

## CURRICULUM VITAE

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### Education

Ph. D.	University of Illinois at Urbana-Champaign, 1983	Teacher Education/Special Education
M.S. Ed.	University of Southern California, 1974	Special Education
B.A. with Distinction	Mount Holyoke College, 1971	Art History

### Professional Experience

Professor of Teacher Education, Rossier School of Education, University of Southern California, January 2012-December 2014. *Major responsibilities:* Maintain active program of research and scholarship; advise doctoral students; teach courses on research design, diversity, and pedagogy of teacher education in PhD and EdD programs.

Professor Emerita, University of Wisconsin-Milwaukee, School of Education, awarded 2011

Professor, Department of Curriculum and Instruction, University of Wisconsin-Milwaukee, 1996-2011. *Major responsibilities:* Maintain active program of research and scholarship; teach in doctoral, masters, and undergraduate programs; advise doctoral, masters and undergraduate students; provide leadership for urban teacher education reform and continuous program improvement; mentor junior faculty; represent UWM on the Milwaukee Partnership Academy (through 2009); Advisory Board Member, Institute on World Affairs, UWM.

Director, Collaborative Teacher Education Program for Urban Communities, University of Wisconsin-Milwaukee, August 1999-January 2006. *Major responsibilities:* Daily operation of Middle Childhood-Early Adolescence (grades 1-8) pre-service program; continuous program improvement.

Associate Professor, Department of Curriculum and Instruction, University of Wisconsin-Milwaukee, 1989-1996. *Major responsibilities:* maintain active program of research and scholarship; teach in doctoral, masters, and undergraduate urban education programs; advise doctoral, masters and undergraduate students; provide leadership for urban teacher education reform and continuous program improvement; support recruitment and retention of minority students; supervise student teaching supervisors and student teachers in urban schools; develop urban professional development school sites.

Acting Director, Center for Teacher Education, University of Wisconsin-Milwaukee, February-August 1993. *Major responsibilities:* Provide leadership for urban teacher education program reform, link program development and implementation across departments, administer minority recruitment and retention programs in teacher education, facilitate urban Professional Development School Program, prepare grant proposals and implement teacher education reform grants, day-to-day administration of Center.

Assistant Professor, Department of Curriculum and Instruction, University of Wisconsin-Milwaukee, 1986-1989. *Major responsibilities:* Maintain active program of research and scholarship; teach in doctoral, masters, and undergraduate programs; elementary urban teacher education program development; supervise student teaching supervisors and student teachers in urban schools.

Visiting Assistant Professor, Department of Special Education, University of Illinois, August 1984-December 1985. *Major responsibilities:* Coordinate special education minor for regular education majors; teach courses on remediation of academic and social behavior problems of mildly handicapped students in regular classes; supervise practicum experience.

Staff Associate, Center for Advanced Study, University of Illinois, August 1983-August 1984. *Major responsibilities:* Coordinate and administer university-wide interdisciplinary faculty projects and contribute to major research efforts sponsored by the Center. Concurrent appointment as Visiting Assistant Professor, Division of Higher Education, College of Education.

Research Services Coordinator, College of Education, University of Illinois, 1982-1983. *Major responsibilities:* Identify external funding sources for faculty and student research projects; serve as liaison between faculty and campus-wide research services personnel and between College of Education and federal and private funding agencies; monitor federal legislation on issues related to funding of educational research.

Coordinator, Dean's Grant Project on Mainstreaming, College of Education, University of Illinois, 1978-1982. *Major responsibilities:* Develop curriculum modifications for integration of special education instruction into general teacher education programs in Elementary and Early Childhood, Secondary and Vocational-Technical Education; develop instructional materials for special education components of courses; prepare grant proposals for project funding; supervise graduate assistants; plan and conduct seminars and conferences (local and statewide) on implications of IDEA for classroom teachers; evaluate project impact.

Lecturer, College of Education, University of Illinois, 1979-1980. *Major responsibilities:* Develop and teach *Introduction to Teaching* and *Nature of Teaching* for first year teacher education candidates.

Coordinator of Student Teaching and Lecturer, Teacher Preparation Program for the Learning Handicapped, Department of Special Education, University of Southern California, 1978. *Major responsibilities:* Teach *Curricula and Methods for the Learning Handicapped*; coordinate and supervise student teaching in urban schools.

Consultant to Director of Special Education, Culver City Unified School District, Culver City, California, 1975-1977. *Major responsibilities:* Plan and implement inservice training workshop series for regular classroom teachers; assist in preparation of research reports on mainstreaming;; develop initial local plans for IEP implementation; conduct research on implementation of IEPs and on needs of secondary educationally handicapped students in vocational education.

Elementary Teacher, Special Education Educationally Handicapped Program, Culver City Unified School District, Culver City, California, 1973-1977. *Major responsibilities:* Classroom instruction; consultation to classroom teachers.

### **Professional Affiliations**

American Association of Colleges for Teacher Education – Institutional Representative, 1986-2014

American Educational Research Association  
Division G – Social Context of Education  
Division K - Research on Teaching and Teacher Education  
Qualitative Research SIG  
Special Education Research SIG

Council for Exceptional Children  
Division for Culturally and Linguistically Diverse Exceptional Learners  
Division of Research  
Teacher Education Division

### Professional Recognition and Honors

California State University at Los Angeles, Annual Lecture, Matthew J. Guglielmo Endowed Chair in Developmental Disabilities, November 2014  
 Professor Emerita, University of Wisconsin-Milwaukee, Awarded 2011  
 University of Wisconsin-Milwaukee Research Foundation Senior Faculty Award, 2010  
 Visiting Scholar, Equity Alliance, Mary Lou Fulton College of Education, Arizona State University, Fall 2008  
 Fulbright Grantee, Senior Specialists Program, University of Alberta, Fall 2006  
 Distinguished Alumni Award, Education Alumni Association of the College of Education, University of Illinois at Urbana-Champaign, 2005  
 Merrill Award for Excellence in Teaching and Teacher Education, Teacher Education Division of the International Council for Exceptional Children, 2005  
 1<sup>st</sup> Annual Richard Wisniewski Teacher Education Award presented by the Society of Professors of Education (for the UWM Collaborative Teacher Education Program for Urban Communities), April 2000  
 Margaret Lindsey Award, American Association of Colleges for Teacher Education, February 1998  
 Outstanding Publication Award, *Teacher Education and Special Education*, Journal of the Teacher Education Division of the Council for Exceptional Children, April 1992, April 1998  
 College of Education Alumni Association Award, Most Outstanding Doctoral Student, University of Illinois, 1983  
 University Fellowship, University of Illinois, 1982-1983  
 Letitia Walsh Fellowship, College of Education, University of Illinois, 1981-1982  
 Who's Who in America  
 Who's Who in American Education  
 Who's Who of American Women

### Professional Activities: Editorial and Peer Review

*Spencer Foundation*, Proposal Reviewer, 2019  
*European Journal of Teacher Education*, Guest Reviewer, 2019  
*Teaching and Teacher Education*, Reviewer, 2015-2016  
*Teacher Education and Special Education*, Board of Reviewers, 2004-present; Associate Editor, 1995-2004; Consulting Editor, 1983-1995  
*Journal of Teacher Education*, Board of Reviewers, 2012-2015, 2001-2009, 1985-1993; Guest reviewer, 1995-2001, 2017-present  
*American Educational Research Journal*, Editorial Board Member, 2012  
*Journal of Teacher Education*, *Special Issue Co-Editor*, Diversity Frameworks in Teacher Education: Building New Bridges Across Communities, August/September 2012  
*Teacher Education and Special Education*, *Special Issue Co-editor*, Collaborative Teacher Preparation between General and Special Education, August 2011  
*Journal of Special Education Leadership*, *Special Issue Co-editor*, Improving Teacher Induction in Special Education: Considerations for Leaders and Policymakers, March 2011  
*Exceptionality Education International*, Editorial Board Member, 2010-2011  
*Focus on Exceptional Children*, Editorial Board Member, 2006-2009  
*The Journal of Special Education*, Editorial Board Member, 2003-2007; Consulting Editor, 1987-1988  
*Exceptional Children*, Associate Editor, 1995-2004; Guest Reviewer, 1989-1995; Field Reader, 1986-1989  
*Journal of Disability Policy Studies*, Board Member, 1999-2000  
*Remedial and Special Education*, Consulting Editor, 1987-1998  
*Journal of Educational Research*, Consulting Editor, 1987-1991  
 Occasional Reviewer: *Educational Analysis and Policy Evaluation*, *Educational Researcher*, *Elementary School Journal*, *Equity and Excellence in Education*, *Journal of Curriculum Studies*, *Review of Educational Research*, *Teachers College Record*, *Urban Education*; *Comparative Education*  
 Reviewer, AERA Proposals for Special Education Research, Special Interest Group, 1985-2011  
 Reviewer, AERA proposals to Division K (Research on Teaching and Teacher Education), 1985-2011  
 Editorial Board Member, *Handbook of Research on Teaching* (4th Edition)

### **Professional Activities: Leadership, Policy and Organizational**

Invited Participant, *Learning Diversities and the Future of Special Education Exploratorium 2030*, Stanford University, March 6-7, 2019

Consultant, Teacher Education Program Redesign, Loyola Marymount University, Los Angeles, 2014-2016

Consultant, Teacher Education Program Redesign, San Francisco State University, April 2015

External Evaluator, The Ohio State University *Project REMODEL* for Inclusive Teacher Education, 2014-2015

Consultant, Teacher Education Program Redesign, California State University at Long Beach, November 2013, March 2014

Consultant, Teacher Education Program Redesign, University of Miami, March 2012

Consultant, University of Wisconsin-Milwaukee 325T Grant, *Redesign Initiatives for UW-Milwaukee's Urban Special Education Program*, January 2012-December 2014

Evaluation Team Member, External Review of Teacher Education Programs, Lynch College of Education, Boston College, October 2011

Briefing for Senate, House and White House Staff, Preparing General Education Teachers for Students with Disabilities, with AACTE, Washington, DC, May 2011

Consultant, Evaluation of Federally Funded Personnel Preparation Programs in Special Education. WESTAT, Washington, DC, February 2011.

Consultant, Broadening Views of Diversity in Collaborative Teacher Education. University of Central Florida, University of Colorado at Denver, Florida International University, University of Northern Iowa, 2009-2010.

Writing Team Leader, Collaboration and Induction, National Center for the Improvement of Personnel Preparation in Special Education, University of Florida, 2008-2009

Member, Awards Committee (Research), Division K, American Educational Research Association, 2005-2007

Member, Advisory Board, Center for Improving Teacher Quality, a joint project of the Council of Chief State School Officers, the American Association of Colleges for Teacher Education, and the National Association of State Directors of Special Education, 2004-2008

Member, Milwaukee Partnership Academy Implementation Team and Co-Chair, Teacher and Principal Quality Workgroup, 2001-2008

Member, Milwaukee Partnership Academy Leadership Team, 2006-2008

Member, Committee on Research and Information, American Association of Colleges for Teacher Education, 2005-2006

Member, Panel on Research and Teacher Education, American Educational Research Association, 2001-2005

Mentor, Spencer Foundation/AERA Doctoral Fellows Program, 2001-2002

Member, Special Education Focus Council, American Association of Colleges for Teacher Education, 2001-2002

Member, Special Education Standards Committee, Interstate New Teacher Assistance and Support Consortium (INTASC), Council of Chief State School Officers, 1998-2001

Member, Teacher Education Program Approval Workgroup, Wisconsin Department of Public Instruction (Title II Teacher Quality Grant), 1999-2001

Member, Technical Assistance Review Board, National Board for Professional Teaching Standards, Exceptional Education Certification, 1997-1999

AERA Special Education Research Special Interest Group, Secretary-Treasurer, 1987-88; Chairperson, 1988-89

### **Professional Activities: International**

Invited Speaker, Policy Seminar on Teacher Education for Inclusion. National Council on Special Education, Dublin, Ireland, December 2018

Keynote Address, *Teacher Education and Inclusion: Creating the Conditions for the Application of Knowledge and Skills*. Annual Research Conference, National Council on Special Education, Dublin, Ireland, November 2017 (available on You Tube: <https://www.youtube.com/watch?v=srtQmLciRxY>)

Research Consultant, National Council for Special Education, Dublin, Ireland, 2017-2018

External Dissertation Reviewer, PhD Program, Faculty of Education, University of Haifa, 2017

The College of New Jersey Global Education Programs, Instructor for *Introduction to Research* for International Schools Teachers and Administrators, Palma de Mallorca, Spain, 1996-2019

Invited Presenter, International Scientific Workshop, *From Teacher Learning to Teacher Performance*, University of Haifa, January 2017

Workshop Leader, *Writing for Publication for PhD Students*, Faculty of Education PhD Program, University of Haifa, March 2016

Invited Presenter, University of Edinburgh, Scotland, International Invitational Seminar Series on *Teacher Education for the Changing Demographics of Schooling: Policy, Practice and Research*, December 2015

International Representative, College of Education Program Review Team, University of Otago, Dunedin, New Zealand, September 2012

Invited Participant/Presenter, International Inclusive Teacher Education Research Forum, Tampa, FL, February 2012

Visiting Scholar, University of Otago, College of Education, Dunedin, New Zealand, March 2009

Invited Presenter, International Symposium on Teacher Education for Inclusive Education, University of Aberdeen, Aberdeen, Scotland, October 2007

Teacher Education Merger Consultant, Dunedin College of Education and Faculty of Education, University of Otago, Dunedin, New Zealand, March 2007

Fulbright Scholar, Senior Specialists Program, University of Alberta, Fall 2006

Member, Academic Advisory Board to the Faculty of Education, United Arab Emirates University, 1999-2002

### Journal Articles

- Pugach, M.C., Matewos, A.M., & Gomez-Najarro, J. (in press). Disability and the meaning of social justice in teacher education research: A precarious guest at the table? *Journal of Teacher Education*.
- Pugach, M.C., Blanton, L., Mickelson, A., & Boveda, M. (2020). Curriculum theory: The missing perspective in teacher education for inclusion. *Teacher Education and Special Education* 43(1), 85-103. <https://doi.org/10.1177/0888406419883665>
- Pugach, M.C., Gomez-Najarro, J., & Matewos, A. (2019). A review of identity in research on social justice in teacher education: What role for intersectionality? *Journal of Teacher Education*. 70(3), 206-218.
- Glesne, C., & Pugach, M.C. (2018). Story as pedagogy: A reflective commentary. *LEARNING Landscapes*, 11(2), 29-36.
- Blanton, L.P., Pugach, M.C., & Boveda, M. (2018). Interrogating the intersections between general and special education in the history of teacher education reform. *Journal of Teacher Education*, 69(4), 354-366.
- Pugach, M.C. (2017). The edTPA as an occasion for structuring faculty dialogue across the divide? A "Checklist Manifesto" for a more inclusive teacher education. *Teacher Education and Special Education*, 40, 34-321. DOI: 10.1177/0888406417705320
- Blanton, L.P., Boveda, M., Munoz, L., & Pugach, M.C. (2017). The affordances and constraints of special education initial teacher licensure policy for teacher education. *Teacher Education and Special Education*, 40(1), 77-91. <https://doi.org/10.1177/0888406416665449>
- Pugach, M.C., & Peck, C. (2016). Dividing practices: Pre-service teacher quality assessment and the (re)production of relations between general and special education. *Teacher Education Quarterly*, 43(3), 3-23.
- Pugach, M.C., Mukhopadhyay, A., & Gomez-Najarro, J. (2014). Finally making good on the promise of qualitative research in special education? A response to the special issue. *Remedial and Special Education*, 35, 340-343.

- Rigoni, K.S., Longwell-Grice, H., Pugach, M.C., & Ford, A. (2013). A programmatic view of portfolios for urban teacher preparation: A second look. *Education and Urban Society*, 45(1), 88-119.
- Pugach, M.C., & Blanton, L. P. (2012). Enacting diversity in dual certification programs. *Journal of Teacher Education*, 63, 254-267.
- Blanton, L.P., & Pugach, M.C. (2011). Using a classification system to probe the meaning of dual licensure in general and special education. *Teacher Education and Special Education*, 34, 219-234.
- Pugach, M.C, Blanton, L.P, & Correa, V. (2011). An historical perspective on the role of collaboration in teacher education reform: Making good on the promise of teaching all students. *Teacher Education and Special Education*, 34, 183-200.
- Pugach, M.C., & Winn, J. A. (2011). Research on co-teaching and teaming: An untapped resource for induction. *Journal of Special Education Leadership*, 24(1), 17-27.
- Drame, E. R., & Pugach, M.C. (2010). A HOUSSE built on quicksand? Exploring the teacher quality conundrum for secondary special education teachers. *Teacher Education and Special Education*, 33, 55-69.
- Seidl, B. & Pugach, M.C. (2009). Support and teaching in the vulnerable moments: Preparing special educators for diversity. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 11(2), 57-75.
- Pugach, M.C., & Blanton, L.P. (2009). A conceptual framework for conducting research on collaborative teacher education. *Teaching and Teacher Education*, 25, 575-582.
- Pugach, M.C., Longwell-Grice, H., Ford, A., & Surma, M.A. (2008). A programmatic view of portfolios for urban teacher preparation. *The New Educator*, 4, 107-132.
- Staples, A., Pugach, M. C., & Himes, D. J. (2005). Rethinking the technology integration challenge: Cases from three urban elementary schools. *Journal of Research on Technology in Education*, 37, 281-307. Reprinted in: *Considerations on educational technology integration: The best of JRTE*, L. Schrum (ed.), pp. 9-40. Washington, DC: International Society for Technology in Education.
- Brantlinger, E., Jimenez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Exceptional Children*, 71, 195-207.
- Pugach, M. C. (2003). An historical perspective and analysis of federal support for the preparation of personnel to teach students with disabilities. *Teacher Education and Special Education*, 26, 215-216.
- Pugach, M. C. (2001). A Dean's Grant initiative for the 21<sup>st</sup> century? *Teacher Education and Special Education*, 24, 256-261.
- Ford, A., Pugach, M. C., & Otis-Wilborn, A. (2001). Preparing regular educators to work well with students who have disabilities: What's reasonable at the preservice level? *Learning Disability Quarterly*, 24, 275-285.
- Pugach, M. C., & Warger, C. L. (2001). Curriculum matters: Raising expectations for students with disabilities. *Remedial and Special Education*, 22, 194-196. [Guest Editors, special issue on Curriculum Access]
- Pugach, M.C. (2001): The stories we choose to tell: Fulfilling the promise of qualitative research for special education. *Exceptional Children*, 67, 439-453.
- Pugach, M.C. (1999). Success, access, and the promise of communities of practice. *Teacher Education and Special Education*, 22, 269-271.

- Pugach, M.C., & Seidl, B.L. (1998). Responsible linkages between diversity and disability: A challenge for special education. *Teacher Education and Special Education, 21*, 319-333.
- Pugach, M.C. (1996/97). What happens when we look outward? *Teacher Education and Special Education, 19*, 224-225.
- Pugach, M.C. (1996/97). Reflections on current issues facing teacher education/special education. *Teacher Education and Special Education, 19*, 207-208.
- Winn, J.A., & Pugach, M.C. (1997). Teacher education and today's special education. *Their World* (Annual Publication of the National Center for Learning Disabilities), 75-78.
- Pugach, M.C., & Seidl, B.L. (1996). Deconstructing the diversity-disability connection. *Contemporary Education, 68*(1), 5-8.
- Johnson, L.J., & Pugach, M.C. (1996). Role of collaborative dialogue in teachers' conceptions of appropriate practice for students at risk. *Journal of Educational and Psychological Consultation, 7*(1), 9-24.
- Warger, C.L., & Pugach, M.C. (1996, April). Curriculum considerations in an inclusive environment. *Focus on Exceptional Children, 28*(8), 1-12. Reprinted in E. L. Meyen, G. A. Vergason, & R. J. Whelan (Eds.). (1996). *Strategies for teaching exceptional children in inclusive settings* (pp. 9-26). Denver, CO: Love Publishing Company.
- Warger, C.L., & Pugach, M.C. (1996). Forming partnerships around curriculum. *Educational Leadership, 53*(5), 62-65.
- Pugach, M.C., & Johnson, L.J. (1995). Unlocking expertise among classroom teachers through structured dialogue: Extending research on peer collaboration. *Exceptional Children, 62*, 101-110.
- McLeskey, J., & Pugach, M.C. (1995). The real sellout: Failing to give inclusion a chance. *Learning Disabilities Research and Practice, 10*, 233-238.
- Pugach, M.C. & Seidl, B.L. (1995). From exclusion to inclusion in urban schools: A new case for teacher education reform. *Education and Urban Society, 27*, 379-395.
- Pugach, M.C. (1995). On the failure of imagination in inclusive schooling. *The Journal of Special Education, 29*, 212-223.
- Pugach, M.C., & Wesson, C.L. (1995). Teachers' and students' views of team teaching of general education and learning-disabled students in two fifth grade classes. *Elementary School Journal, 95*, 279-295.
- Warger, C.L., & Pugach, M.C. (1993). A curriculum focus for collaboration. *LD Forum, 18*(4), 26-30.
- Johnson, L.J., Pugach, M.C., & Cook, R. (1993). Peer collaboration as a means to facilitate collegial support to reduce teacher isolation and facilitate classroom problem-solving in rural areas. *Rural Special Education Quarterly, 12*(3), 21-26.
- Pugach, M.C. (1992). Uncharted territory: Research on the socialization of special education teachers. *Teacher Education and Special Education, 15*, 133-147.
- Johnson, L.J., & Pugach, M.C. (1991). Accommodating the needs of students with mild learning and behavior problems through peer collaboration. *Exceptional Children, 57*, 454-461.

- Pugach, M.C., & Johnson, L.J. (1990). Fostering the continued democratization of consultation through action research. *Teacher Education and Special Education, 13*, 240-245. (Outstanding Publication Award, Teacher Education Division, Council for Exceptional Children)
- Pasch, S.H., & Pugach, M.C. (1990). Collaborative planning for urban professional development schools. *Contemporary Education, 61*, 135-143.
- Pugach, M.C. (1990). The moral cost of retrenchment in special education. *Journal of Special Education, 24*, 326-333.
- Johnson, L.J., & Pugach, M.C. (1990). Classroom teachers' views of intervention strategies for learning and behavior problems: Which are reasonable and how frequently are they used? *Journal of Special Education, 24*(1), 69-84.
- Johnson, L.J., Pugach, M.C., & Devlin, S. (1990). Professional collaboration. *Teaching Exceptional Children, 22*(2), 9-11.
- Pugach, M.C., & Johnson, L.J. (1989). The challenge of implementing collaboration between general and special education. *Exceptional Children, 56*, 232-235.
- Pugach, M.C., & Johnson, L.J. (1989). Prereferral interventions: Progress, problems, and challenges. *Exceptional Children, 56*, 217-226.
- Pasch, S.H., & Pugach, M.C. (1988). A collaborative approach to introducing education. *Teaching Education, 2*(2), 62-67.
- Pugach, M.C. (1988). The consulting teacher in the context of educational reform. *Exceptional Children, 55*, 273-275.
- Pugach, M.C., & Johnson, L.J. (1988, December). Rethinking the relationship between consultation and collaborative problem solving. *Focus on Exceptional Children, 21*(4), 1-8. Reprinted in E.L.Meyen, G.A.Vergason, & R.J.Whelan (Eds.) (1993). *Challenges facing special education* (pp. 79-90). Denver, CO: Love Publishing Company. Also reprinted in E.L.Meyen, G.A.Vergason, & R.J.Whelan (Eds.) (1996). *Strategies for teaching exceptional children in inclusive settings* (pp. 451-463). Denver, CO: Love Publishing Company.
- Pugach, M.C. (1988). Special education as a constraint on teacher education reform. *Journal of Teacher Education, 39* (3), 52-59.
- Pugach, M.C. (1988). Restructuring teaching. *Teaching Exceptional Children, 21*(1), 47-49.
- Johnson, L.J., Pugach, M.C., & Hammitte, D.J. (1988). Barriers to effective special education consultation. *Remedial and Special Education, 9*(6), 41-47.
- Pugach, M.C., & Johnson, L.J. (1988). Peer collaboration. *Teaching Exceptional Children, 20*(3), 75-77.
- Allen-Meares, P., & Pugach, M.C. (1987). Collaboration among school-based professions at the preservice level: A dimension of educational reform. *Educational and Psychological Research, 7*, 215-225.
- Pugach, M.C., & Whitten, M.E. (1987). Revisiting inconsistency, duplication, and ownership in teacher education for learning disabilities: A response to Heward and Heron. *Learning Disability Quarterly, 10*, 329-331.
- Pugach, M.C., & Whitten, M.E. (1987). The methodological content of teacher education for learning disabilities: A problem of duplication. *Learning Disability Quarterly, 10*, 291-300.



- Pugach, M.C. (1987). The national reports and special education: Implications for the preparation of teachers. *Exceptional Children*, 53, 308-314.
- Pugach, M.C., & Sapon-Shevin, M. (1987). New agendas for special education policy: What the national reports haven't said. *Exceptional Children*, 53, 295-299.
- Pugach, M.C. (1985). The limitations of federal special education policy: Classroom teacher as "street level bureaucrat" in identifying who is handicapped. *The Journal of Special Education*, 19, 123-137.
- Pugach, M.C., & Allen-Meares, P. (1985). Collaboration at the preservice level: Instructional and evaluation activities. *Teacher Education and Special Education*, 8(1), 3-11.
- Pugach, M.C., & Lilly, M.S. (1984). Reconceptualizing support services for classroom teachers: Implications for teacher education. *Journal of Teacher Education*, 35(5), 48-55.
- Pugach, M.C., & Raths, J.D. (1983). Testing teachers: Analysis and recommendations. *Journal of Teacher Education*, 34(1), 37-43. Reprinted in: Gutek, G. (Ed.) (1983-1984). *Standard Education Almanac* (pp. 473-479). Chicago, IL: Marquis Press. Reprinted in: Center on Evaluation Development Research. (1984-1985). *Hot Topics Series: Teacher Competence* (pp. 129-135). Bloomington, IN: Phi Delta Kappa.
- Allen-Meares, P., & Pugach, M.C. (1982). Facilitating interdisciplinary collaboration on behalf of handicapped children and youth. *Teacher Education and Special Education*, 5(1), 30-36.
- Pugach, M.C. (1982). Regular classroom teacher involvement in the development and utilization of IEPs. *Exceptional Children*, 48, 371-374.
- Raths, J.D., & Pugach, M.C. (1981). Strategies for change in teacher education. *Illinois Association of Colleges for Teacher Education Forum Monograph*, No. 1, 42-48.
- Pugach, M.C. (1981, Winter). Preparation for mainstreaming in teacher education programs at the University of Illinois. *Illinois School Research and Development*, 17(2), 7-11.
- Pugach, M.C. (1980). Computer-based education and personnel preparation: An example from a Dean's Grant. *Personnel Preparation Counterpoint*, 1(2), 4.
- Pugach, M.C. (1979). Education of the handicapped: Are we making any progress? *Education Unlimited*, 1(4), 11-14.

### Book Chapters

- Blanton, L., & Pugach. (forthcoming). Dual certification programs. In U. Sharma and S. Salend (Eds.), *Inclusive and special education*. New York: Oxford University Press.  
doi:10.1093/acrefore/9780190264093.013.ORE\_EDU-01183.R2
- Blanton, L. P., & Pugach, M.C. (2017). A dynamic model for the next generation of research on inclusive teacher education. In L. Florian and N. Pantic (Eds.), *Teacher education for the changing demographics of schooling: Issues for research and practice* (pp. 215-228). New York: Springer.
- Pugach, M.C., & Blanton, L.P. (2014). Inquiry and community: Uncommon opportunities to enrich professional development for inclusion. In L. Florian (Ed.), *The SAGE handbook of special education* (2<sup>nd</sup> ed.) (pp. 873-887). Los Angeles: SAGE.

- Pugach, M.C., Blanton, L. P., & Boveda, M. (2014). Working together: Research on the preparation of general education and special education teachers for inclusion and collaboration. In Sindelar, P.T., McCray, E. D., Brownell, M.T., & Lignugaris/Kraft, B. (Eds.), *Handbook of research on special education teacher preparation* (pp. 143-160). New York: Routledge.
- Pugach, M.C. (2012). Students with special needs, teacher preparation for diversity. In J.A. Banks (Ed.), *Encyclopedia of diversity in education*. Thousand Oaks, CA: SAGE.
- Post, L.M., Pugach, M.C., Harris, S., & Hedges, M. (2006). The teachers-in-residence program: Veteran urban teachers as teacher leaders in boundary-spanner roles. In K. Howey & N. Zimpher (Eds.), *Boundary spanners: A key to success in urban university school partnerships* (pp. 211-236). Washington, DC: The American Association of State Colleges and Universities.
- Pugach, M.C., Post, L.M., & Thurman, A. (2006). Engaging the university in the system-to-system reform of urban education through a community-wide partnership (pp. 149-169). In S.L. Percy, N.L. Zimpher, & M. J. Brukaradt (Eds.), *Creating a new kind of university*. Bolton, MA: Anker Press.
- Pugach, M.C., Post, L., Anderson, C., Lehmann, R., & Donder, D. (2006). System-to-system partnership as a reform strategy for urban schools. In J.L. Kincheloe, P. Anderson, K. Rose, D. Griffith, & K. Hayes (Eds.), *Urban education: An encyclopedia* (pp. 555-565). Westport, CT: Greenwood Publishing Group.
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### **Reports/Monographs/White Papers**

Blanton, L. P., Pugach, M. C., & Boveda, M. (2014, September). *Teacher education reform initiatives and special education: Convergence, divergence, and missed opportunities* (Document No. LS-3). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/literature-syntheses/>

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Pugach, M.C., Blanton, L., Correa, V., McLeskey, J., & Langley, L. (2009). *The role of collaboration in supporting the induction and retention of new special education teachers*. (NCIPP Doc. No. RS-2). University of Florida National Center for the Improvement of Personnel Preparation in Special Education. Funded by the U. S. Department of Education, Office of Special Education Programs. [http://www.ncipp.org/reports/rs\\_2.pdf](http://www.ncipp.org/reports/rs_2.pdf)

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Kozleski, E., Pugach, M.C., & Yinger, R. (2002, February). *Preparing Teachers to Work With Students With Disabilities: Possibilities and Challenges for Special and General Teacher Education*. A White Paper of the American Association of Colleges for Teacher Education Focus Council on Special Education. Washington, DC: American Association of Colleges for Teacher Education. Available at [www.aacte.org](http://www.aacte.org).

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### **Selected International and National Presentations**

*Getting to Work: A Generative Approach to Redesigning Teacher Education for Inclusion in California*. California Council for on Teacher Education, December 2018, San Diego.

*Teacher Education for Inclusion*. Invited Speaker, Annual Meeting, National Council for Special Education. Dublin, Ireland. November 2017. (available on You Tube: <https://www.youtube.com/watch?v=srtQmLciRXY>)

*Cultural Clashes in Teacher Education*. Symposium Discussant, Annual Meeting, American Educational Research Association, April 2016, San Antonio.

*Imagining the Next Generation of Teacher Education for Inclusion*. Keynote Address, Annual Spring Conference, California Council on Teacher Education, March 31, 2016, San Jose, CA.

*An Agenda for Research on Inclusive Teacher Education: The Role of a Dynamic Guiding Model.*

Paper presented at an Invitational Seminar on Teacher Education for the Changing Demographics of Schooling: Policy, Practice and Research, University of Edinburgh, Scotland, December 1, 2015.

*Disrupting the Conventional Discourse of Inclusive Teacher Education in an Era of Chaos.* Presidential Session Symposium: *Preparation for Inclusive Education in the Era of High-stakes Teacher Education Accountability: Mapping the Territory for New Directions in Theory and Practice.* Annual Meeting, American Educational Research Association, April 2015, Chicago.

*Developments in Education to Prepare for College, Career, and Independent Living.* Panel Member, Global Summit on the Education of Individuals with Disabilities. Loyola Marymount University, March 2015, Los Angeles.

*Long Overdue: Rethinking Research on Social Justice in Teacher Education from an Intersectionality Perspective.* Paper presented at the Annual Meeting, American Educational Research Association, April 2014, Philadelphia.

*Dividing Practices: Pre-service Teacher Quality Assessment and the (Re)Production of Relations Between General and Special Education.* Paper presented at the Annual Meeting, American Educational Research Association, April 2013, San Francisco.

*A Policy Analysis of Federal Support for Inclusive Teacher Education: Slouching Toward Transformation?* Paper presented at the Annual Meeting, American Educational Research Association, April 2013, San Francisco.

*Is It Time to Do Away with Initial Stand-Alone Licensure in Special Education?* Panel Presentation, Spotlight on Teacher Education Division, Annual Meeting, International Council for Exceptional Children, San Antonio, April 2013.

*Advancing Research on the Meaning of Dual Certification in General and Special Education: An Autoethnographic Approach.* Annual Meeting, American Educational Research Association, Vancouver, April 2012.

*Preparing General Education Teachers to Improve Outcomes for Students with Disabilities.* Annual Meeting, American Association of Colleges for Teacher Education, Chicago, February 2012.

*Understanding the Complexity of Collaboration in Teacher Education between General and Special Educators through Rich Conceptual Frameworks and Research.* Annual Conference, Teacher Education Division of the Council for Exceptional Children, Austin, November 2011.

*Putting Together an Impressive Research Philosophy and Distinguishing It from Your Research Agenda.* Invited presentation, Kaleidoscope (Doctoral Student Strand), Annual Conference, Teacher Education Division of the Council for Exceptional Children, Austin, November 2011.

*Becoming More Productive: Converting Conference Papers into Scholarly Articles.* Invited presentation, Kaleidoscope (Doctoral Student Strand), Annual Conference, Teacher Education Division of the Council for Exceptional Children, Austin, November 2011.

*Collaborative Program Redesign: From Tinkering to Transformation in Service of Improving Outcomes for Students with Disabilities.* Invited presentation, US Department of Education Office of Special Education Programs Annual Project Directors' Conference, Washington, DC: July 19, 2011.

*The Intersection of Dual Certification and Program Redesign.* Invited presentation, US Department of Education Office of Special Education Programs Monthly Webinar for 325T Grantees, May 20, 2011.

*Composing Our Lives: Blending Wisdom and Passion in the Lives of TED Scholar Activists.* Annual Meeting,

Teacher Education Division of the International Council for Exceptional Children, St. Louis, November 2010.

*Research Roundtable*, Invited Scholar/Mentor/Research Facilitator, Annual Meeting, Teacher Education Division of the International Council for Exceptional Children, St. Louis, November 2010.

*Interrogating the Meaning of Collaboration between General and Special Education in Merged Teacher Education Program Curricula*. Annual Meeting, American Educational Research Association, Denver, April-May 2010.

*Diversity Frameworks in Teacher Education: Where Does Special Education Belong?* Major Invited Forum. Annual Meeting, American Association of Colleges for Teacher Education. Atlanta, February 2010.

*Designing High Quality Collaborative Teacher Education Programs: The Challenges of Today's Policy Context*. Invited Preconference Workshop, Annual Meeting, Teacher Education Division of the Council for Exceptional Children. Charlotte, NC: November 2009.

*The Role of Collaboration in Supporting New Special Education Teachers*. Invited presenter, National Webinar Sponsored by the Department of Education, Office of Special Education Programs, September 18, 2009.

*Towards a Curriculum of Teacher Education for Inclusive Education*. Annual Meeting, American Association of Colleges for Teacher Education. Chicago, February 2009.

*Meeting the Challenges of Implementing Collaborative Teacher Preparation Programs*. Preconference Workshop, Annual Meeting, American Association of Colleges for Teacher Education. Chicago, February 2009.

*What Every Teacher Educator Needs to Know: Addressing the Achievement Gap for Students with Special Needs*. National Webinar Leader and Presenter, American Association of Colleges for Teacher Education, October 2008.

*A Programmatic View of Portfolios for Urban Teacher Preparation: A Second Look*. Annual Meeting, American Educational Research Association, New York, March 2008.

*Are All of Your Graduates Highly Qualified? Multiple Models for Jointly Preparing General and Special Education Teachers*. Preconference Workshop. Annual Meeting, American Association of Colleges for Teacher Education. New Orleans, February 2008.

*Creating a Robust Research Agenda for Collaborative Teacher Education*. Annual Meeting, American Association of Colleges for Teacher Education. New Orleans, February 2008.

*Preparing Teachers for Urban Schools: Interpreting the INTASC Standards for Urban Teacher Preparation*. Annual Meeting, American Association of Colleges for Teacher Education. New Orleans, February 2008.

*An Agenda for Conducting Research on Collaborative Teacher Education*. Symposium. Annual Meeting, Teacher Education Division, Council for Exceptional Children. Milwaukee, November 2007.

*Conducting Research in Special Education Using Alternate Epistemologies*. Diversity Symposium on Reconsidering Scholarship in the Academy: Examining Leadership Preparation in Special Education. Annual Meeting, Teacher Education Division, Council for Exceptional Children. Milwaukee, November 2007.

*A Conceptual Framework for Conducting Research on Collaborative Teacher Education*. International Invitational Symposium on Teacher Education for Inclusive Education, Aberdeen, Scotland, October 2007.

*Collaborative Teacher Preparation Programs and CTQ's Action Guide*. National Invitational Forum of the INTASC Center on Improving Teacher Education: State and Higher Education Policy, Practices, and Strategies to Improve the Teaching of Students with Disabilities, Crystal City, VA, June 2007.

*Strengthening Teacher Education Research: An Interactive Seminar* [Senior Research Facilitator]. Pre-conference workshop. Annual Meeting, American Educational Research Association, Chicago, April 2007.

*The Milwaukee Metropolitan Area Deans of Education Collaboration for Reform*. Annual Meeting, American Association of Colleges for Teacher Education, New York City, February 2007.

*Self-assessment in Higher Education Programs for Developing Collaborative Teacher Education*. Annual Forum for the Center for Improving Teacher Quality, Albuquerque, NM, November 2006.

*Collaborative Programs in General and Special Education: An Action Guide for Higher Education and Policymakers*. Annual Forum for the Center for Improving Teacher Quality, Albuquerque, NM, November 2006.

*Revisiting Collaboration in Teacher Education: A Typology of Dominant Program Models*. Invited Presentation, Annual Project Directors' Meeting, Office of Special Education Programs. Department of Education. Washington, DC: August 2006.

*Portfolio Analysis as a Tool to Improve Scaffolding the Development of Teachers for Urban Schools*. Annual Meeting, American Educational Research Association, San Francisco, April 2006.

*Forging Exemplary Relationships between Liberal Arts/Sciences and Education through the Teachers-in-Residence Program*. Annual Meeting, American Association of Colleges for Teacher Education, San Diego, January 2006.

*The Center for Teacher Quality: What are the Models for Preparing All Teachers to Help Students with Special Needs?* Annual Meeting, American Association of Colleges for Teacher Education, San Diego, January 2006.

*Challenges to Principled Practice in Urban Teacher Education*. Annual Meeting, American Association of Colleges for Teacher Education, San Diego, January 2006.

*Conducting High Quality Qualitative Research on a Short Budget*. Post-conference workshop. Annual Conference, Teacher Education Division of the International Council for Exceptional Children, Portland, Maine, November 2005.

*The AERA Panel on Research and Teacher Education*. Annual Conference, Teacher Education Division of the International Council for Exceptional Children, Portland, Maine, November 2005.

*Improving the Teaching of Students with Disabilities: A State and IHE Collaboration*. Annual Conference, Teacher Education Division of the International Council for Exceptional Children, Portland, Maine, November 2005.

*The AERA Panel on Research for Teacher Education: A Roundtable*. Annual Meeting, American Educational Research Association, Montreal, April 2005.

*Preparing Teachers of Students with Disabilities: A Center for Teacher Quality Colloquium*. Annual Meeting, American Association of Colleges for Teacher Education, Washington, DC, February 2005.

*Teachers for a New Era: Induction Reform*. Annual Meeting, American Association of Colleges for Teacher Education, Washington, DC, February 2005.



*Preparing teachers for all forms of diversity: What they don't know hurts all of us.* Major Forum, Annual Meeting, American Association of Colleges for Teacher Education, Washington, DC, February 2005.

*Cases of Technology Integration in Three Urban Elementary Schools.* Annual Meeting, American Educational Research Association, Chicago, April 2003.

*The AERA Consensus Panel on Teacher Education: A Closer Look.* Annual Meeting, American Educational Research Association, Chicago, April 2003.

*The AERA Consensus Panel on Teacher Education: An Overview.* Annual Meeting, American Educational Research Association, Chicago, April 2003.

*Preparing Urban Teachers to Use Technology.* Annual Meeting, American Association of Colleges for Teacher Education, New Orleans, January 2003.

*The AERA Consensus Panel on Teacher Education.* Annual Meeting, American Association of Colleges for Teacher Education, New Orleans, January 2003.

*The Milwaukee Partnership Academy: An Urban P-16 Council.* Major Symposium, Annual Meeting, American Association of Colleges for Teacher Education, New Orleans, January 2003.

*The AERA Consensus Panel on Research in Teacher Education.* Annual Meeting, American Educational Research Association, New Orleans, April 2002.

*Featured Forum on the AERA Consensus Panel on Research in Teacher Education.* Annual Meeting, American Association of Colleges for Teacher Education, New York City, February 2002.

*Featured Forum on the AACTE Special Focus Council on Special Education.* Annual Meeting, American Association of Colleges for Teacher Education, New York City, February 2002.

*Collaboration as deliberate curriculum decision making.* Pre-conference Institute on Collaboration for Diverse Learners. International Reading Association, New Orleans, May 2001.

*The UWM Teachers-in-Residence program.* Annual Meeting, American Association for Colleges of Teacher Education, New Orleans, March, 2001.

Organizer and Chair, Office of Special Education Program Personnel Preparation Project Directors' Annual Conference; Plenary Session on *Special Education and Its Relationship to General Education*, Washington, DC, February 22, 2001.

*Best Practices in Recruitment: Multiple Pathways to Recruitment for Urban Schools.* Annual Meeting, The Holmes Partnership, Albuquerque, January 2001.

*Best Practices in Partnerships: The Milwaukee Partnership Academy.* Annual Meeting, The Holmes Partnership, Albuquerque, January 2001.

*From Standards to Dialogue to Real Reform in Teacher Education: Getting to Complexity Using Dialogue Spaces.* Teacher Education Division Annual Conference, Council for Exceptional Children, Palm Springs, November 1999.

*The Messy, Necessary Business of Marrying Special Education and Multicultural Teacher Education.* Bi-annual symposium on culturally and linguistically diverse exceptional learners, Council for Exceptional Children, Washington, DC, November 1998.

- Preparing All Teachers to Work with Students with Disabilities: The New INTASC Standards Project.* Annual Meeting, American Association for Colleges of Teacher Education, New Orleans, February 1998.
- On the Border of Opportunity.* Annual Meeting, American Educational Research Association, San Diego, April 1998.
- Collaborative Teacher Education for Urban Communities.* Annual Conference, Council of Great City Schools, Detroit, October 1997.
- The University of Wisconsin-Milwaukee's Collaborative Teacher Education Program for Urban Communities.* "Innovative Approaches for Preparing General and Special Educators for Inclusive Schools and Classrooms" Symposium. Annual Meeting, American Educational Research Association, Chicago, March 1997. (ERIC Document Reproduction No. ED 409 282)
- A Process Approach to Restructuring Urban High Schools.* Symposium presentation. Annual Meeting, American Educational Research Association, Chicago, March 1997.
- Collaborative Programs to Prepare General and Special Educators.* Learning Disabilities Association Annual International Conference, Chicago, February 1997.
- Forum: Teacher Education in Transition.* Teacher Education Division Annual Conference, Council for Exceptional Children, Washington, DC, November 1996.
- Schools that Celebrate Diversity: Preparing Teachers for New Roles.* Teacher Education Division Annual Conference, Council for Exceptional Children, Honolulu, November 1995.
- Forming Partnerships around Curriculum: Redefining Professional Collaboration for Diverse Student Populations.* Teacher Education Division Annual Conference, Council for Exceptional Children, Honolulu, November 1995.
- Twice Victims: The Struggle to Educate Children in Urban Schools and the Reform of Special Education and Chapter One.* Invited paper, National Center on Education in Inner Cities Conference on Making a Difference for Students at Risk, Princeton, October 14-15, 1993.
- Moving the Reform Agenda Forward: Achieving Stability in Professional Development Schools.* Annual Meeting, American Educational Research Association, Atlanta, April 1993.
- Portrait of an Urban Professional Development School.* Annual Meeting, American Educational Research Association, San Francisco, April 1992. (ERIC Document Reproduction No. ED 351 285)
- The Relationship between Establishing Urban Professional Development Schools and School Restructuring.* Annual Meeting, American Educational Research Association, San Francisco, April 1992.
- The Interface of Special Education within Teacher Education Reform Efforts: Experiences from Two Institutions.* Teacher Education Division Annual Conference, Council for Exceptional Children, Charlotte, November 1991.
- Uncharted Territory: Research on the Socialization of Special Education Teachers.* Teacher Education Division Annual Conference, Council for Exceptional Children, Charlotte, November 1991.
- Student and Teacher Perspectives on Collaborative Team Teaching.* Annual Convention, Council for Exceptional Children, Atlanta, April 1991.

- Gaining Authority through a Shared Vision and Commitment: The Professional Development School Concept in Milwaukee.* Annual Meeting, American Association of Colleges for Teacher Education, Atlanta, February 1991.
- Collaborative Team Teaching: Teacher and Student Perspectives.* Teacher Education Division Annual Conference, Council for Exceptional Children, Anchorage, November 1990.
- Improving Collaborative Relationships between Special and General Education: What's the Next Step?* Annual Convention, Council for Exceptional Children, Toronto, April 1990.
- Self-study: The Genesis of Reflection in Novice Teachers?* Annual Meeting, American Educational Research Association, Boston, April 1990.
- Promoting Collaborative Partnerships through Teacher Education.* Teacher Education Division Annual Conference, Council for Exceptional Children, Memphis, November 1989.
- Action Research: An Untapped Source of Collaborative Problem Solving.* Teacher Education Division Annual Conference, Council for Exceptional Children, Memphis, November 1989.
- Faculty Collaboration through Interdisciplinary Dialogue.* Teacher Education Division Annual Conference, Council for Exceptional Children, Memphis, November 1989.
- Peer Collaboration: Tapping the Expertise of the General Educator.* Annual Convention, Council for Exceptional Children, San Francisco, April 1989.
- The Relationship between Special and Regular Education: Debating the Issues.* Invited Speaker, Annual Convention, Council for Exceptional Children, San Francisco, April 1989.
- The Natural Affinity between Reflective Teaching Practice and Metacognitive Thinking.* Annual Meeting, American Educational Research Association, San Francisco, March 1989.
- Unlocking Expertise in General Education through Teacher Dialogue.* Annual Meeting, American Educational Research Association, San Francisco, March 1989.
- Collaborative Planning for Urban Professional Development Schools.* Annual Meeting, American Association of Colleges for Teacher Education, Anaheim, March 1989.
- Teacher Education that Promotes the Merger of Regular and Special Education.* Annual Meeting, American Association of Colleges for Teacher Education, Anaheim, March 1989.
- Facilitative Consultation: A Reconsideration of the Consulting Relationship.* Teacher Education Division Annual Conference, Council for Exceptional Children, Salt Lake City, November 1988.
- Peer Collaboration: Enhancing Teacher Problem-solving Capabilities for Students at-risk.* Annual Meeting, American Educational Research Association, New Orleans, April 6, 1988. (ERIC Document Reproduction No. ED 292 800)
- Peer Collaboration: Teachers Working Together to Solve Problems.* Annual Convention, Council for Exceptional Children, Washington, D.C., March 28, 1988.
- Programmatic Coherence through Interdisciplinary Responsibility: The University of Wisconsin-Milwaukee Center for Teacher Education.* Annual Meeting, American Association of Colleges for Teacher Education, New Orleans, February 18, 1988.

- Implications of Merger for Teacher Education: How Will We Prepare Future Teachers?* Teacher Education Division Annual Conference, Council for Exceptional Children, Washington, D.C., November 1987.
- Directive vs. Non-directive Approaches to Prereferral Intervention: Implications for School-based Consultation.* Teacher Education Division Annual Conference, Council for Exceptional Children, Washington, D.C., November 1987.
- Developing Reflective Teaching through Structured Dialogue.* OERI Invitational Conference on Reflective Inquiry in Teacher Education, Houston, Texas, October 9-11, 1987.
- Using Peer Collaborators to Solve Classroom Problems.* Annual Convention, Council for Exceptional Children, Chicago, April 1987.
- Prelude to Merger: A Functional Analysis of Teacher Education.* Annual Meeting, American Educational Research Association, Washington, D.C., April 1987.
- Teacher Education's Empty Set: The Paradox of Preparing Teachers for the Learning Disabled.* Annual Meeting, American Educational Research Association, Washington, D.C., April 1987.
- Systematic Teacher Dialogue as a Prereferral Intervention: Self-appraisal through Peer Collaboration.* Annual Meeting, American Educational Research Association, Washington, D.C., April 1987.
- Metacognition in Teacher Education: Training for Self-appraisal and the Problem of Overreferral.* Teacher Education Division Annual Conference, Council for Exceptional Children, Atlanta, November, 1986.
- Special Education Categories as Constraints on the Reform of Teacher Education.* Annual Meeting, American Educational Research Association, San Francisco, April 1986.
- Controlling Qualitative Data: Meeting the Challenge of Large Sample Sizes in a Study of Special Education Referral Policy.* Annual Meeting, American Educational Research Association, Chicago, April 1985.
- New Agendas for Special Education Policy: What the National Reports Haven't Said (Implications for teacher education).* Annual Meeting, American Educational Research Association, Chicago, April 1985.
- Linking the Preparation of School-based Professionals: On the Possibility of Interdisciplinary Faculty Collaboration.* Annual Meeting, American Association of Colleges for Teacher Education, Denver, February 1984.
- The Limitations of Federal Special Education Policy: Classroom Teacher as "Street-level Bureaucrat" in Identifying Who is Handicapped.* Annual Meeting, American Educational Research Association, New Orleans, April 1984.
- Reconceptualizing Support Services for Classroom Teachers: Implications for Teacher Education.* Annual Meeting, American Association of Colleges for Teacher Education, San Antonio, February 1984.

### **Grants**

- Assessing Quality Feedback Processes for MAT@USC Teachers about their Practices* (Co-Principal Investigator). Bill and Melinda Gates Foundation, \$100,000 (November 2012-February 2014).
- Redesign Initiatives for UW-Milwaukee's Urban Special Education Program* (Co-Principal Investigator on original award). U.S. Department of Education Office of Special Education Programs, \$1,500,000 (October 2011-September 2016).

*University of Wisconsin-Milwaukee Teachers for a New Era Project* (Co-Principal Investigator). Carnegie Corporation of New York, \$5,000,000 (November 2003-October 2012).

*Urban American Indian Teacher Training Program* (Co-Principal Investigator). U.S. Department of Education, \$398,638 (2006-2008).

*Formative Assessment of Learning Teams in the Milwaukee Public Schools* (Co-Principal Investigator). A project of the Milwaukee Partnership Academy. The Joyce Foundation, Chicago, \$100,000 (July 2004-April 2006).

*Pilot Electronic Portfolio Project* (Principal Investigator), University of Wisconsin System PT3 Grant, \$25,000 (May 2002-May 2003).

*The Technology and Urban Teaching Project* (Co-Principal Investigator). U.S. Department of Education PT3 Grant, \$1,300,000 (October 1999-September 2002).

*Pathways to Teaching Careers* (Principal Investigator). Funded by the Helen Bader Foundation, Milwaukee, \$100,000 (June 1999-May 2001).

*Pathways to Teaching Careers, Phase II.* (Principal Investigator). Funded by the DeWitt Wallace- Reader's Digest Fund, New York, \$200,000 (September 1998 - August 2001).

*Leading Edge Project on Standards and School University Partnerships.* (Co-Principal Investigator). NCREST, Teachers College, Columbia University, \$60,000 (October 1997-August 2000).

*Pathways to Teaching Careers Program.* (Co-Principal Investigator). A joint project of UWM and Alverno College to support the certification of minority students employed as paraprofessionals or emergency-licensed teachers in Milwaukee Public Schools. Funded by the Dewitt Wallace-Reader's Digest Fund, New York, \$833,369 (October 1993-February 1999).

*Midwestern Urban Partnership: A Strategy for Restructuring Teacher Education Across the Continuum of Practice in the Context of Urban Schools.* (Principal Investigator.) The Joyce Foundation, Chicago, \$93,668 (March 1993-March 1994).

*Preparing Exemplary Teachers of Color for Urban Schools.* (Co-Principal Investigator.) Pathways to Teaching Program, Bank Street College of Education/De Witt Wallace-Readers' Digest Fund, New York, \$13,650 (April-July 1993).

*Enhancing Instructional Options for Students with Mild Learning and Behavior Problems through Peer Teacher Collaboration.* (Co-Principal Investigator.) U.S. Office of Education, Office of Special Education and Rehabilitation Services, \$323,581 (October 1985-September 1988).