

ALLISON F. GILMOUR
1301 Cecil B. Moore Ave.
Ritter Hall 251
Philadelphia, PA 19122
allison.gilmour@temple.edu

EDUCATION

- 2017 Ph.D. in Special Education with a minor in Quantitative Methods,
Vanderbilt University
- 2013 M.Ed. in Education Policy and Management,
Harvard Graduate School of Education
- 2007 B.S. in Special Education with Honors,
B.A. in Religious Studies with Distinction,
Pennsylvania State University

ACADEMIC EMPLOYMENT

- Fall 2017- Current Assistant Professor of Special Education, Department of Teaching and
Learning, Temple University

PUBLICATIONS

Peer Reviewed Publications

* Indicates graduate student author

+ Indicates undergraduate student author

Gilmour, A. F., Shanks, C., & Winters, M. (2022). The role of choice, mobility, and identification in the charter school special education gap. Advance online publication. *Remedial and Special Education*. <https://doi.org/10.1177/07419325221115421>

Gilmour, A. F., Nguyen, T. D., Redding, C., & Bettini, E. (2022). The shifting context of special education teachers' work and its relationship with retention. Advance online publication. *Remedial and Special Education*. <https://doi.org/10.1177/07419325221113016>

*Harper, J., **Gilmour, A. F.**, & *Galea, N. (2022). Trends in the potential supply of new special educators. Advance online publication. *Exceptionality*. <https://doi.org/10.1080/09362835.2022.2134867>

Gilmour, A. F., Nuegebauer, S. R., & Sandilos, L. E. (2022). Moderators of the association between teaching students with disabilities and general education teacher turnover. *Exceptional Children*, 88(4), 401-420. <https://doi.org/10.1177/00144029221081239>

- Gilmour, A. F.**, Sandilos, L. E., *Pilny, W., *Schwartz, S., & Wehby, J. H. (2022). Teaching students with emotional/behavioral disorders: Teachers' burnout profiles and classroom management. *Journal of Emotional and Behavioral Disorders*, 30(1), 16-28. <https://doi.org/10.1177/10634266211020258>
- Bruhn, A., L., **Gilmour, A. F.**, Rila, A. L., Van Camp, A., Sheaffer, A., Fernando, J., & Wehby, J. H. (2022). Treatment components and participant characteristics associated with outcomes in self-monitoring interventions. *Journal of Positive Behavior Interventions*, 24(2), 156-168. <https://doi.org/10.1177/1098300720946651>
- Bettini, E., Nguyen, T. D., **Gilmour, A. F.**, & Redding, C. (2022). Disparities in access to well-qualified, well-supported special educators across higher versus lower poverty schools over time. *Exceptional Children*, 88(3), 283-301. <https://doi.org/10.1177/00144029211024137>
- Gesel, S., Foreman-Murray, L., & **Gilmour, A.** (2022). Satisfaction with and access to resources and supports for teachers of students with disabilities. *Teacher Education and Special Education*, 45(3), 204-226. <https://doi.org/10.1177/08884064211046237>
**Winner of the 2022 TED Publication Award
- Goldman, S., & **Gilmour, A. F.** (2021). Educating students with autism spectrum disorder: Is teacher certification area associated with academic outcomes? *Journal of Autism and Developmental Disorders*, 51, 550-563. <https://doi.org/10.1007/s10803-020-04561-w>
- *Shaeffer, A. W., *Majeika, C. E., **Gilmour, A. F.**, & Wehby, J. H. (2021). Classroom behavior of students with or at risk of EBD: Student gender affects teacher ratings but not direct observations. *Behavioral Disorders*, 46(2), 96-107. <https://doi.org/10.1177/0198742920911651>
- Gilmour, A. F.**, & Jones, N. (2020). Policies that define instruction: A systematic review of states' and districts' recommendations for evaluating special educators. *Educational Researcher*, 49(9), 645-655. <https://doi.org/10.3102/0013189X20935039>
- Gilmour, A. F.**, & Wehby, J. H. (2020). The association between teaching students with disabilities and teacher turnover. *Journal of Educational Psychology*, 112(5), 1042-1060. <https://doi.org/10.1037/edu0000394>
- Gilmour, A. F.** (2020). Teacher certification area and the academic outcomes of students with learning disabilities or emotional/behavioral disorders. *Journal of Special Education*, 54(1), 40-50. <https://doi.org/10.1177/0022466919849905>
- Gilmour, A. F.**, *Shaeffer, A. W., & *Majeika, C. E. (2020). Improving practice in special education: The evaluation process as a development tool. *Journal of Educational Leadership in Action*, 6(2).

- Gilmour, A. F., & Henry, G. T. (2020).** Who are the classmates of students with disabilities in elementary mathematics classrooms? *Remedial and Special Education, 41*(1), 18-27. <https://doi.org/10.1177/0741932518789493>
- Neugebauer, S. R., & **Gilmour, A. F. (2020).** The ups and downs of reading across content areas: The association between instruction and fluctuations in reading motivation. *Journal of Educational Psychology, 112*(2), 344-363. <https://doi.org/10.1037/edu0000373>
- Bettini, E., **Gilmour, A. F.**, Williams, T. O., & Billingsley, B. (2020). Predicting special and general educators' intent to continue teaching using Conservation of Resources theory. *Exceptional Children, 86*(3), 310-329. <https://doi.org/10.1177/0014402919870464>
**Most cited paper from the past three years in *Exceptional Children* (2022).
- Gilmour, A. F.**, Fuchs, D., & Wehby, J. H. (2019). Are students with disabilities accessing the curriculum? A meta-analysis of the reading achievement gap between students with and without disabilities. *Exceptional Children, 85*(3), 329-346. <https://doi.org/10.1177/0014402918795830>
**Most cited paper from the past three years in *Exceptional Children* (2020, 2021).
- Spencer, M., **Gilmour, A. F.**, Miller, A., Emerson, A. M., Saha, N. M., & Cutting, L. (2019). Understanding the influence of text complexity and question type on reading outcomes. *Reading and Writing, 32*(3), 603-637. <https://doi.org/10.1007/s11145-018-9883-0>
- Gilmour, A. F.**, *Majeika, C. E., *Shaeffer, A. W., & Wehby, J. H. (2019). The coverage of classroom management in teacher evaluation rubrics. *Teacher Education and Special Education, 42*(2), 161-174. <https://doi.org/10.1177/0888406418781918>
- Gilmour, A. F.**, & Henry, G. T. (2018). A comparison of the teacher quality of late elementary and middle school students with disabilities to the teacher quality of their peers without disabilities in math. *The Elementary School Journal, 118*(3), 426-451. <https://doi.org/10.1086/696140>
- Kraft, M. A., & **Gilmour, A. F. (2017).** Revisiting the Widget Effect: Teacher evaluation reforms and the distribution of teacher effectiveness. *Educational Researcher, 46*(5), 234-249. <https://doi.org/10.3102/0013189X17718797>
- Gilmour, A. F.**, Wehby, J. H., & McGuire, T. M. (2017). A preliminary investigation of using school-based coaches to support intervention fidelity of a class-wide behavior management program. *Preventing School Failure, 61*(2), 126-135. <https://doi.org/10.1080/1045988X.2016.1214907>
- Kraft, M. A., & **Gilmour, A. F. (2016).** Can evaluation promote teacher development? A case study of principals' views and experiences. *Educational Administration Quarterly, 52*(5), 711-753. <https://doi.org/10.1177/0013161X16653445>

Maggin, D. M., Wehby, J. H., & **Gilmour, A. F.** (2016). Intensive academic interventions for students with emotional and behavioral disorders: An experimental framework. *Journal of Emotional and Behavioral Disorders, 24*(3), 138-147.
<https://doi.org/10.1177/1063426616649162>

Chow, J. C., & **Gilmour, A. F.** (2016). Designing and implementing group contingencies in the classroom: A teacher's guide. *TEACHING Exceptional Children, 48*, 137-143.
<https://doi.org/10.1177/0040059915618197>
**Reprinted in the *TEACHING Exceptional Children* March/April 2018 special issue *Putting High-Leverage Practices into Practice*.

Book Chapters and Other Publications

Jones, N., & **Gilmour, A.** (2019). Special education teacher evaluation: Examining current practices and research. In J. B. Crockett, B. Billingsley, & M. L. Boscardin, (Eds.), *Handbook of leadership and administration for special education 2nd ed.* (pp. 458–477). New York: Routledge.

Gilmour, A. F. (2018). Has inclusion gone too far? Examining the outcomes of students with disabilities, their peers, and their teachers. *Education Next, 18*, 8–16.
**Most read article in *Education Next* in 2018

Under Review

Redding, C., Nguyen, T. D., **Gilmour, A. F.**, & Bettini, E. (2022). Examining the disparate policy impacts of No Child Left Behind and the Individuals with Disabilities Education Act on special education teachers. *Manuscript under review*.

Gilmour, A. F. (2022). Teaching quality: An unexamined element of special education teacher turnover. *Manuscript under review*.

Gilmour, A. F., Wehby, J. H., Boyle, J.*, Wills, H. P., & Caldarella, P. (2022). A preliminary investigation of a brief Tier 1 classroom management measure. *Manuscript under review*.

Gilmour, A. F., & Sandilos, L. E. (2022). The crucial role of administrators in shaping working conditions for teachers of students with EBD. *Manuscript under review*.

Nguyen, T. D., Bettini, E., Redding, C., & **Gilmour, A. F.** (2022). Comparing teacher turnover intentions to actual turnover: Cautions and lessons for the field. *Manuscript revised and resubmitted*.

Sheikh, S.*, Stolberg, A.⁺, & **Gilmour, A. F.** (2022). A systematic review of advanced school surveillance technologies. *Manuscript under review*.

In Preparation

Gilmour, A. F., Shanks, C., & Winters, M. (2022). Charter schools, parent preference, and student mobility: Evidence from Newark's universal enrollment system. *Manuscript under revision.*

Gilmour, A. F., Harper, J.*, Lloyd, B., & Van Camp, A.* (2022). Response to Intervention and specific learning disability identification: Evidence from Tennessee. *Manuscript in preparation.*

PRESENTATIONS

Invited Talks

Gilmour, A. F. (2022, November). Interpreting and researching teacher workforce policy: Implications for the future. Keynote panel at Council for Exceptional Children Teacher Education Division Annual Conference. Richmond, VA.

Gilmour, A. F. (2021, February). *Effective instruction for children and youth with serious learning problems: Its importance and the many obstacles to its implementation.* Keynote panel at Learning Disabilities of America conference. Virtual.

Gilmour, A. F. (2019, September). *How does special education certification support student outcomes?* Presented at Tennessee's Superintendent Study Council. Gatlinburg, TN.

Gilmour, A. F. (2019, October). *The influence of classmates on the academic outcomes of students with and without disabilities.* Presented at Boston University, Department of Leadership and Policy Studies. Boston, MA.

Papers Presented

Gilmour, A. F., Harper, J., Van Camp, A., & Lloyd, B. (2022, September). *Response to Intervention and Specific Learning Disability Identification: Evidence from Tennessee.* Presented at Society for Research on Educational Effectiveness, Washington, DC.

Gilmour, A. F., Sandilos, L. E., *Pilny, W., *Schwartz, S., & Wehby, J. H. (2021, March). *Teaching students with emotional/behavioral disorders: Teachers' burnout profiles and classroom management.* Presented at the Council for Exceptional Children 2021 Virtual Convention and Expo.

Bruhn, A., L., **Gilmour, A. F.,** Rila, A. L., Van Camp, A., Sheaffer, A., Fernando, J., & Wehby, J. H. (2021, March). *Designing and adapting self-monitoring interventions to improve behavior.* Presented at the Council for Exceptional Children 2021 Virtual Convention and Expo.

Gilmour, A. F., Nuegebauer, S. R., & Sandilos, L. E. (2020, November). *Moderators of the association between teaching students with disabilities and teacher turnover.* Paper

presented at the Association for Public Policy Analysis and Management Virtual Conference.

Gilmour, A. F., & Jones, N. D. (2020, November). *Policies that define instruction: A systematic review of states' and districts' recommendations for evaluating special educators*. Paper presented at the Association for Public Policy Analysis and Management Virtual Conference.

Gilmour, A. F., & Wehby, J. H. (2020, March). *The association between teacher students with disabilities and teacher turnover*. Paper accepted at the Society for Research on Educational Effectiveness. Crystal City, VA. [Conference canceled.]

Gilmour, A. F., & Wehby, J. H. (2019, March). *The association between teacher students with disabilities and teacher turnover*. Paper presented at the Association for Education Finance and Policy 44th Annual Conference, Kansas City, MO.

Gilmour, A. F. (2019, April). *Is special education certification essential? Examining evidence from student achievement*. Paper presented at the meeting of American Educational Research Association, Toronto, Canada.

Gilmour, A. F., Fuchs, D., & Wehby, J. H. (2018, February). *The reading achievement gap and students with disabilities: Why it matters*. Presented at the Council for Exceptional Children 2018 Convention and Expo, Tampa, FL.

Bettini, E., **Gilmour, A.**, Billingsley, B., & Williams, T. O. (2018, April). *Working conditions and special educators' commitment to teach: An analysis of the Schools and Staffing Survey*. Paper presented at the meeting of American Educational Research Association, New York, NY.

Kraft, M.A., & **Gilmour, A. F.** (2017, November). *Revisiting the Widget Effect: Teacher evaluation reforms and the distribution of teacher effectiveness ratings*. Paper presented as part of the session Lessons from Teacher Evaluation Reform in U.S. Public Schools at the Association for Public Policy Analysis and Management, Chicago, IL.

Gilmour, A. F., Majeika, C. E., Shaeffer, A. W., & Wehby, J. H. (2017, April). *Teacher evaluation and students with disabilities: Are evaluation rubrics designed to support teacher development in classroom management?* Presented at the Council for Exceptional Children 2017 Convention and Expo, Boston, MA.

Gilmour, A. F. & Henry, G. T. (2017, March). *Who are the classmates of elementary school students with disabilities?* Paper presented at Association for Education Finance and Policy 42nd Annual Conference, Washington, DC.

Gilmour, A. F., Wehby, J. H., & McGuire, T. M. (2016, April). *A preliminary investigation of using school-based coaches to support implementation fidelity*. Panel presented at the Council for Exceptional Children 2016 Convention and Expo, St. Louis, MO.

Gilmour, A. F., & Henry, G. T. (2016, March). *Do students with disabilities have access to high quality teachers?* Paper presented at the Association for Education Finance and Policy 41st Annual Conference, Denver, CO.

Kraft, M. A. & **Gilmour, A. F.** (2016, February). *Can principals promote teacher development as evaluators?* Paper presented at the Society for Research on Educational Effectiveness Spring 2016 Conference, Washington, DC.

Gilmour, A. & Wehby, J. H. (2015, February). *Supporting teacher use of evidence-based practices by incorporating coaching into evaluation.* Presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Chow, J., **Gilmour, A.**, Mason, C., & Wehby, J. H. (2014, February). *Using group contingencies to effectively promote and encourage positive class-wide behavior.* Presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Gilmour, A. (2013, April). *Two approaches to special education teacher evaluation.* Presented at the Harvard Student Research Conference, Cambridge, MA.

Papers Presented by Co-Author

Sheikh, S.* , Stolberg, A.⁺ , & **Gilmour, A. F.** (2022, June). *A Systematic Review of Advanced School Surveillance Technologies.* Presented at 9th biennial Surveillance & Society Conference, Rotterdam, Netherlands.

Redding, C., Nguyen, T. D., **Gilmour, A. F.**, & Bettini, E. (2022, April). *Examining the disparate policy impacts of No Child Left Behind and the Individuals with Disabilities Education Act on special education teachers.* Presented at AERA Annual Meeting, San Diego, CA.

Nguyen, T. D., Bettini, E., Redding, C., & **Gilmour, A. F.** (2022, March). *Comparing Teacher Turnover Intentions to Actual Turnover: Cautions and Lessons for the Field.* Presented at Association for Education Finance and Policy 47th Annual Conference, Denver, CO.

Gilmour, A. F., Nguyen, T. D., Redding, C., & Bettini, E. (2021, April). *The shifting context of special education teachers' work and its relationship with retention.* Presented at the Virtual AERA Annual Meeting.

*Harper, J., **Gilmour, A. F.**, & *Galea, N. (2020, February). *The special education teacher pipeline over time.* Presented at the Council for Exceptional Children 2020 Convention and Expo, Portland, OR.

Bruhn, A., L., **Gilmour, A. F.**, Rila, A. L., Van Camp, A., Sheaffer, A., Fernando, J., & Wehby, J. H. (2020, February). *Best practices in self-monitoring.* Presented at the Council for Exceptional Children 2020 Convention and Expo, Portland, OR.

Bruhn, A., L., **Gilmour, A. F.**, Rila, A. L., Van Camp, A., Sheaffer, A., Fernando, J., & Wehby, J. H. (2020, February). *Best practices in self-monitoring*. Presented at the Midwest Symposium for Leadership in Behavior Disorders.

Bettini, E., Billingsley, B., Williams, T. O., & **Gilmour, A.** (2017, November). *Working conditions and special educators' commitment to teach: An analysis of the Schools and Staffing Survey*. Presented at the Teacher Education Division (Council for Exceptional Children), Savannah, GA.

Kraft, M. A., & **Gilmour A. F.** (2017, March). *Revisiting the Widget Effect: Teacher evaluation reforms and distribution of teacher effectiveness ratings*. Paper presented at the Association for Education Finance and Policy 42nd Annual Conference, Denver, CO.

Kraft, M. A., & **Gilmour A. F.** (2016, March). *Can principals promote teacher development as evaluators? A case study of principals' views and experiences*. Paper presented at the Association for Education Finance and Policy 41st Annual Conference, Denver, CO.

Kraft, M. & **Gilmour, A.** (2014, April). *Critical conversations: Principals' experiences evaluating and coaching teachers in a next-generation evaluation system*. Paper presented at the meeting of American Educational Research Association. Philadelphia, PA.

Posters Presented

Gilmour, A. F. (2019, February). *The influence of classmates on the academic outcomes of students with and without disabilities*. Poster presented at Pacific Coast Research Conference, San Diego, CA.

Gilmour, A. F. (2018, February). *Teaching students with disabilities and general education and special education teacher turnover*. Poster presented at Pacific Coast Research Conference, San Diego, CA.

Bettini, E., Billingsley, B., Williams, T. O., & **Gilmour, A.** (2018, February). *Working conditions and special educators' commitment to teach: An analysis of the Schools and Staffing Survey*. Poster presented at the Council for Exceptional Children 2018 Convention and Expo, Orlando, FL.

Gilmour, A. F., & Henry, G. T. (2017, April). *Comparing teacher quality across elementary school students with and without disabilities*. Poster presented at the Council for Exceptional Children 2017 Convention and Expo, Boston, MA.

Gilmour, A. F., & Henry, G. T. (2017, February). *Examining the teacher quality of students with disabilities in their LRE*. Poster presented at Pacific Coast Research Conference, San Diego, CA.

Gilmour, A. F., Chow, J., & Wehby, J. H. (2016, April). *Measuring student behavior: A comparison of teacher ratings and direct observation*. Poster presented at the Council for Exceptional Children 2016 Convention and Expo, St. Louis, MO.

Gilmour, A. F., Wehby, J. H., & McGuire, T. M. (2015, September). *Teacher coaching and the implementation of a class-wide behavior management intervention*. Poster presented at Council for Exceptional Children with Behavior Disorders Conference, Atlanta, GA.

Posters Presented by Co-Author

Nguyen, T. D., **Gilmour, A. F.,** Redding, C., & Bettini, E. (2020, March). *The shifting context of special education teachers' work and its relationship with retention*. Poster presented at the Association for Education Finance and Policy 45th Annual Conference, Fort Worth, Texas.

Sheaffer, A., Majeika, C., **Gilmour, A. F.,** Wehby, J.H. (2019, April). *School-based problem behavior: Is gender a critical factor for teachers?* Poster presented at the meeting of American Educational Research Association, Toronto, Canada.

Sheaffer, A., Majeika, C., **Gilmour, A. F.,** Wehby, J.H. (2017, February). *School-based problem behavior: Do gender differences exist?* Poster presented at the National Association of School Psychologists Annual Convention, San Antonio, TX.

Majeika, C., Sheaffer, A., **Gilmour, A. F.,** Wehby, J.H. (2016, October). *School-based problem behavior: Do gender differences exist?* Poster presented at the annual conference of the Tennessee Association of Behavior Analysts, Nashville, TN.

Gilmour, A. F., Sefcik, A. M., & Cutting, L. (2015, September). *The influence of passage, question, and student characteristics on different measures of reading comprehension*. Poster presented at the Vanderbilt Kennedy Center Science Day, Nashville, TN.

Chauvin, C. B., Chow, J., **Gilmour, A. F.,** & McGuire, T. (2015, September). *Class-wide Function-based Intervention Team Program: The influence of instructional context on efficacy*. Poster presented at Council for Exceptional Children with Behavior Disorders Conference, Atlanta, GA.

GRANTS

Funded

2020 *Investigating the Outcomes of RTI² and RTI²-B in Tennessee*. Tennessee Education Research Alliance Research Partnership Fund. Role: Co-P.I. with Theresa Nichols (Tennessee Department of Education). \$28,000.

- 2015 Special Education Endowment Award, Peabody College, Vanderbilt University. \$1,000 for The Effect of Extended Support on Teacher Intervention Fidelity of a Classroom Management Program.
- 2011 The American Legion Child Welfare Foundation. \$50,000 for the development of a DVD teaching secondary general education teachers about autism.
- 2011 Doug Flutie Jr. Foundation for Autism. \$10,000 for the development of a DVD teaching secondary general education teachers about autism.
- 2011 The Lisa Higgins-Hussman Foundation. \$25,000 for the development of *Life Journey through Autism: Navigating the Special Education System*.

Unfunded

- 2020 *Examining Strategies for Post-Pandemic Special Educator Retention*. Submitted to Special Education Research Grants competition (CFDA#: R324A210014). Role: Co-P.I. with Roddy Theobald (AIR) and Nathan Jones (Boston University).
- 2020 *Validating Practitioner Use of the RESET (Recognizing Effective Special Education Teachers) Observation System*. Submitted to Special Education Research Grants competition (CFDA#: 84.324A). Role: Co-P.I. with Evelyn Johnson (Boise State). Score = 2.28
- 2020 *Connecting Special Education Teacher Licensing Strategies to Outcomes for Students with Disabilities*. Submitted to Special Education Research Grants competition (CFDA#: 84.324A). Role: Co-P.I. with Roddy Theobald (AIR) and Nathan Jones (Boston University).
- 2019 *Examining School Contexts, the Mediating Influence of Instruction, and the Outcomes of Students with Disabilities in Urban General Education Classrooms*. Submitted to the Research Training Programs in Special Education (CFDA#: 84.324B). Role: P.I. Score= 2.07
- 2019 *Validating Practitioner Use of the RESET (Recognizing Effective Special Education Teachers) Observation System*. Submitted to Special Education Research Grants competition (CFDA#: 84.324A). Role: Co-P.I. with Evelyn Johnson. Score=2.29.
- 2018 *The Special Education Teacher Supply and the No Child Left Behind Act*. Submitted to the AERA Research Grants. Role: P.I.
- 2018 *Examining School Contexts, the Mediating Influence of Instruction, and the Academic Outcomes of Students with Disabilities in Urban General*

Education Classrooms. Submitted to the Research Training Programs in Special Education (CFDA#: 84.324B). Role: P.I. Score=2.34.

2017 *Keeping Effective Teachers of Students with Disabilities: Examining Malleable Factors Associated with Teacher Turnover in Urban Schools*. Submitted to the Research Training Programs in Special Education (CFDA#: 84.324B). Role: P.I.

AWARDS AND HONORS

2022	TED Publication Award, Council for Exceptional Children Teacher Education Division
2020	Summer Research Award, Temple University
2020	Emerging Education Policy Scholar, The Thomas B. Fordham Institute
2020	College of Education Graduate Teaching Award, Temple University, 2019-2020 school year
2019	Nominated for College of Education Teaching Award, Temple University. 2018-2019 school year
2018	Quantitative Dissertation Award, Division for Research, Council for Exceptional Children
2018	IES Research Training Institute: Single Case Design Institute, selected participant, University of Wisconsin-Madison
2017	Three Minute Thesis (3MT) Competition Finalist, Vanderbilt University
2017	Robert Gaylord-Ross Award for Excellence in Scholarly Writing, Vanderbilt University
2017	Dick Shores Award for Excellence in Teacher Education, Vanderbilt University
2016	P.E.O. Scholar Award, \$15,000 from the International Chapter P.E.O. Sisterhood.
2013-2017	Graduate Honor Scholarship, Vanderbilt University
2013-2017	Peabody Dean's Fellowship, Peabody College, Vanderbilt University

TEACHING

**Temple University
Instructor**

SPED 2231: Introduction to Inclusive Education (Undergraduate)
Fall 2022, Spring 2022, Fall 2021, Fall 2020, Spring 2020, Fall 2018, Fall 2017

SPED 8101: Trends and Issues in Special Education (Doctoral)
Fall 2022

EDPSY 8627: Introduction to Research Design and Methods (Doctoral)
Fall 2021, Fall 2019

EDU 5010: Special Topics in Education (Doctoral)
Spring 2019

SPED 4103: Classroom Management and Positive Behavior Support (Undergraduate)
Spring 2020, Spring 2019, Spring 2018

SPED 5107: Understanding and Utilizing Special Education Research (Master's)
Fall 2018, Fall 2017

**Vanderbilt University
Instructor**

SPED 3860: Advanced Procedures in Classroom Management and Social Skills Instruction for
Students with Mild/Moderate Disabilities (Master's)
Fall 2016

SPED 3000: Education and Psychology of Exceptional Learners (Master's)
Summer 2016

K-12 TEACHING

2008-2010 Special education teacher for students with intellectual disabilities,
autism, or emotional/behavioral disorders,
Lake Braddock Secondary School, Fairfax County Public Schools

2008-2010 Homebound special education teacher for students with learning
disabilities and students with emotional/behavioral disorders
Fairfax County Public Schools

2007-2008 Special education teacher for students with multiple disabilities,
South Lakes High School, Fairfax County Public Schools

OTHER EMPLOYMENT

2013-2017	Research Assistant, Vanderbilt University
2012-2013	Program Evaluation Intern, Goodman Research Group
2010-2012	Director of Programs and Community Outreach, Organization for Autism Research
2005- 2006	Home Based Therapist, Pennsylvania Department of Public Welfare
2004-2005	Life Skills Counselor, ARC of Centre County

SERVICE**Department**

2017- ongoing	Course coordinator (SPED 2231, SPED 4103, SPED 5666, SPED 5107)
2020	Search committee member
2019- 2020	Special Education curricular revision work group
2017- 2020	Special education program representative to Early Childhood Education
2018-2019	Search committee member
2017-2018	Search committee member

College

2019- ongoing	Faculty Resource and Development (FReD) Committee Chair
2019- ongoing	Education Leadership and Policy curricular revision work group
2018, Fall	Faculty Senate representative
2017- 2019	Deans for Impact representative
2017- 2018	Curriculum committee subgroup on dispositions
2017- 2018	Student commencement speaker committee

University

2021- ongoing	Pre-Health Evaluation Committee
---------------	---------------------------------

Field*Editorial Board*

Exceptional Children (2020-current)

Remedial and Special Education (2020-current)

Guest Editorial Board

AERA Open (2018, 2019, 2020, 2022), American Educational Research Journal (2018, 2019), Assessment for Effective Intervention (2022), Behavioral Disorders (2019, 2020, 2021, 2022), Educational Administration Quarterly (2015, 2016, 2018), Educational Policy (2022), Educational Researcher (2018, 2019, 2020, 2021), Educational Evaluation and Policy Analysis (2020, 2022), Exceptional Children (2017, 2018), Journal of Education Human Resources (2022), Remedial and Special Education (2017), School Mental Health (2017, 2018), Studies in Educational Evaluation (2017, 2019), The Elementary School Journal (2016, 2017, 2018, 2019, 2020, 2021, 2022), Education Policy Analysis Archives (2019), Educational Policy (2022), Journal of Education Human Resources (2022), Journal of Learning Disabilities (2019, 2021), Journal of Positive Behavior Interventions (2018, 2019, 2020, 2021, 2022), Journal of Special Education (2022), Journal of Teacher Education (2019, 2020), Psychology in the Schools (2022), Teacher Education and Special Education (2022), and TEACHING Exceptional Children (2019)

Reviewer for Grant Proposals

IES (2020)

Reviewer for Conference Proposals

American Educational Research Association Annual Meeting (2018, 2019), Council for Exceptional Children Annual Meeting (2018, 2019, 2020), and Society for Research on Educational Effectiveness (2018, 2019, 2020, 2021, 2022)

Other

2022	Invited panelist for NCLII, <i>Teacher Labor Market and Implications for Intervention Implementation</i>
2016	Invited speaker at the Volunteer Advocacy Project
2015	Organized panel <i>Using Coaching to Support Teacher Implementation of Evidence-Based Practices</i> for Council for Exceptional Children 2016 Convention and Expo, St. Louis, MO
2014	Midwest Symposium for Leadership in Behavior Disorders conference volunteer

PROFESSIONAL AFFILIATIONS AND CERTIFICATION

American Educational Research Association, Division L, Division H, and Special Education Special Interest Group

Association for Education Finance and Policy

Commonwealth of Virginia Collegiate Professional License in Intellectual Disabilities K-12, Specific Learning Disabilities K-12, Severe Disabilities K-12, and Emotional Disturbance K-12

Council for Exceptional Children, Division of Research

SELECTED MEDIA COVERAGE

Mahnken, K. (2021, May 16). Newark students, including special needs and English learners, are less likely to transfer out of charters than district schools, study finds. *The 74 Million*. Retrieved from <https://www.the74million.org/newark-students-including-special-needs-and-english-learners-are-less-likely-to-transfer-out-of-charters-than-district-schools-study-finds/>

West, M. (Producer). (2018, September 26). *EdNext podcast: Getting inclusion right* [Audio podcast]. Retrieved from <https://www.educationnext.org/ednext-podcast-getting-inclusion-right-gilmour/>

Samuels, C. (2018, July 27). Inclusion alone not enough to boost special education results, expert says. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/speded/2018/07/inclusion_and_academic_achievement.html

Mathews, J. (2017, August 13). Why principals lie to ineffective teachers: Honesty takes too long. *The Washington Post*. Retrieved from https://www.washingtonpost.com/local/education/why-principals-lie-to-ineffective-teachers-honesty-takes-too-long/2017/08/13/0cb0b846-7ed2-11e7-83c7-5bd5460f0d7e_story.html?utm_term=.4cf527c8e0c6

Hansen, M. (2016, March 10). Design makes a difference: Improving the design of teacher evaluation systems will provide better insight into performance. *U.S. News & World Report*. Retrieved from <https://www.usnews.com/opinion/knowledge-bank/articles/2016-03-10/focus-on-improving-the-design-of-teacher-evaluation-systems>

Brown, E. (2016, February 29). Very few teachers receive poor job ratings, and new evaluations haven't changed that. *The Washington Post*. Retrieved from <https://www.washingtonpost.com/news/education/wp/2016/02/29/very-few-teachers-receive-poor-job-ratings-and-new-evaluations-havent-changed-that/>