

DEBORAH DEUTSCH SMITH

CURRENT POSITIONS

Education Consultant

Professor Emerita, Claremont Graduate University

AREAS OF SPECIALIZATION

Special Education
 Supply and Demand of Special Education Faculty
 Disability Policy
 Technical Assistance and Dissemination
 Technology-Based Course Enhancements
 Special Education Teacher Education
 Learning Disabilities

EDUCATION

- 1973 Doctor of Education (Special Education – Learning Disabilities and Intellectual Disabilities), University of Washington, Seattle (Public Law 91-230 fellow)
- 1970 Master of Education (Special Education – Intellectual Disabilities), 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

- 2006-2018 Professor of Special Education, School of Educational Studies (SES) Claremont Graduate University (CGU)
 Director, IRIS@CGU
- 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.
- 1992-1997 Director, Alliance 2000 Project, UNM.
- 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.

PROFESSION: SELECTED POSITIONS HELD (SINCE 2000)

2021 – present	Consultant, STGinternational
2020 – present	External evaluator, Project PISCES, Personnel Preparation Project, California State University-Los Angeles
2019 – present	Consultant, University of Georgia, IRIS Evaluation Subcontract
2018 – present	Consultant and Senior Advisor, IRIS Center, Peabody College, Vanderbilt University
2015 – 2021	External evaluator, Project START UP, Leadership Preparation Project, California State University-Los Angeles
2012 – 2018	External evaluator, Project LEAD, Leadership Preparation Project, California State University-Los Angeles
2009 – 2011	Project evaluator, RISE Project, University of Texas, Austin.
2006 – 2011	Consultant, Tennessee State Improvement Grant, Nashville.
2009 – 2010	Project evaluator, Project Access, San Diego State University

- 2003 – 2009 Consultant, Monarch Center, University of Illinois, Chicago.
- 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)

HONORS

- 2018 Professor Emerita, Claremont Graduate University
- 2015 International Council for Exceptional Children, Division for Teacher Education (TED), Pearson/TED Excellence in Teacher Education Award
- 2012 Fellow, International Association for Research in Learning Disabilities
- 2011 Distinguished Alumni, Pitzer College
- 2010 Invitee and Recognition of IRIS Center, Thirty-Fifth Anniversary Celebration of the Individuals with Disabilities Education Act, U.S. Senate Office Building
- 2009 Distinguished Alumni Award, College of Education, University of Washington
- 2004 *Teacher Education and Special Education* Research Article of the Year, Teacher Education Division, Council for Exceptional Children
- 2003 Emerita Trustee, Pitzer College
- 2002-2005 Member, Cultural Diversity Advisory Committee, National Council on Disabilities (federal appointment)
- 1996 Regents' Professor, University of New Mexico
 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.
- 1991-1993 President, Higher Education Consortium for Special Education

EXTERNAL FUNDING (total amount: \$40,602,833)

2013 – 2018 *IRIS Center III: IRIS Center for Coursework and Training Resources*, OSEP (Project #H325E12002)

IRIS III officially began work on January 1, 2013 and concluded in March of 2018. IRIS IV, which was initiated in 2018, continues and expands the effort. That five-year project was a collaborative effort between Vanderbilt University and CGU and funded by the U.S. Department of Education's Office of Special Education Programs (OSEP). IRIS@CGU was primarily responsible for the IRIS Center's training, technical assistance, and dissemination efforts. The third cycle of the IRIS Center developed, produced, and disseminated Web-based, interactive instructional modules and other resources. It also provided seminars and specific training activities to college faculty and/or PD providers. The Center's particular focus was to improve results of struggling learners, particularly children and youth with disabilities, by improving attitudes and increasing the knowledge and skills of new and experienced educators about evidence-based practices. In 2017 alone, 2.1 million users accessed information from the Website with an increase of 20% increase over the previous year. Also in 2017, the IRIS Center's Web-based resources were used by 92% of the 947 colleges and universities with both general and special education teacher education programs and by 57% of those with only a general education option. Worldwide, 225 of the 230 countries monitored by Google Analytics have IRIS users.

Co-Principal Investigator (with Naomi Tyler of Vanderbilt University) (five year award total = \$6,600,000):

Year 1 award: \$1,500,000 (annual); Year 2 award: \$1,500,000 (annual); Year 3 award: \$1,500,000 (annual); Year 4 award: \$1,050,000 (annual); Year 5 award: \$1,050,000 (annual)

Director, IRIS@CGU – sub award from Vanderbilt University Five Year Subcontract to CGU: \$2,875,000 (total)

Year 1 award: \$600,000 (annual); Year 2 award: \$625,000 (annual); Year 3 award: \$640,000 (annual); Year 4 award: \$510,000 (annual); Year 5 award: \$427,712 (annual)

2006 – 2013 *IRIS II: The IRIS (IDEA and Research for Inclusive Settings) Center for Training Enhancements*, OSEP (Project #H325F06003)

This round of the IRIS Center was dedicated to the creation of instructional resources for the nation's college and university faculty, professional development (PD) providers, and practicing educators about evidence-based practices for use with children and youth with disabilities.

IRIS@CGU coordinated and provided technical assistance, training, and a variety of dissemination activities for the center.

Co-Principal Investigator (with Naomi Tyler of Vanderbilt University)

Six Year Annual Award: \$1,350,000 (annual award 2006-2012); Supplemental Award 2009-2010, \$190,000; \$8,290,000 (total award)

Director, IRIS-West

Sub-awards to CGU from Vanderbilt University for IRIS II: \$487,461 (annual award 2006-2012), \$40,000 (supplemental award 2009-2010), \$222,000 (supplemental award 2013) Six Year total: \$3,166,766 total award to CGU

2007 – 2011 *Special Education Faculty Needs Assessment (SEFNA)*, OSEP (Project #H325U070001)

SEFNA was a four-year study, awarded to CGU, that documented a critical shortage of special education faculty. One major finding was that 2/3 of the nation's faculty working at doctoral granting universities will retire between 2011 and 2016. The shortage of faculty is negatively affecting the nation's capacity to produce a sufficient supply of special education teachers and

other professionals who provide services to students with disabilities and their families. Other key findings as well as documents that contain comprehensive reports of the five major studies conducted through SEFNA are available at www.cgu.edu/sefna.

Principal Investigator

Four-Year Award (2007-2011): Total Award: \$1,248,635
\$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); \$396,922 (Year III award); No cost extension for Year IV.

2001 – 2007 *The IRIS (IDEA and Research for Inclusive Settings) Center for Faculty Enhancement*, OSEP (Project #H325F010003)

The first IRIS Center 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 by creating a range of course enhancement materials designed for use in college courses for the targeted disciplines.

Co-Principal Investigator (with Naomi Tyler)

Five Year Award: \$850,000 per year; \$4,250,000 (total award)
Director, IRIS-West
Sub-award to CGU from Vanderbilt University, \$284,622 (2006-2007)

2005 – 2008 *Steppingstones: Learner Outcomes for STAR Legacy Modules*, OSEP (Project #H327A040065)

The focus of this two-year Steppingstones project (plus no-cost extension), funded by OSEP's 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*, the centerpiece of the Web based, multimedia, teaching tools used by the IRIS Center. 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.

Co-Principal Investigator (with Georgine Pion)

Two Year Award: \$200,000 per year; \$400,000 (total award)

1997 – 2004 *The New Alliance Project*, OSEP (Grant #H920T0006)

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. The result was that even though these universities are small with much less capacity and infrastructure than those receiving funding, in the last years of the project their funding rate was substantially beyond that of larger majority colleges and universities.

Principal Investigator/Project Director

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)

2000 – 2002 Subcontract with the University of Florida, *Supply and Demand of Special Educators*, Center on Personnel Studies in Special Education (COPSSE), OSEP

The Vanderbilt work with the COPSSE Center at the University of Florida focused particularly on the supply of diverse special educators available to work with the increasing number of culturally and linguistically diverse students with disabilities learning in America's schools.

Co-Principal Investigator (with Naomi Tyler)

Year I award: \$249,000; Year II award: \$188,969; Total Award: \$437,969

1999 – 2001 *The Supply and Demand of Special Education Faculty*, OSEP

The Faculty Shortage Study, sometimes referred to as the Vanderbilt Study, documented a chronic and persistent shortage of special education faculty. It also demonstrated that this faculty shortage curtailed the national capacity of colleges and universities to conduct research and prepare teachers, researchers, and other personnel necessary to guarantee an appropriate education to students with disabilities. This study made a clear connection between the shortage of faculty and the shortage of special educators that plagued school districts across the nation. Its findings were reported in numerous Congressional Reports, resulting in increased appropriations for the federal doctoral preparation initiative so important to increasing the supply of the nation's special education faculty.

Principal Investigator

Year I award: \$213,000; Year II award: \$141,000; Total award: \$354,000

1994 – 2000 *Project SUCCESS*, OSEP (Project #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).

Project Director

Five year award at: \$125,000 per year; Total award: \$625,000

1992 – 1997 *Alliance 2000 Project*, OSEP (Grant #H029T008)

The Alliance Project was in response to the federal initiative to increase the capacity of the nation's 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%) in special education personnel preparation and grants acquisition.

Co-Principal Investigator/Project Director

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.

This support from the Albuquerque Public Schools provided tuition for 40 newly hired, unlicensed teachers to become certified through the state of New Mexico.

Project Director

Total Award: \$225,000

1986 – 1989 *Preparation of New Special Educators: A Time for Crisis Intervention*, OSEP (Project #G008630193)

The Teacher Crisis Project provided newly hired, unlicensed special education teachers with clinical instructors, mentors, and specially arranged and designed coursework for interns working in the Albuquerque Public Schools.

Project Director

Three year award total: \$311,378

1986 – 1989 *Leadership Training in Special Education*, OSEP (Grant # G008630077)

This federal project supported through stipends and tuition awards doctoral students at UNM.

Project Director

Three year award total: \$297,690

1983 – 1986 *Leadership Training in Special Education*, OSEP (Project # G008301007)
 This federal project supported through stipends and tuition awards doctoral students at UNM.
 Project Director

Three year award: \$255,000

PUBLICATIONS

Books (total books written – 20, being revised - 2)

- Bryant, D. P., Smith, D. D., & Bryant, B. (under revision/2023). *Teaching students with special needs in inclusive classrooms* (3e). Thousand Oaks: Sage.
- Smith, D. D., Tyler, N. C., & Skow, K. (under revision/2023). *Introduction to contemporary special education: New horizons* (3e), print version. New York: Pearson.
- Bryant, D. P., Bryant, B., & Smith, D. D. (2020). *Teaching students with special needs in inclusive classrooms* (2e). Thousand Oaks: Sage.
- Smith, D. D., Tyler, N. C., & Skow, K. (2018). *Introduction to contemporary special education: New horizons* (2e), print version. New York: Pearson.
- Smith, D. D., Tyler, N. C., & Skow, K. (2018). *Introduction to contemporary special education: New horizons* (2e), a Revel interactive e-text. New York: Pearson.
- Bryant, D. P., Bryant, B., & Smith, D. D. (2016). *Teaching students with special needs in inclusive classrooms* (1e). Thousand Oaks: Sage.
- Smith, D. D., & Tyler, N. C. (2014). *Introduction to contemporary special education: New horizons* (1e), an interactive e-text. Columbus, OH: Pearson/Merrill.
- Smith, D. D., & Tyler, N. C. (2010). *Introduction to special education: Making a difference* (7th ed.). Columbus, OH: Pearson/Merrill.
- 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. (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 Chapters (total chapters written – 21)

- Tyler, N., Smith, D. D., Skow, K., Miller, J., Brown, J., Robb, S. M., & Nee, M. (2017). The IRIS Center: A federal investment to support and improve personnel. In K. Mitchem, J. Goeke, and K. Kossar (eds.), *Redesigning Special Education Teacher Preparation: Challenges and Solutions*. London: Routledge, Taylor and Francis Group.
- 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 the 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, and 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 ejecucion de operaciones de restor en ninos con problemas de appendizaje. En F. S. Keller & E. Ribes (Inestos), *Modificacion de conducta: Aplicaciones a la educacion*. 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.

Refereed Articles (total articles published – 49)

- Smith, D. D., Boone, R., & Higgins, K. (2019). Learn from the situation and move forward: A talk with Deborah Deutsch Smith. *Intervention in School and Clinic*. pp. 1-5 DOI: 10.177/1053451219847490.
- Tyler, N. C., & Smith, D. D. *The IRIS Example* (2015). *European Agency for Special Needs and Inclusive Education and UNESCO: Inclusive Education in Action: Empowering Learners* (<http://www.inclusive-education-in-action.org/index.html>)
- Burke, P. J., Kleinhammer-Tramill, J., Robinson, S., Rock, M. L., Rude, H., Shepard, K., Smith, D. D., Gillespie, P., Müller, E., & Reder, N. (2013). The federal investment in personnel preparation for special educators. Washington, DC: The National Association of Directors of Special Education.
- Smith, D. D. (2012). Welcome to the TESE (Teacher Education and Special Education) Special Issue about the Special Education Faculty Needs Assessment Project. *TESE*, 35, 97-100.
- Smith, D. D., & Montrosse, B. E. (2012). Special Education doctoral programs: A 10-year comparison of the suppliers of leadership personnel. *TESE*, 35, 101-113.
- Tyler, N. C., Montrosse, B., E., & Smith, D. D. (2012). The supply: Profile of current students and recent graduates in special education. *TESE*, 35, 114-127.
- Robb, S. M., Smith D. D., & Montrosse, B. E. (2012). The context of the demand for special education faculty: A study of the special education teacher preparation programs. *TESE*, 35, 128-139.
- Smith, D. D. (2012). An unprecedented shortage of special education faculty is looming: Findings from SEFNA. *The Claremont Letter*, 6, 1-6.
- Smith, D. D., & Tyler, N. C. (2011). Effective inclusive education: Equipping education professionals with necessary skills and knowledge. *Prospect*, 41, 323-339. (UNESCO)

Smith, D. D., Truong, A., Watson, R., Hartley, M., Robb, S. M., & Gilmore, R. (2011). The federal role in the preparation of special education doctorates: An analysis of the Office of Special Education Programs' leadership preparation initiative. *Teacher Education and Special Education, 34*, 267-283.

Montrosse, B. E., Smith, D. D., Tyler N. C., Robb, S. M. & Watson, R. (2011). Supply and demand in special education: Findings from the Special Education Faculty Needs Assessment Project. *American Educational Research Association (AERA) Conference Proceedings*.

Smith, D. D., & Robb, S. M. (2010). The IRIS Center: Providing on-line instructional resources about students with special needs. *Congress Proceedings: Inclusive and supportive education, promoting diversity and inclusive practice. Belfast: Queens College*.

Smith, D. D., Robb, S. M., West, J., & Tyler, N. C. (2010). The changing educational landscape: How special education leadership preparation can make a difference for teachers and their students with disabilities. *Teacher Education and Special Education, 33*(1), 25-43.

Most cited article in TESE 2010 & 2011

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.
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- Smith, D. D. (2009 July). *SEFNA Brief: Follow-up of Doctoral Students Supported Through OSEP-Funded Leadership Preparation Projects Initiated During Fiscal Years 2000 and 2001*. Available from www.cgu.edu/sefna.
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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.

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PRESENTATIONS (since 2009)

Selected International Presentations

International perspectives on disabilities. Universidade do Vale do Rio does Sinos, São Leopoldo, Brazil, Spring 2022.

Inclusive Education. Universidade do Vale do Rio does Sinos, São Leopoldo, Brazil, Spring 2022.

Using IRIS Resources in Teacher Education. Building Bridges IV: A Virtual Conference, Slovenia, May 2020.

Meet the IRIS Center: Online Resources for Today's Teachers. Building Bridges III: Belize 2018, May 2018.

The IRIS Center and Diversity Markers: Language, Race, Disability, and Culture. Teacher Education and the Changing Demographics of Schooling, Seminar Series. University of Edinburgh, March 2016.

Online Learning and Teacher Education: Knowledge Acquisition, Application Skills, and Reported Confidence. International Association for Research in Learning Disabilities, Vilnius, Lithuania, July 2014.

The IRIS Center for Training Enhancements: Providing On-line Resources about Students with Special Needs. Inclusive and Supportive Education Congress (ISEC2010): Promoting Diversity and Inclusive Practice, Queen's University, Belfast 2010.

The IRIS Center and Differentiated Instruction: Meeting the Needs of Today's Learners. International Association of Special Education (IASE) Conference, Alicante, Spain 2009.

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

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

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

Selected Keynote and Invited Presentations (since 2005)

The supply of and demand for Special Education Faculty. Annual Distinguished Lecture. Indiana University, virtual, November 2019.

Déjà vu all over again: A Time for New Studies about the supply of and demand for special education faculty. HECSE Summer Institute, Vail, July 2019.

The supply and demand of special education faculty. HECSE Winter Summer, Washington, DC, January 2019.

Conducting research about teacher education effectiveness in teacher education settings. CEEDAR IRIS Cross State Convening Meeting. Reston, VA, May 2016.

Distinguished Lecturer: Trends in Special Education Teacher Education. University of North Carolina, Charlotte, March 2014; 2015; 2016.

Distinguished Lecturer: Pro-Sem in Special Education. University of Texas, Austin, October 2015; 2016.

Project READ Coaches' Training Meeting: Adult Learning Theory (HPL) and Middle School Reading. California Department of Education: CalSTAT. Claremont, July 2014.

Project READ Initial Coaches' Training Meeting: IRIS Center's Professional Development Training Resources. California Department of Education: CalSTAT. Claremont, January 2014.

IRIS Center's Online Resources for Induction Programs. Beginning Teacher Support Association (BTSA) of Los Angeles County Schools, Professional Development Meeting, Claremont, October 2013.

Distinguished Lecturer: The Supply and Demand of Special Education Faculty. Johns Hopkins University, October 2013.

Distinguished Lecturer: Trends and Issues in Special Education. University of North Carolina-Charlotte, April 2013. Johns Hopkins University, October, 2013.

What's new at the IRIS Center? New resources about inclusive education. California Council of Teacher Education Conference, Special Education Special Interest Group (SIG) Meeting. San Jose, CA, March 2012.

The supply and demand imbalance: New doctorates in special education and university positions for new faculty. California Association of Professors of Special Education/CEC Teacher Education Division. San Jose, CA, March 2012.

HECSE Membership Hill Briefing: The impending shortage of special education faculty: Results from the Special Education Needs Assessment Project. Higher Education Consortium for Special Education (HECSE) Annual Meeting, Washington, DC, January 2012.

HECSE Membership Hill Briefing: The federal role in the preparation of the new generation of special education researchers, teacher educators, and education professionals for school settings. Higher Education Consortium for Special Education (HECSE) Annual Meeting, Washington, DC, January 2011.

The IRIS Center: Helping Teachers Create Effective Inclusive Settings. Distinguished Lecture Series, San Diego State University, January 2010.

HECSE Membership Hill Briefing: The important role of Congress in Special Education Leadership Preparation Agenda. Higher Education Consortium for Special Education (HECSE) Annual Meeting, Washington, DC, January 2010.

San Diego State Distinguished Speaker's Series: Helping teachers create effective inclusive settings. San Diego State University, San Diego, CA February 2010.

Distinguished Lecture: The Supply and Demand of Special Education Faculty: The impact on the education of students at risk, including those with disabilities. Clemson University, October 2010.

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

Graduation Rates of OSEP-Funded Doctoral Students. Office of Special Education Leadership Team, Washington, DC, September 2009.

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.

Selected Refereed Conference Presentations

Creating Practice-Based Learning Opportunities for Teacher Candidates Using IRIS OERs. Council for Exceptional Children's Teacher Education Division National Conference (TED), Fort Worth, TX, November 2021.

IRIS 101: Get to know the IRIS Center. Council for Exceptional Children's Teacher Education Division National Conference (TED), Las Vegas, NV, November 2018.

IRIS Advanced: A closer look at the IRIS Center. TED, Las Vegas, NV, November 2018.

Growing IRIS: New Modules and Resources from the IRIS Center. Council for Exceptional Children's Teacher Education Division National Conference, Savannah, GA, November 2017.

An Overview of IRIS Resources. Poster Session, California Council for Teacher Education Conference (CCTE). San Jose, April 2016.

An Introduction to the IRIS Center's Instructional Resources for Novice Users. CCTE. San Jose, April 2016.

A Refresher for Experienced IRIS Users: New Resources and Tools from the IRIS. CCTE. San Jose, April 2016.

Teacher Education Research: Lessons Learned from IRIS Impact Studies. TED, Tempe, AZ, November 2015.

IRIS Impact Studies: College Student's Knowledge Acquisition and Skill Application of Evidence-based Practices. TED, Tempe, AZ, November 2015.

The Effectiveness of IRIS Resources: Training, Knowledge, and Application. 37th International Conference on Learning Disabilities, Council for Learning Disabilities, Las Vegas, October 2015.

IRIS Center's Latest Resources about Teaching Students with Disabilities. 37th International Conference on Learning Disabilities, Council for Learning Disabilities, Las Vegas, October 2015.

Tools and Resources for College Faculty. International Council for Exceptional Children's (CEC) Conference, San Diego, April 2015.

Using IRIS Resources to Embed Evidence-Based Practices in Personnel Preparation Programs. Office of Special Education Programs (OSEP) Project Directors' Meeting, Washington, DC, July 2014.

What's new at IRIS? New Instructional Resources for Teacher Education and Professional Development. Office of Special Education Programs Project Directors' Meeting, Washington, DC, July 2014.

IRIS Center Online Resources: Working with Infants, Toddlers, and Children with Disabilities. Council for Exceptional Children, Division for Early Childhood National Conference, San Francisco, October, 2013.

What's New at the IRIS Center? Annual OSEP Project Directors' Meeting. Washington, DC; July 2013.

New Resources from the IRIS Center. Annual OSEP Project Directors' Meeting. Washington, DC; July 2012.

What's New at the IRIS Center?: The Latest in Course-Enhancement Modules and Resources. TED, Austin, TX, November 2011.

Towards Sustainability: The Supply of Special Education Doctoral Graduates, the Demand for new Teacher Educators and Researchers, and the Relationship to Highly Effective Teachers. TED, Austin, TX, November 2011.

The Nation's Capacity to Prepare a Sufficient Supply of Highly Effective Teachers. CEC, National Harbor, MD, April 2011.

Inclusive Schools, Evidence-Based Practices, and Implementation Fidelity: Information for School Leaders. CEC, National Harbor, MD, April 2011.

Research on IRIS Center's Online Modules and their Effectiveness in College Courses. CEC, National Harbor, MD, April 2011.

Supply and Demand in Special Education: Findings From the Special Education Faculty Needs Assessment Project, American Education Research Association, New Orleans, LA, April 2011.

Highlights of the assessment of the nation's special education personnel preparation programs: SEFNA. Teacher Education Division of CEC's Annual Conference, St. Louis, November 2010.

Using IRIS on-line modules in college courses with confidence: Effectiveness results. TED, St. Louis, November 2010.

SEFNA Project (Special Education Faculty Needs Assessment): Preliminary Findings. OSEP Annual Project Directors' Conference, Washington, DC, July 2010.

Learning outcomes for on-line modules used in college courses. OSEP Annual Project Directors' Conference, Washington, DC, July 2010.

Learning outcomes for on-line modules used in college courses. CEC, Nashville, April 2010.

Behavior Management: The IRIS Center's Online Behavior Module Series. TED, 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. CEC, 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.

The IRIS Center: Free Online Course Enhancement Materials About Response to Intervention and the Identification of Students with Learning Disabilities. 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.

IRIS Center Meetings and Professional Development Seminars

IRIS Seminars and Meetings:

2018: Focus Group, IRIS Evaluation Survey, Las Vegas, November 2018

2017: IRIS Center Faculty Seminar for Arizona, Phoenix, AZ. March; IRIS Center Faculty Seminar for Nevada and New Mexico, Las Vegas, NV. February

2016: IRIS Center Faculty Seminar for Southern California, Claremont, CA. February

2015: IRIS Center Faculty Seminar for the Los Angeles Region, Claremont, CA. November

2015: IRIS Board Meeting, Virtual, June 2015

2014: 3+2 Mid-Point Review Evaluation. Office of Special Education Programs, Washington, DC, September 2014

2013: IRIS Board Meeting: Annual Progress and Determining the Future Resources in Early Intervention/Early Childhood. Nashville 2013.

2013: California Professional Development Providers, Sacramento, February 2013; Curriculum Infusion of IRIS Resources, Arizona State University, May 2013.

2012: Statewide IRIS Faculty Seminar, Charlotte, NC, April 2012

2011: IRIS Professional Development Pilot Seminar, Claremont, CA, January 2011; IRIS Institute on Literacy and Response to Intervention for Professional Development, Salt Lake City, UT

2010: Statewide Faculty Seminars: San Francisco, CA, Columbus, OH, Chicago, IL; Annual IRIS Board Meeting, Washington, DC

2009: Statewide Faculty Seminar, Waikiki, HI, Austin, TX; Bakersfield County office, CA; CalState TEACH, San Juan Capistrano; Annual IRIS Board Meeting, Claremont; Faculty Seminar for OSEP Project Directors, Washington, DC

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

SEFNA Task Force and Board Meetings

2011: SEFNA Task Force on Implications Meeting, MD, April

2010: Task 4 Study Team Meeting, Claremont, November; Tasks 1, 2, and 3 Study Team Meeting, Claremont, May

2007: Advisory Board Meeting, Claremont, December

SERVICE**Profession: Editorships (since 2003)**

2021	Guest Editor, <i>Teacher Education and Special Education</i>
2011 – 2018	Associate Editor, <i>Teacher Education and Special Education</i>
2014	Guest editor, <i>Remedial and Special Education</i>
2002 – 2014	Associate Editor, <i>Exceptionality</i>
2005 – 2011	Editorial Board, <i>Teacher Education and Special Education</i>
2003 – 2005	Associate Editor, <i>Teacher Education and Special Education</i> , Research to Practice.
1995 – 2003	Member, Editorial Review Board, <i>Teacher Education and Special Education</i> .

Profession: Advisory Boards (since 2005)

2014 – 2016	Secondary Special Education Teacher Interventionist Program (SSETI), OSEP-funded personnel preparation project, California State University – Dominguez Hills
2012	OSEP Review Panel Member
2008 – 2010	National Center for Response to Intervention, American Institute for Research (AIR), Washington, DC
2007 – 2011	Advisory Board Member, Restructuring Instruction in Special Education (RISE) Project, University of Texas at Austin
2004 – 2008	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)

Community – Pitzer College, Claremont Colleges

2003-Present	Life Trustee (Emerita), Member, Board of Trustees, Pitzer College
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2015-2017	Member, Robert Redford Conservatory Advisory Committee
2011-2014	Member, Pitzer College 50 th Anniversary Committee
2012	Member, Distinguished Alumni Selection Committee
2011	Member, Presidential House Committee
1983-2003	Member, Pitzer College Board of Trustees
1995-2001	Vice-Chair, Executive Committee
1995-2000	Chair, Educational Policy Committee