
- Vermont Department of Education. 6/8/87. *Integrated delivery of occupational and physical therapy services in educational programs.*
- Specialized Training Program. University of Oregon, Eugene, OR. 1/22/87. *Support staff step out with students.*
- Missouri State School for the Blind. St. Louis, MO. 10/12/86. *Integrating positioning and handling strategies in functional home and community contexts.*
- Mideast Ohio Special Education Regional Resource Center. Akron, OH. 7/29/86. *Integrating therapy expertise throughout functional activities in natural environments.*
- Colorado Department of Education. Denver, CO. 9/18-19/86. *Strategies for involving physical and occupational therapists in community instruction and transdisciplinary teaming for learners with multiple disabilities.* Also consulted with state and local district administrators.
- North Dakota Department of Public Instruction. Bismarck, ND. 8/6/86. *Functional individualized*

- curriculum development, adaptations, and community based instruction for students with multiple disabilities.*
- Indiana Least Restrictive Environment Project. Bloomington, IN. 7/30/86. *Integrating therapy expertise throughout functional activities in natural environments; and Developing individualized adaptations to increase participation.*
- British Columbia Ministry of Education, University of Victoria, and the Greater Victoria School District, Victoria, BC, Canada. 2/3-13/86. Sole presenter for two conferences: *Individualized curriculum development, community-based instruction, and transdisciplinary teamwork strategies for students with multiple disabilities.* Also consulted with teachers, therapists, and parents about individual students.
- Kansas State Department of Education. Lawrence, KS. 1/23/86. *Individualized, functional curricular and instructional strategies.*
- Innovative Strategies for Life Long Planning Conference. Sioux Falls, SD. 9/24/85. *Integrating functional motor goals into daily activities.*
- University of Wisconsin - Milwaukee, Project SPICE. Milwaukee, WI. 5/4/85. *Collaborative teamwork strategies for young children with severe disabilities.*
- Ohio School Based Occupational Therapists, 3rd Annual Conference. Columbus, OH. 4/26/85. *Service delivery models that enable therapists to integrate their expertise into school, home, community, and work environments.*
- Illinois Association for Persons with Severe Handicaps (TASH). Chicago, IL. 3/7/85. *Strategies for integrating physical/occupational therapy into educational programming for students with severe handicaps.*
- Wisconsin Coalition for Advocacy. Madison, WI. 6/12/84. *Use of individualized adaptations for increasing the recreation/leisure functioning of children with multiple disabilities.*
- Iowa Department of Public Instruction Annual Statewide Conference for Special Educators. Cedar Rapids, IA. 4/10/84. *Integrating therapy to maximize daily functioning of students with multiple disabilities.*
- Iowa TASH, 2nd Annual Conference of the Iowa Chapter of TASH. Cedar Falls, IA. 10/15/83. *Developing functional, top-down curricular content for individuals with severe and multiple disabilities.*
- Wisconsin Department of Public Instruction, Division of Handicapped Children and Pupil Services. Madison, WI. 9/30/83. *Measuring the effectiveness of therapeutic intervention.*

Invited Presentations and Workshops: Local Agencies (within and outside Minnesota)

- York-Barr, J. (June 9, 2009). *How do we create and sustain learning systems?* Spring Lake Park Public Schools, Teaching and Learning Advisory Committee (administrators and teacher leaders).
- York-Barr, J. (June 3, 2009). *Curriculum specialization: Three years in review.* Anoka-Hennepin School District.
- York-Barr, J. (March 3, 2009). *Creating and sustaining your learning system.* Spring Lake Park Public Schools, Woodcrest Elementary.
- York-Barr, J. (February 27, 2009). *Evaluating the impact of professional learning.* Minnesota ISD 196.
- York-Barr, J. (December 2008- present). *Principals as leaders of professional learning communities [ongoing workshop series with elementary and secondary site administrators, 4 sessions].* North Saint Paul, MN: Independent School District 622.
- York-Barr, J. (October 2008 – present). *Building Shared Knowledge at HPA. [ongoing workshop series for school-wide collective learning on topics related to school improvement; 8 sessions with all administrators and faculty at the school].* Saint Paul, MN: Saint Paul Public Schools.
- York-Barr, J. (June 10 ; August 28, 2008). *Professionals learning in community: Why, what and how.* Woodbury, MN: Bailey School, South Washington County School District.

- York-Barr, J. (June 12, 2008). *Teachers leading professional learning for instructional improvement*. Woodbury, MN: South Washington County Public Schools.
- York-Barr, J. (October 2007- June 2008). *Teacher leadership for instructional improvement: Strategies for engaging your teacher colleagues in learning work [ongoing workshop series; 8 workshops presented to elementary and secondary teachers leaders and principals]*. White Bear Lake, MN: White Bear Lake Public Schools, elementary and secondary teacher leaders and administrators.
- York-Barr, J., (May 28, 2008). *Teachers leading in a time of change*. Workshop for Science and Math Instructional (teacher) Leaders and their principals. Anoka, MN: Anoka-Hennepin School District 11.
- York-Barr, J. (February 7, 2008). *Developer dilemmas and conversations to advance learning work*. Roseville, MN: Metro Area Curriculum Leaders.
- York-Barr, J. (February 4, 2008). *Building Instructional Leadership Team Retreat: Reflections on current practice, directions for future improvement*. Moundsview, MN: Irondale High School.
- York-Barr, J. (December 20, 2007). *School reform follow-up study: Preliminary findings and lesson learned*. Spring Lake Park, MN: Woodcrest Elementary School.
- York-Barr, J. (November 21, 2007). *Reflections on advancing teaching and learning from the central office*: North Saint Paul, MN: District 622 Superintendent and cabinet.
- York-Barr, J. (August, 2007). *Leading from the middle in high school: Contributions and strategies for teacher leaders*. Minneapolis, MN: Austin High School Administrators and Department Chairpersons, Austin Public Schools, MN.
- York-Barr, J. (December 12, 2006; January 15, 2007). *Professional learning to improve student learning: Principals leading the way*. Anoka-Hennepin School District, Elementary and Secondary Principals, MN.
- York-Barr, J. (September 21, 2006). *High quality professional learning in schools*. Workshop for the Anoka-Hennepin School District Staff Development Committee. Anoka, MN.
- York-Barr, J. (August 2, 2006). *Teacher leadership and What principals can do to support teacher leadership in a culture of professional learning*. Workshop for the Farmington Public Schools Leadership Retreat (district and site administrators). Farmington, MN.
- Sommers, W.A., & York-Barr, J. (March 16, 2006). *Leading professional learning for student achievement*. Presented full day workshop for Urban Leadership Academy.
- York-Barr, J. (March 2, 2006). *Leading professional learning from the middle: The central role of teachers as leaders of professional learning*. All day workshop presented for the newly hired teacher instructional coaches for the St. Cloud Community School District, Minnesota.
- York-Barr, J. (March 1, 2006). *Creating and sustaining a culture of professional learning for student achievement*. Three hour presentation for the Teaching and Learning Advisory Committee (teachers and administrators) for the Spring Lake Park School District, Minnesota.
- York-Barr, J. (2005, 2006). *Collaboration for academic and social success of English language learners: A data based argument*. Presentation to Saint Paul Public Schools' elementary principals, November 3, 2005; elementary ELL teachers, December 6, 2005; Frost Lake Elementary School (all staff), January 27, 2006 AM; Battle Creek Elementary School (all staff); January 27, PM.
- York-Barr, J. (September 28, 2005). *Professional learning communities to increase student learning: What? Why? and How?* Mankato West High School, MN.
- York-Barr, J. (August 25, 2005). *Teachers as leaders: Some things to know about leading from the middle*. Roseville Area High School, Roseville, MN..
- York-Barr, J. (February 16, 2005). *Reflection and renewal for high school teachers who lead instructional improvement*. Mounds View Public Schools, Irondale High School, MN.
- York-Barr, J., & Andress, C. (July 26, 2004). *Reflective practice for continuous learning: Strategies for principals*. Metropolitan Principals' Academy, Minneapolis, MN.
- York-Barr, J. & Sommers, W.A. (2003). *Reflective practice in establishing professional learning communities*. Presented at the Responsive Classroom Summer Institute, St. Paul, MN. June 23.

- York-Barr, J. (2002). *Professional learning communities: Getting the learning conversation started*. Invited workshop presented to Prior Lake High School staff, MN. October 2002.
- Vallejo, B., & York-Barr, J. (2001-2002). *Special educator teacher leadership seminar series*. Invited seminars for the Minneapolis Public Schools, MN. Five seminars during the school year.
- York-Barr, J. (2002). *Getting started with professional learning communities*. Two half day invited workshops presented to the faculty at Century Junior High School in the Forest Lake Area School District, Minnesota.
- York-Barr, J. & Duke, K. (2002). *Teacher Leadership: Past, present, and future conceptions*. Invited presentation for the Patrick Henry High School annual retreat at Riverwood, MN. June 13, 2002.
- York-Barr, J., & Ghery, G.S. (2001). *Organizational strategies for instructional team development*. Invited presentation for Saint Paul Public Schools, English Language Learner Department, MN. April.
- Saint Paul Public Schools, MN. English Language Learner Department (1999-2000): *Teaching together In inclusive classrooms: Strategies for co-teaching and planning* January 11 and 18, 2000; *Working together in teams: Strategies for effective communication*, November 10 and 11, 1999.
- Minnesota Staff Development Council (1999). *Learning for the staff developer*. Minneapolis, MN. October, 19.
- Mann Elementary School, Saint Paul Public Schools, MN (1999). *Co-teaching in inclusive classrooms*. August.
- West Chicago Public Schools, IL. (1996). *Expanding instructional support through collaboration in inclusive schools* (two sessions: administrators then facilitators). November 15.
- San Antonio Public Schools, TX. (1995). *Creating inclusive schools and classrooms: Strategies for curriculum and collaboration*. May 5.
- C.R. Anderson Middle School, Helena, MT. (1995). *Inclusion revisited: Meaning and practice; and Moving forward on classroom implementation*. January 26-27.
- Fulton Elementary School, Minneapolis, MN. (1994). *Celebrating inclusion success...building capacity from within to move forward*. April 29.
- Northwest Ohio SERRC, Toledo, OH. (1994). *Creating inclusive school communities; and Moving forward with inclusion: Discussion and problem-solving*. March 3-4.
- Minneapolis Public Schools, MN. (1993). *What is inclusion and why is it a shared agenda for educational change: Dialogue with Minneapolis school psychologists, lead special educators, and district staff development coordinators*. October 29.
- Marion ESD, Salem, OR. (1993). *From inclusion to community: An agenda for the 1990s and beyond; and Collaboration: Who does what to support inclusive classrooms?* October 8.
- MetroSPLISE, St. Paul, MN. (1993). *Dialogue on the future of special education*. September 17.
- Sorteberg Elementary School, Anoka-Hennepin School District. 8/30/93. *Inclusive school communities for students and adults in school*.
- Minneapolis Public Schools, MN. Bancroft School. (1993). *Creating a shared agenda for inclusive schooling*. August 30.
- Saint Paul Public Schools, MN. (1993). *Issues raised in the name of inclusion*. May 18.
- ARC - Ramsey Board of Directors, MN. (1993). *From inclusion to community*. April 26.
- Bremerton School District, WA. (1993). *Inclusive school communities: A shared agenda for general and special education*. March 18-19.
- Centerville Public Schools, OH. (1992). *Toward a shared agenda for general and special education*. December 10.
- Roseville Area Schools, Minnesota. (1992). *Inclusive education: What is it?...and Why now?* March 30.
- Osseo Area Schools, Minnesota. (1992). *Inclusive education: What's working in the Osseo Area schools*. January 20.

- Brown County ARC. Green Bay, WI. (1991). *Inclusive schools: Middle school examples and strategies*. October 4-5.
- Albuquerque Public Schools. Albuquerque, NM. (1990). *Integrated related services: A necessary support for inclusive education*. April 4.
- Roseville Area School Board of Education. Roseville, MN. 1/23/90. *Inclusive education: What is it and why is it important*.
- Washtenaw ARC. Ann Arbor, MI. (1989). *Building inclusive school communities*. November 20.
- Multi-district motor development project. Salt Lake City, UT. (1989). *An integrated team approach to instruction on regular education and community environments*. September 13.
- St. Cloud Community Schools. St. Cloud, MN. (1989). *Integrated education of middle school learners with severe disabilities*. July 31.
- Minnesota Education Region 10, School-based Occupational and Physical Therapists Group. (1989). *Integrated therapy for school aged learners with severe disabilities*. April 21.
- Anoka-Hennepin School District, District-Wide LRE Committee. (1989). *Integrated education for students with disabilities*. March 21.
- University of Minnesota, Department of Educational Psychology. (1989). Special Education Colloquium Series. February 24.
- Windom ECSU. Windom, MN. (1988). *Integrated education for learners with severe disabilities*. September 29.
- Green Bay Public Schools. Green Bay, WI. (1988). *Beyond the therapy room: Support staff step out with students in typical school and community environments*. August 29-30.
- Pine County Special Education Cooperative. Sandstone, MN. (1988). *Addressing motor competencies as part of an environmentally-referenced curriculum*. August 26.
- St. Paul Public Schools Administrators Retreat. Duluth, MN. (1988). *Integrated education for learners with severe disabilities: What can and is being done*. August 16.
- Twin Cities Educational Cooperative Services Unit. St. Paul, MN. (1988). *Building integrated school communities where each belongs*. May 12, 19.
- Intermediate School District #916. White Bear Lake, MN. (1988). *Transdisciplinary teamwork in community instruction*. January 20.
- Regional Resource Center. Harrisburg, PA. (1987). *Support staff step out with students*. December 20.
- St. Paul Developmental Achievement Center. St. Paul, MN. (1987). *Environmentally referenced curricula, integration, and integrated therapy*. November 18.
- Miami Valley Regional Resource Center. Dayton, OH. (1987). *Partnerships in therapy followed by a small group planning session with therapists*. October 9-10.
- Franklin County Board of Mental Retardation and Developmental Disabilities. Columbus, OH. (1987). *Support staff step out with students*. October 8.
- Minnesota's Joint Planning Agency Conference. Bloomington, MN. (1987). *Special Friends at Capitol View Middle School; and Futures planning for a young adult with severe disabilities*. September 1-2.
- Dakota, Inc., Eagan, MN. (1987). *Integrating positioning, handling, and mobility procedures into functional activities for learners with severe and multiple handicaps*. June 4.
- Cooperating Community Programs. St. Paul, MN. (1987). *Conducting community based assessments and designing instructional programs based on natural cues and consequences*. May 14, July 14.
- Minneapolis Public Schools. Minneapolis, MN. (1987). *The complete school: Integrating special and regular education*. May 11.
- Southwestern Ohio SERRC. Cincinnati, OH. (1987). *Partnerships in therapy*. May 1-2.

- Minnesota Consortium for the Integration of Learners with Severe Handicaps. University of Minnesota, Minneapolis, MN. (1987). *Integrating positioning, handling, and mobility strategies in functional activities for learners with multiple disabilities*. January 28, April 11.
- Intermediate School District #916. White Bear Lake, MN. (1987). *A collaborative team approach to community instruction for learners with severe and profound disabilities*. January 20.
- Northwestern Illinois Association. Sycamore, IL. (1985). *Strategies for collaborating in the IEP development and implementation process for children with multiple disabilities*. November 6.
- Dakota County Association for Retarded Citizens. Burnsville, MN. (1985). *Strategies for developing and writing functional goals and objectives*. October 5.
- University of Wisconsin - Milwaukee, Project SPICE. Milwaukee, WI. (1985). *Collaborative teamwork strategies for young children with severe disabilities*. May 4.
- Southwest and West Central Educational Cooperative Service Unit. Slaten and Wilmar, MN. (1984). *Positioning and facilitating movement in daily activities; and Improving eating and feeding skills of children with multiple disabilities*. November 27-28.
- Fall Conference for Teachers, Parents, and Therapists of People with Severe Handicaps. Milwaukee, WI. (1984). *Integrating physical/occupational therapy services into school and community environments*. October 12.
- Champaign Children's Home. Champaign, IL. (1983). *Appropriate use of positioning equipment to improve body alignment and to increase function during daily activities*. April 22.

CONSULTATIONS

- Anoka-Hennepin School District, MN. (February 2009-present). Evaluation of Every Day Math curriculum implementation (with Stacie Toal).
- Independent School District 622, North St. Paul / Maplewood / Oakdale, MN. (December 2008-present). Principal learning to support instructionally focused teacher leadership.
- Anoka-Hennepin School District, MN. (October 2005-June 2009). Evaluation of specialization curriculum implementation at intermediate level (with Jean King).
- Independent School District 622, North St. Paul / Maplewood / Oakdale, MN. (August 2008-June 2009). Design and development partner for administrators leading middle level task force.
- South Washington County Public Schools, Cottage Grove, MN. (November 2008-March 2009). Design and development partner for professional learning community pilot in four school sites.
- St. Cloud Community Schools, MN. (December 2007-August 2008). Program review of secondary special education programs for students with developmental disabilities. (with Gail Ghere and others)
- Saint Paul Public Schools, English Language Learner Department. (February 2006-2007). Consultation in the design and conduct of systems evaluation of collaborative ELL services.
- Harding High School, Saint Paul Public Schools, MN. (December 2005-June 2006). Collaborative teaching in the Freshman Academy (with Barb Vallejo).
- Spring Lake Park School District, MN. (February-May 2006). Systems level design and evaluation of professional learning (sub-emphasis on teacher leadership).
- Mankato West High School, Mankato, MN (2005-2006). Establishing school wide professional learning Communities.
- Mound Westonka High School, Mound, MN. (2005-2006). Member, School (site) Improvement Team focused on implementation of Lighthouse grant (MN High School Challenge award from the Minnesota Department of Education).
- Expo Elementary School, Saint Paul Public Schools, MN. (2003-2004). Establishing and evaluation school wide professional learning communities focused on examining student work in math.
- Prior Lake High Schools, Prior Lake-Savage School District, MN. (2002). Establishing professional learning communities.

Forest Lake Area Schools, Century Junior High School, MN. (2001-2002). Staff development design, with a focus on developing collaborative teams.

Minneapolis Public Schools, Susan B. Anthony Community School. (2002). Staff development design and evaluation.

Maplewood-North St. Paul Schools, MN. (2001). Consultation with elementary, middle level, and high school staff developers about staff development design and organizational support for staff development.

Centennial School District, MN. (January 2001). Consultation with high school team on staff development and learning community development.

Minnesota Department of Children, Families, and Learning. Consultant for Staff Development. November 1999-July 2000. Also facilitated state-wide advisory committee, and co-designed/developed state staff development web-site.

Chaska Public Schools, MN. (1998-1999). Evaluation and program development of professional development strategies, resources, and impact. January 1998-May 1999.

St. Cloud Community Schools, MN. (1997-1999). Evaluation and program development consultation for an alternative junior high school program. Spring 1997- Spring 1999.

Odyssey Charter School, Brooklyn Center, MN. (1997-1999). Consultation for program design, staffing, and professional development. Summer 1997-Spring 1999.

St. Cloud State University, MN. Departments of Teacher Development and Special Education. (1995-1999). Evaluation and consultation of integrated teacher education program (FIPSE grant). Fall 1995-Spring 1999.

Minneapolis Public Schools, MN. Fulton Community School. (1998-1999). External program review of special education service provision. Fall 1998-Winter 1999.

St. Paul Public Schools, MN. Highland Park Junior High School. (1997-1998). Design and development support of new inclusive program for adolescents with severe disabilities transitioning from elementary schools. Also served as mentor for new special educator. Spring 1997-Summer 1998.

Forest Lake Area School District, MN. (1998). Consultation with special educators on integrated service provision and support of elementary students in general education classrooms. January, August.

Winona State University, MN. (1998). Consultation with faculty for collaborative preparation of general and special education teachers. Spring.

Minnesota Department of Children, Families, and Learning, MN. Unique Learner Needs Section. (1998). Reviewer for the higher education collaborative grant awards. January.

St. Cloud Community Schools, MN. (1997). Program development and support for integrated special education services. Fall.

Minnetonka Public Schools, Scenic Heights Elementary School. March 1995.

Zumbro Education District, Family Liaison (interagency) Project, Olmstead County, MN. (1995). Designer and facilitator for participatory evaluation. February 15, April 24.

All Nations School, St. Paul, MN. (1993-1994). Assisted with development of peace curriculum.

Roseville Area Schools, MN. 9/91-93.

Grand Rapids Public Schools, MN. 4/92-94.

Sorteberg School, Anoka-Hennepin School District, MN. 1/16/91, 4/92-94.

Minneapolis Public Schools, MN. (Bancroft Elementary, Fulton Elementary, Special education support teachers) 4/93-94.

Able-Net Technologies, Inc. Spring 1992.

National Center for Educational Outcomes (NCEO). University of Minnesota. 1991-92.

Rochester Public Schools, Minnesota. April 1991, April 1992.

Rum River Educational Cooperative. Cambridge, MN. 8/90-92.

California Research Institute. 5/31-6/3/92.

Saint Paul Public Schools. St. Paul, MN. 2/90-92.

U.S. Department of Education. Washington, DC. 2/24-26/92. Grant Reviewer.

Chaska Public Schools. Middle level inclusive education. Chaska, MN. 7/90-10/91.

Grand Forks Cooperative Education Agency, Grand Forks, ND. 1/18/91.

Kalamazoo Valley Intermediate School District. Kalamazoo, MI. (Continuing from 1990, 1/23-25/91; 3/13-15/91; 5/8-10/91).

Pine County Special Education Cooperative. Sandstone, MN. 3/89-12/90.

Kalamazoo Valley Intermediate School District. Kalamazoo, MI. 1/17-18/90; 3/21-22/90; 5/2-3/90; 8/20-21/90; 10/10-12/90 (continued through 1991).

Kalamazoo Public Schools. Kalamazoo, MI. 8/1-2/89, 11/21-22/89.

Littleton, CO. Private Consultation for a family. 10/4-5/90.

Lincoln Public Schools. Lincoln, NE. 8/18-20/86; 8/26-27/87; 9/13/90.

Chisago Lake Area Schools. Chisago, MN. 9/88 - 5/90.

Green Bay Public Schools. Green Bay, WI. 11/17/88.

Mapleton High School and Focus Homes, Inc. Mapleton, MN. 10/24/88.

Sherburn Elementary School. Sherburn, MN. 10/11/88.

Windom ECSU, High School, and Elementary School. Windom, MN. 9/29-30/88.

Sweeney Elementary and Belle Plain Elementary Schools. Shakopee, MN. 8/10, 9/28.

St. Paul Developmental Achievement Center. St. Paul, MN. 2/17/88.

Minnesota Department of Education. Ongoing consultation on LRE.

Dakota, Inc., West St. Paul, MN. 11/11/87.

DeKalb County Special Education Association. Sycamore, IL. 8/17-18/87.

Colorado State Department of Education. 9/18-19/86; 5/20-22/87.

Intermediate School District #287. Crystal, MN. 3/20/87.

Legal Advocacy for Persons with Developmental Disabilities. Minneapolis, MN. 3/6/87.

Arizona State Department of Education. LRE Project. Phoenix, AZ. 2/12-13/87.

Iowa Department of Public Instruction, Project Excellence. Des Moines, IA. 1/13-15, 4/3-4, 6/24-25/86; 2/3-4/87.

Minnesota Department of Human Services. Spring-Summer, 87.

Minot Public Schools. Minot, ND. 9/24-25/86.

Madison, WI. Private consultation for family. 9/2-5, 11/13-14/86.

University of Connecticut, Department of Educational Psychology. Storrs, CT. 7/22/86.

Dane County Services for Children with Disabilities. Madison, WI. 6/22-26/86.

Cambridge Regional Human Services Center. Cambridge, MN. 6/18, 7/1/86.

Sioux Falls Public Schools. Sioux Falls, SD. May 13-15, 6/12-13, 6/26-27/86.

Project Excellence, Iowa Department of Public Instruction. Des Moines, IA. 4/2, 4/22-23, 9/9-10, 11/11-12/86.

Project Spice, University of Wisconsin-Milwaukee. Milwaukee, WI. 3/19/86.

School Association for Special Education in DuPage County (SASED). Wheaton, IL. 3/5-7, 5/29-30/86.

British Columbia Ministry of Education, University of Victoria, and the Greater Victoria School District. Victoria, BC, Canada. 2/3-13/86.

South Dakota State Section for Special Education. Pierre, SD. 1/31/86.

Sioux Falls School District. SD. 12/19-20/85.

Connecticut's Data-Based Model, University of Connecticut. Storrs, CT. 10/18, 12/2/85.

Amado and Associates. St. Paul, MN. 9/25, 10/6/85.

Project SPICE. University of Wisconsin-Milwaukee, WI. 9/17-18/85.

School Association for Special Education in DuPage County and DeKalb County Special Education Association. Naperville, IL. 10/81; 4/82; 3/4/83; 12/14-16/83; 2/2-3/84; 1/10-11/85, 3/27-29/85, 5/8-10/1985; June-August 85.

Indianapolis Public Schools. Indianapolis, IN. 5/30/85.

Glenwood State Hospital School. Glenwood, IA. 4/17/85.

Red Clay Consolidated School District. Wilmington, DE. 2/13-15/85.

DeKalb County Special Education Association (DCSEA). DeKalb, IL. 2/9, 3/11-12, 4/27-28, 10/25, 11/30/84; 1/24, 4/3-4, 4/29/85.
 Iowa Department of Public Instruction. Des Moines, IA. 1/17-18, 2/7-8, 3/14-15, 4/11-12, 4/18-19, 5/1-2, 6/24-26, 9/26-27, 10/11-12/85.
 Milwaukee Public Schools. Milwaukee, WI. 12/18/84; 1/15, 2/16/85.
 Madison, WI. Private Consultation. April-Dec 15/84.
 Swift County Developmental Achievement Center. Willmar, MN. 11/26/84.
 Illinois Deaf/Blind School and Service Center. Glen Ellyn, IL. 7/16/84.
 Northwestern Illinois Association. Geneva, IL. 3/81; 4/16/84.
 East Central Cooperative Educational Program for the Handicapped. Urbana School District #116, Urbana, IL. 1/17-20/84.
 Wisconsin Coalition for Advocacy. Menomonie Falls and Sparta, WI. Summer 1983.
 Central Association for Special Education, Mercy Hospital. Urbana, IL. Summer 1983.
 West Suburban Special Education Cooperative. Cicero, IL. 10/82.

PROFESSIONAL SERVICE

National and International Service

National Awards

Reviewer, American Education Research Association, Outstanding Dissertation Award, 2009.

Editor and Editorial Boards

Board Member, *Exceptional Children*, 1999-2002.

Board Member, *Journal of the Association for Persons with Severe Handicaps*, 1987-1991.

Guest Editor, *Remedial and Special Education, Special Issue: Conceptual foundation of inclusion*, 17(3). 1996.

Expert Review

Reviewer, National Staff Development Council, Revision of the NSDC's Staff Development Standards Assessment Inventory, 2007-2008.

Panelist, Mathematics and Science Partnership Knowledge Management and Dissemination Project, 1 of 10 national teacher leadership experts to engage in a five round procedure for developing guidelines and exemplars of instructional teacher leadership practice, 2006-2007.

Invited Guest Peer Reviewer of Journal Manuscripts for Publication

Journal of Teacher Education

Educational Administration Quarterly

Exceptional Children

Journal of the Association for Persons with Severe Handicaps.

Journal of Special Education.

Mental Retardation

Remedial and Special Education

Board or Committee Memberships

Oregon Occupational / Physical Therapy Mentor Project, Advisory Committee Member, 1990-1993

Association for Persons with Severe Handicaps, Related Services Subcommittee, Member, 1985-1992.

Association for Persons with Severe Handicaps, Critical Issues Committee, Member, 1989-1992.

Association for Persons with Severe Handicaps, Related Services Subcommittee, Chair, 1985-1989.

University Council for Educational Administration, Plenum Representative, 1996.

National Conferences

University Council on Educational Administration, Proposal Reviewer, 2002; 2006

Association for Persons with Severe Handicaps Conference Coordinator, Inclusion Strand, 1989-91.

Association for Persons with Severe Handicaps Conference Coordinator, Related Services Strand, 1986-91

Association for Persons with Severe Disabilities, Proposal Reviewer, 1985-1989

University of Minnesota/Minnesota Department of Education/Minnesota Association for Persons with Severe Disabilities *National Conference: Integrated education: Realizing the Vision*, Co-Chair, October 19-20, 1989.

Pre-Publication Book or Module Manuscript Peer Reviews

Teachers College Press, book prospectus review, April 2006.

University of Vermont, National Institute for Disability and Students Placed at Risk (NILDSPAR).

Review of on-line teaching modules available on-line for use educational administration faculty nationally. 2004-2006.

Corwin Press, book prospectus reviews, 2002-present.

Brookes Publishing Company, book prospectus reviews, ongoing.

Region IV Education Services Center, Houston, TX. *L.I.F.E. Steps Training Modules*.

Houghton Mifflin Publishers, Boston, MA. Chapter to appear in S. Kirk & J. Gallagher (1985), *Educating Exceptional Children*, (5th ed.).

Charles E. Merrill, Boston, MA. Chapters to appear in M. Snell (1985), *Educating students with moderate and severe handicaps*, (3rd ed.).

External Reviewer for Promotion and Tenure

University of Vermont, Assistant to Associate Professor, College of Education and Social Services, 2006.

University of Vermont, Assistant to Associate Research Professor, 2004.

University of Wisconsin-Milwaukee, Department of Exceptional Education, Assistant to Associate Professor, 2001.

Boston College, Department of Special Education, Assistant to Associate Professor, 1999.

University of MinnesotaUniversity Level

Faculty Senator 1996-2000; 2001-2004.

Member, Provost's K-16 U of M / MnSCU Committee, 2002.

Member, Graduate School Policy and Review Council, August 2007-present.

College of Education and Human Development

Member, Coordinating Curriculum Council. August 2007-present.

Continuing Professional Education and Development Committee, 2006-present.

Chairperson, CEHD Endowed Chair in Urban Education Search Committee, October 2007-July 2008.

Teacher Education Task Force, 2006.

Faculty Interviewee, NCATE videotape feature focused on reflective practice and inquiry. July 2005.

Search Committee Member, Director of Continuing Professional Development, CEHD, 2004.

Search Committee Member, Training Director for the Institute on Community Integration, 2001.

Senate Consultative Committee, 1999-2000.

Committee on Educational Policy Member, 1998-2000.

Senior Research Associate Promotion Committee Chairperson, 1999-2001.

Senior Research Associate Promotion Committee Member, 2000; 2001-2002.

Continuing Education and Professional Development Committee Member, 1994-1997.

Department of Educational Policy and Administration

Director of Graduate Studies, Educational Policy and Administration, Fall 2007-present.
 Member, EdD Redesign Committee, August 2008-present
 Chair, Tenure Review for Associate Professor, Fall 2007
 Member, Promotion and Tenure Review for Assistant to Associate Professor, Fall 2007.
 Member, Promotion Review for Associate to Full Professor, Fall 2007.
 Chairperson, Search Committee for Lecturer and Coordinator in Educational Administration, present.
 Member, Search Committee for Coordinator of Doctoral Programs, present.
 Member, Department-wide Ed.D. Committee, present.
 Coordinator, Certificate in Staff Development, 2000-present.
 Coordinator, M.Ed. in Teacher Leadership, 9/95-9/97; 9/98-2004; 2005-present.
 Program Coordinator, Educational Administration Program area, 2000-2004; 2005-2006.
 Member, Executive Committee, 2002-2004; 2005-2006.
 Member, Graduate Studies Committee, 2002-2004; 2005-2006.
 Member, Salary and post-tenure review committees, 1999-2004; 2005-2006.
 Director, Metro IVB EdD Cohort, 2003-2006.
 Director, Metro IIIA EdD Cohort, 2001-2004.
 Developer, Certificate in Staff Development (graduate level). 1999-2001.
 Chairperson, EdAd Faculty search committee, 2000-2001.
 Member, EdAD Faculty search committees, 1996-2000.
 Member and Chair, EdAd program curriculum committees, 1994-96; 1999-2004.
 Chair, promotion and tenure review committees for assistant professor, 1999-2004; 2005-present.
 Member, promotion and tenure review committees for two assistant professors, 1998-2004.
 PhD program review committee, 1996-97.
 Co-developer web course for Ed.D. Cohorts: Inquiry in Practice, 1996-1997.

Institute on Community Integration

Coordinator, Interdisciplinary Studies in Developmental Disabilities Certificate Program. 9/89-6/96.
 Interdisciplinary Preservice Training Coordinator. 9/89 - 6/96. Program development initiatives included:
 Developmental Disabilities Rotation for Pediatrics Residents in the Medical School; graduate
 emphasis on home and community-based nursing in the School of Nursing; Leadership and
 teacher preparation for inclusive schooling.
 Member, Institute on Community Integration, Coordinating Council , 1990-1996.

State and Regional

Board Member

Minnesota Staff Development Council 2001-2004.
 Minnesota Association for Persons with Severe Handicaps (MNASH), 1987-1990.

Committee/Task Force Member

Minnesota Department of Education, E-filing of Staff Development Report, review group, 2006.
 Minnesota Department of Education, Q-Comp Critical Friends Group, 2005-2006.
 Minnesota Department of Education, High School Summit Team, 2004.
 Minnesota Department of Education, Staff Development Advisory Committee, 2000-2004.
 Minnesota Department of Education, Special Education State Improvement Task Force, 2003.
 Minnesota Association for Persons with Severe Handicaps, Integration Imperative Committee, 1986-1991.

ARC-Minnesota, Occupational/Physical Therapy Task Force. 1987-1988.
Professional Development and Dissemination Center, Northern Illinois University, DeKalb, IL. 1984.

Workshop/Conference Coordinator

Minnesota Staff Development Council, Annual Forum. *Strategic Leadership: Connecting High Quality Professional Development and Student Learning* (featuring Gerald Bracey and Dennis Sparks). Co-Chair, May 2004.
University of Minnesota, Institute on Community Integration. *Supervising Paraprofessionals* (A two-day institute with Nancy French). Roseville, MN. Co-Chair, June 2000.
University of Minnesota, Institute on Community Integration: *Collaborative team planning to achieve inclusive school communities*. Duluth, MN. Co-Chair, June 20, 1990.
University of Minnesota, Institute on Community Integration: *Administrative Partnerships for Inclusion*. Duluth, MN. Co-Chair, June 17, 1989.

Radio Interviewee

University of Minnesota Public Radio. January 3, 1990.
Minnesota Public Radio. January 29, 1990.

Local

Board Member

North Suburban Developmental Achievement Center. St. Paul, MN. 1987.

Facilitator

Educators for Integration Support Group. Monthly meetings, 1988-1989.
Parents for Integration Support Group. Monthly meetings, 1988-1989.

Committee/Task Force Member

Forest Lake Area Schools. Interview committee member for new position: Assessment and Evaluation Coordinator position. February 2006.
Forest Lake Area Schools. Central Junior High. New school planning committee, 1999-2000.
Community Work Services, Inc. Madison, WI. Program planning committee, 1985.
Respite Care Grant, Madison Area Association for Retarded Citizens. Madison, WI., 1984.
Physical and occupational therapy in the schools. Madison Metropolitan School District and University of Wisconsin-Madison. Coordinator, 1983-1985.

LEGAL EXPERIENCE

Expert

Merilee vs. Parkway School District and the State of Missouri. Spring 1993. (Settled out of court)

Expert Witness

In the case of Molly T. v. Mounds View School District 621 and Intermediate School District 916. Issue: Local school, regular class placement for student with severe disabilities. August, 1987.

Intern

Wisconsin Coalition for Advocacy. Madison, WI. Reviewed educational records and served as an assistant to an attorney involved in litigation related to school age children and their families to increase the quality of educational services. June-August 1983.

Special Education Independent Evaluator

In the case of Jeff T. v. Menomonee Falls Public School District. Menomonee Falls, WI. Parents of Jeff T. challenged a segregated school placement offer. 1983.

In the case of Patrick M. v. Waukesha Public Schools. Waukesha, WI. Parents of Patrick M. challenged a segregated school placement offer. 1983.

In the case of Danny C. v. the Danville School District. Danville, IL. Parents of Danny C. challenged school district denial of an education for 6 year old with severe neuromotor disabilities, 1982.

In the case of Garrity, et al. Concord, NH. Member of a team that reviewed plaintiff's files and evaluated services offered. 1979.