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CURRENT APPOINTMENTS

Professor of Special Education, School of Educational Studies (SES)
Claremont Graduate University (CGU)
Director, IRIS-West @ CGU www.cgu.edu/pages/4993.asp

Co-Principal Investigator/Project Director, The IRIS Center for Training Enhancements
The IRIS (IDEA '04 and Research for Inclusive Settings) Center provides free, online, interactive training enhancements to be used in both college and university courses and professional development activities for practicing educators working in inclusive settings <http://iris.peabody.vanderbilt.edu> or www.iriscenter.com. The five-year project, which began in November of 2006, continues the development and support of Web-based, interactive training modules that was initiated in 2001 with the funding of the first IRIS Center. These resources incorporate the "How People Learn" theory to translate research about the education of students with disabilities into practice. This project extends the work initiated through the IRIS Center for Faculty Enhancements. The Center at IRIS-West @ CGU delivers training and technical assistance and coordinates national outreach activities. (See External Funding section for more information.)

Principal Investigator, Special Education Faculty Needs Assessment (SEFNA)
As with the IRIS Center, the U.S. Department of Education's Office of Special Education Programs funds the SEFNA project www.cgu.edu/sefna. This evaluation effort will provide information to policy makers about the nation's capacity to produce a sufficient supply of highly qualified special education teachers. The primary focus of the evaluation is on the production of new special education doctoral graduates who assume faculty positions. This three-year project began in November of 2007. (See External Funding section for more information.)

AREAS OF SPECIALIZATION

Special Education
Disability Policy
Technical Assistance and Dissemination
Technology-Based Course Enhancements
Learning Disabilities
Culturally and Linguistically Diverse Students with Disabilities
Supply and Demand of Special Education Faculty

EDUCATION

- 1973 Doctor of Education (Special Education – Learning Disabilities and Mental Retardation), University of Washington, Seattle (Public Law 91-230 fellow)
- 1970 Master of Education (Special Education – Mental Retardation), University of Missouri-Columbia (Public Law 89-126 fellow)
- 1969 Fifth Year–Teacher Preparation, California State University-Northridge (Elementary and Special Education)
- 1968 Bachelor of Arts (Psychology), Pitzer College, Claremont Colleges, California

PAST PROFESSIONAL EMPLOYMENT

- 1997-2006 Research Professor of Special Education, Peabody College, Vanderbilt University.
- 1997-2005 Senior Research Scholar, John F. Kennedy Center for Research on Human Development.
- 1990-1997 University of New Mexico (UNM) Regents' Professor.
Of the 1,562 faculty members at UNM in 1996, 14 held the title Regents' Professor. This recognition, the only of its kind at UNM, is given for excellence in teaching, research, and service.
- 1982-1997 Professor, Special Education Programs, UNM.
- 1983-1992 Chairperson, Special Education Department, UNM.
- 1991 On special assignment to the UNM Office of Academic Affairs.
- 1990 On special assignment to the UNM Vice President for Research.
- 1979-1982 Assistant Chairperson, Special Education Department, UNM.
- 1980 & 1981 (Summers) Acting Department Chairperson, Special Education Department, UNM.
- 1977-1982 Associate Professor of Special Education, UNM.
- 1976-1977 Acting Director, Office of Research Administration, George Peabody College for Teachers (Vanderbilt University), Nashville, Tennessee.
- 1975-1976 Deputy Director, Office of Research Administration, George Peabody College for Teachers (Vanderbilt University), Nashville, Tennessee.
- 1974-1977 Assistant Professor, Special Education Department, George Peabody College for Teachers (Vanderbilt University), Nashville, Tennessee.

- 1974 Coordinator, Preparation of Personnel in the Education of the Severely Handicapped, Experimental Education Unit, Child Development and Mental Retardation Center, University of Washington (funded by the Bureau for the Education of the Handicapped, Special Projects Grant).
- 1972-1974 Coordinator, Research and Application of Instructional Materials Development, Experimental Education Unit, University of Washington (funded by the National Institute of Education).
- 1972-1973 Teaching Assistant, Department of Education, Area of Special Education, University of Washington.
- 1970-1972 Research Teacher, Experimental Education Unit, University of Washington.

HONORS

2009 Distinguished Alumni Award, College of Education, University of Washington
 Teacher Education in Special Education, 2004 Research Article of the Year, Teacher Education Division, Council for Exceptional Children
 Life Trustee, Pitzer College
 Peabody College, Vanderbilt University PI Recognition Award
 Peabody College, Authors' Recognition
 Member, Cultural Diversity Advisory Committee, National Council on Disabilities
 Past President of the Higher Education Consortium for Special Education
 Regents' Professor, University of New Mexico
 UNM General Library Faculty Recognition Award

PUBLICATIONS

Books

Smith, D.D. & Tyler, N.C. (2010). *Introduction to special education: Making a difference* (7th ed.). Columbus, OH: Pearsons/Merrill.

This text comes in a complete package, which includes color transparencies, PowerPoint presentations, a computerized test bank, on-line instructors' resources, and an on-line students' resource manual.

Bryant, D.P., Smith, D.D., & Bryant, B. (2008). *Teaching students with special needs in inclusive classrooms*. Boston: Allyn & Bacon.

Smith, D.D. (2007). *Introduction to special education: Making a difference* (6th ed.). Boston: Allyn & Bacon.

Smith, D.D. (2006). *Introduction to special education: Teaching in a time of opportunity* (5th ed – IDEA '04 update). Boston: Allyn & Bacon.

Smith, D.D. (2004). *Introduction to special education: Teaching in a time of opportunity*

- (5th ed.). Boston: Allyn & Bacon.
- Smith, D.D. (2001). *Introduction to special education: Teaching in a time of opportunity* (4th ed.). Boston: Allyn & Bacon.
- Smith, D.D. (1998). *Introduction to special education: Teaching in an age of challenge* (3rd ed.). Boston: Allyn & Bacon.
- Rivera, D., & Smith, D.D. (1997). *Teaching students with learning and behavior problems* (3rd ed.). Boston: Allyn & Bacon.
- Smith, D.D., & Luckasson, R. (1995). *Introduction to special education: Teaching in an age of challenge* (2nd ed.). Boston: Allyn & Bacon.
- Smith, D.D., Luckasson, R., & Crealock, C. (1995). *Introduction to special education in Canada: Teaching in an age of challenge*. Scarborough, Ontario, Canada: Allyn & Bacon.
- Smith, D.D., & Rivera, D. (1993). *Effective discipline* (2nd ed.). Austin, TX: Pro-Ed.
- Smith, D.D., & Luckasson, R. (1992). *Introduction to special education: Teaching in an age of challenge*. Boston: Allyn & Bacon.
- Smith, D.D. (1989). *Teaching students with learning and behavioral problems* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Smith, D.D. (1984). *Effective discipline*. Austin, TX: Pro-Ed.
- Smith, D.D. (1981). *Teaching the learning disabled*. Englewood Cliffs, NJ: Prentice-Hall.

Book Translations

- Smith, D.D. (in press). *Introduction to Special Education: Making a Difference*. Translation in Hebrew. Pearsons International.
- Smith, D.D. (2009). *Introduction to Special Education: Making a Difference*. Translation in Polish. Pearsons International.
- Smith, D.D. (2008). *Introduction to Special Education: Making a Difference*. Translation in Mandarin. Pearsons International.
- Smith, D.D. (2008). *Educacao Especial: Ensinar em tempos de inclusao*. Translation in Portuguese. Sao Paulo, Brazil: Artmed, Pearsons International.
- Smith, D.D. (2003). *Bases psicopedagogicas de la education especial*. Madrid, Spain; Mexico City: Pearsons International.

Book Supplements

- Smith, D.D., Tyler, N.C., & Elleman, A. (2004). *Instructors' resource manual and test bank for Introduction to Special Education*. Boston: Allyn & Bacon.

- Smith, D.D., Tyler, N.C., & Flippin, S.S. (2004). *Student study guide and resource manual* for Introduction to Special Education (5th ed.). Boston: Allyn & Bacon.
- Smith, D.D., & Tyler, N.C. (2001). *Student study guide and workbook* for Introduction to Special Education (4th ed.). Boston: Allyn & Bacon.
- Smith, D.D., Tyler, N.C., & McLean, Z.Y. (2001). *Instructor's resource manual* for Introduction to Special Education (4th ed.). Boston: Allyn & Bacon.
- Smith, D.D., & Tyler, N.C. (1998). *Student study guide and workbook* for Introduction to Special Education (3rd ed.). Boston: Allyn & Bacon.
- Smith, D.D., Tyler, N.C., McLean, Z.Y., C'de Baca, & Curran, C. (1998). *Instructor's resource manual* for Introduction to Special Education (3rd ed.). Boston: Allyn & Bacon.
- Smith, D.D. (1995). *Student study guide and workbook* for Introduction to Special Education (2nd ed.). Boston: Allyn & Bacon.
- Smith, D.D., & Tyler, N.C. (1995). *A focus on diversity: An awareness of differences*. Boston: Allyn & Bacon.
- Smith, D.D., Pierce, T., Tyler, N.C., Silva, C., & Luckasson, R. (1995). *Teachers' Resource Manual* for Introduction to Special Education (2nd ed.). Boston: Allyn & Bacon.
- Smith, D.D. (1992). *Student study guide and workbook* for Introduction to Special Education. Boston: Allyn & Bacon.

Book Chapters

- Brownell, M.T., Rosenberg, M.S., Sindelar, P.T., & Smith, D.D. (2004). Teacher education: Toward a qualified teacher for every classroom. In A.M. Sorrel, H.J. Rieth, and P.T. Sindelar (Eds.), *Critical Issues in Special Education: Access, Diversity, and Accountability* (pp. 243-257). Boston: Allyn & Bacon.
- Smith, D.D., Pion, G.M., & Tyler, N.C. (2004). Leadership personnel in special education: Can persistent shortage be resolved? In H.J. Rieth, A. McCray, and P. Sindelar (Eds.), *Critical Issues in Special Education: Access, Diversity, and Accountability* (pp. 258-276). Boston: Allyn and Bacon.
- Smith, D.D., Smith-Davis, J., & Easterling, J. (2000). *Minority institutions of higher education and special education personnel preparation*. Module in *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*. Washington, DC: U.S. Government Printing Office.
- Smith, D.D., & Rivera, D.P. (1998). Discipline in special education and general education settings. In E.L. Meyen, G.A. Vergason, and R.J. Whelan. (Eds.), *Educating students with mild disabilities: Strategies and methods* (2nd ed., pp. 5-26). Denver: Love Publishing.
- Smith, D.D., & Rivera, D.P. (1996). Discipline in special education and general education settings. In E.L. Meyen, G.A. Vergason, and R.J. Whelan (Eds.), *Strategies for teaching exceptional children in inclusive settings* (pp. 351-373). Denver: Love Publishing.

- Pemberton, J., & Smith, D.D. (1996). Teacher's use of instructional time in five special education settings. *Inclusive schools*. Cambridge, England: Cambridge University Press.
- Smith, D.D., & Bassett, D. (1991). The REI debate: A time for systematic research agendas. In A. Repp, N. Singh, & J. Lloyd (Eds.), *Perspectives on the integration of atypical learners in regular education settings* (pp. 150-173). Sycamore, IL: Sycamore Publishers.
- Smith, D.D., & Rivera, D. (1991). Mathematics. In B. Wong (Ed.), *Learning about learning disabilities* (pp. 346-375). Orlando, FL: Academic Press.
- Smith, D.D., & Robinson, S. (1986). Educating the learning disabled. In R.J. Morris & B. Blatt (Eds.), *Special education: Research and trends*. New York: Pergamon Press.
- Snell, M.E., & Smith, D.D. (1983). Developing the IEP: Selecting and assessing skills. In M.E. Snell (Ed.), *Systematic instruction of moderately and severely handicapped* (2nd ed.). Columbus, OH: Charles Merrill Publishing Company.
- Smith, D.D. (1983). Comments to Douglas Carnine Direct Instruction: In search of instructional solutions for educational problems. *Interdisciplinary voices in learning disabilities and remedial education*. Austin, TX: Pro-Ed.
- Smith, D.D. (1978). The influence of modeling on children's oral reading performance. In A. Fink (Ed.), *International perspectives on future special education*. Reston, VA: Council for Exceptional Children.
- Smith, D.D., & Snell, M.E. (1978). Classroom management and instructional planning. In M.E. Snell (Ed.), *Systematic instruction of moderately and severely handicapped*. Columbus, OH: Charles Merrill Publishing Company.
- Snell, M.E., & Smith, D.D. (1978). Intervention strategies. In M.E. Snell (Ed.), *Systematic instruction of moderately and severely handicapped*. Columbus, OH: Charles Merrill Publishing Company.
- Smith, D.D., & Smith, J.O. (1978). Trends. In M.E. Snell (Ed.), *Systematic instruction of moderately and severely handicapped*. Columbus, OH: Charles Merrill Publishing Company.
- Smith, D.D., & Lovitt, T.C. (1976). Influence of instructions and reinforcement contingencies on children's rate of solving arithmetic problems. In T.A. Brigham, R. Hawkins, & T.F. McLaughlin (Eds.), *Behavior analysis in education: Self-control and reading*. Dubuque, IA: Kendall/Hunt Publishing Company.
- Smith, D.D., & Lovitt, T.C. (1975). The influence of modeling techniques on the abilities of children to acquire new arithmetic skills. In E. Ramp & G. Semb (Eds.), *Behavior analysis: Areas of research and application*. Englewood Cliffs, NJ: Prentice-Hall.
- Lovitt, T.C., Smith, D.D., Kidder, J.D., & Evison, R. (1974). Using arranged and programmed events to alter subtraction performance of children with learning disabilities. In F. Keller & E. Ribes (Eds.), *Behavior modification: Application to education*. New York: Academic Press.

Lovitt, T.C., Smith, D.D., Kidder, J.D., & Evison, R. (1973). El uso de eventos dispuestos y programados para alterar la ejecución de operaciones de restor en niños con problemas de aprendizaje. En F.S. Keller & E. Ribes (Inestos), *Modificación de conducta: Aplicaciones a la educación*. Mexico: Editorial Trillas.

Smith, D.D., Lovitt, T.C., & Kidder, J.D. (1972). Using reinforcement contingencies and teaching aids to alter subtraction performance of children with learning disabilities. In G. Semb (Ed.), *Behavior analysis and education - 1972*. Lawrence, KS: University of Kansas Press.

Articles in Refereed Journals and Publications

Tyler, N., Smith, D., & Miller, J. (February, 2009). RTI... *Where can I get one? Online, interactive training materials from the IRIS Center. CEC Today*, http://www.cec.sped.org/AM/Template.cfm?Section=CEC_Today1&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=11793 <http://www.cec.sped.org/AM/Template.cfm?Section=CEC_Today1&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=11793>

Smith, D.D. (2009). HECSE and the federal role in leadership (doctoral) preparation. *Higher Education Consortium for Special Education (HECSE), 1*. www.hecse.org

Smith, D.D. (2009). Special Education faculty needs assessment (SEFNA): Progress Summary. *Higher Education Consortium for Special Education (HECSE), 1*. www.hecse.org

Smith, D.D. (Novembro 2008/Janeiro 2009). Entrevista: E preciso estar atualizado para fazer a diferenca. *Patio Revista Pedagogica, 12, 20-21*.

Smith, D.D. & Watson, R. (2008 May). Special education faculty needs assessment: Special education's capacity to produce a highly qualified workforce. *Higher Education Consortium for Special Education (HECSE), 1, 3, 6*. www.hecse.org

Smith, D.D. (2008 Winter). Assessing trends in the leadership development: Special Education's capacity to produce a highly qualified workforce. TED-Lines, p. 12. www.tedcec.org/tedlines/TEDLinesWinter08.pdf

Smith, D.D., Pion, G., Skow, K., Tyler, N.C., Yzquierdo, Z.M., Givner, C., & Brown, J. (2005). The IRIS Center for Faculty Enhancement: On-line course enhancement modules and materials for use in the preparation of education professionals. *New Horizons for Learning, 11, 1-17*.

Smith, D.D. (2003). Welcome to the TESE special issue: Study of Special Education Leadership Personnel. *Teacher Education and Special Education, 26, 163-164*.

Smith, D.D., Pion, G.M., Tyler, N.C., & Gilmore, R. (2003). Doctoral programs in special education: The nation's supplier. *Teacher Education and Special Education, 26, 172-181*.

Pion, G.M., Smith, D.D., & Tyler, N.C. (2003). Career choices of recent doctorates in special education: Their implications for addressing faculty shortage. *Teacher Education and*

Special Education, 26, 182-193.

- Tyler, N.C., Smith, D.D., & Pion, G.M. (2003). Doctoral students in special education: Characteristics and career aspirations. *Teacher Education and Special Education, 26*, 194-205.
- Tyler, N.C., & Smith, D.D. (2000). Welcome to the TESE special issue: Preparation of culturally and linguistically diverse special educators. *Teacher Education and Special Education, 23*, 261-263.
- Smith, D.D., Tyler, N.C., Easterling, J., Smith-Davis, J., Clarke, C.C., & Mims, V. (2000). Technical assistance makes a difference: The Alliance 2000 story. *Teacher Education and Special Education, 23*, 303-310.
- Tyler, N.C., & Smith, D.D. (1999). Career decisions of doctoral graduates in special education. *Teacher Education in Special Education, 22*, 1-13.
- Smith, D.D., & Pierce, T.B. (1995). The state of special education leadership training and college and university faculty: What we know and what we don't. *Teacher Education and Special Education, 18*, 156-165.
- Smith, D.D., & Rivera, D.P. (1995). Discipline in special education and general education settings. *Focus on Exceptional Children, 27*, 1-14.
- Pierce, T.B., & Smith, D.D. (1994). Career choices of special education personnel holding doctorates. *Teacher Education and Special Education, 17*, 129-136.
- Smith, D.D., & Salzberg, C. (1994). Leadership training in special education: A call for a national database. *Teacher Education and Special Education, 17*, 52-61.
- Pierce, T.B., Smith, D.D., & Clarke, J. (1992). Special education leadership: Supply and demand revisited. *Teacher Education and Special Education, 15*, 175-182.
- Haring, K.A., Lovett, D.L., Haney, K.F., Algozzine, B., Smith, D.D., & Clarke, J. (1992). Labeling preschoolers as learning disabled: A cautionary position. *Topics in Early Childhood Special Education, 12*, 151-153.
- Pierce, T.B., Luckasson R., & Smith, D.D. (1990). Surveying unstructured time of adults with mental retardation living in two community settings: A search for normalization. *Exceptionality, 1*, 123-134.
- Haring, K., Lovett, D.L., & Smith, D.D. (1990). A follow-up study of recent special education graduates of learning disabilities programs. *Journal of Learning Disabilities, 23*, 108-113.
- Smith, D.D. (1988). No more noses to the glass: A response. *Exceptional Children, 54*, 476.
- Smith, D.D., & Lovett, D. (1987). The supply and demand of special education faculty members: Will the supply meet the demand? *Teacher Education and Special Education, 10*, 88-96.

- Rivera D., & Smith, D.D. (1987). The influence of modeling on the acquisition and generalization of computational skills: A summary of research findings from three sites. *Learning Disability Quarterly, 10*, 69-80.
- Smith, D.D., Deshler, D., Hallahan, D., Lovitt, T.C., Robinson, S., Voress, J., & Yssledyke, J. (1984). Minimum standards for description of subjects in learning disabilities research reports. *Learning Disability Quarterly, 7*, 221-224.
- Smith, D.D., Robinson, S., & Voress, J. (1982). The learning disabled student in transition: From dependence to independence. *Topics in Learning and Learning Disabilities, 2*, 27-39.
- Robinson, S., & Smith, D.D. (1981). Listening skills: Teaching learning disabled students to be better listeners. *Focus on Exceptional Children, 13*, 1-15.
- Roberts, M., & Smith, D.D. (1980). A study of the relationship among correct and error oral reading rate and comprehension. *Learning Disability Quarterly, 3*, 54-64.
- Smith, D.D. (1979). The improvement of children's oral reading through the use of teacher modeling. *Journal of Learning Disabilities, 12*, 172-175.
- Roberts, M., & Smith, D.D. (1977). The influence of contingent instructions on the social behavior of a young boy. *School Applications of Learning Theory, 9*, 24-42.
- Edgar, E., Maser, J., Smith, D.D., & Haring, N.G. (1977). Developing an instructional sequence for teaching a self-help skill: The need for instructional materials and a model developed for preparing them. *Education and Training of the Mentally Retarded, 12*, 42-51.
- Smith, J.O., Smith, D.D., & Haring, N.G. (1977). A model for the development of instructional materials for the handicapped. *Peabody Journal of Education, 54*, 174-180.
- Smith, D.D., & Lovitt, T.C. (1976). The differential effects of reinforcement contingencies on arithmetic performance. *Journal of Learning Disabilities, 9*, 11-29.
- Lovitt, T.C., & Smith, D.D. (1974). Using withdrawal of positive reinforcement to alter subtraction performance. *Exceptional Children, 40*, 357-358.
- Smith, D.D., & Lovitt, T.C. (1973). The educational diagnosis and remediation of b/d reversal problem: A case study. *Journal of Learning Disabilities, 6*, 356-363.

Information, Briefs, Reports and Monographs

- Smith, D.D. (2009). SEFNA Brief: A Comparison of Doctoral Funding Levels Across Federal Programs.
- Smith, D.D. (2009). SEFNA Brief: Follow-up of Doctoral Students Supported Through OSEP-Funded Leadership Preparation Projects Initiated During Fiscal Years 2000 and 2001.

- Smith, D.D. (2009). SEFNA Brief: The Federal Role in the Preparation of Special Education Doctorates.
- Tyler, N.C. & Smith, D.D. (2008). The IDEA 2004 and Research for Inclusive Settings II (IRIS II): 3+2 Evaluation Report. Submitted to The Office of Special Education Programs, U.S. Department of Education.
- Smith, D.D., Robb, S.M., Watson, R., & Tyler, N.C. (2007). *The Capacity of Special Education to Produce Highly Qualified Teachers*. HECSE-TED Policy Brief.
- Tyler, N.C., Smith, D.D., Lopez-Reyna, N., & Guillory, B. (2004, 2005). *New Project Directors' Manual*. Chicago: University of Illinois – Chicago, Monarch Center.
- Smith, D.D., Lopez-Reyna, N., Guerin, G., & Guillory, B. (2004, 2005). *The Grant Writers' Guide: An orientation to a successful search for external funding*. Chicago: University of Illinois – Chicago, Monarch Center.
- Smith, D.D., Tyler, N.C., Lopez-Reyna, N., & Guillory, B. (2003). *Grant Writers' Manual*. Chicago: University of Illinois – Chicago, Monarch Center.
- Tyler, N.C., Smith, D.D., Lopez-Reyna, N., & Guillory, B. (2003). *Mentors' Manual*. Chicago: University of Illinois – Chicago, Monarch Center.
- Smith, D.D., McLeskey, J., Tyler, N.C., & Saunders, S. (2002). The supply and demand of special education teachers: The nature of the chronic shortage of special education teachers. *COPSSE Report*. Gainesville, FL: University of Florida.
- Smith, D.D., Pion, G., Tyler, N.C., Sindelar, P.T., & Rosenberg, M.S. (2001). The study of special education leadership personnel with particular attention to the professoriate. *Leadership Final Report*. Nashville, TN: Vanderbilt University.
- Smith, D.D., Tyler, N.C., Pion, G., Sindelar, P.T., & Rosenberg, M.S. (2001). The shortage of special education faculty: Why it is happening, why it matters, and what we can do about it. *Leadership Report*. Nashville, TN: Vanderbilt University.
- Smith, D.D., Tyler, N.C., Pion, G., Sindelar, P.T., & Rosenberg, M.S. (2001). *The shortage of special education faculty: Why it is happening, why it matters, and what we can do about it. Final Report*. Nashville, TN: Vanderbilt University.
- Smith, D.D. (1999). Supply and demand of special education faculty: A work in progress. *OSEP Leadership Conference Report*.
- Smith, D.D., & Tyler, N.C. (1997). Special education doctoral students' diversity. *OSEP Leadership Conference Monograph*.
- Smith, D.D., & Tyler, N.C. (1994). Special education doctoral students from historically underrepresented groups in the pipeline. *HECSE Report*.
- Smith, D.D., Drew, C., & Healey, W., McCarthy, J., Salzberg, C., & Hughes, C. (1991). History and future needs of doctoral training in special education. *HECSE Monograph*.

Smith, D.D., Smith-Davis, J., Cross, D., & Morsink, C. (1986). The need for special education leadership training. *HECSE Report*.

Instructional Materials

- Smith, D.D., & Van Etten-Luaces, S. (2006). *FastSort: Artic*. Boston: Allyn & Bacon.
- Smith, D.D., & Van Etten-Luaces, S. (2006). *FastSort: Vocab*. Boston: Allyn & Bacon.
- Dunn, L.M., Dunn, L.M., Horton, K., Smith, J.O., & Smith, D.D. (1997). *Peabody Picture Collection*. Circle Pines, MN: AGS.
- Smith, D.D., Smith, J.O., Maxwell, B., Thompson, B., & Chaffin, J. (1985). *MicroSoc thinking games: SocSort*. Circle Pines, MN: AGS.
- Smith, D.D., Smith, J.O., Maxwell, B., Thompson, B., & Chaffin, J. (1985). *MicroSoc thinking games: SocMate*. Circle Pines, MN: AGS.
- Maxwell, B., Thompson, B., Chaffin, J., Smith, D.D., & Smith, J.O. (1985). *MicroSoc thinking games: SocLink*. Circle Pines, MN: AGS.
- Thompson, B., Maxwell, B., Chaffin, J., Smith, D.D., & Smith, J.O. (1985). *MicroSoc thinking games: SocOrder*. Circle Pines, MN: AGS.
- Maxwell, B., Thompson, B., Chaffin, J., Smith, D.D., & Smith, J.O. (1985). *MicroSoc thinking games: SocPix*. Circle Pines, MN: AGS.
- Dunn, L.M., Dunn, L.M., Smith, J.O., Smith, D.D., & Horton, K.B. (1983). *Peabody picture collection*. Circle Pines, MN: AGS.
- Dunn, L.M., Dunn, L.M., Smith, J.O., Smith, D.D., & Horton, K.B. (1983). *Peabody picture collection: Mini-decks*. Circle Pines, MN: AGS.
- Dunn, L.M., Smith, J.O., Smith, D.D., & Dunn, L.M. (1982). *Peabody language development kit-revised: Level 3*. Circle Pines, MN: AGS.
- Smith, D.D., & Lovitt, T.C. (1982). *Computational arithmetic program*. Austin, TX: Pro-Ed.
- Smith, J.O., Smith, D.D., Dunn, L.M., & Horton, K.B. (1975). *Peabody articulation decks*. Circle Pines, MN: AGS.
- Smith, J.O., Dunn, L.M., Horton, K.B., & Smith, D.D. (1972). *Peabody articulation cards*. Circle Pines, MN: AGS.
- Smith, D.D., Smith, J.O., & Haring, N.G. *The shoe-tie program*. Experimental Education Unit, University of Washington, Experimental Edition, 1974.
- Smith, D.D., Smith, J.O., & Haring, N.G. *Let's tell time*. Experimental Education Unit, University of Washington, Experimental Edition, 1974.
- Smith, D.D., Smith, J.O., & Haring, N.G. *The measuring program*. Experimental Education

Unit, University of Washington, Experimental Edition, 1974.

Smith, D.D., Smith, J.O., & Haring, N.G. *Measuring with a metric ruler*. Experimental Education Unit, University of Washington, Experimental Edition, 1974.

Selected Alliance Documents

Smith, D.D., & Yzquierdo, Z.M. (2002). *The Alliance Outcomes*. Nashville: Vanderbilt University.

Smith, D.D., Tyler, N.C., & Clarke, C.C. (2000). *The Alliance Outcomes*. Nashville: Vanderbilt University.

Smith, D.D., & Tyler, N.C., & Easterling, J. (2000). *Alliance Outcomes: The Federal Investment Pays Off*. Nashville: Vanderbilt University, Peabody College.

Smith, D.D., et al. (1998). *The Alliance Grant Writers' Manual*. Nashville: Vanderbilt University, Peabody College.

Alliance Newsletters (Fall 1998; Summer 1999; Fall 2000)

Smith, D.D. (1995). *An analysis of federal funding for special education and related services personnel preparation federal funding effort: 1991-1994*. Prepared for the U.S. Senate.

Smith-Davis, J., & Smith, D.D. (1995). *A justification for the minority agenda of the U.S. Department of Education*. Prepared for the U.S. Dept. of Education's Office of Special Education Programs.

Smith-Davis, J., & Smith, D.D. (1994). *Data concerning representation by United States racial/ethnic groups in public schools, the teaching force, higher education, and preservice teacher education, with a focus on education of students with disabilities*. Prepared for the U.S. Department of Education.

Electronic Publications

<http://iris.peabody.vanderbilt.edu>

Contributions to module development (2008)
The Response-to-Intervention Series (2007-2008)
Disability Awareness (2004)

Alliance Alerts: Electronic distribution list (list serve) about Congressional IDEA re-authorization and appropriations, federal grant opportunities, current events, and job postings. Alliance Alerts were disseminated about twice a week, 1995-2002.

"Chat with the Author:" on-line interactive dialogue, May 1995

America On-Line: Tips for Teachers Series 1995 - 1996.

America On-Line: Tips for Students Series 1995 - 1996.

PRESENTATIONS (since 2000)

Selected Keynote Addresses

A message to graduates: Social Justice for Individuals with Disabilities, Your Role in Making a Difference, University of Washington, Seattle, June 2009.

IRIS Center: Enhancements to Improve the Results of Students with Disabilities in Inclusive Settings. Chapman University Symposium on Special Education, Orange, CA, May 2007.

Behavior and Reading: What a Way to Start! The IRIS Center's Here to Help. California State University Teacher Preparation Program, Annual Faculty Professional Development Conference, San Francisco, CA, November 2006.

It Takes All Teacher Educators To Reach All Students: Strengthening the Special Education/General Education Partnership. California Council of Teacher Education Conference, San Diego, CA, October 2006.

Our Response to the Response to Intervention: The IRIS Center's Enhancement Materials for RTI. California Reading Conference, Sacramento, CA, May 2006.

The Shortage of Special Education Faculty. Stakeholders' Meeting. Washington, DC, November 2001.

Study of Leadership Personnel in Special Education. OSEP Leadership Stakeholders' Meeting, Washington DC, October 2001.

Study of Leadership Personnel in Special Education. OSEP Leadership Stakeholders' Meeting. Washington, DC, July 2000.

Selected Invited Presentations

SEFNA is Underway: Preliminary report on Graduation Rates of Doctoral Students' Funded by the Office of Special Education Programs' Leadership Preparation FY 2000 and 2001 Projects. Higher Education Consortium for Special Education (HECSE) Annual Meeting, Washington, DC, January 2009.

Leadership Training in Special Education, Minority Institutions of Higher Education. The Monarch Center 2008 Symposium, San Diego, CA, January 2008.

Inclusive Instruction Through IRIS Approach: IRIS Center Overview. Fiesta Educativa, Los Angeles, CA, June 2007.

IRIS and CalState TEACH Training Integration Presentation, California State University Division Meeting, San Jose, CA, February 2007.

Leadership Training in Special Education: Capacity Building. The Monarch Center Symposium, December 2006.

The TN State and University Partnership: How IRIS modules are developed. 2006 OSEP/SIG Project Directors' Conference, July-August 2006.

IRIS Modules and Enhancements to Enrich Preparation of Personnel for Inclusive Classrooms. Montana IHE Academy and the Mountain Plains Regional Resource Center, Rock Creek, MT, June 2006.

Software Environments that Support New Designs for Collaborative Learning and Assessment: The IRIS Center for Faculty Enhancement. American Educational Research Association, 2006 Annual Meeting, San Francisco, CA, April 2006.

IRIS Center: Free Online Course Materials for Faculty Regarding Validated Inclusive Practices. Council for Exceptional Children Convention and Expo, Salt Lake City, UT, April 2006.

From Research to Policy: The Special Education Faculty Shortage Study as a Case Example. The Monarch Center, Seattle, December 2005.

The IRIS Center: Free Web-based Course Enhancement Materials Related to Effective Instruction and Inclusion of Students with Disabilities. Office of Special Education Programs (OSEP), Project Directors' Meeting, July 2005.

The Supply and Demand of Special Education Faculty in California: Challenges and Solutions. Claremont Graduate University, February 2005.

Technology Applications to University Instruction: The IRIS Center. Teacher Education Division Annual Conference, Albuquerque, November 2004.

The IRIS Center's Course Enhancements: Applications to professional development. State Improvement Grants, OSEP Project Directors' Meeting, Washington, DC, March 2004.

Applications of the "How People Learn" Theory to Preservice Training of General Education School Personnel. U.S. Department of Education, Washington, DC, December 2003.

Technical Assistance and Technology Applications: Distinguished Lecture Series, University of Nevada-Las Vegas, April 2003.

The IRIS Center for Faculty Enhancement: Using web-based modules in college courses. Los Angeles; California State University - Los Angeles, College of Education, January 2003.

The National Shortage of Special Education Doctorates: The California Perspective. California Higher Education Summit on the Shortage in the Special Education Professoriate. Santa Barbara, April 2002.

The Federal Role in Special Education Leadership Training: Congressional Hill Briefing. Washington, DC, January 2002.

Implications of a Shortage of Special Education Faculty. OSEP Leadership Project Directors' Meeting, Washington, DC, July 2001.

The Alliance Outcomes: Technical Assistance Matters. OSEP Brown Bag, Washington, DC, December 2000.

Supply and Demand of Special Education Faculty: The Full Story. OSEP Leadership Project Directors' Meeting, Washington, DC, July 2000.

Special Education Doctoral Programs in the United States. Higher Education Consortium for Special Education (HECSE) Annual Conference, January 2000.

Selected Conference Presentations

The IRIS Center and Differentiated Instruction: Meeting the Needs of Today's Learners. IASE Conference, Alicante, Spain 2009.

The IRIS Online Resources: Providing Information and Research about Students with Disabilities. IASE Conference, Alicante, Spain 2009.

Who's in Charge? The IRIS Center's Online Behavior Module Series. 2009 Hawaii International Conference on Education, Honolulu, January 2009.

The IRIS Center's RTI Module Series. 2009 Hawaii International Conference on Education, Honolulu, January 2009.

Behavior Management: The IRIS Center's Online Behavior Module Series. Teacher Education Division's Annual Conference, Dallas, November 2008.

Introduction to the IRIS Center's new resources. Festival of Posters, OSEP Project Director's Conference, Washington, DC, July 2008.

The effectiveness of on-line course enhancements, through IRIS *Star Legacy* Modules. Council for Exceptional Children Annual Conference, Boston, April 2008.

IRIS Center: The Behavior Module Sequence Overview. OSEP Project Director's Conference, Washington, DC, July 2007.

Introduction of the IRIS Center's New Resource Quilt. Festival of Posters, OSEP Project Director's Conference, Washington, DC, July 2007.

IRIS Center and Modules, Materials and Enhancements into Curriculum presentation, California Teachers Association, May 2007.

Online Course Enhancement Materials for Pre-Service Training of Education Professionals and IRIS Web Tour. Association for Supervision and Curriculum Development (ASCD), Anaheim, CA, March 2007.

Resources from the IRIS Center for Faculty Enhancement: An IRIS Web Tour. California State University Meeting/Teacher Education Task Force (TETF), San Francisco, CA March 2007.

Addressing IHE Faculty Shortage. TED/TAM 2006 Conference, San Diego, CA, November 2006.

The IRIS Center: Efficacy of Online Interactive Modules for Pre-service Training of Teachers. TED/TAM Conference 2006, San Diego, CA, November 2006.

: Free Online Course Enhancement Materials About Response to Intervention and the Identification of Students with Learning Disabilities. 2006 OSEP Project Directors' Conference, July-August 2006.

Software Environments that Support New Designs for Collaborative Learning and Assessment: The IRIS Center for Faculty Enhancement. American Educational Research Association, 2006 Annual Meeting, San Francisco, CA, April 2006.

IRIS Center: Free Online Course Materials for Faculty Regarding Validated Inclusive Practices. Council for Exceptional Children Convention and Expo, Salt Lake City, UT, April 2006.

Free Course Enhancement Materials Related to the Effective Inclusion of Students with Disabilities in General Education Classrooms, Association for Teacher Education, Chicago, February 2005.

Internet Resources for Inclusive Education: Special Connections and the IRIS Center. Council for Exceptional Children, New Orleans, April 2004.

The IRIS Center: Course Enhancements for Faculty. American Association for Teacher Educators, Pre-conference Workshop, Chicago, January 2004.

Course enhancement materials and modules for pre-service teacher education. American Association for Teacher Education (AACTE), Annual Conference, New Orleans, January 2003.

The IRIS Center for Faculty Enhancement: An overview of modular instruction for college courses. International Conference on Teacher Education, Honolulu, January 2003.

IRIS Center Meetings and Professional Development Seminars

IRIS Seminars and Meetings:

2009: Statewide Faculty Seminar, Waikiki, HI, Bakersfield County office; CA, CalState TEACH, San Juan Capistrano; Annual IRIS Board Meeting

2008: IRIS-Experts' Training, Claremont; Pilot Faculty Seminar, Claremont; Faculty Seminar, La Jolla; Statewide Faculty Seminar, Chico Hot Springs, MT; Faculty Seminar, Claremont, CA; Annual Board IRIS Board Meeting, Nashville; 3+2 External evaluation meeting, OSEP, Washington DC

2007: Pilot Faculty Seminar, Claremont; Faculty Workshop, California State University-Dominquez Hills; CGU Teacher Education Faculty; California State University TEACH Curriculum Coordinators; IRIS Experts' Planning Meeting; IRIS Board Meeting, Washington, DC

2006: CGU Teacher Education Faculty; IRIS-II Strategic Planning Meeting; IRIS Faculty Development Meeting, Claremont

2005: University of Puerto Rico-Rio Piedras; California State University Northridge (CSUN); CGU; Clarke Atlanta University; IRIS Board Meeting, Washington DC

2004: Utah State University, State University of New York – Fredonia, North Carolina Central University, Northern Colorado State University (Greeley), California Polytechnic University – San Luis Obispo, City College of New York – Brooklyn

Selected Alliance Project Workshops, Meetings and Professional Development Seminars (since 2000)

Alliance Grant Writing Events:

Grant Writing Workshops: Las Vegas, 2003; Rincon, Puerto Rico, 2003; Honolulu, 2003; Marina del Rey, 2002; Washington, DC, 2001; Nashville, 2001; San Francisco, 2001; Miami, 2000

Briefing Sessions: Los Angeles, 2002; San Diego, 2000; San Francisco, 2000; Los Angeles, 2000

Mentor Expert Trainings: March 2001

Alliance Best Practices Seminars:

Diversity and Special Education: Boulder, August, 2001; Golden, August, 2000; New Project Directors' Meeting, Washington, DC, 2000

EXTERNAL FUNDING

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|--------------|---|
| 2007-Present | Principal Investigator, Special Education Faculty Needs Assessment (SEFNA), OSEP
Project Number: H325U070001
Three-Year Award (2007-2010): \$1,200,000; \$403,765 (Year I award); \$398,618 (Year II award) Supplement for follow-up on doctoral graduates (6 months additional award for 2008, \$49,330) |
| 2006-Present | Co-Principal Investigator, IRIS Center for Training Enhancements, OSEP
Director, IRIS-West
Subawards to CGU from Vanderbilt University
IRIS I: \$284,622 (2006-2007)
IRIS II: \$487,461 (annual award 2006-2011), \$40,000 (supplemental award 2009-2010), \$2,429,305 (total award)
Vanderbilt University Fiscal Agent
Project Number: H325F060003
Supplemental Award 2009-2010, \$150,000
Five Year Award: \$1,350,000 (annual award 2006-2011); \$7,900,000 (total award) |
| 2001-2007 | Co-Principal Investigator, The IRIS Center for Faculty Enhancement, OSEP
Grant Number: H325F010003
Five Year Award: \$850,000 per year; \$4,250,000 (total award)
The IRIS (IDEA and Research for Inclusive Settings) Center for Faculty Enhancement assisted the nation's college and university faculties to better prepare general education teachers, administrators, school counselors, and school nurses to work with students with disabilities and their families. Informed by focus groups comprised of representatives from each constituent group (e.g., organizations and agencies, graduates, faculty) and parents, teams of experts created a range of course enhancement materials designed for use in college courses for the targeted disciplines. The work initiated |

through this project is being expanded though the currently funded IRIS Center project.

- 2005-2008 Co-Principal Investigator (with Georgine Pion), Steppingstones: Learner Outcomes for *STAR Legacy* Modules, OSEP
Grant Number: H327A040065
Two Year Award: \$200,000 per year
The focus of this two-year project (plus no-cost extension), funded by the Office of Special Education's (OSEP) Division of Technology and Media Services, was to evaluate the effectiveness of web-based instructional modules. Specifically, these learning units utilize the principles of the "How People Learn (HPL)" theory and the design features of the *STAR Legacy Cycle*. They are the centerpiece of the Web based, multimedia, teaching tools used by the IRIS Center For Faculty Enhancement, a national center located at Vanderbilt. The research funded through the Steppingstones Project examined different "strengths" of the HPL framework and learning outcomes for college students preparing to work in inclusive school settings.
- 1997-2004 Principal Investigator/Project Director,
The New Alliance Project, OSEP
Grant Number: H920T0006
Five year award: Year 1: \$1,418,000, Years 2-4: \$1,500,000 per year, Year 5: 1,706,547, Year 6: No Cost Extension (Total award: \$9,124,547)
The Alliance Project was the nation's only technical assistance project facilitating the special education personnel preparation efforts at the 380 minority institutions of higher education (Historically Black Colleges and Universities, Tribal Colleges, Historically Hispanic Colleges and Universities, and all other colleges and universities where the student enrollment of students from diverse backgrounds is greater than 25%). The Alliance Project's effort included increasing the capacity of these schools in special education and related services, assisting faculty in gaining greater access to federal funding, and developing new special education programs.
- 2000-2002 Co-Principal Investigator (with Naomi Tyler)
Subcontract with the University of Florida, Supply and Demand of Special Educators, Center on Personnel Studies in Special Education (COPSSE), OSEP
Year I award: \$249,000
Year II award: \$188,969
- 1999-2001 Principal Investigator, The Supply and Demand of Special Education Faculty, OSEP
Year I award: \$213,000
Year II award: \$141,000
- 1994-2000 Project Director, Project SUCCESS,
OSEP, Division of Personnel Preparation, Special Project.
Grant Number: H029K4085.

Project SUCCESS was a Special Projects grant designed to help faculty members at Minority Institutions of Higher Education who had been awarded personnel preparation grants. Special services to assist these faculty members in implementing funded projects were also provided to new Project Directors (those who have never received federal funding previously). Five year award at: \$125,000 per year.

- 992-1997 Co-Principal Investigator/Project Director, Alliance 2000 Project, OSEP Grant Number H029T008. Four year award: Year 1 - \$1,100,000; Year 2 - \$1,300,000, Supplement - \$60,843; Year 3 - \$1,340,000; Year 4 - \$1,400,840, Supplement - \$22,793; Year 5 Extension - \$1,464,138; Year 6 Extension - \$1,420,000; Supplement - \$75,000. (Total award: \$8,183,614)
- 1987-1992 APS Tuition Grant, Albuquerque Public Schools. Total Award: \$225,000.
- 1986-1989 Project Director, Preparation of New Special Educators: A Time for Crisis Intervention, OSEP, Grant No. G008630193. Three year award: \$311,378.
- 1986-1989 Project Director, Leadership Training in Special Education, OSEP Grant No. G008630077. Three year award: \$297,690.
- 1983-1986 Project Director, Leadership Training in Special Education funded by Office of Special Education, USDE: Grant No. G008301007. Three year award: \$255,000.

SERVICE

Profession: Editorships (since 2000)

- 2005-present Editorial Board, *Teacher Education and Special Education*
- 2002-present Associate Editor, *Exceptionality*
- 2003-2005 Associate Editor, *Teacher Education and Special Education, Research to Practice.*
- 1995-2003 Member, Editorial Review Board, *Teacher Education and Special Education.*

Profession: Advisory Boards (since 2000)

- 2008-Present National Center for Response to Intervention, American Institute for Research (AIR), Washington, DC
- 2007-Present Advisory Board Member, Restructuring Instruction in Special Education (RISE) Project, University of Texas at Austin

2004-Present	Advisory Committee Member, Technology Center (Implementing Technology to Ensure Children's Success [ITECS]), American Institute for Research (AIR)
2003-2005	Board of Jurors. Special Connections Project, Kansas University
2002-2005	National Council on Disability (NCD), Diversity Advisory Task Force
2002-2003	Blue Ribbon Task Force on Leadership Training, OSEP, Washington, DC
2001	Leadership Stakeholders Advisory Group
2000	Chair, OSEP Leadership Project Directors' Meeting Planning Committee (July, 2000)

Profession: Selected Positions Held (since 2000)

2003-Present	Consultant, Monarch Center, University of Illinois, Chicago.
2006-2009	Consultant, Tennessee State Improvement Grant, Nashville.
2007	Consultant, Review of Special Education Program, Qatar University, Doha, Qatar.
2000	Consultant, Funded Leadership Training Project, California State University, Los Angeles.
2000	Consultant, Development of Special Education Doctoral Program, University of North Carolina, Charlotte.
1997-2001	Consultant, Dissemination Component, Center of Minority Researchers, University of Virginia.
1984-2001	Higher Education Consortium for Special Education (HECSE) Chair, Supply and Demand Task Force (1999-2004) Member, IDEA Reauthorization Task Force (1995-1997) Member, Retreat Planning Committee (Summer, 1994) Past-President (1993-1994) President (1991-1993) President-elect (1990-1991) Member, Executive Committee (1986-1994) Member-at-Large (1987-1990) Chairperson, Legislative Committee (1986-1987) Chairperson, Research Task Force (1984-1986)

Community

1984-Present	Life Trustee, Member, Board of Trustees, Pitzer College, Claremont College (2003-Present)
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Vice-Chair, Executive Committee (1995-2001)
Chair, Educational Policy Committee (1995-2000)
Member, Search Committee for Vice-President of Admissions (1995)
Co-Vice Chair, Educational Policy Committee (1990-1994)
Member, Educational Policy Committee (1984-Present)
Chair, Reunion Gift Committee (1992-1993)

Claremont Graduate University

2006-2007 CGU Academic Standards Committee

Personal Status

Married: James Otto Smith
Son: Steven Michael Smith