

Michael W. Dunn, Ph.D.

8/22/2010



Assistant Professor of Special Education & Literacy

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EDUCATION

Indiana University, Bloomington, Indiana

Ph.D., Special Education/Literacy, Degree Awarded 2005

Mount Saint Vincent University, Halifax, Nova Scotia

M.A.Ed., Literacy Education, Degree Awarded 2002

Ontario Institute for Studies in Education, Toronto, Ontario

Additional Qualifications in English as a Second Language (1994), Primary Classroom (1995), and Special Education (Learning Disabilities) (1997)

Dalhousie University, Halifax, Nova Scotia

B.Ed., Second-Language Education, Degree Awarded 1991

Centre universitaire de Moncton, Moncton, New Brunswick

French Immersion, Certificate Awarded 1989

University of King's College, Halifax, Nova Scotia

B.A., Political Science, Degree Awarded 1988

PROFESSIONAL EMPLOYMENT AND EXPERIENCE

Washington State University Vancouver, Vancouver, Washington

Assistant Professor, Special Education and Literacy, 2005-present

Teach courses at the undergraduate, master's, and doctoral level: Education of Exceptional Children, Teaching Students with Disabilities, Assessment and Curriculum for Students with Disabilities, Inclusion Strategies for Special Education Teachers, Prevention and Remediation of Reading Disabilities, Teaching in Inclusive Classrooms, Response-to-Intervention Practices across the Core Academic Curriculum, and Single Subject Design. Conduct research in literacy skills/strategies and special education assessment (e.g., response to intervention [RTI]). Direct the special education program at the Vancouver campus of Washington State University.

Indiana University, Bloomington, Indiana University

Associate Instructor/Field Experience Supervisor, 2002-2005

Taught courses in the special education and language education departments.

Supervised students in their practicum placements in public schools.

Researcher, Summer 2004

Research assistant for a reading comprehension strategy project at the Brock Reading Clinic. Managed the data sets of collected data. Filled in for undergraduate student tutors in the intervention program on an as-needed basis.

Researcher, Summer 2003

Created and completed a research study at the Indiana Institute on Disability and Community about classroom teachers' referral criteria for special education services.

Dufferin-Peel Catholic District School Board, Mississauga, Ontario

Elementary/Middle School Teacher, 1991-2002

Taught as a Special Education Consultant Teacher in Inclusion Classrooms, English as a Second Language, French as a Second Language, and Senior Kindergarten Teacher.

Program Facilitator, 1998-1999

Provided in-service training to school staff and collected data about curriculum programming.

Education Quality and Accountability Office, Toronto, Ontario

Group Leader of the Grade 6 Reading Assessments, July 2002

Participated in training and overseeing 20 teacher markers who were scoring the Grade 6 Reading standardized assessment.

Marker of the Grade 3 Math Assessments, July of 1998, 1999, and 2001

Participated in the marking of the Grade 3 Math standardized assessments.

PUBLICATIONS

Peer/Blind Reviewed: In Press

Dunn, M. W., & Mabry, L. (In press). Voices from the field: Practitioners' perspectives on response-to-intervention implementation. *Journal of School Connections*, 3(1).

Dunn, M. W., Tudor, D., Scattergood, C., & Closson, S. (In press). Ask, reflect, text: ART as a narrative story-writing strategy. *Childhood Education*.

Peer/Blind Reviewed: In Print

Dunn, M. W. (2010). Defining Learning Disability: Does IQ have anything significant to say? *Learning Disabilities: A Multidisciplinary Journal*, 16(1), 31-38.

Marino, M. T., Coyne, M. D., & Dunn, M. W. (2010). Technology-based curricula: How altered readability levels affect struggling readers' passage comprehension. *Journal of Computing in Mathematics and Science Teaching*, 29(1), 31-49.

Dunn, M. W., Cole, C. M., Estrada, A. X. (2009). Referral criteria for special education: Canadian and American general education teachers' perspectives. *Rural Special Education Quarterly*, 28(1), 28-35.

Manset-Williamson, G., Dunn, M., Hinshaw, R., & Nelson, J. (2008). The impact of self-questioning strategy use on the text-reader assisted comprehension of students with reading disabilities. *International Journal of Special Education*, 23(1), 123-135.

Dunn, M., & Finley, S. (2008). Thirsty Thinkers: A workshop for artists and writers. *Journal of Reading Education*, 33(2), 28-36.

Dunn, M. W. (2007). Diagnosing reading disability: Reading Recovery as a component of a response to intervention assessment method. *Learning Disabilities: A Contemporary Journal*, 5(2), 31-47.

Dunn, M. W. (2006). It was written all over him: Classroom teachers' referral criteria for special education services. *International Journal of Special Education*, 21(2), 124-139.

Elder-Hinshaw, R., Manset-Williamson, G., Nelson, J., & Dunn, M. (2006). Older students with reading disabilities: Multimedia inquiry projects using reading assistive technology. *Teaching Exceptional Children*, 39(1), 6-11.

Butera, G., & Dunn, M. (2005). The case for cases in preparing special educators for rural schools. *Rural Special Education Quarterly*, 24(2), 22-27.

Invited Book Chapters

Dunn, M. W. (2010). Response to intervention: Assistive technologies which can help teachers with intervention programming and assessment. In S. Seok & D. Deshler (Eds.), *Handbook of research on human cognition and assistive technology: Design, accessibility and transdisciplinary perspectives* (pp. 313-324). New York: IGI Global. (Peer reviewed).

Dunn, M. W., & Walker, T. (2007). Assessment of ELL students with disabilities. In F. Pawan & G. Butler (Eds.), *Collaborative partnerships between ESL and classroom teachers: Helping English Language Learners succeed in middle and high school* (pp. 103-116). Alexandria, VA: TESOL Publications. (Peer reviewed).

Conference Proceedings

Dunn, M. W., & Butera, G. (2004). Using case studies in pre-service special education teacher preparation. *American Council on Rural Special Education Conference Proceedings*, 144-150.

CONFERENCE PRESENTATIONS

Dunn, M. W. (2010, April). Ask, reflect, text: Using ART in the pre-writing phase of story writing. Demonstration session at the Council for Exceptional Children Annual Convention, Nashville, Tennessee.

Dunn, M. W. (2010, February). Demonstrations of assistive technology for writing. Demonstration session at the Learning Disabilities Association of America Annual

Convention, Baltimore, Maryland.

Dunn, M. W. (2010, February). Ask, reflect, text: Illustrating story plans with art. Poster session at the Learning Disabilities Association of America Annual Convention, Baltimore, Maryland.

Dunn, M. W. (2009, April). Response to intervention: Effective instruction and assessment with assistive technology. Poster presentation at the Council for Exceptional Children Annual Convention, Seattle, Washington.

Dunn, M. W. (2009, February). Response to intervention: Effective instruction and assessment with assistive technology. Presentation at the Learning Disabilities Association of America Annual Convention, Salt Lake City, Utah.

Dunn, M. W. (2009, February). Classifying English Language Learners with a learning disability: An RTI/multiple intelligences approach. Presentation at the Learning Disabilities Association of America Annual Convention, Salt Lake City, Utah.

Dunn, M. W., & Mabry, L. (2008, April). Response to intervention: Perspectives about effectiveness. Lecture Presentation at the Council for Exceptional Children Annual Convention, Boston, Massachusetts.

Dunn, M. W. (2008, February). RTI and LD: Does IQ have anything significant to say? Research Poster Session at the Learning Disabilities Association of America Annual Convention, Chicago, Illinois.

Dunn, M. W., Clayton, S., Scattergood, C., & Tudor, D. (2008, February). Ask, reflect, text (ART): A Strategy for narrative story writing. Discussion Session at the Learning Disabilities Association of America Annual Convention, Chicago, Illinois.

Dunn, M. W. (2007, May). A strategy for reading disability diagnosis in a response to intervention model. Discussion session at the International Reading Association Annual Convention, Toronto, Ontario.

Dunn, M. W. (2007, February). Response to intervention: Reading Recovery components for learning disability identification. Research Poster Session at the Learning Disabilities Association of America Annual Convention, Pittsburgh, Pennsylvania.

Dunn, M. W. (2006, April). Diagnosing disability through response-to-intervention: Reading Recovery as a predictor of reading disabilities. Poster Presentation at the American Educational Research Conference (Special Interest Group: Special Education Research), San Francisco, California.

Dunn, M. W. (2005, May) The Construction of a learner as being at risk. Round table discussion on literacy issues of learners who are at risk at the Jerome Harste/Carolyn Burke Retirement Conference, Bloomington, Indiana.

Dunn, M. W., & Cole, C. M. (2005, April). Key referral criteria of classroom teachers: Flagging students who are different. Discussion Paper at the American Educational Research Conference (Special Interest Group: Special Education Research),

Montréal, Québec.

Manset-Williamson, G., Elder-Hinshaw, R., Nelson, J., & Dunn, M. (2005, April). Older students with reading disabilities: Multimedia inquiry projects using reading assistive technology. Discussion Paper at the American Educational Research Conference (Special Interest Group: Special Education Research), Montréal, Québec.

Dunn, M. W. (2004, November). The later literacy Program: Assisting grades 4-8 readers who are at risk. Workshop presented at the Indiana Council for Exceptional Children Conference, Bloomington, Indiana.

Manset-Williamson, G., Elder-Hinshaw, R., Nelson, J., & Dunn, M. (2004, November). Assistive technology and prompts: Impacting comprehension skills of students with reading disabilities. Workshop presented at the Indiana Council for Exceptional Children Conference, Bloomington, Indiana.

Dunn, M. W., & Butera, G. (2004, March). Using case studies in pre-service special education teacher preparation. Workshop presented at the American Council on Rural Special Education (ACRES) Conference, Orlando, Florida.

SERVICE

National

Council for Exceptional Children's *Division for Learning Disabilities* Research Committee, 2010-present

Council for Exceptional Children *Child and Youth Action Network* Committee Member, 2005-present

State

Response-to-Intervention State Leadership Team for Washington 2010-present

Association of Trainers of Special Education Personnel (ATSEP) Member, Office of the Superintendent of Public Instruction of Washington State, 2005-2007

Vancouver Campus

Committee Member for selecting Student Scholarship Recipients, 2007-present

College of Education

College of Education Assessment Committee, 2009-present

College of Education Staff Excellence Award Selection Committee Member, 2008-2010

Dean's Faculty Advisory Committee Member, 2006-2008

Department of Teaching and Learning

Special Education Search Committee Member, 2005-2006

Vancouver Campus' Education Unit

Chair of the Research Committee, 2010-present

Vancouver Education Unit Representative on the Southwest Washington Autism Center Planning Committee, 2007-present

Ed.M. Committee Member, 2005-present

Marketing Committee Member, 2006-2008

Local

Evergreen School District (Vancouver, Washington), Response to Intervention Committee Member, 2006-2007

AWARDS

Washington State University Department of Teaching and Learning External Funding Award 2010

GRANTS

External

Dunn, M. (2010). Response to intervention: A professional development and implementation model for general education teachers. Spencer Foundation, Chicago, IL., \$39,607. [Not funded].

Dunn, M. (2010). Ask, reflect, text: A story-writing strategy for students who struggle with writing. Learning Disabilities Foundation of America, Pittsburgh, PA, \$6,631. [Not funded].

Dunn, M., & Berninger, V. (2009). Writing first: Helping struggling writers improve their narrative story and expository writing skills. Institute of Education Sciences, Washington, D.C., \$2,223,041. [Not funded].

Berninger, V., & Dunn, M. (2009). Learning to compose via contrasting transcription modes (pen or keyboard). Institute of Education Sciences, Washington, D.C., \$1,499,987. [Not funded].

Dunn, M. (2009). Students' illustrating pre-writing story ideas as a means to produce elaborate text. Lematta Foundation, Vancouver, Washington, \$12,000. [Funded].

Dunn, M., & Berninger, V. (2008). Writing first: Helping struggling writers improve their narrative story and expository writing skills. Institute of Education Sciences, Washington, D.C., \$2,223,859. [Not funded].

Dunn, M. (2008). Ask, reflect, text: Exploring early-elementary students' use of the ART story-writing strategy. Lematta Foundation, Vancouver, Washington, \$12,000. [Funded].

Dunn, M. (2007). Ask, reflect, text (ART): A response to intervention strategy for

assessing learning disabilities in writing. Institute of Education Sciences, Washington, D.C., \$584,077. [Not funded].

Grigar, D., Dunn, M., & Gibson, S. (Co-Principal Investigators). (2007). The MINDful play environment. The John D. and Catherine T. MacArthur Foundation, Chicago, IL., \$250,000. [Not funded.]

Dunn, M. (2007). Sketch to text: A strategy for narrative story writing. Lematta Foundation, Vancouver, Washington, \$10,000. [Funded].

Dunn, M. (2006). Using assistive technology to improve students' writing skills Fred Meyer Foundation, Vancouver, Washington, \$2350.48. [Funded].

Dunn, M. (2006). Using the ART strategy to improve students' writing skills Lematta Foundation, Vancouver, Washington, \$10,000, [Funded].

Dunn, M. (2006). CoWriter:SOLO writing-assistance software Don Johnson, Inc., Volo, IL., \$7,889.25. [Funded].

Dunn, M. (2005). Literacy intervention program. Community Foundation of Southwest Washington, \$8,253. [Not funded.]

Internal

Dunn, M. (2010). Helping improve story writing: A comparison of strategy methods. Washington State University Vancouver's Mini-Grant Program, \$3,000. [Funded].

Dunn, M., Slavitt, D., Finley, S., Sanders, N., Laguardia, A., & Sawyer, R. (2010). Grant topic development, searches for funding opportunities, and proposal development. Washington State University Vancouver Mini-Grant Program, \$4,998. [Not funded].

Dunn, M. (2010). Exploring writing-skills instruction techniques: A comparison of strategy ideas. Washington State University's College of Education, \$20,000. [Not funded.].

Dunn, M. (2009). Response to intervention: A professional development and implementation model for general education teachers. Washington State University's College of Education, \$4,000. [Not funded].

Dunn, M. (2009). Ask, reflect, text: Does the use of art during pre-writing help students write more elaborate text? Washington State University Vancouver's Mini-Grant Program, \$3,000. [Funded].

Dunn, M. (2008). Inclusion classroom writing-skills instruction: Teachers' perspectives about effective instruction. Washington State University's College of Education, \$5,000. [Funded].

Dunn, M. (2007). Alhadeff teachers of teachers faculty award. Washington State University's College of Education, \$1,500. [Funded].

Dunn, M. (2007). Response to intervention: Is it an effective strategy for diagnosing learning disabilities in writing? Washington State University Vancouver Mini-Grant

Program, \$4,500. [Not funded.]

Dunn, M. (2006). Literacy intervention program. Washington State University's College of Education, \$5,000. [Funded].

Dunn, M. (2006). Improving writing skills with assistive technology. Washington State University Vancouver's Mini-Grant Program, \$1,850. [Funded].

Dunn, M. (2005). Alhadeff teachers of teachers recruitment award. Washington State University's College of Education, \$1,000. [Funded].

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

International

International Dyslexia Association 2005-present

International Reading Association 2005-present

Organization of Teacher Educators in Reading 2005-present

National

Council for Exceptional Children 2002-present

Division for Learning Disabilities of the Council for Exceptional Children 2005-present

Learning Disabilities Association of America 2005-present

Council for Learning Disabilities 2005-present

American Educational Research Association 2005-present

National Council of the Teachers of English 2005-present

State

Learning Disabilities Association of Washington 2005-present

Oregon Branch of the International Dyslexia Association 2005-present

Washington State Branch of the Council for Learning Disabilities 2010-present