

TEACHING VITA ~ MARGARET (PEGGY) E. KING-SEARS
Professor, Division of Special Education and disAbility Research

EDUCATION

8/89	Special Education	University of Florida, Gainesville, FL
3/80	Special Education	University of North Florida, Jacksonville, FL
8/77	Special Education	Valdosta State College, Valdosta, GA

CAREER EXPERIENCE

8/05-present	Professor: George Mason University, Fairfax, VA
8/89-8/05	Assistant, Associate, Professor: Johns Hopkins University, Rockville, MD
8/86-8/89	Research Assistant: University of Florida, Gainesville, FL
8/85-6/86	Special Education Teacher: Kadena Elementary School, Okinawa, Japan
8/81-6/85	Special Education Teacher: Schweinfurt Junior High School, Schweinfurt, Germany
8/80-6/81	Special Education Teacher: JEB Stuart Junior High School, Jacksonville, FL
8/77-6/80	Special Education Teacher: Central Riverside Elementary, Jacksonville, FL
6/68-8/68 and 6/69-8/69	Volunteer Instructional Assistant: Lowndes Association for Retarded Citizens (now called Lowndes Advocacy Resource Center), Valdosta, GA

EXEMPLARS* OF COURSES / CURRICULUM CONTRIBUTIONS

**My focus for some courses is on most recent teaching activities as face-to-face, asynchronous online, synchronous online, and hybrid (full range of instructional formats),*

EDSE 251 (Undergraduate) Classroom Management and Positive Behavior Supports; EDSE 353 Individualized Behavior Supports: I independently designed these two new courses. Due to sabbatical Spring 2021, I have not yet had a chance to teach either course.

EDSE 402/502 (Graduate) Classroom Management and Applied Behavior Analysis [F2F and asynchronous *online teaching experience*; *I created materials / videos for each of the four modules in collaboration with faculty. Most recently, I incorporated implicit bias exercises and anti-racism case studies*]: Provide support among course co-leads with adjunct faculty, particularly since Spring 2020 with start of COVID. EDSE 402/502 is one of the more complex courses in the program, so some students struggle with the asynchronous online format. One of my goals for asynchronous online instruction is to reach out early to contact students when they are behind on module assignments or not completing assignments. My first query is to make sure they are doing all right and ask how I can help them. I find that contact invaluable. Although still online students drop off the radar screen (so to speak), I am encouraged by how many successfully complete the course; my goal is 100%. Next asynchronous course: Spring 2022.

EDSE 885 (Doctoral) Writing Grants [*new course I designed*]: I designed this doctoral-level course because many of our graduates assuming assistant professor positions are more competitive when they have had comprehensive exposure to the grant-writing process. More than half of advertised assistant professor positions indicate universities desire or require applicants acquire external funding such as grants. The comprehensive course is designed to take students from start-to-finish in writing grants in an authentic manner that mirrors what happens in the real world. I

designed the course so that experiences extend beyond grant submission to include blind peer review of grants and grant panel configurations when funding decisions are made. Feedback has been positive, with students acknowledging that they would not have learned as much about writing their grants had they not engaged in peer review and panel activities. Teaching again: Fall 2022.

EDUC 800 (Doctoral) Ways of Knowing: First synchronous teaching experience occurred Fall 2020! Proactively, I spend much time Summer 2020 preparing to teach synchronously. I completed Stearns' offerings as well as other webinars, as well as contacting savvy colleagues, in my quest to acquire proficiency in teaching synchronously. With EDUC 800 as the first course in the PhD program, it is critical students have a successful experience as they become oriented to PhD scholarly reading and writing processes as well as assimilate as a community of scholars. During Fall 2020, the students and I worked together to pull off a highly successful course! Additionally, I have added multiple technology applications to my repertoire since March 2020, such as Vocaroo as an audio app <https://vocaroo.com/>. I use this app to send brief (usually less than one minute) messages to students for three purposes:

- Provide positive feedback about their classroom participation;
- Alert them if there are areas to consider refining; and
- Check in to see how they are doing with the class as it is currently structured.

The last purpose opens the door for students' course delivery suggestions, which guide me for refinements *during* the course, which I did both last Fall and this Fall. Right now, I teach two sections: one synchronous and the other F2F, building on previous tech use with both sections, yet intense focus on promoting students' engagement and well-being. Teaching again: Fall 2022.

Course Lead for EDSE 402/502 Graduate Classroom Management and Applied Behavior

Analysis: As course lead for EDSE 402/502, I organize meetings (virtually, recently) among full-time faculty, which are invaluable for updating course components, identifying ways to engage adjunct faculty, and sharing techniques for teaching. As course lead, I contact new instructors for course orientation and serve as their point-person during the course. I open up my Bb site to them to share materials I developed, some of which they should use, others of which they desire to use or adapt. As of Spring 2020, my role expanded to support instructors who shifted to synchronous online instruction, shortly thereafter, to incorporate implicit bias and anti-racist case. To establish community among us as instructors of the same course, I engage the group in sharing of resources and ideas. Acknowledging the enormous stress that school personnel (many of whom are our GMU students) have been under since March 2020, I have also worked with instructors to determine what course assignments and readings are essential v. what needs to be considered flexible, how formats can be refined, and other ways that we as instructors can be malleable in responding to GMU students' well-being. Overall, these descriptions evidence my impact and influence on colleagues' classrooms and the university overall, as shared in these documents (e.g., coordination of courses; shared material; collaborative research; involvement in manuscript reviews).

SELECT PUBLICATIONS WITH STUDENTS AS CO-AUTHORS*

IMPACT OF TEACHING BEYOND THE CLASSROOM

Complete listing and archive prior to 2014 available upon request

*McGahee, D. W., King-Sears, M. E., & Evmenova, A. S. (2021). High school students with learning disabilities: Requesting accommodations in role play. *Learning Disabilities Research & Practice*, 36(2), 82-95. <https://doi.org/10.1111/ldrp.12243>

- *Vilbas, J. A., & King-Sears, M. E. (2021). Stakeholders' perceptions of an effective elementary school counselor's support of students with disabilities: A case study. *Psychology in the Schools*, 58(5), 873-892. <https://doi.org/10.1002/pits.22476>
- *Preston-Smith, S., King-Sears, M. E., Evmenova, A., & Baker, P. H. (2020). What do high school students think about co-teaching in science classrooms? *Learning Disabilities: A Multidisciplinary Journal*, 25(1), 29-42.
- King-Sears, M. E., Walker, J., & *Barry, C. (2018). Measuring teachers' intervention fidelity. *Intervention in School and Clinic*, 54, 89-96. doi:10.1177/1053451218765229
- King-Sears, M. E., Berkeley, S., *Arditi, O., *Daley, H. L., Hott, B. L., & *Larsen, A. L. (2018). Analysis of visual representations in middle school U.S. History textbooks. *Journal of Visual Literacy*, 37, 85-102. doi:10.1080/1051144X.2018.1486563
- *Brawand, A. E., & King-Sears, M. E. (2017). Maximizing PEDAGOGY for secondary co-teachers. *Support for Learning*, 32, 216-230. doi:10.1111/1467-9604.12166
- King-Sears, M. E., Evmenova, A. S., & *Johnson, T. M. (2017). Using technology for accessible chemistry homework for high school students with and without learning disabilities. *Learning Disabilities Research & Practice*, 32, 121-131. doi:10.1111/ldrp.12129
- Berkeley, S., King-Sears, M., *Vilbas, J., & *Conklin, S. (2016). Textbook characteristics that support or thwart comprehension: The current state of social studies texts. *Reading & Writing Quarterly*, 32, 247-242.
- King-Sears, M.E., *Johnson, T., Berkeley, S., Weiss, M., Peters-Burton, E., Evmenova, A., *Menditto, A., & *Hursh, J. (2015). An exploratory study of universal design for teaching chemistry to students with and without disabilities. *Learning Disability Quarterly*, 38,84-96.
- *McGahee, D. W., & King-Sears, M. E. (2015). Preparing youngsters with moderate intellectual disabilities to be effective employees. In *Way leads on to way: Paths to employment for individuals with intellectual disability* (pp. 85-103). Washington, D.C.
- King-Sears, M. E., *Brawand, A. E., *Jenkins, M., & *Preston-Smith, S. (2014). Co-teaching perspectives from secondary science co-teachers and their students with disabilities. *Journal of Science Teacher Education*, 25, 651-680. doi:10.1007/s10972-014-9391-2
- *Morrison, C., McDougall, D., Black, R., & King-Sears, M. E. (2014). Impact of tactile-cued self-monitoring on independent biology work for secondary students with attention deficit hyperactivity disorder. *Journal of College Teaching & Learning*, 11, 181-196.
- Berkeley, S., King-Sears, M. E., *Hott, B., & *Bradley-Black, K. (2014). Are history textbooks more "considerate" after 20 years? *Journal of Special Education*, 47, 217-230.

AWARD WITH STUDENT*

February 2018: Recipient with Anya Evmenova and *Todd Johnson of the Samuel A. Kirk Publication Award for *Learning Disabilities Research & Practice*, Practice article, Council for Exceptional Children, Division for Learning Disabilities.

SELECT TEACHING RECOGNITION

August 2021: George Mason University Thank-A-Teacher Program Recognition.
October 2020: George Mason University Thank-A-Teacher Program Recognition.

SELECT MAJOR PROJECTS IN PROGRESS WITH STUDENTS*

IMPACT OF TEACHING BEYOND THE CLASSROOM

Manuscript Submitted for Publication

Stefanidis, A., King-Sears, M. E., Strogilos, V., Berkeley, S., *DeLury, M., & *Voulagka, A.

Academic achievement for students with and without disabilities in co-taught classrooms: A meta-analysis.

Select Manuscripts in Progress / Stage of Development

- *Vilbas, J. A., & King-Sears, M. E. *Elementary school counselors' roles and students with disabilities: A research review.* Data analyses complete; manuscript in development.
- King-Sears, M. E., & *Johnson, T. *The gray box of mole equalities: Easing cognitive load for students with diverse learning needs.* Manuscript in development.
- *Johnson, T., & King-Sears, M. E. *Acquiring student input about their co-teaching experiences.*
- *Johnson, T., King-Sears, M. E., Evmenova, A., & *Hursh, J. *Teaching gas laws with and without simulations.*

SELECT PRESENTATIONS WITH STUDENTS*

IMPACT OF TEACHING BEYOND THE CLASSROOM

Complete listing and archive before 2014 available upon request

- King-Sears, P., Stefanidis, A., Evmenova, A., Rao, K., *Mergen, R. L., *Owen, L. S., & Strimel, M. M. (2022, April). *Achievement of learners receiving UDL interventions compared to control conditions: A meta-analysis.* Poster session to be presented at the American Educational Research Association Conference, San Diego, CA.
- *Johnson, T., Satsangi, R., & King-Sears, P. (2016, October). *Success in chemistry for high school students with learning disabilities.* Paper presented at the 38th International Conference on Learning Disabilities, San Antonio, TX.
- *Smith, S., King-Sears, P., Evmenova, A., & Baker, P. (2016, April). *Perspectives from high school students with and without disabilities about science co-teaching experiences.* Paper presented at the American Educational Research Association Conference, Washington, D.C.
- *Smith, S., King-Sears, P., & Evmenova, A. (2015, November). *A comparison of perceptions from high school students with and without disabilities about their science co-teaching experiences.* Paper presented at the Teacher Education Division 38th Annual Conference, Tempe, AZ.
- King-Sears, P., Berkeley, S., Arditi, O., Hott, B., *Vilbas, J., & *Menditto, A. (2015, October). *Visual representations in middle school U.S. History textbooks.* Poster presented at the 37th International Conference on Learning Disabilities, Las Vegas, NV.
- *Kurz, L. A., King-Sears, P., & Berkeley, S. (2015, October). *Creating success for students with learning disabilities in science.* Poster presented at the 37th International Conference on Learning Disabilities, Las Vegas, NV.
- King-Sears, P., Walker, J., *Barry, C., & *Johnson, T. (2015, October). *DÉCOR: Designing and enhancing educators' fidelity using evidence-based practices.* Paper presented at the 37th International Conference on Learning Disabilities, Las Vegas, NV.
- King-Sears, M. E., *Johnson, T., Berkeley, S., Weiss, M., Peters-Burton, E., Evmenova, A., *Menditto, A., & *Hursh, J. (2015, April). *Universal design in chemistry: Performance of students with and without disabilities.* Poster presented at the American Educational Research Association Conference, Chicago, IL.
- *Brawand, A. E., & King-Sears, P. (2015, April). *Proportional reasoning word problem performance for middle school students with high-incidence disabilities.* Poster presented at the Council for Exceptional Children Conference, San Diego, CA.

- *Brawand, A. E., & King-Sears, P. (2014, October). *Assessing proportional reasoning word problem performance for students with LD*. Paper presented at the 36th International Conference on Learning Disabilities, Philadelphia, PA.
- *Johnson, T., & King-Sears, P. (2014, October). *From evaluation to diagnosis: Scoring students' algebraic responses*. Paper presented at the 36th International Conference on Learning Disabilities, Philadelphia, PA.
- *Johnson, T., King-Sears, P., Menditto, A., & Hursh, J. (2014, February). *Using PowerPoints to scaffold instruction for algebraic problems*. Poster presented at the Maryland and District of Columbia Council for Exceptional Children and Maryland Council for Learning Disabilities Conference, Columbia, MD.

SELECT DISSERTATION COMMITTEES

CHAIR

- Vilbas, J. (Spring 2019). Through others' eyes: Understanding the role of the elementary school counselor in supporting students with disabilities
- McGahee, D. (Fall 2017). The Effects of a Self-Advocacy Intervention on the Performance of High School Students with Learning Disabilities When Requesting Academic Accommodations
- Johnson, T. (Summer 2016). Teacher Self-Efficacy, Personal Compatibility, and Active Involvement in Instruction of High School General and Special Education Co-Teachers
- Smith, S. (Fall 2015). A Comparison of Perceptions from High School Students with and without Disabilities about their Science Co-teaching Experiences
- Solar, E. (Fall 2013). The Effects of Mindfulness Meditation on Adolescents with High-Incidence Disabilities
- *Brawand, A. (Summer 2013). Proportional Reasoning Word Problem Performance for Students with High-Incidence Disabilities
- **Outstanding Dissertation Award, October 2015, Council for Learning Disabilities*

EXEMPLARS OF MENTORING ACTIVITIES WITH STUDENTS IMPACT OF TEACHING BEYOND THE CLASSROOM

Mentoring for Council for Learning Disabilities Professional Organization

- Mentor, Leadership Academy (doctoral student) March 2021 to present
- Mentor, Leadership Academy (assistant professor), October 2018 to June 2019
- Mentor, Leadership Academy (doctoral student) October 2016 to June 2017
- Mentor, Leadership Academy (assistant professor) October 2015 to June 2016
- Mentor, Leadership Academy (assistant professor) October 2014 to June 2015

OSCAR Students: I have worked with as few as one and as many as three OSCAR undergraduate students since 2015. They are valuable research team members!

Review of Manuscripts Submitted for Publication + Professional Organizations: I regularly involve doctoral students in apprenticing with me when I review manuscripts. After they have graduated, for a journal in which I am an Associate Editor, I invite them to review on their own. Finally, students who began participating in conference presentations have continued with memberships in professional organizations, particularly evidenced by their leadership roles.