About the Contributors

Patricia A. Dickenson, Ed.D., is an Assistant Professor of Teacher Education at National University, in San Jose California. Her administrative responsibilities include Program lead for the Bachelors of Arts in Interdisciplinary Studies with the Multiple and Single Subject teaching credential. Dr. Dickenson’s teaching and research area focus on teacher professional development in technology and mathematics, and teacher preparation. Dr. Dickenson began teaching for the Los Angeles Unified School District and has taught elementary, middle and high school. Dr. Dickenson was also a mathematics coach and continues to work with inservice teachers as part of the University of California Mathematics Project. Dr. Dickenson recent publication includes editor-in-chief of Increasing Productivity and Efficiency in Online Teaching and author and speaker of the video series The Digital Professor: Creating an Online Presence. She maintains a professional website around topics of teacher education and preparation at: www.doctorofed.com and maintains an active Twitter feed: @teacherpreptech.

Penelope Keough is an Associate Professor in the Department of Special Education at National University in La Jolla California.

Jennifer Courduff is an associate professor at Azusa Pacific University where she develops and teaches courses in the Master of Arts: Digital Teaching and Learning program. She is an active member of the International Society for Technology in Education (ISTE). Her research and presentations focus on technology integration within diverse learning environments and mobile learning.

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Enid Acosta-Tello is an Associate Professor in the Sanford College of Education at National University. Her specializations are the diagnosis and remediation of reading problems and the teaching of English language learners in the inclusive classroom.

Jessica Cannaday is an Associate Professor of teacher education at Azusa Pacific University in Southern California. A former secondary Social Studies teacher, she has worked as a gifted and talented education teacher and district coordinator. Dr. Cannaday writes and presents on gifted and talented education issues through out the United States and has directed Azusa Pacific’s Masters in Gifted and Talented Education Program.
Lorelei Coddington holds a Ph.D. in Education from Claremont Graduate University and has 26 years of experience in the field of education. Currently, Lorelei is a Visiting Assistant Professor of Education at Whittier College and worked previously as a Faculty Associate and Adjunct Professor in teacher education at Claremont Graduate University and Biola University. Lorelei has contributed research to three multi-year K-12 grants in math, science, and history. Her current research focuses on pre-service teacher reflection, teacher knowledge growth, cognitive demand of lessons, and teachers' noticing of student thinking.

Patricia Crain de Galarce is the associate dean at Lesley University Graduate School of Education. She directs the Research Center for Inclusive Education at Lesley University and has worked for the last five years preparing urban teachers with her co-author.

Tricia Crosby-Cooper is an associate professor at National University in the educational administration, school counseling and psychology department. She is currently the Program Lead for the MS in ABA program and has been a practicing school psychologist for almost 15 years. Dr. Crosby-Cooper has also written an SST manual for a Southern California school district, and has provided training on the topic of SSTs.

Amy Duncan holds a BA from the University of California at Santa Barbara and Master's in Special Education from the California State University, Los Angeles. She is currently an adjunct faculty member at Claremont Graduate University and California State University, San Bernardino in their graduate programs preparing special education teachers for their future work with students.

Pam Epler earned her M.Ed in special education from McDaniel College and her PhD in curriculum and instruction from Capella University. She currently teaches special education courses at Grand Canyon University in the graduate and doctorate programs and is a dissertation chair and methodologist. She has published and proffered internationally, at the Canadian International Conference on Education, and presented nationally at the Council for Exceptional Children (CEC) and on the state level at the Kentucky Association of Teacher Educators. She has been an administrator in both the public and private sectors from elementary thru high school levels. Her research interests include Response to Intervention (RTI) strategies, special education teachers’ roles in RTI, special education service delivery models, and pre-service teachers’ perception of special education students.

Jess L. Gregory teaches educators to be educational leaders and her research centers on student engagement; focusing on trust, urban education, instrument development as well as teacher attitudes towards inclusion. She has been honored with the 2016 Connecticut Board of Regents Teaching Award for Southern Connecticut State University and the 2015 J. Philip Smith Outstanding Teaching Award. Additionally, Jess has been nominated for the SCSU outstanding academic advisor award in 2016, 2015, 2013, 2012 and 2011.

Dina Pacis is an Associate Professor in the Department of Educational Administration, School Counseling, School Psychology at National University in La Jolla, California.
**About the Contributors**

**David Rago** earned his doctoral degree in Special Education, with an emphasis on Learning Disabilities and Autism from the University of Nevada, Las Vegas. Prior to becoming an Assistant Professor at National University, David was a resource and classroom teacher for students with special needs for more than 20 years. At the present time, David is interested in the effects poverty has on children’s cognitive development and functioning. He is also interested in examining evidence-based writing strategies for teachers to use with students who struggle with writing and who have learning disabilities and Autism Spectrum Disorder.

**Cynthia Sistek-Chandler** is Associate Faculty in the Sanford College of Education at National University where she teaches Educational Technology. As an award-winning educator, she earned a Platinum Disk from Computer Using Educators (CUE) for her lifetime achievement and service to the educational technology community (March, 2014) and the President’s Professoriate Award from National University (September, 2014). Dr. Sistek-Chandler is a parent of two special needs children (boy-girl twins) and has served as an advocate for her twins during their entire P-20 education.

**Roxanne White** is currently the Director of Curriculum and Professional Development at Urban Teachers headquartered in Baltimore, MD. A TFA alum, Roxanne has worked in the areas of school reform, literacy coaching, and professional development for over 15 years through her work with the Institute for Learning out of the University of Pittsburgh and the local education fund in Baltimore. She has presented for national organizations including the International Reading Association, National Middle School Association, and National Black Child Development Institute.

**George Uduigwome** is currently employed by the Los Angeles School District (LAUSD). He holds advanced degrees in industrial design, special education, and educational leadership. His doctoral dissertation is in the area of twenty-first-century learning.