

CURRICULUM VITAE  
*Tachelle I. Banks, PhD*

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**PROFESSIONAL SYNOPSIS:** Tachelle Banks, Ph.D., is a Professor of Special Education, the Associate Dean for Faculty and External Affairs in the College of Education and Human Services and the Associate Vice Provost for Academic Innovation and Initiatives. Her research agenda includes behavior disorders, cognitive behavior interventions, and teacher quality. Dr. Banks' aspiration for urban educator preparation is to lead efforts in transformative programming that will ensure the quality preparation of candidates who employ highly effective teaching strategies and who will be successful teaching in high need schools and districts, particularly urban schools and districts. This professional interest began with enhancing Mild/Moderate programs, reforming undergraduate and graduate educator preparation programs and the continual pursuit of transformative initiatives to actualize her commitment to urban education and the education of students with diverse learning needs. Teaching in Cleveland keeps her grounded in her work with schools, where she prepares special educators for the complexities and demands of teaching students with exceptionalities. Dr. Banks is dedicated to urban education, special education and bridging the gap between research and practice.

**DEGREES HELD**

***Doctor of Philosophy*** (2006)

KENT STATE UNIVERSITY, Kent, Ohio

Major: Special Education

Specialization: Cognitive Behavior Interventions

Other emphasis: Quantitative Research Methods

Dissertation: *“Teaching Rational Emotive Behavior Therapy to Adolescents in an Alternative Urban Educational Setting”*

***Master of Education*** (2003)

KENT STATE UNIVERSITY, Kent, Ohio

Major: Special Education, Mild/Moderate Intervention Specialist

***Bachelor of Arts*** (1997)

OHIO UNIVERSITY, Athens, Ohio

Major: African American Studies

## LEADERSHIP CERTIFICATIONS

*Executive Certificate in Strategic Diversity and Inclusion Management* (Summer 2018)  
GEORGETOWN UNIVERSITY, Washington, D.C.

## HIGHER EDUCATION EXPERIENCE

August 1, 2019 – Present      **Associate Vice Provost for Academic Innovation & Initiatives**  
Cleveland State University

October 7, 2019 – Present      **Associate Dean for Faculty & External Affairs**  
Cleveland State University

July 1, 2019 – October 6      **Interim Associate Dean for Faculty & External Affairs**  
Cleveland State University

February 1, 2018 - June 30, 2019      **Associate Vice President of Institutional Diversity**  
Cleveland State University

July 1, 2014 – June 30, 2019      **Department Chair, Teacher Education**  
Cleveland State University

April 2016      **Full Professor, Special Education**

August 2011– March 2016      **Associate Professor**  
Teacher Education, Special Education  
Cleveland State University, Cleveland, Ohio

Courses:      Classroom Management and Intervention  
Introduction to Special Education  
Introduction to Mild/Moderate Disabilities  
Assessment in Mild/Moderate Disabilities

August 2007– 2011      **Assistant Professor (Tenure Track)**  
Teacher Education, Special Education  
Cleveland State University, Cleveland, Ohio

Courses:      Classroom Management and Intervention  
Introduction to Special Education  
Introduction to Mild/Moderate Disabilities  
Assessment in Mild/Moderate Disabilities

August 2006– 2007      **Assistant Professor (Tenure Track)**  
Curriculum and Instruction  
Ashland University, Ashland, Ohio

Courses:      Collaboration and Assessment in Special Education  
Classroom Behavior Management  
Advanced Classroom Behavior Management

Introduction to Special Education  
Field Supervision

August 2005–  
May 2006

**Instructor (Non-Tenure Track)**  
Educational Foundations and Special Services  
Kent State University, Kent, Ohio

Courses:

Research in Educational Services  
Field Experience - Special Education  
Student Advising  
Characteristics in Mild/Moderate Disabilities

June 2004-  
August 2003

**Teaching Fellowship**  
Educational Foundations and Special Services  
Kent State University, Kent, Ohio

Co- taught Advanced Classroom Behavior Management  
Guest Lecturer in Reading and Language Instruction for Special Populations  
Conducted research; code; analyze and interpret quantitative data  
Assisted with teacher training sessions  
Assisted in the preparation of manuscripts for publication  
Conducted pilot study

#### **PK-12 PROFESSIONAL EDUCATION EXPERIENCE**

June 2003 -  
August 1997

**Associate Teacher Counselor**  
Positive Education Program  
Cleveland, Ohio

Developed and implemented classroom behavior program  
Evaluated and updated Individual Service Plans  
Administered educational and diagnostic tests  
Conducted and facilitated group meetings and social skill training  
Completed daily and weekly progress notes  
Worked cooperatively with treatment team

#### **PUBLICATIONS**

##### ***Refereed Articles***

Banks, T., Dohy, J., Petty, N., Moore, J., Fish, C., Mukenge, M., Hawkins, J., & Grill, L. (in press). Persistence and Opportunity: Leveraging Living Learning Communities to Ensure Equitable Access for All Students.

Banks, T. (2015). Teacher education reform in urban educator preparation programs. *Journal of Education and Learning*, 4(1), 60–71.

Banks, T. (2014a). Creating positive learning environments: Antecedent strategies for managing the

- classroom environment and student behavior. *Creative Education*, 5(7), 519–524.
- Banks, T. (2014b). From deficit to divergence: Integrating theory to inform the selection of intervention in special education. *Creative Education*, 5(7), 510–518.
- Banks, T. (2012a). Program enhancement: Responding to the call for special education teachers to be highly qualified. *The Open Education Journal*, 5, 34–38.
- Banks, T. (2012b). Rational emotive behavior therapy with diverse student populations: Meeting the mental health needs of all students. *Multicultural Learning and Teaching*, 7(2). doi: [10.1515/2161-2412.1154](https://doi.org/10.1515/2161-2412.1154)
- Banks, T. (2011a). Five things teachers should know about manifestation determination. *Ohio Council for Children with Behavioral Disorders Newsletter*.
- Banks, T. (2011b). Helping students manage feelings: REBT as a mental health educational curriculum. *Educational Psychology in Practice*, 27(4), 383–394.
- Banks, T. (2009). Affective interventions in educational settings. *International Conference of Education Research and Innovation*. Conference publication.
- Banks, T., Andrei, E., & Dohy, J. (2019). An inclusive educator licensure pathway to meet the education needs of all students: Dual residence education action model. *Curriculum and Teaching Dialogue*, 21(1-2), 21 – 35.
- Banks, T., & Dohy, J. (2019). Mitigating Barriers to Persistence: A Review of Efforts to Improve Retention and Graduation Rates for Students of Color in Higher Education. *Higher Education Studies*, 9, (1).
- Banks, T., & Eaton, I. (2014). Improving test-taking performance of secondary at-risk youth and students with disabilities. *Preventing School Failure*, 58(4), 207–213.
- Banks, T., Jackson, D., & Harper, B. (2014). Responding to the call to prepare highly effective teacher candidates in the United States: The Curriculum Redesign Effort in Advancing Teacher Education. *Higher Education Studies*, 4(2), 9–18.
- Banks, T., Obiakor, F., & Algozzine, B. (2013). Preparing teachers for urban students who have been labeled as having special needs. *Multicultural Learning and Teaching*, 8(1), 155–170.
- Banks, T., & Obiakor, F. E. (2015). Culturally responsive positive behavior supports: Considerations for practice. *Journal of Education and Training Studies*, 3(2), 83–90.
- Banks, T., Sapp, M., & Obiakor, F. E. (2014). Understanding B.F. Skinner: Building emotional competence in students with diverse learning needs. *Multicultural Learning and Teaching*, 9(1), 53–66.
- Banks, T., Squires, G., & Anhalt, K. (2014). Interdisciplinary collaboration: Cognitive behavioral interventions in special education and school psychology. *Creative Education*, 5(10), 758–768.
- Banks, T., & Zionts, P. (2009). Teaching a cognitive behavioral strategy to manage emotions: REBT in an educational setting. *Intervention in School & Clinic*, 44(5), 307–313.

Banks, T., & Zions, P. (2008). REBT used with children and adolescents who have emotional and behavioral disorders in educational settings: A review of the literature. *Journal of Rational Emotive and Cognitive Behavior Therapy*, 27(1), 51– 65.

Banks, T., Zions, P., & Sanchez-Fowler, L. (2011). Initial commitment to the profession of teaching: Examining intentions of teachers of color to remain in the field. *Teacher Education Division Diversity Caucus Monograph*.

Dohy, J., & Banks, T. I. (2017). The Impact of School Policing on Student Behaviors in Ohio Public Schools. *Journal of School Violence*. 1- 13.

Sanchez-Fowler, L. T., Banks, T. I., Anhalt, K., Der, H. H., & Kalis, T. (2008). The association between externalizing behavior problems, teacher-student relationship quality, and academic performance in young urban learners. *Behavioral Disorders*, 33(3), 167–183.

Zions, L., Hoza, T., & Banks, T. (2004). Self-advocacy, self-determination and adolescent brain research: What are the implications for youth with EBD? *Beyond Behavior*, 13, 9–11.

### **Book(s) & Book Chapter(s)**

Banks, T. (2017). Afterword. F. Obiakor (Eds.), *Powerful multicultural essays for innovative educators and leaders: Optimizing 'hearty' conversations* (p.93). Charlotte, NC: Information Age Publishing.

Banks, T. (2017). Students with Special Needs: Making them Visible in Today's Classrooms. In F. Beachum, & F. Obiakor (Eds.). *Improving Educational Outcomes of Vulnerable Children* (pp. 51 – 72). Plural Publishing.

Banks, T. (2015). The role of special educators in interdisciplinary connections. In F.E. Obiakor & J.P. Bakken (Eds.) *Interdisciplinary connections to special education*. Emerald Group Publishing Limited. United Kingdom.

Banks, T. (2015). Educating African American learners with special needs. In F. Obiakor & A. Rotatori (Eds.), *Multicultural education for learners with special needs in the twenty-first century*. (pp. 67–83). Charlotte, NC: Information Age Publishers.

Banks, T. (2012). From deficit to divergence: Refocus of special education for African Americans labeled as having emotional and behavior problems. In F. Obiakor & R. Smith (Eds.), *Personal Narratives of African American Scholars, Educators and Related Professionals* (pp. 111–121). Hauppauge, NY: Nova Scotia Books.

Banks, T. (2008). *Teaching a cognitive behavioral strategy to manage emotions: Rational Emotive Behavioral Therapy in an urban special education setting*. VDM Publishing: Germany [monograph].

Banks, T., & Obiakor, F. (2014). Culturally responsive positive behavior intervention and support for culturally and linguistically diverse students suspected of having behavior problems. In C. Zhang, C. R. McCray, & S. Cho (Eds.), *Effective education for all: Implementing positive behavior support in early childhood through high school* (pp. 143–157). New York, NY: Peter Lang Publishing, Inc.

- Banks, T., & Obiakor, F. (2013). Preparing teachers for urban special education. In C. Yawn & F. Obiakor (Eds.), *Urban special education: The New York experience* (pp. 41–60). Dubuque, IA: Kendall Hunt.
- Banks, T., Obiakor, F.E., & Algozzine, B. (2017). Preparing teacher leaders to work with students with diverse learning needs. In Obiakor, F. E., Banks, T., Rotatori, A.F., & Utley, C. A., (Eds.). *Leadership Matters in the Education of Students with Special Needs in the 21<sup>st</sup> Century* (pp.39 – 60). Charlotte, NC: Information Age Publishers.
- Banks, T., Obiakor, F. E., Beachum, F., Algozzine, B., & Warner, S. (2015). Preparing teachers and leaders for urban and rural special education in this age of change. In F. E. Obiakor, A. Rieger & A. F. Rotatori (Eds.), *Critical issues in preparing effective early childhood special education teachers for the 21st century classroom: Interdisciplinary perspectives* (pp. 37–58). Scottsdale, AZ: Information Age Publishing.
- Banks, T., Obiakor, F., & Rotatori, A. (in press). *Enhancing partnerships in special education: Innovation, collaboration, consultation and cooperation*. Charlotte, NC: Information Age Publishing.
- Banks, T. Obiakor, F., Rotatori, A., & Stinnett, M. (2019). Educating Young Children with and without Exceptionalities: Rationale. In F. Obiakor, T. Banks, A. Rotatori, & J. Graves (Eds.), *Educating Young Children with and without Exceptionalities: New Perspectives*. (pp. 1–19). Charlotte, NC: Information Age Publishers.
- Davis, P. N., & Banks, T. (2011). Intervention for multicultural and international clients with communication disorders. In D. Battle (Ed.), *Communication disorders in multicultural populations* (4<sup>th</sup> ed.) (pp. 279–296). Waltham, MA: Butterworth-Heinemann.
- Obi, S., Obiakor, F. E., Drennon-Gala, D., Banks, T., & Green, S. (2015). Preparing teachers to maximize the potential of young students with gifts and talents. In F. E. Obiakor & A. F. Rotatori (Eds.), *Critical issues in preparing effective early childhood special education teachers for the 21st century classroom: Interdisciplinary perspectives* (pp. 71–83). Scottsdale, AZ: Information Age Publishing.
- Obi, S. O., Obiakor, F. E., Obi, S. L., Banks, T., Warner, S., & Spencer, N. (2014). Giftedness as it relates to culturally and linguistically diverse students. In J. P. Bakken, F. E. Obiakor, & A. F. Rotatori (Eds.), *Gifted education: Current perspectives and issues (Advances in special education, Volume 26)* (pp. 71–100). United Kingdom: Emerald Group Publishing Limited.
- Obiakor, F., Banks, T., Rotatori, A., & Graves, J. (2019). *Educating Young Children with and without Exceptionalities: New Perspective*. Charlotte, NC: Information Age Publishing.
- Obiakor, F., Obi, S., Utley, C., Graves, J., & Banks, T (2019). Special Education for Young Learners. In F. Obiakor & J. Bakken (Eds.). *Special Education for Young Learners with Disabilities: Moving Forward* (pp. 209 – 221). Emerald Publishing Limited.
- Obiakor, F. E., Banks, T. I., Rotatori, A. F., & Utley, C. (2017). *Leadership matters in the education of students with special needs in the 21<sup>st</sup> century*. (p. 300). Charlotte, NC: Information Age Publishing.

- Obiakor, F. E., Utley, C. A., Banks, T., & Algozzine, B. (2014). What are emerging trends and future directions in effective inclusive schools for students with high incidence disabilities? In J. McLeskey, N. L. Waldron, F. Spooner, & B. Algozzine (Eds.), *Handbook of effective inclusive schools: Research and practice* (pp. 464–476). New York: Routledge.
- Zionts, P., & Banks, T. (2014a). Classroom management: Social skills, setting, and behavior. In P. Zionts, T. Banks, & K. Killu (Eds.), *Teaching students who are disturbed and disturbing: An integrative approach* (3<sup>rd</sup> ed.) (pp. 129–161). Austin, TX: Pro-Ed.
- Zionts, P., & Banks, T. (2014b). Rational-emotive behavior therapy as a mental health curriculum. In P. Zionts, T. Banks, & K. Killu (Eds.), *Teaching students who are disturbed and disturbing: An integrative approach* (3<sup>rd</sup> ed.) (pp. 381–406). Austin, TX: Pro-Ed.
- Zionts, P., & Banks, T. (2014c). Rational-emotive behavior therapy as an intervention. In P. Zionts, T. Banks, & K. Killu (Eds.), *Teaching students who are disturbed and disturbing: An integrative approach* (3<sup>rd</sup> ed.) (pp. 337–380). Austin, TX: Pro-Ed.
- Zionts, P., Banks, T., & Killu, K. (2014). *Teaching students who are disturbed and disturbing: An integrative approach* (3<sup>rd</sup> ed.). Austin, TX: Pro-Ed.

### **Reports**

- Aceves, T. C., Banks, T., Rao, K., Han, I., Diliberto, J., & Shepherd, K. (2015). Increasing the involvement of culturally and linguistically diverse students in special education research 2015. *A White Paper by the Diversity and Research and Families Subcommittees of the Council for Exceptional Children's Division for Research*
- Banks, T. (2016, Spring). Cleveland State University Highly Qualified Intervention Specialist Project, U.S. Department of Education, Office of Special Education Programs & Rehabilitative Services, Office of Special Education Programs, Special Education Preservice Training Improvement Grants (CFDA 84.325T) (Final Performance Report).
- Banks, T. (2016, Spring). Cleveland State University Highly Qualified Intervention Specialist Project, U.S. Department of Education, Office of Special Education Programs & Rehabilitative Services, Office of Special Education Programs, Special Education Preservice Training Improvement Grants (CFDA 84.325T) (Annual Performance Report).
- Banks, T. (2015, July). The CREATE Institute, Martha Holden Jennings Foundation Grant (Final Performance Report).
- Banks, T. (2014, July). The CREATE Institute, Martha Holden Jennings Foundation Grant (Annual Performance Report).
- Banks, T. (2015, Spring). Cleveland State University Highly Qualified Intervention Specialist Project, U.S. Department of Education, Office of Special Education Programs & Rehabilitative Services, Office of Special Education Programs, Special Education Preservice Training Improvement Grants (CFDA 84.325T) (Annual Performance Report).
- Banks, T. (2014, Spring). Cleveland State University Highly Qualified Intervention Specialist Project, U.S. Department of Education, Office of Special Education Programs & Rehabilitative Services,

Office of Special Education Programs, Special Education Preservice Training Improvement Grants (CFDA 84.325T) (Annual Performance Report).

- Banks, T. (2011, Fall). Reading for Understanding, Educational Testing Service, Student Achievement and Learning: Understanding the Relationship between Non-Cognitive Constructs that Impact Test-Taking Performance of Secondary At-Risk Students (Final Report).
- Banks, T. (2011, Summer). Reading for Understanding, Educational Testing Service, Test-Taking Strategies: Remediating Non-Cognitive Constructs that Impact Test Taking Performance of At-Risk Secondary Students and Youth with Disabilities (Quarterly Report).
- Banks, T. (2011, Spring). Cleveland State University Highly Qualified Intervention Specialist Project, U.S. Department of Education, Office of Special Education Programs & Rehabilitative Services, Office of Special Education Programs, Special Education Preservice Training Improvement Grants (CFDA 84.325T) (Syllabi Summary Report).
- Banks, T. (2011, Spring). Reading for Understanding, Educational Testing Service, *Non-Cognitive Constructs that Relate to Test-Taker Performance for Secondary Students*. (Quarterly Report).
- Banks, T., & Andrei, E. (2019, Spring). Project DREAM, Ohio Deans Compact on Exceptional Children. Two-year incentive grants (Final Report).
- Banks, T., & Andrei, E. (2018, Spring). Project DREAM, Ohio Deans Compact on Exceptional Children. Two-year incentive grants (Annual Report).
- Banks, T., & Stahlman, J. (2013, Spring). Cleveland State University Highly Qualified Intervention Specialist Project, U.S. Department of Education, Office of Special Education Programs & Rehabilitative Services, Office of Special Education Programs, Special Education Preservice Training Improvement Grants (CFDA 84.325T) (Annual Performance Report).
- Banks, T., & Stahlman, J. (2012, Spring). Cleveland State University Highly Qualified Intervention Specialist Project, U.S. Department of Education, Office of Special Education Programs & Rehabilitative Services, Office of Special Education Programs, Special Education Preservice Training Improvement Grants (CFDA 84.325T) (Annual Performance Report).
- Banks, T., & Stahlman, J. (2011, Spring). Cleveland State University Highly Qualified Intervention Specialist Project, U.S. Department of Education, Office of Special Education Programs & Rehabilitative Services, Office of Special Education Programs, Special Education Preservice Training Improvement Grants (CFDA 84.325T) (Annual Performance Report).
- Banks, T., & Stahlman, J. (2010, Fall). Cleveland State University Highly Qualified Intervention Specialist Project, U.S. Department of Education, Office of Special Education Programs & Rehabilitative Services, Office of Special Education Programs, Special Education Preservice Training Improvement Grants (CFDA 84.325T) (Annual Report).
- Banks, T., & Stahlman, J. (2010, Spring). Cleveland State University Highly Qualified Intervention Specialist Project, U.S. Department of Education, Office of Special Education Programs & Rehabilitative Services, Office of Special Education Programs, Special Education Preservice Training Improvement Grants (CFDA 84.325T) (Annual Performance Report).
- Banks, T., & Stahlman, J. (2009). Ohio Consortium Improvement Grant, State grant under the State of Ohio, Ohio Department of Education (Year One Review).



## ***Scholarly Works in Progress***

### ***Manuscripts submitted***

Banks, T. (in review). *Contextual complexity: Challenges measuring content attainment of a cognitive behavior intervention in an urban alternative educational setting*. Manuscript submitted for publication.

Reynolds, R., & Banks, T. I. (in review). *Raced discrepancies that influence educational outcomes of students of color: An examination of special education universal intervention models using critical race theory*. Book chapter submitted for publication.

### ***Manuscripts in progress***

Banks, T. (in progress). *Commitment to the teaching profession: An alternative to understanding retention and attrition amongst special education teachers*. Manuscript in progress.

Banks, T. (in progress). *Creating positive learning environments: Deliberate classroom design*. Manuscript in progress.

Banks, T. (in progress). *Sustainability of research-based practices in special education*. Manuscript in progress.

Banks, T. (in progress). *To teach or not to teach: Examining the initial commitment of black males' intentions to remain in the field*. Manuscript in progress.

Banks, T., Sanchez-Fowler, L., & Zions, P. (in progress). *Profiles of special education and general education teachers: Implications for teacher education programs and recruitment*. Manuscript in progress.

### ***Books in progress***

Banks, T. (in progress). *Teaching Emotional Aptitude and Cognition Habits (T.E.A.C.H.): Handbook for developing good mental health and emotional competence*. Book submitted for publication.

Lack of discipline is perceived by many American adults to be the greatest problem with which the public-school teacher must deal. Blame for problem behaviors variously is placed on the student, teacher, administration, parents, peers, and/or community. Teachers attend workshops and in-services that offer classroom management techniques in growing numbers. Those teachers who are involved with the inclusion of disturbed and disturbing students most often cite their primary concern as being the effective behavioral handling of these students. The purpose of this book is to prepare educators who will be teaching problem students.

Banks, T. (in progress). *Teacher education, special education and urban education: Salient topics that intersect with quality and equity*. Book submitted for publication.

The purpose of the proposed book is to (a) broaden the scholarly dialogue, (b) examine and disseminate relevant research to practitioners, and (c) intersect critical race theory with salient topics related to teacher preparation and special education. This book will examine some of the tensions that develop when teacher preparation programs do not adequately prepare prospective teachers for the realities and complexities of teaching students with diverse learning and social and emotional needs. Finally, this book intends to

utilize the extant literature for insight and enlightenment in the best interest of academic inquiry and practical applicability.

## SCHOLARSHIP

### *Research Projects*

- 2014- 2015 *Increasing the Involvement of Culturally and Linguistically Diverse (CLD) Students in Special Education Research.* The purpose of this research is to: (1) consider the implications of the Division for Research's definition of diversity for special education research, (2) examine the literature to determine the actual inclusion of CLD children and youth in special education research studies, and (3) provide recommendations for enhancing scientifically-based special education research for children and youth from diverse cultural and linguistic backgrounds and the dissemination of this research to diverse families. Specifically, we first review published studies in special education that have evaluated the inclusion of diverse populations. Second, we report on the results of an informal review of recent empirical studies in special education, examining the inclusion of CLD populations, descriptions of the population, and types of research design implemented. Finally, we identify issues and offer recommendations related to methodology and recruitment when including diverse students in special education research and disseminating findings to increase awareness and future participation.
- 2013-2015 *Test-Taking Motivation of Special Education Teacher Candidates.* Test-taking motivation research focuses on test taker impetus and engagement in an effort to more accurately measure skill of the test taker as opposed to inability to perform (e.g., lack of motivation, test-taker buy-in, and engagement). The purpose of this research is to identify the motivation profiles of special education teacher candidates as they prepare to take the special education content exam.
- 2013–2014 *Dare2Care.* This project focused on the development of transformational leadership skills in high school students. I developed a logic model that provided a conceptual framework for research and evaluation. In addition, I developed a Research and Evaluation tool that was designed to (a) document all activities/tasks completed to implement CYLI and (b) study major constructs over time (i.e., leadership and motivation).
- Spring 2013 *Teaching Emotional Aptitude and Cognition Habits (T.E.A.C.H.). A Mental Health Curriculum for Developing Good Mental Health and Emotional Competence:* This research study is taking place in collaboration with Austin Independent Schools African American Men and Boys Harvest Foundation (AAMBHF). AAMBHF is a program that works with students at-risk for school failure in AISD. Students have been identified as requiring social-emotional curriculum to increase the likelihood that school attendance will improve. In addition, students have been identified as having problematic behaviors that interfere with school success. This research project focuses on the piloting of practical TEACH classroom strategies, based on the theoretical tenets of Rational Emotive Behavior Therapy (REBT), including descriptive lessons that can be used to teach the application of the concepts of REBT. The lessons are intended to be a comprehensive representation of TEACH mental health curriculum that can be

integrated as a classroom mental health curriculum. It is anticipated that this research will lead to the publication of the TEACH curriculum.

- Spring 2011 *Reading for Understanding*. This project was a structured review of the literature that focused on identifying non-cognitive variables that impacted test-taking performance. In addition, evidence-based practices were reviewed to improve test taker performance in secondary students identified as at-risk.
- 2008–2010 *Determining Pathways: Identifying Key Intervention Points for Students with EBD*. This research was funded by the FRD program here at CSU. The purpose of this project was related to identifying key points for students identified with EBD in an effort to prevent poor school and social outcomes associated with EBD. By examining change in behavioral trajectories over time using a Latent Growth Curve model, we were able to determine key intervention points for youth who exhibited high levels of school age aggression. The findings suggested that students with EBD have poor longitudinal outcomes.
- 2007–2009 *Commitment to Profession: Implications for Recruitment, Retention, and Attrition of Teachers of Color*. The hypothesis of this study was that “commitment to teaching” influences teachers’ of color decisions to pursue and remain in teaching as a career choice. The results of this investigation engendered implications that should result in a new paradigm regarding the recruitment and retention of teachers of color. The results of this investigation confirmed what has been suspected regarding the ethnic constitution of the teaching population and provided some dramatic insights regarding the pre-teaching plans of student teachers of color.
- 2007–2008 *A Personalized Approach to Professional Development: Collaborating With Special Education Teachers*. The purpose of this study was to assist teachers, via a personalized approach to professional development, with the implementation of an affective curriculum as part of the current curricular routine. The findings indicated that teachers were receptive to the approach of professional development and that they did not plan for affective curriculum instruction as they did with academic instruction. They appreciated the in-class assistance with the implementation of a fairly new affective program. Teachers also appreciated the explicit planning model that was provided. While teachers verbally agreed to continued modeled planning and instruction, generalization was not sustained.

## PRESENTATIONS

### *National*

- Banks, T., Kubitskey, B., & Corey, P. (2020). AACTE Coffee and Conversation for SpEd NIC. Paper presented at American Association for Colleges of Teacher Education conference, Atlanta, GA.
- Banks, T. (2018). *Advancing Educator Preparation: From Conceptualization to Implementation*. Paper presented at American Association for Colleges of Teacher Education conference, Baltimore, MD.
- Banks, T. (2015). *Culturally responsive behavior supports: Considerations for practice*. Paper presented at Reframing Disciplinary Practices Through Tiered Systems of Supports Conference,

Midlothian, VA.

- Banks, T. (2012a). *Cognitive behavior interventions in special education: Professional and practical considerations*. Paper presented at International Child & Adolescents Conference, Minneapolis, MN.
- Banks, T. (2012b). *Helping students manage feelings: REBT as a mental health classroom curriculum*. Paper presented at International Child & Adolescents Conference, Minneapolis, MN.
- Banks, T. (2012, July). *Special education program enhancement: Responding to the call for special education teachers to be highly qualified*. Poster presented at Office of Special Education Program Directors Conference, Washington, DC.
- Banks, T. (2012, May). *Initial commitment to the profession of teaching: Examining intentions of teachers of color to remain in the field*. Paper presented at City University of New York, New York, NY.
- Banks, T. (2011, October). *Engineering classroom environments*. Paper presented at Teacher Educators for Children with Behavior Disorders, Tempe, AZ.
- Banks, T. (2011, September). *Creating positive learning environments*. Paper presented at the Biennial International Conference for Children and Youth with Behavior Disorders, New Orleans, LA.
- Banks, T. (2010a). *Antecedent classroom management strategies*. Paper presented at International Child & Adolescent Conference, Minneapolis, MN.
- Banks, T. (2010b). *Improving social–emotional competence in children and youth: Using REBT in classroom settings*. Paper presented at International Child & Adolescents Conference, Minneapolis, MN.
- Banks, T. (2010, November). *Cleveland State University Highly Qualified Teacher Project*. Paper presented at Teacher Education Division, St. Louis, MO.
- Banks, T. (2009, July). *Affective interventions in educational settings*. Virtual paper presented at the ICERI 2009, Madrid, Spain.
- Banks, T. (2009, July). *Cognitive behavior interventions in special education settings*. Paper presented at International Association for Special Education, Alicante, Spain.
- Banks, T. (2009, February). *Working in collaboration with special educators: An individualized approach to professional development*. Poster presented at Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Banks, T. (2008, November). *Teaching a cognitive behavioral strategy to manage emotions: REBT in an educational setting*. Paper presented at Teacher Educators for Children with Behavior Disorders, Tempe, AZ.
- Banks, T. (2008, November). *Working in collaboration with special education teachers: Developing an individualized professional development*. Paper presented at Council for Exceptional Children Teacher Education Division, Dallas, TX.

- Banks, T. (2008, September). *Contextual complexity: Confounding factors that impede accurate assessment of cognitive behavior interventions in educational setting*. Paper presented at Council for Children with Behavior Disorders, Irving, TX.
- Banks, T. (2007). *REBT used with children and adolescents who have emotional and behavioral disorders in educational settings: A review of the literature*. Paper presented at Teacher Educators for Children with Behavior Disorders, Tempe, AZ.
- Banks, T., & Stahlman, J. (2011, July). *Learning communities: Providing enhanced student supports*. Poster presented at Office of Special Education Program Directors Conference, Washington, DC.
- Banks, T., & Stahlman, J. (2010, July). *Enhanced student supports*. Poster presented at Office of Special Education Program Directors Conference, Washington, DC.
- Banks, T., & Zionts, P. (2011). *Using REBT in the classroom*. Council for Children with Behavior Disorders – *Invited*, Chicago, IL.
- Banks, T., & Zionts, P. (2011, September). *Theory and practice of rational emotive behavior therapy as a mental health curriculum with children and youth*. Paper presented at the Biennial International Conference on Children and Youth with Behavior Disorders, New Orleans, LA.
- Banks, T., Zionts, L., & Devore, H. (2004, November). *Teachers-student relationships and the effects on academic outcomes*. Paper presented at Teaching Exceptional Children with Behavioral Disorders Conference, Tempe, AZ.
- Banks, T., Zionts, L., & Zionts, P. (2006, April). *The impact of behavioral disorders on teacher-student relationships*. Paper presented at the Midwest Symposium for Learners with Behavioral Disorders.
- Dohy, J., Bach, J., & Banks, T. (2013). *Armed guards in the hallways: Implications of school policing practices on student behaviors*. Paper presented at Mid-Western Educational Research Association Conference, Evanston, IL.
- Jackson, D., Goodell, J., & Banks, T. (2014). *Implications of CSU Teach on teacher education throughout the college*. Paper presented at UTeach Institute Conference.
- Squires, G., & Banks, T. (2012, July). *Cognitive behavior interventions in special education and school psychology: Understanding cognitive distortions*. Paper presented at International School Psychology Association Conference, Montreal, Canada.
- Stahlman, J., & Banks, T. (2010, November). *Using logic modeling as a measure of project outcomes*. Paper presented at Teacher Education Division, St. Louis, MO.
- Zionts, L. T., & Banks, T. (2007). *Sustainability of research-based practices in special education: Shaping collaborative practice between researchers and teachers*. Paper presented at Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.
- Zionts, L. T., & Banks, T. (2006). *Externalizing behaviors and the impact on teacher-student*

*relationship quality and academic performance in young African American learners.* Poster presented at the Midwest Symposium for Leadership in Behavior Disorders, Kansas City, MO.

Zionts, L., Banks, T., Callicot, K., & Devore, H. (2005, April). *Increasing academic performance for African-American 9<sup>th</sup> graders in rural, high poverty/low-performing schools.* Poster presented at the Society for Research in Child Development, Atlanta, GA.

Zionts, L., Devore, H., & Banks, T. (2005, May). *Predictive power of academic performance and teacher-student relationships.* Paper presented at the Society for Prevention Research, Washington, DC.

### ***Invited***

Banks, T. (2015, September). *Culturally Responsive Positive Behavior Supports: Implications for Practice.* Paper presented at Virginia Department of Education's Fall Institute for Alternatives to Suspensions, Richmond, VA.

Banks, T. (2011, November). *Co-teaching in secondary urban educational settings.* Presenter at Glenville High School, Cleveland, OH.

Banks, T. (2011, September). *From risk to resilience: Creating positive classroom environment for students with mild autism spectrum disorders.* Presenter at Meeting the Emotional and Social Needs of Students with Autism, Cleveland, OH.

Banks, T. (2011, Summer). *Responsiveness to intervention: Implementation of inclusive instructional strategies & logic models.* Session Coordinator and Discussant at Glenville High School, Cleveland, OH.

Banks, T. (2010, Spring). *Classroom and behavior management.* Session Discussant at Life Skills, Cleveland, OH.

Banks, T. (2010, Spring). *Classroom and behavior management.* Session Discussant at Life Skills, Elyria, OH.

Banks, T. (2010, Spring). *Preparing an educational research plan.* Session Discussant at RHEMA – Excel Academy After School Program, Cleveland Heights, OH.

Banks, T. (2009, Fall). *School wide positive behavior supports.* Session Discussant at Life Skills, Elyria, OH.

Banks, T. (2009, Fall). Session Discussant at the *Identifying and Teaching Replacement Behaviors.* Cleveland State University, Cleveland, OH.

Banks, T. (2009, Spring). Session Discussant at the *Educational Research Exchange.* Cleveland State University, Cleveland, OH.

Banks, T. (2008, Summer). *Cognitive Behavior Interventions in Educational Settings.* Cleveland State University Behavior Institute, Cleveland, OH.

Stahlman, J., & Banks, T. (2009, Fall). Session Discussants at Ohio's Collaborative Initiatives to Improve

Teaching of Students with Disabilities, Columbus, OH.

### ***Regional Conference Presentations***

- Banks, T. (2020, January). *Closing Panel Discussion: Diversification of the Teaching Workforce*. Ohio Dean's Compact Annual Conference. Dublin, Ohio
- Banks, T. (2018, January). *Closing Panel Discussion: Policy Issues in Higher Education and Implications for Supporting Student Learning*. Ohio Dean's Compact Annual Conference. Dublin, Ohio
- Banks, T. (2017, February). *Closing Panel Discussion: Inclusive Practice Across the P20 Continuum*. Ohio Dean's Compact Annual Conference. Dublin, Ohio
- Banks, T. (2015, Fall). *CREATE: From Conceptualization to Implementation*. Ohio Confederation of Teacher Education Organizations (OCTEO). Dublin, Ohio.
- Banks, T. (2013, Fall). *Project CREATE: The Curriculum Redesign Effort Advancing Teacher Education*. Ohio Confederation of Teacher Education Organizations (OCTEO). Dublin, Ohio.
- Banks, T. (2013, Spring) *Project CREATE*. Ohio Board of Regents. Cleveland, Ohio.
- Banks, T. (2005, March). *Teaching rational thinking to adolescents in an alternative setting*. Paper presented at the Second Annual Educational Research Exchange, Cleveland, OH.
- Banks, T. (2004, March). *Understanding rational emotive behavior therapy*. Paper presented at the First Annual Educational Research Exchange. Kent State University, Kent, OH.
- Banks, T., Andrei, E. & Ariunbold, J. (2018, January). *DREAM: Dual Resident Education Action Model*. Ohio Dean's Compact Annual Conference. Dublin, Ohio
- Banks, T., & Dohy, J. (2018, January). *Structural and Cultural Forces in America's Inner City, Urban Schools*. Ohio Dean's Compact Annual Conference. Dublin, Ohio
- Banks, T., & Stahlman, J. (2011). *Improving teacher quality in mild/moderate special education programs*. Paper presented at Cleveland State University Teacher Education Department Meeting. Cleveland, OH.
- Devore, H., & Banks, T. (2005, March). *Academic performance and teacher-student relationships*. Paper presented at the Second Annual Research Exchange. Cleveland State University, Cleveland, OH.

## **GRANTS**

### ***Federal***

- 2017 Co-Principal Investigator (unfunded). External grant under U.S. Department of Education, National Professional Development Program (CDFA 84.365Z). 1,819,574.00 across a five-year funding cycle. The proposed project entitled *Project Opportunity* is being submitted by Cleveland State University in collaboration with 8 local school districts in Northeast Ohio to increase TESOL certification, provide professional development in TESOL and on improving parent,

family and community engagement addressed to teachers, administrators and other school personnel from the seven partner school districts and any other district in Northeast Ohio who might be interested.

- 2014 Author and Principal Investigator (unfunded): External grant under U.S. Department of Education, Office of Special Education Programs & Rehabilitative Services, Office of Special Education Programs, Special Education Pre-service Training Improvement Grants (CFDA 84.325K). \$1,250,000.00 across a five-year funding cycle. Planning and implementation of Special Education program enhancements for pre-service special education majors with concentration in low-incidence disabilities to improve teacher quality.
- 2013 Author and Principal Investigator (unfunded): External grant under U.S. Department of Education, Department of Education Office of Innovation and Improvement (OII): Investing in Innovation Fund, Development Grants: Development grants Pre-Application CFDA Number (84.411P). \$1,800,000.00 across a five-year funding cycle. Development and implementation of Project CREATE. Project CREATE is a collaborative, integrated, clinical model for the preparation of teachers.
- 2013 Author and Principal Investigator (unfunded): External grant under U.S. Department of Education, Office of Special Education Programs & Rehabilitative Services, Office of Special Education Programs, Special Education Pre-service Training Improvement Grants (CFDA 84.325K). \$250,000.00 across a five-year funding cycle. Planning and implementation of Special Education program enhancements for pre-service special education majors with concentration in low-incidence disabilities to improve teacher quality.
- 2011 Author and Principal Investigator (unfunded): External grant under U.S. Department of Education, Office of Innovative Programs, Investing in Innovation (i3) grants (CFDA 84.411C). \$1,862,067.00 across a five-year funding cycle. Planning and implementation of *Project APTITUDE – Alternate Pathway Toward Induction of Teacher in Urban Diverse Educational Settings: Meeting the Needs of Students with Mild/Moderate Disabilities in Urban Classrooms*.
- 2011 Author and Principal Investigator (unfunded): Unsolicited prospectus application submitted for external grant for Institution for Education Services (IES). \$92,989.00 across a two-year funding cycle. *Confirmatory Factor Analysis of Irrationality Measures for Students with Emotional Behavior Disorders*.
- 2011 Author and Principal Investigator (unfunded): Doing What Works. External grant under U.S. Department of Education, Office of Special Education Programs & Rehabilitative Services, Office of Special Education Programs, Special Education Pre-service Training Improvement Grants (extension of CFDA 84.325T).
- 2009 Co-Author and Co-Principal Investigator (\$499,995.00): External grant under U.S. Department of Education, Office of Special Education Programs & Rehabilitative Services, Office of Special Education Programs, Special Education Pre-service Training Improvement Grants (CFDA 84.325T). \$500,000.00 across a five-year funding cycle. Planning and implementation of Special Education program enhancements for pre-service special education majors with concentration in specified content areas to adhere to HQT standards in Ohio upon graduation.
- 2006 Co-Principal Investigator (unfunded): External grant under U.S. Department of Education Institute for Education Sciences, Science and Math Teacher Quality Enhancement Grant Competition, CFDA 84.305B). \$1,196,582.00 across a three-year funding cycle. Elementary (K-6) general and special education teacher quality enhancement in teaching and learning mathematics in high poverty, low achieving school district.



## ***State***

- 2017 Author and Principal Investigator (\$225,000.00): External grant under Ohio Deans Compact on Exceptional Children. \$225,000.00 across a two-year funding cycle. Conceptualization and design of Project DREAM. Project DREAM is a collaborative, integrated, dual focused, clinical model for the preparation of early childhood, early childhood intervention specialist educators and TESOL credentials.
- 2017 Author and Principal Investigator (unfunded): External grant under Ohio Department of Education 21<sup>st</sup> Century Community Learning Center program grant. \$850,000.00 across a five-year funding cycle. Development and implementation of Project BELIEF. Project BELIEF is an afterschool enrichment program designed to positively impact reading, mathematics and pro-social skills through the use of evidenced based practices and parental engagement in high need urban elementary schools.
- 2014 Author and Principal Investigator (unfunded): External grant under Ohio Deans Compact on Exceptional Children. \$250,000.00 across a two-year funding cycle. Development and implementation of Project CREATE. Project CREATE is a collaborative, integrated, clinical model for the preparation of teachers.
- 2008 Co-Author and Co-Principal Investigator Ohio Consortium Improvement Grant (\$100,000.00). State grant under the State of Ohio, Ohio Department of Education. \$100,000.00 across a one-year funding cycle. Implementation of program enhancements for pre-service special education majors with concentration in specified content areas to adhere to HQT standard in Ohio upon graduation.

## ***Foundation***

- 2016 Author and Principal Investigator (unfunded): External grant under Martha Holden Jennings Foundation. \$30,000.00 across a one-year funding cycle. Development and implementation of the BELIEF initiative. The BELIEF initiative is designed to increase parental engagement with the CSU CoEHS Community Learning Center (CLC).
- 2015 Author and Principal Investigator (\$55,000.00): Private donations facilitated through Cleveland State University Office of Advancement. \$55,000 across a two-year funding cycle. Development and implementation of the Central Neighborhood Community Learning Center initiative. The Central Neighborhood initiative is designed to provide tutoring support in local neighborhood schools and increase parental engagement with the CSU CoEHS Community Learning Center (CLC).
- 2014 Author and Principal Investigator (unfunded): External grant under American Association of Colleges for Teacher Education Research Fellowship. \$48,337.50 across a one-year funding cycle. *Curriculum Redesign Effort Advancing Teaching Education: Teaching Effectiveness and Efficacy in Urban Teacher Preparation Programs.*
- 2014 Author and Principal Investigator (\$26,500.00): External grant under Martha Holden Jennings Foundation. \$26,500.00 across a one-year funding cycle. Development and implementation of Project CREATE. Project CREATE is a collaborative, integrated, clinical model for the preparation of teachers.

- 2010 Author and Principal Investigator (unfunded): (External grant for William T. Grant Scholars program). \$350,000.00 across a five-year funding cycle. *Confirmatory Factor Analysis of Irrationality Measures for Students with Emotional Disorders*.
- 2009 Principal Investigator (unfunded): External grant for National Academy of Education/Spencer Postdoctoral Fellows. \$55,000.00 across a two-year funding cycle. *Behavioral Trajectory of Students with EBD: Determining Pathways for Intervention*.

### ***University***

- 2016 Author and Principal Investigator (unfunded): CSU Civic Engagement Grant. \$5,500.00 across a one-year funding cycle. Development and implementation of the BELIEF initiative. The BELIEF initiative is designed to increase parental engagement with the CSU CoEHS Community Learning Center (CLC).
- 2012 Author and Principal Investigator (unfunded): CSU University Strategic Initiative. *Project CREATE*. CREATE is a teacher education reform initiative that involves the development, planning, and implementation of a clinically-based teacher education model for all licensure programs college-wide. \$218,647.00 across a two-year funding cycle.
- 2011 Author and Principal Investigator: (unfunded) CSU Undergraduate Research and Creative Achievement: 2011. \$5,465.00 across a one-year funding cycle.
- 2009 Principal Investigator of the Cleveland State University Faculty Research Development (FRD) (\$15,000.00). The purpose of our research was to extend the findings of Sanchez Fowler et al. (2009) by looking at a larger sample of youth while applying a longitudinal design. By examining change in behavioral trajectories over time using a Latent Growth Curve model, we will be able to determine key intervention points for youth who exhibit high levels of school age aggression.
- 2008 Author and Principal Investigator: (\$3,000.00) Faculty Research Mentoring Program. Awarded by CSU CEHS. \$3,000.00 across a three-year funding cycle.
- 2004 College and Graduate School of Education Research Grant, Kent State University, Kent, OH, \$1,400.00.

## **CREATIVE ACHIEVEMENTS**

### ***Professional and Scholarly Interests***

*Associate Vice Provost, Parker Hannifin Living Learning Community (Fall 2019 – Present)* Cleveland State University's Parker Hannifin Living Learning Community is a unique college experience that addresses opportunity gaps to increase the persistence and retention of its students with an emphasis on individual strengths.

*Director, Community Learning Center (Spring 2014 – present)*. The CLC is responsible for providing community supports to children, youth and families and partnering with surrounding inner-city schools. The CLC implements grass roots initiatives to support educational outcomes of high need children and youth.

*Director, Project CREATE* (Spring 2011–present). CREATE is a teacher education reform initiative that involves the development, planning, and implementation of a clinically-based teacher education model for all licensure programs college-wide.

*Principal Investigator, Reading for Understanding* (2010–2011). This research is a collaborative effort with ETS that involves a systematic review of the literature that will identify non-cognitive constructs and interventions that impact test-taker performance.

*Co-Director of Research and Evaluation at Cleveland International School (CIS)* (2009 –2011). Developed and implemented research proposal submission procedures and volunteer procedures for CIS. The procedures were approved and accepted by the Curriculum Design Team.

*Designer, Praxis Preparation Series* (2008–present). Designed and implemented enhanced student supports via the development of virtual learning communities that focus on preparing students to pass Praxis exams. To date, three fully web-based preparation sessions are being offered to students enrolled in CEHS, specifically, special education programs: a.) Special Education Content Exam, b.) Principles of Teaching and Learning (available to all students pursuing licensure), c.) Middle Childhood Mathematics Content Exam, and d.) Teaching Reading Content Exam. Preparation sessions are free to students and offered every semester.

*Author, Principal Investigator, and Co-Director, Cleveland State University Highly Qualified Teacher Project* (2008–present). The CSU HQT project has resulted in the provision of enhanced student supports, curriculum alignment, and integration of enhanced course assignments across the Mild/Moderate (M/M) programs, providing professional development seminars for full- and part-time faculty.

*CSU Mild/Moderate Intervention Specialist Series* (2008–2010). The CSU MMIS is designed to recruit in-service general education teachers into M/M programs. This seven-course (26 credits) web-based series examines the characteristics of students with M/M disabilities and practices effective educational interventions for children and youth with M/M disabilities. Candidates can graduate with dual licensure and meet state requirements as highly qualified teachers to students with disabilities.

## **SERVICE**

### ***National***

2019 – 2022	Council for Exceptional Children, Board of Directors
2019 – present	American Association Colleges for Teacher Education, Teacher Shortage NIC
2016 - 2018	<i>Educational Psychology</i> , Consulting Editorship
2014	<i>The Urban Review</i> , Special Issue Reviewer
2014	<i>Multiple Voices</i> , Editorial Board, Reviewer
2013 - present	<i>International Journal of School &amp; Educational Psychology</i> , Reviewer
2013 - present	Executive Managing Editor for <i>Multicultural Learning and Teaching</i> , (appointed)
2012	Co-Managing Editor for <i>Multicultural Learning and Teaching</i> , (appointed)

2011	Council for Exceptional Children – Division of Research Diversity Standing Committee member (invited)
2011–2014	Council for Exceptional Children – Division for Culturally and Linguistically Diverse Exceptional Learners Executive Board Member (Webmaster)
2011	Advanced ED Quality Assurance Reviewer, Life Skills Center of Elyria
2010–2011	Office of Special Education and Rehabilitation Services Panel Reviewer for Pre-service Training Improvement Grant Competition - 84.325T (alternate)
2010–2011	American Educational Research Association Reviewer, Division K Section 9 (14 proposals)
2010–2011	Council for Exceptional Children – Teacher Education Division Reviewer (9 proposals)
2010–2011	Educational Testing Service NAC Special Education Praxis Committee - Mental Retardation – Invited Member, Princeton, New Jersey
2010–2011	Educational Testing Service <i>Visiting Scholar</i> , Princeton, New Jersey
2009 - present	Educational Testing Service Test Development Standing Committee for the Praxis Special Education Series – Invited Member, Princeton, New Jersey
2009–2010	Council for Exceptional Children – Teacher Education Division Reviewer (7 proposals)
2006–2007	ETS NAC Special Education Praxis Committee, Princeton, New Jersey

### ***Regional***

2020 – present	Ohio Dean’s Compact , Chair
2018 – present	Academic Distress Commission, State Superintendent appointee Ohio Department of Education
2019 – present	Ohio Dean’s Compact , Vice Chair
2015 – present	Ohio Dean’s Compact Board Member - invited

### ***University & College***

Fall 2017	CEHS Director of the Center for Educational Technology, Search Committee Member
Spring 2016	Vice Provost for Academic Planning, Search Committee Member
2016 – 2017	Ad Hoc Committee of Faculty Senate on General Education, member (appointed)

2016 – 2017	CSU Urban Education Ph.D. Program Self-Study, internal reviewer (appointed)
2015 - 2017	Cleveland State University President’s Council on Diversity
2013–2017	Graduate Faculty Member
2012 - present	CREATE, Director
2012–2013	Faculty Senate Steering Committee, CEHS
2011 - present	Faculty Senator, CEHS
2011	CSUTeach Induction Search Committee Member
2011	CEHS Project SOAR Program Leader
2009–2011	CSU Campus International School – Curriculum Design Team, Co-Director of Evaluation & Research
2009 - 2012	Community Learning Center Committee Member
2009 - 2012	McNair’s Scholar – Mentor (Non-Discipline)
Spring 2010	CEHS Interim Dean Search Committee Member
Summer 2010	CEHS Associate Dean Search Committee Member
Spring 2010	Educational Research Exchange – Panel Discussant
2009–2013	Faculty Senator – CEHS
2009–2011	Faculty Senator – Library Committee
2008–2013	Graduate Faculty Member
2008–2009	CEHS Faculty Secretary
2008–2009	Office of Field Services Liaison
2007–Present	Remediation Review Board (e-portfolio)
<b><i>Community</i></b>	
2015 – Present	Cleveland Metropolitan School District – Marion Sterling Elementary School
2011–Present	Cleveland Metropolitan School District – Glenville High School
2009–Present	Lawrence Schools, Sagamore Hills, Ohio
2008–Present	Oberlin City Schools, Oberlin, Ohio

2008–Present	Life Skills Centers, Elyria, Ohio; Cleveland, Ohio
2008–Present	Positive Education Program, Cleveland, Ohio
2003–Present	Advisory Board Member: Pathways Enrichment Center, Elyria, Ohio

### **AWARDS AND COMMENDATIONS**

2018	Who’s Who in Black Cleveland	Who’s Who Publishing
2016	Women of Influence Honoree	Cleveland State University Cleveland, Ohio
2013	Dean nomination for Young-Scholar	Diverse: Issues in Higher Education
2013	CSU Merit Award	Cleveland State University Cleveland, Ohio
2012	CSU Merit Award	Cleveland State University Cleveland, Ohio
2011	Nominated for Early Career Award American Educational Research Association	AERA Washington, DC
2009	Technology Award College of Education and Human Services	Cleveland State University Cleveland, Ohio
2009	Leadership/Service Award College of Education and Human Services	Cleveland State University Cleveland, Ohio
2005	Leadership/Service Award College and Graduate School of Education	Kent State University Kent, Ohio
2003	Alpha Kappa Mu National Honor Society Mu Mu Chapter	Kent State University Kent, Ohio

### **PROFESSIONAL MEMBERSHIPS**

***National***

American Association for Colleges of Teacher Education - Reducing the Shortage of Special Education Teachers Networked Improvement Community (Spring, 2019)

Council for Exceptional Children Division of Research – Diversity committee, Member (invited)

American Educational Research Association - Division K – Member (2009–present)

ETS NAC Special Education – Mental Retardation Praxis Committee – Member (2010–2011)

Test Development Standing Committee for the Praxis Special Education series – Invited Member (2009–2011)

Teacher Education Diversity Caucus, Council for Exceptional Children – Member (2008–present)

Teacher Education Small Programs, Council for Exceptional Children – Member (2008–present)

Teacher Education Division, Council for Exceptional Children – Member (2007–present)

Council for Exceptional Children – Member (2003–present)

Council for Children with Behavioral Disorders – Member (2003–present)

Society for Research and Child Development Black Caucus – Member (2005–present)

Society for Prevention Research – Member (2005–present)

ETS NAC Special Education Praxis Committee (2006–2007)

Teaching Exceptional Children with Behavior Disorders Administrative Committee (2008–present)

Midwest Symposium for Leadership in Behavior Disorders, Master Teacher Division – Member (2006–present)

### ***State***

Academic Distress Commission, State Superintendent appointee, Ohio Department of Education (November 2018 – present)

Ohio Dean’s Compact on Exceptional Children, Ohio (2014 – present)

Council for Exceptional Children – Council for Children with Behavioral Disorders, Ohio

Council for Exceptional Children – Teacher Education Division, Ohio

SSCO/Ohio’s Interuniversity Special Education Forum (OISEF) – Member (2008–present)