

CURRICULUM VITAE

PERSONAL INFORMATION

NAME: Margaret J. McLaughlin

DEPARTMENT: Department of Special Education

POSITION: Professor and
Associate Director, Institute for the Study of Exceptional
Children and Youth

YEAR OF APPOINTMENT: 1982

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EDUCATIONAL BACKGROUND

Degrees:

B.A. Special Education, University of Denver (cum laude)
Denver, CO (1968)

M.A. Special Education, University of Northern Colorado
Greeley, CO (1971)

Ph.D. Education, University of Virginia
Charlottesville, VA (1977)

EMPLOYMENT BACKGROUND

2002-present Professor, Department of Special Education, University of
Maryland, College Park, MD

1982-present Associate Director, Institute for the Study of Exceptional Children
and Youth, Department of Special Education, University of
Maryland, College Park, MD

1999-2000 Executive Director, Joseph P. Kennedy, Jr. Foundation,
Washington, DC (On administrative leave from University of
Maryland)

- 1979 - 1982 Director, Program Development Assistance System, Experimental Education Unit, University of Washington, Seattle, WA
- 1978 - 1979 Associate Director, Western States Technical Assistance Resource, Experimental Education Unit, University of Washington, Seattle, WA
- 1977 - 1978 Post-doctoral Intern, Bureau of Education for the Handicapped, U.S. Office of Education, Washington, DC
- 1973 - 1975 Assistant Professor, Department of Special Education, Virginia State University, Petersburg, VA
- 1972 - 1973 Teacher, Learning Disabilities Resource Room
Colonial Heights Public Schools, VA
- 1971 - 1972 Teacher, Behavior Disorders and Learning Disabilities Special Classroom, Newport News Public Schools, VA
- 1968 - 1970 Teacher, Children with Serious Emotional Disturbance and Autism, Eastern State Hospital, Williamsburg, VA

RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

Books Authored:

- Nolet, V. & McLaughlin, M.J. (2000). *Accessing the general curriculum: Including students with disabilities in standards-based reform*. Thousand Oaks, CA: Corwin Press.
- McLaughlin, M.J. & Nolet, V. (2004). *Understanding special education in the 21st century: An administrators guide to critical issues in administering special education services and programs*. Thousand Oaks, CA: Corwin Press.
- Nolet, V. & McLaughlin, M.J. (2005). *Accessing the general curriculum: Including students with disabilities in standards-based reform (2nd Edition)*. Thousand Oaks, CA: Corwin Press.

Books Edited:

- McDonnell, L.M., McLaughlin, M.J., & Morison, P. (1997). *Reform for one and all: Standards-based reform and students with disabilities*. Washington, DC: National Academy of Sciences Press.
- McLaughlin, M.J. & Rouse, M. (2000). Educational reform in the United States and Britain. London: Routledge Press.

Florian, L. & McLaughlin, M.J. (under contract) *Issues in the Classification of Children in Education: perspectives and purposes of disability classification systems*. Thousand Oaks, CA: Corwin Press.

Chapters in Edited Books:

Noel, M.M. (1983). Securing integrated services: Four histories. In N. Certo, N. Haring, & R. York (Eds.), *Public school integration of the severely handicapped: Rational issues and progressive alternatives* (pp.43-64). Baltimore: Paul H. Brookes.

Noel, M.M., Burke, P.J., & Valdivieso, C.H. (1985). Educational policy and severe mental retardation. In D. Bricker and J. Filler (Eds.), *Severe mental retardation: From theory to practice* (pp.12-35). Reston, VA: Council for Exceptional Children.

McLaughlin, M.J. (1987). Theory into practice: An overview of public schools programs for the behavior disorder. In N.G. Haring (Ed.), *Assessing and managing behavior disabilities* (pp.247- 277). Seattle, WA: University of Washington Press.

McLaughlin, M.J., Valdivieso, C.H., & Stettner-Eaton, B. (1990). An analysis of the Part D Program and the relation to preparation of personnel to educate individuals with severe handicaps. In A.P. Kaiser & C. McWhorter (Eds.), *Preparing personnel to work with persons with severe disabilities* (pp. 75-90). Baltimore: Paul H. Brookes.

Leone, P.E., & McLaughlin, M.J. (1995). Appropriate placement of students with emotional and behavioral disorders: Emerging policy options. In J.M. Kauffman, J. Lloyd & T. Astutto (Eds.), *Issues in the educational placement of pupils with emotional and behavioral disorders* (pp. 335-362). Hillsdale, NJ: Lawrence Erlbaum.

McLaughlin, M.J., Schofield, P.F., & Warren, S.H. (1998). Educational reform: Issues for the inclusion of students with disabilities. In M. Coutinho & A. Repp (Eds.), *Inclusion: The integration of students with disabilities* (pp. 37-58). Belmont, CA: Wadsworth Publishing.

McLaughlin, M.J., Henderson, K., & Rhim, L.M. (1998). The inclusion of students with disabilities in school reform: An analysis of five local school districts. In S. Vitello & D. Mithaug (Eds.), *Inclusive schooling: National and international perspectives* (pp. 54-75). Hillsdale, NJ: Lawrence Erlbaum.

McLaughlin, M.J. (1999). Consolidating categorical educational programs at the local level: How can we create them? In T. Parrish & J. Chambers (Eds.), *Funding special education* (pp.22-40). Thousands Oaks, CA: Corwin Press.

- Goertz, M.E., McLaughlin, M.J., Roach, V., & Raber, S. (1999). What will it take? Including students with disabilities in standards-based reform. In T. Parrish & J. Chambers (Eds.), *Funding special education* (pp.41-62). Thousands Oaks, CA: Corwin Press.
- McLaughlin, M.J., Fuchs, L., & Hardman, M. (2000). Individual rights and students with disabilities: Some lessons from US policy. In P. Garner & H. Daniels (Eds.), *The 1999 World Yearbook of Special Education* (pp.24-35). London: Kogan Page.
- McLaughlin, M.J. & Rouse, M. (2000). Introduction: The struggles for reform. In M.J. McLaughlin & M. Rouse (Eds.), *Educational reform in the United States and Britain* (pp. 1-10). London: Routledge Press.
- McLaughlin, M.J. & Tilstone, C. (2000). Standards and the curriculum: The core of educational reform. In M.J. McLaughlin & M. Rouse (Eds.), *Educational reform in the United States and Britain* (pp. 38-65). London: Routledge Press.
- McLaughlin, M.J. & Henderson, K. (2001). Foundations of special education in the US. In K. Mazurek & M. Winzer (Eds.), *Defining special education into the 21st century* (pp. 41-61). Washington, DC: Gallaudet University Press.
- Morando-Rhim, L., Ahearn, E.M., Lange, C.M, & McLaughlin, M.J. (2004). Balancing disparate visions: An analysis of special education in charter schools. In K. E. Bulkley & P. Wohlstetter (Eds.), *Taking Account of Charter Schools: What's Happened and What's Next?* (pp.142-160). NY: Teachers College Press.
- McLaughlin, M.J. & Nagle, K.M. (2004). Leaving NO child behind: Accountability reform and students with disabilities. In S. Mathison and E.W. Ross (Eds.), *Standards based reform and assessment*. NY: Praeger.
- McLaughlin, M.J., Blacher, J., Duffy, S., Hardman, M., McDonnell, J., Nisbet, J., Safer, N., Snell, M. (2005). Effective education in the least restrictive setting. In K.C. Lakin & A. Turnbull (Eds.) *National goals and research for persons with intellectual and developmental disabilities* (pp. 39-63). Washington, DC: American Association on Mental Retardation.
- McLaughlin, M.J. & Hernandez, G. Y. (2005). Including students with disabilities in the middle grades. In V. Anfara, G. Andrews, & S. Mertens (Eds.), *Encyclopedia of middle grades education*. (pp. 233-240). Greenwich, CT: Information Age Publishing.
- McLaughlin, M.J., Jordan, A. (2005). Push and pull: Forces that are shaping inclusion in the United States and Canada. In P. Mitchell (Ed.) *Contextualizing inclusive education: Evaluating old and new international perspectives*. (pp. 89-113). London: Routledge.

McLaughlin, M. J., Emblar, S. D. (2006). Educational reform and high stakes testing. In P. Wehman (Ed.) *Life beyond the classroom* (4th edition). Baltimore: Paul H. Brookes.

McLaughlin, M.J. & Rouse, M. (in press). Changing perspectives of special education and the evolving context of education. In L. Florian (Ed.). *The Handbook of Special Education*. London: Sage.

Articles in Refereed Journals

*Designates refereed articles

+Designates invited articles

*Noel, M.M., & Burbach, H.J. (1978). Black versus white colleges: A study of the perceptual distinctions of black students. *College Student Journal*, 12, 158-163.

+Lambour, G.L., & Noel, M.M. (1978). Handicapped children's model programs. *Education and Training of the Mentally Retarded*, 13, 253-254.

*Noel, M.M. (1980). Referential communication abilities of learning disabled children. *Learning Disabilities Quarterly*, 3, 70-75.

*Cullinan, D., Epstein, M., Lloyd, J. & Noel, M. (1980). Development of cognitive tempo in learning disabled and normal children. *Learning Disabilities Quarterly*, 3, 46-53.

+Noel, M.M. (1984). Federal regulation: Its reach exceeds its grasp. *Remedial and Special Education*, 5, 32-35.

*Noel, M.M. & Burke, P.J. (1985). State and local special education policy. *Remedial and Special Education*, 5, 1-5.

*Noel, M.M. & Fuller, B. C. (1985). The social policy construction of special education: An investigation of state contextual variables and the identification and integration of handicapped children. *Remedial and Special Education*, 5, 27-35.

*Fuller, B. C., Noel, M. M., & Malouf, D.B. (1985). Polity and competence: Can the state change teachers' skills? *Educational Evaluation and Policy Analysis*, 7(4), 343-355.

*Burke, P.J., McLaughlin, M.J. & Valdivieso, C.H. (1988). Preparing professionals to educate handicapped infants and young children. *Topics in Early Childhood Special Education*, 8(1), 73-80.

- *McLaughlin, M.J., Valdivieso, C.H., Spence, K.L. & Fuller, B.C. (1988). Policy issues confronting special education teacher preparation: A synthesis of four research studies. *Exceptional Children*, 55(3), 215-221.
- *McLaughlin, M.J. & Kienas, K. (1990). The administrator's roundtables: A model for increasing the leadership of elementary school principals in special education. *International Journal of Disability, Development and Education*, 36(2), 107-115.
- +Leone, P. E., McLaughlin, M.J. & Meisel, S. (1992). School reform and adolescents with behavioral disorders. *Focus on Exceptional Children*, 25(1), 1-15.
- +McLaughlin, M.J. & Warren, S.H. (1992). Outcome assessments for students with disabilities: Will it be accountability or continued failure? *Preventing School Failure*, 36(4), 29-33.
- *McLaughlin, M.J. & Owings, M.F. (1993). The use of extant national data bases to study the relationships among states' socioeconomic features and the implementation of the Education of the Handicapped Act. *Exceptional Children*, 59, 247-261.
- *Sawyer, R.J., McLaughlin, M.J. & Winglee, M. (1994). Is integration of students with disabilities happening? An analysis of national data trends over time. *Remedial and Special Education*, 15, 204-215.
- *McLaughlin, M.J. & Warren, S.H. (1994). Restructuring special education programs in local school districts: The tensions and the challenges. *Educational Leadership Review*, 2(1), 2-21.
- *McLaughlin, M.J. & Warren, S.H. (1994). The costs of inclusion. *School Administrator*, 51(10), 8-19.
- *Harry, B., Allen, N., & McLaughlin, M. (1995). Communication or compliance: African American families in the special education system. *Exceptional Children*, 61, 364-377.
- +McLaughlin, M.J. (1995). Defining "Special Education": A response to Zigmond and Baker. *Journal of Special Education*, 29, 200-208.
- *McLaughlin, M.J. (1996). Consolidating categorical resources to support local school improvement: Issues and perspectives. *Journal of Education Finance*, 21, 506-526.
- *Harry, B, Allen, N., & McLaughlin, M. (1996). "Old-fashioned, good teachers": African-American parents' views of effective early instruction. *Learning Disabilities Research & Practice*, 11, 193-201.

- *McLaughlin, M.J., Leone, P., Meisel, S., & Henderson, K. (1997). Creating school and community capacity to serve children with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 5(1), 15-23.
- *Nolet, V. & McLaughlin, M.J. (1997). Using CBM to explore a consequential basis for the validity of a state-wide performance assessment. *Diagnostique*, 22(3).
- *McLaughlin, M.J. & Verstegen, D.L. (1998). Increasing regulatory flexibility of special education programs at federal, state, and local levels: Problems and promising strategies. *Exceptional Children*, 64(3), 371-384.
- *McLaughlin, M.J. & Henderson, K. (1998). Charter schools in Colorado and their response to the education of students with disabilities. *Journal of Special Education*, 32, 99-107.
- *McLaughlin, M.J., Nolet, V., Rhim, L.M., & Henderson, K. (1999). Integrating standards: Including all students. *Teaching Exceptional Children*, 31(3), 66-71.
- *McLaughlin, M.J. (1999). Access to the general education curriculum: Paperwork and procedure or redefining special education. *Journal of Special Education Leadership*, 12(1), 9-14.
- +McLaughlin, M.J., Artiles, A.J., Pullin, D. (2001). Challenges for the transformation of special education in the 21st century: Rethinking culture in school reform. *Journal of Special Education Leadership*, 12(2), 51-62.
- +Rhim, L.M. & McLaughlin, M.J. (2001). Special education in American charter schools: State level policy, practices and tensions. *Cambridge Journal of Education*, 31(3), 373-383.
- *Gagnon, J.C., McLaughlin, M.J., Rhim, L.M. & Davis, G.A. (2002). Standards-driven reform policies at the local level: Report on a survey of local special education directors in large districts. *Journal of Special Education Leadership*, 15(1), pp. 3-9.
- *McLaughlin, M.J. (Ed.). (2003). Fostering collaboration between general and special education: Lessons from the "Beacons of Excellence Projects" [Special issue]. *Journal of Educational and Psychological Consultation*, 13(4).
- *Caron, E.A. & McLaughlin, M.J. (2003). Indicators of "Beacons of Excellence" Schools: Collaborative Practices. [Special issue]. *Journal of Educational and Psychological Consultation*, 13(4), pp. 285-313.
- +McLaughlin, M.J. (2003). [Commentary on The integration of disabled children into mainstream education] *International Journal of Therapy and Rehabilitation*, 10(9), 395-401.

- *McLaughlin, M.J. & Thurlow, M. (2003). Educational accountability and students with disabilities: Issues and challenges. *Journal of Educational Policy*, 17(4), 431-451.
- *Gagnon, J.C. & McLaughlin, M.J. (2004). School-level Curriculum, Assessment and Accountability Policies in Day Treatment and Residential Schools for Students with EBD. *Exceptional Children*, 70(3), 263-283.
- *Malmgren, K., McLaughlin, M.J., & Nolet, V. (2005). Accounting for the performance of students with disabilities on statewide assessments. *Journal of Special Education*, 39(2), pp. 86-96.
- *McLaughlin, M.J., Embler, S.D., Hernandez, G.Y., & Caron, E.A. (2005). No Child Left Behind and students with disabilities in rural and small schools. *Rural Schools Education Quarterly*, 24(1), pp. 32-39.
- *McLaughlin, M.J., Dyson, A., Nagle, K., Thurlow, M., Rouse, M., Hardman, M., Norwich, B., Burke, P.J., & Perlin, M. (2006). Cross-cultural perspectives on the classification of children with disabilities: Part II. Implementing classification systems in schools. *Journal of Special Education*, 40(1), pp. 46-58.
- *Achilles, G.M., McLaughlin, M.J., & Croninger, R.G. (in press). Socio-cultural correlates of disciplinary exclusion among students with emotional, behavioral and learning disabilities in the SEELS National Dataset. *Journal of Emotional and Behavioral Disorders*.
- *Kohl, F.L., McLaughlin, M.J., & Nagle, K.M. (2006). Alternate achievement standards and assessments: A descriptive investigation of 16 states. *Exceptional Children*, 73(1), 107-122.
- *Nagle, K.M., Hernandez, G., Embler, S., McLaughlin & F. Doh. (in press). Characteristics of Effective Rural Schools for Students with Disabilities. *Rural Special Education Quarterly*.
- *Morgenbesser, A.T., McLaughlin, M.J., & Croninger, R.G. (submitted for publication). Parent Involvement as a Predictor of Math and Reading Achievement among Third Grade Students with and without Disabilities. *School Community Journal*.
- *Rein, J. J. & McLaughlin, M.J. (submitted for publication). Who are the Highly Qualified Special Education Teachers? An Analysis of the SPeNSE Data. *Journal of Teacher Education and Special Education*.
- Drang, D., & McLaughlin, M.J. (Submitted for publication). Special education services for parentally placed private school students. *Journal of Special Education Leadership*.

Monographs, Reports, and Extension Publications:

- Haring, N.G., Noel, M.M., & English, D. (1980). *The link between learning problems and juvenile delinquency prevention*. Seattle: University of Washington, National Center for Law and Justice.
- Noel, M.M. (1980). *Program development resource guide*. Seattle: University of Washington, Program Development Assistance System.
- Noel, M.M., Mirkes, D.Z., Ng, M. (1981). Overview. In D.Z. Mirkes (Ed.), *1981 Overview Directory & Product Guide*. Seattle: University of Washington, Program Development Assistance System.
- Noel, M.M., Mirkes, D.Z., White, O.R. (1981). Introduction. In D.Z. Mirkes (Ed.), *1980 Overview, Directory & Product Guide*. Seattle: University of Washington, Program Development Assistance System.
- Haring, N.G., & Noel, M.M. (Eds.). (1982). *Progress or Change: Issues in educating the emotionally disturbed, Vol. II*. Seattle: University of Washington, Program Development Assistance System.
- Noel, M.M. (1982). Overview of public school programs for the emotionally disturbed. In N.G. Haring & M.M. Noel (Eds.), *Progress or Change: Issues in educating the emotionally disturbed, Vol. I* (pp. 1-28). Seattle: University of Washington, Program Development Assistance System.
- Noel, M.M., & Haring, N.G. (Eds.). (1982). *Progress or Change: Issues in educating the emotionally disturbed, Vol. I*. Seattle: University of Washington, Program Development Assistance System.
- Noel, M.M., Mirkes, D.Z., & Ng, M. (1982). Overview. In D.Z. Mirkes (Ed.), *1982 Overview, Directory & Product Guide*. Seattle: University of Washington, Program Development Assistance System.
- Noel, M.M., Malouf, D.B., & Fitzmartin, R. (1983). *Statewide surveys of training needs and options* (Final Report). College Park: University of Maryland, Institute for the Study of Exceptional Children and Youth.
- Smith-Davis, J., Burke, P.J., & Noel, M.M. (1984). *Personnel to educate the handicapped in America: Supply and demand from a programmatic viewpoint*. College Park: University of Maryland, Institute for the Study of Exceptional Children and Youth.
- Malouf, D.B., James, S., & Noel, M. (1985). *The new information technologies: Implications for personnel training* (Tech. Rep. No. 2). College Park: University of Maryland, Institute for the Study of Exceptional Children and Youth.

- Fuller, B.C., Noel, M.M., & Malouf, D.B. (1985). *Polity and competence: Meeting the mandate through staff development* (Tech. Rep. No. 3). College Park: University of Maryland, Institute for the Study of Exceptional Children and Youth.
- Holland, R. & Noel, M.M. (1985). *A legislative history of the federal personnel preparation program* (Tech. Rep. No. 4). College Park: University of Maryland, Institute for the Study of Exceptional Children and Youth.
- Noel, M.M., Valdivieso, C.H., & Fuller, B.C. (1985). *A study of departments of special education* (Tech. Rep. No. 5). College Park: University of Maryland, Institute for the Study of Exceptional Children and Youth.
- Spence, K.L., Noel, M.M., & Boyer-Schick, K. (1985). *Report of a national student survey* (Tech. Rep. No. 6). College Park: University of Maryland, Institute for the Study of Exceptional Children and Youth.
- McLaughlin, M.J., Smith-Davis, J., & Burke, P.J. (1986). *Personnel to educate the handicapped in America: A status report*. College Park: University of Maryland, Institute for the Study of Exceptional Children and Youth.
- McLaughlin, M.J. & Stettner-Eaton, B. (1988). *Categorical certification in special education: Does it really make a difference?* Charlestown, WV: Policy and Planning Center, Appalachia Educational Laboratory.
- O'Brien, M.S. & McLaughlin, M.J. (1988). *Directory of methods, materials and media for programs for deaf-blind and multiply handicapped students*. Report prepared for the Maryland State Department of Education. College Park: University of Maryland, Institute for the Study of Exceptional Children and Youth.
- McLaughlin, M.J. (1989). *Resources for administrators: A directory of current research and practice*. College Park: University of Maryland, Institute for the Study of Exceptional Children and Youth.
- Adger, C., Neubert, D., McLaughlin, M., & Jamison, P. (1990). *A follow-along study of special education students who have exited secondary programs in Prince George's County, Maryland: Final Report*. College Park: University of Maryland, Institute for the Study of Exceptional Children and Youth.
- McLaughlin, M.J., Florian, L., Neubert, D., Boyd-Kjellen, G., & Friedan, L. (Eds.). (1992). *Transitions to Employment: Proceedings from the International Symposium on Employment of Persons with Disabilities*. College Park: University of Maryland, Institute for the Study of Exceptional Children and Youth.

- McLaughlin, M.J., & Warren, S. H. (1992). *Issues and options: School restructuring and students with disabilities*. College Park: University of Maryland, Institute for the Study of Exceptional Children and Youth.
- McLaughlin, M.J. (1993). Special education practice: Research and the implications for school reform. *NICHCY News Digest*, 2(2), 1-23. Washington, DC: Academy for Educational Development.
- McLaughlin, M.J. (1993). *Teachers and educational restructuring*. Washington, DC: The Chesapeake Institute, American Institutes for Research.
- McLaughlin, M.J., O'Malley, B., Warren, S.H., & Schofield, P. (1993). *The untapped resource: The employee with mental retardation*. College Park: University of Maryland, Institute for the Study of Exceptional Children and Youth.
- McLaughlin, M.J., O'Malley, B., Warren, S.H., & Schofield, P. (1993). *Opening doors for you: A guide to the ADA for consumers with mental retardation*. College Park: University of Maryland, Institute for the Study of Exceptional Children and Youth.
- Sloan, L.J., Alberg, J., Denny, R.K., Hasazi, S., McLaughlin, M. & Repp, A.C. (1993). *Integration practices in the United States: A composite case study*. DeKalb: University of Illinois, Educational Research and Services Center.
- McLaughlin, M.J. & Warren, S.H. (February, 1994). *Resource implications of inclusion: Impressions of special education administrators at selected sites*. Palo Alto, CA: Center for Special Education Finance, American Institutes for Research.
- McLaughlin, M.J. & Warren, S.H. (1994). *Performance assessments and students with disabilities: Usage in outcome-based accountability systems*. Reston, VA: Council for Exceptional Children.
- McLaughlin, M.J., Leone, P.E., Warren, S.H. & Schofield, P.F. (1994). *Doing things differently: Issues and options for creating comprehensive school-linked services for children and youth with emotional and behavioral disorders*. College Park: University of Maryland, Institute for the Study of Exceptional Children and Youth.
- McLaughlin, M.J. (January/February, 1995). What makes inclusion work? *Doubts and Certainties*, 9(3), pp. 1-4. Washington, DC: National Education Association.
- McLaughlin, M.J. (1995). *Consolidation of special education funding and services: A local perspective*. Palo Alto, CA: Center for Special Education Finance, American Institutes for Research.

- McLaughlin, M.J., Warren, S.H. (1995). *Individual Educational Programs: Issues and options for change*. Alexandria, VA: Project FORUM, National Association of State Directors of Special Education.
- McLaughlin, M.J. (1996). Creating inclusive schools. Key policy challenges. In L. Florian & M. Rouse (Eds.), *School reform and special education needs: Anglo-American perspectives* (pp. 56-70). Cambridge, UK: University of Cambridge, Institute of Education.
- McLaughlin, M.J. (September, 1996). *The treatment of special education in charter school legislation. Policy Update, 4*(13). Alexandria, VA: National Association of State Boards of Education.
- McLaughlin, M.J., Henderson, K., & Ullah, H. (September, 1996). *Charter schools and students with disabilities*. Alexandria, VA: The Center for Policy Research on the Impact of General and Special Education Reform, National Association of State Boards of Education.
- McLaughlin, M.J., Warren, S. H., & Schofield, P. F. (Spring, 1996). Creating inclusive schools: What does the research say? *Impact, 9*(2). Minneapolis: University of Minnesota, Institute on Community Integration.
- McLaughlin, M.J. (April, 1997). State policies in an era of standards-based reform: Where are the students with disabilities? *Liaison Bulletin*. Alexandria, VA: National Association of State Directors of Special Education.
- McLaughlin, M.J. (September, 1997). *Special education in an era of reform: An overview*. Washington, DC: Federal Resource Center, Academy for Educational Leadership.
- McLaughlin, M.J., Henderson, K., & Rhim, M. L. (September, 1997). *Snapshots of reform: A report of reform in 5 local school districts*. Alexandria, VA: Center for Policy Research on the Impact of General and Special Education Reform, National Association of State Boards of Education.
- Rhim, M.L. & McLaughlin, M.J. (March, 1997). *A report on selected general education state policies and the inclusion of students with disabilities*. Alexandria, VA: Center for Policy Research on the Impact of General and Special Education Reform, National Association of State Boards of Education.
- McLaughlin, M.J., Henderson, K., & Morando-Rhim, L. (September, 1998). *Snapshots of reform: How five local districts are interpreting standards-based reform for students with disabilities*. Alexandria, VA: Center for Policy Research on the Impact of General and Special Education Reform, National Association of State Boards of Education.

- Gagnon, J.C., McLaughlin, M.J., Rhim, L.M., Adugna, G., & Davis, G.A. (January, 2000). *Education reform policies and students with disabilities: Report on a National Survey*. Alexandria, VA: Center for Policy Research on the Impact of General and Special Education Reform, National Association of State Boards of Education.
- Gagnon, J.C., McLaughlin, M.J., Rhim, L.M., Adugna, G., & Davis, G.A. (January, 2000). *Education reform policies and students with disabilities: Report on a survey of large districts*. Alexandria, VA: Center for Policy Research on the Impact of General and Special Education Reform, National Association of State Boards of Education.
- Rhim, L. M., & McLaughlin, M. J. (2000). *Charter schools and special education: Balancing disparate visions*. Alexandria, VA: National Association of State Directors of Special Education.
- McLaughlin, M.J., Nolet, V., Shenoy, A., Tarral, L.D. (November, 2001). *Creating performance goals and indicators in special education*. College Park: University Maryland, Institute for the Study of Exceptional Children and Youth, Educational Policy Reform Research Institute.
- Ahearn, E.M., Lange, C.M., Rhim, L.M., & McLaughlin, M.J. (2001). *Project SEARCH: Special education as requirements in charter schools. Final report of a research study*. Alexandria, VA: National Association of State Directors of Special Education.
- McLaughlin, M.J., Caron, E.A, Embler, S & Kling, J. (2001) *Preliminary findings on high-performing rural elementary schools in Maryland and Delaware: Identifying schools that are getting results for all students*. (Spotlight on Student Success No. 608). Philadelphia, PA: Laboratory for Student Success, Temple University, Center for Research in Human Development and Education.
- McLaughlin, M.J. (January, 2002). Issues for consideration in the reauthorization of Part B of the Individuals with Disabilities Education Act. *A Timely IDEA: Rethinking Federal Education Programs for Children with Disabilities*. Washington, DC: Center on Education Policy.
- ERIC/OSEP Special Project (February 2002). *To light a Beacon: What administrators can do to make schools successful for all students*. ERIC/OSEP Topical Brief. Arlington, VA: The ERIC Clearinghouse on Disabilities and Gifted Education, The Council for Exceptional Children.

- Gagnon, J.C., McLaughlin, M.J., & Leone, P. (February 2003). *Issue Brief Three: Educational accountability in day treatment and residential schools for students with emotional and behavioral disorders: Report on a national survey*. College Park: University of Maryland, Educational Policy Research Reform Institute, The Institute for the Study of Exceptional Children and Youth.
- Ahearn, E. A., Rhim, L. M., Lange, C., & McLaughlin, M. (2005). *Project Intersect research report #1: State legislative review*. College Park: University of Maryland, Project Intersect.
- Lange, C., Rhim, L. M., Ahearn, E. A., & McLaughlin, M. (2005) *Project Intersect research report #2: Survey of state directors of special education*. College Park: University of Maryland, Project Intersect.
- Rhim, L. M., Lange, C., Ahearn, E., & McLaughlin, M. J. (2005.). *Project Intersect research report #3: Survey of state charter school officials*. College Park: University of Maryland, Project Intersect.
- McLaughlin, M.J., Malmgren, K. & Nolet, V. (In preparation). *Accountability for students with disabilities who receive special education: Characteristics of the subgroup of students with disabilities. A summary of quantitative findings from the Educational Policy Research Reform Institute*. College Park: University of Maryland, Institute for the Study of Exceptional Children and Youth.

Talks and Professional Papers Presented

Invited talks:

- Program Evaluation Models: The Future for LEAs, Annual Meeting*. Presentation, Council of Great City Schools, Pittsburgh, PA, 1985.
- Secondary Special Education Students: And Then What? Discussant, Descriptive Findings from the National Longitudinal Transition Study of Special Education Students*, Annual Meeting of the American Educational Research Association, New Orleans, LA, 1988.
- Challenges to Creating Inclusive Schools: Restructuring Local Educational Systems*. Presentation, Annual Meeting of the National Association of State Boards of Education, Cincinnati, OH, 1992.
- Educational Restructuring and Special Education: New Approaches for Special Education*. Presentation, Annual Leadership Conference for State Directors of Special Education, Washington, DC, 1993.
- Restructuring Special Education Programs*. Keynote Presentation, Nebraska Association of Administrators, Grand Island, NE, 1994.

- Creating Unified Systems: Elements for Restructuring.* Keynote Presentation, Montgomery County, PA, Leadership Institute for Special Education Administrators, Philadelphia, PA, 1994.
- Educational Reform and Special Education.* Strand Leader, International Convention of the Council for Exceptional Children, Denver, CO, 1994.
- Working Conditions and Perceived Satisfaction of Urban Special Educators.* Keynote Presentation, Annual Conference of the American Educational Research Association, New Orleans, LA, 1994.
- Creating Inclusive Schools: Key Policy Challenges.* Presentation, Anglo-American Symposium on School Reform and Special Education Needs, Cambridge University, England, 1994.
- Accountability for all Students: Assessing Students with Disabilities.* Keynote Presentation, Illinois State Special Education Leadership Conference, Oak Park, IL, 1994.
- Inclusion Best Practices.* Panel Presentation, Annual Meeting of the Maryland Association of Boards of Education, 1994.
- Standards and Students with Disabilities.* Distinguished Lecturer, College of Education, University of Nebraska at Omaha, Omaha, NE, April, 1995.
- Educational Outcomes for All Students: Creating the Core of a Unified System.* Keynote Presentation, Chicago Public Schools, Chicago, IL, May, 1995.
- Restructuring, Recruiting, or Reengineering: Can We Create Unified Systems?* Keynote Presentation, Twenty-Fifth Anniversary Symposium, Experimental Education Unit, University of Washington, Seattle, WA, May, 1995.
- Systems Unification: Political and Statutory Hurdles.* Presentation, Programs in Professional Education, Harvard Graduate School of Education, Cambridge, MA, July, 1995.
- MSPAP Mysteries: Assessment and Accountability for Maryland's Students with Disabilities.* Presentation, Maryland Federation of the Council of Exceptional Children, Laurel, MD, October, 1995.
- Creating Standards for All: Unifying School-to-Work and Standards Based Reform.* Keynote Presentation, Nebraska-Iowa Transition Conference for Youth with Disabilities, Omaha, NE, June 11, 1996.

- Outcomes for Students with Disabilities.* Keynote Presentation, Midwest Special Education Leadership Conference, Breckenridge, CO, June 27, 1996.
- Systems Unification: Policy and Practice Across the States.* Presentation, Programs in Professional Education, Harvard Graduate School of Education, Cambridge, MA, July, 1996.
- Accountability in Special Education.* Keynote Presentation, Annual Leadership Conference for Directors of Special Education, Denver, CO, October, 1996.
- Making Standards and Assessments Work for Students with Disabilities.* Keynote Presentation, Annual Leadership Conference for Directors of Special Education, Westchester Co., NY, December, 1996.
- Standards-driven Reform for All Students: Making This Work in Urban Settings.* Keynote Presentation, New York City Schools, System-wide Convocation of Faculty and Administration, New York, NY, October, 1999.
- Standards for All.* Keynote Presentation, Boston Public Schools, System-wide Convocation of Faculty and Administration, Boston, MA, October, 1999.
- Students with Disabilities and High Stakes Testing.* Presentation, The Role of the Law Workshop, The Millennium Conference: Achieving High Educational Standards for All, National Research Council, Division on Behavioral and Social Sciences, National Academy of Sciences, Washington, DC, July, 2000.
- Standards-Driven Reform and Students with Disabilities.* Keynote Presentation, Center for Collaborative Leadership, College of William and Mary, Williamsburg, VA, October, 2000.
- Raising Standards for One and All: A Strategy for Equity.* Keynote Presentation, National Association of State Directors of Special Education, Annual Conference, Orlando, FL, November, 2000.
- Accessing the General Curriculum: Including Students with Disabilities in Standards-Based Reforms.* Presentation, National Winter Institute of National Partnership Projects, Washington, DC, January 25-26, 2001.
- Assessment and Accountability an Students with Disabilities.* Presentation, Florida State Comprehensive System of Personnel Development Annual Meeting, Clearwater Beach, FL, May, 2001.
- Beacons of Excellence: Quality Indicators of Effective Special Education Programs.* Presentation, National Urban Special Education Collaborative Annual Meeting, Detroit, MI, May, 2001.

- Accessing the General Education Curriculum: From Policy to Practice.* Keynote Presentation, Statewide Meeting of Delaware Educational Administrators, Dover, DE, June, 2001.
- Accessing the General Education Curriculum.* Keynote Presentation, Kansas Statewide Improvement Grant Annual Meeting, Topeka, KS, September, 2001.
- Challenges for Special Education in Urban Schools: Facing Change in Challenging Context.* Presentation, Baltimore City Public Schools, Inclusion Facilitators Annual Meeting, Maryland Coalition for Inclusive Education, Baltimore, MD, October, 2001.
- Accessing the General Education Curriculum.* Presentation, Winter Summit Meeting, National Partnership Projects, Washington, DC, January, 2002.
- Special Education Paperwork: Where does it come from? What is its value? What can be done about it?* Testimony before the President's Commission on Excellence in Special Education System Administration Task Force, San Diego, CA, April, 2002.
- Taking Standards-Driven Reform to the Next Level: NCLB and Students with Disabilities, A New Meaning to Special Education.* Presentation, Northeast Regional Resource Center Regional Conference, October 29, 2002.
- Minority Students in Special Education: Key Themes and Considerations.* Keynote Presentation, Indiana Summit for Students with Disabilities in Standard Based Reform, Indianapolis, IN, November 1, 2002.
- Students with Disabilities and Standards Based Reform.* Keynote Presentation, Indiana State Summit, Indianapolis, IN, November, 2002.
- No Child Left Behind and Implications for Students with Disabilities.* Presentation, Administrators for Special Education Spring Conference, Worcester, MA, May, 2003.
- No Child Left Behind: Accessing the General Education Curriculum.* Presentation, Virginia Council of Administrators of Special Education Spring Conference, Virginia Beach, VA, May, 2003.
- Aligning the IEP with General Ed Curriculum, IDEA, & No Child Left Behind.* Presentation, Midwest Alliance Regional Conference, Cleveland, OH, July, 2003.
- No Child Left Behind: A New Meaning for "Special Education".* Keynote Presentation, Minnesota Administrators for Special Education Directors Conference, Brainerd, MN, October, 2003.

- Students with Disabilities and No Child Left Behind: What Are We Learning About Schools that Are Getting Results?* Presentation, Maryland Institute for Minority Achievement and Urban Education Fall Colloquium, College Park, MD, October, 2003.
- IDEA and ESEA/NCLB: Implications for Special Education in the Schools.* Presentation, National Education Association, National Staff Association for the Improvement of Instruction Regional Conference, Austin, TX, November, 2003.
- Accessing the General Education Curriculum: IEP Development.* Presentation, Ohio Department of Education, Office of Early Childhood Education Annual Conference, Columbus, OH, November, 2003.
- AYP: Progress and Challenges: Considerations for Subgroups: Minority Students, Students with Limited English Proficiency and Special Education Students.* Presentation, AYP Conference hosted by Washington Partners, LLC, Washington, DC, December, 2003.
- National Policy Context: IDEA Past, Present, and Future.* Presentation, National Association of State Directors of Special Education, 2nd National Summit on Successfully Serving Students with Disabilities in Charter Schools, Dallas, TX, February, 2004.
- Making Sense of No Child Left Behind and Students with Disabilities.* Presentation, Annual Meeting of the Maryland Federation of the Council for Exceptional Children, College Park, MD, March, 2004.
- NCLB and Students with Disabilities: Some Issues and Alternatives.* Presentation, Forum on Ideas to Improve the NCLB Accountability Provisions for Students with Disabilities and English Language Learners, Center on Education Policy, Washington, DC, September, 2004.
- No Child Left Behind and Students with Disabilities,* Presentation, Ohio Coalition for the Education of Children with Disabilities Annual Conference, Columbus, OH, October 21, 2004.
- No Child Left Behind and Students with Disabilities: Understanding the Challenge and the Opportunity.* Keynote Address, 2004 Fall Convention of the Illinois Council for Exceptional Children, Shaumburg, IL, November 5, 2004.
- No Child Left Behind, Access to the General Education Curriculum, and IEPs: Putting it All Together.* Keynote Address, 2004 Convention of the Ohio Council for Exceptional Children, Cleveland, OH, November 11, 2004.
- Differentiating Instruction: What Does it Really Mean?* Keynote Address. Pearson Learning Group, Big Ideas Series. New Jersey. March 24, 2005.

The Accountability Challenge: AYP and Students with Disabilities. Presentation, Fairfax County Leadership Academy, Fairfax, VA, March 17, 2005.

Putting it All Together: Providing Access to the General Education Curriculum and Meeting the Accountability Challenge. Presentation, Spring 2005 VCASE Conference, Virginia Beach, VA, May 25-27, 2005.

High Stakes Accountability and IDEA. Keynote Address, West Virginia School Administrator's Leadership Conference. Charleston, WV, September 22, 2005.

IDEA 2004. Presentation, Ohio Coalition for the Education of Children with Disabilities, 3rd Annual Partnering for Progress Conference, Columbus, OH, October 19, 2005.

The School as the Unit of Improvement: Moving Beyond the IEP, Faculty Presentation, Programs in Professional Education at the Harvard Graduate School of Education, Cambridge, MA, July 19, 2006.

International/National Conferences:

Approaches to Teaching Young Handicapped Children. Presentation. International Conference of the Association for Children with Learning Disabilities, San Francisco, CA, 1979.

National Overview of Current Model Programs in Career Education. Presentation, International Conference on Career Development of Handicapped Individuals, Dallas, TX, 1981.

Preparing Teachers to Meet the Mandate: A Report on Special Education Training Programs. Presentation, International Conference of the Council for Exceptional Children, Anaheim, CA, 1985.

Policy Issues and Program Imperatives in the Training of Special Educators. Presentation, Annual Teacher Education Division Meeting, Council for Exceptional Children, Alexandria, VA, 1985.

Personnel to Educate the Handicapped in America: A Report of a Follow-up Study. Presentation, International Conference of the Council of Exceptional Children, New Orleans, LA, 1986.

Policy Issues and Implications for Programs in the Training of Special Educators: A Synthesis of Three National Studies. Paper Presented, Annual Meeting of American Educational Research, San Francisco, CA. 1986.

The Handicapped Student and Minimum Competency Testing: Programs That Make a Difference. Presentation, International Conference of the Council of Exceptional Children, Chicago, IL, 1987.

Socio-economic Factors Related to the Implementation of Special Education Policies. Paper Presented, Annual Meeting of the American Educational Research Association, San Francisco, CA, 1989.

Feasibility of Studying Longitudinally the Effects of Special Education Legislation Through the Use of Extant Data Bases. Paper Presented, Annual Meeting of the American Educational Research Association, San Francisco, CA, 1989.

The Administrators' Roundtable: Report of an Innovative Training Program for Building Administrators. Presentation, International Conference of the Council of Exceptional Children, San Francisco, CA, 1989.

Response to Constraints on Conducting Follow-up/Follow-along in School Systems. Paper Presented, Annual Meeting of the American Educational Research Association, Chicago, IL, 1991.

Forum on School Reform and Students with Behavioral Disorders. Presentation, Fifteenth Annual Conference on Severe Behavior Disorders of Children and Youth, Tempe, AZ, 1991.

School Restructuring and Students with Disabilities. Presentation, International Conference of the Council of Exceptional Children, Baltimore, MD, 1992.

Restructuring the Local School Site. Presentation, The International Public Policy Conference, Council of Administrators of Special Education, Orlando, FL, 1991.

Restructuring and Students with Disabilities: Local Innovations and Local Responses. Presentation, The International Public Policy Conference, Council of Administrators of Special Education, San Diego, CA, 1992.

Communication Versus Compliance: Working with African American Parents in the Special Education System. Paper Presented, Annual Meeting of the American Educational Research Association, San Francisco, CA, 1992.

Policy Issues in Developing School-linked Services for Students with Emotional Disorders. Presentation, The International Public Policy Conference, St. Petersburg, FL, 1993.

Restructuring Special Education: Current Challenges. Presentation, International Convention of the Council of Exceptional Children, San Antonio, TX, 1993.

Toward the Development of Comprehensive System-Linked Services for Students with Emotional and Behavioral Disorders. Paper Presented, Third Annual Virginia Beach Conference on Children and Adolescents with Emotional or Behavioral Disorders, Virginia Beach, VA, 1993.

Educational Reform: Are We Feeling its Effects Yet? Presentation, Learning Disabilities Association of America International Conference, Washington, DC, 1994.

Creating Caring Schools for Students with Emotional and Behavioral Disorders. Presentation, International Convention of the Council for Exceptional Children, Denver, CO, 1994.

School-linked Services: A Policy Framework. Presentation, Case Annual International Public Policy Conference, San Diego, CA, 1994.

Creating Unified Systems: What is the Research Telling Us? Presentation, The Council of Administrators of Special Education International Public Policy Conference, Scottsdale, AZ, November, 1995.

Educational Reform in the U.S. and England and Wales: Implications for Policy. Presentation, International Convention of the Council for Exceptional Children, Orlando, FL, 1996.

A Comparative Analysis of the Educational Reforms in England and Wales with the United States: Implications for Creating Inclusive Systems. Paper Presented, Annual Meeting of the American Educational Research Association, New York, NY, April, 1996.

Who's in...Who's out? How Decisions are Made Regarding the Participation of Students with Disabilities in Systems of Accountability. Paper Presented, Annual Meeting of the American Educational Research Association, New York, NY, April, 1996.

Charter Schools: A Hopeful Response to the Education of Students with Disabilities in Colorado. Paper Presented, Annual Meeting of the American Educational Research Association, New York, NY, April, 1996.

Reform for All? Students with Disabilities in Educational Reform. Paper Presented, Annual Meeting of the American Educational Research Association, Chicago, IL, March, 1997.

The Interaction of the Education Reform Initiatives and Inclusion of Students with Disabilities. Paper Presented, Annual Meeting of the American Educational Research Association, Chicago, IL, March, 1997.

Charter Schools and Students with Disabilities. Presentation, International Convention of the Council for Exceptional Children, Salt Lake City, UT, April, 1997.

Standards and Assessments for Students with Disabilities. Presentation, International Convention of the Council for Exceptional Children, Salt Lake City, UT, April, 1997.

Blending Resources at the Local Level: An Analysis of Five District Models. Paper Presented, Annual Meeting of the American Educational Research Association, San Diego, CA, April, 1998.

Lessons Learned about Building Capacity for Reform in Urban Schools. Paper Presented, Annual Meeting of the American Educational Research Association, San Diego, CA, April, 1998.

Standards and Students with Disabilities. Strand Leader, International Convention of the Council for Exceptional Children, Minneapolis, MN, April, 1998.

An Examination of Technology Policy and Students with Disabilities in Three States. Presentation, International Convention of the Council for Exceptional Children, Minneapolis, MN, April, 1998.

Building Capacity for Restructuring for All Students. Presentation, European Conference on Educational Research, Ljubljana, Slovenia, September, 1998.

Creating High Performing Schools for All Students: Creating an Indicator System for Special Education. Presentation, International Convention of the Council for Exceptional Children, Charlotte, NC, April, 1999.

Analysis of the Incidence of Disabilities and Fiscal Policy Reforms for Special Education. Paper Presented, American Educational Research Association, Montreal, April, 1999.

What lights a Beacon? Building Excellence in Inclusive Schools. Presentation, Annual Convention of the National Association of Elementary School Principals. New Orleans, LA. March, 2000.

Building Capacity for Reform: Lessons for "Beacons of Excellence" Schools. Roundtable Discussion, International Convention of the Council for Exceptional Children Convention, Vancouver, BC. April 6, 2000.

Dialogue on Beacons of Excellence: Elementary, Middle, and Secondary Schools. Presentation, International Convention of the Council for Exceptional Children Convention, Vancouver, BC. April 8, 2000.

Creating a "Beacon of Excellence": Quality Indicators. Presentation, Urban Special Education Leadership Collaborative, Detroit, MI, May 4, 2001.

Beacons of Excellence: Strong Leadership Brings Results. Presentation, A National Summit on the Shared Implementation of IDEA, Washington, DC, June 21, 2001.

Students with Disabilities in Standards-Based Reform Systems: A Strategy for Equity. Keynote Presentation, A National Summit on the Shared Implementation of IDEA. Washington, DC, June 21, 2001.

Quality Program Indicators in Special Education. Presentation, International Convention of the Council for Exceptional Children Convention, New York, NY, April 4, 2002.

Access to the General Education Curriculum: What is It? How Do I know if It Has Been Provided? Why is It More Important Than Ever? Presentation, Council for Exceptional Children 2003 Winter Institute, Vienna, VA, January 31, 2003.

Accountability and Students with Disabilities: What Do We Know and What Do We Not Know? Strand, 2003 Council for Exceptional Children Annual Convention and Expo, Seattle, Washington, April 11, 2003.

No Child Left Behind (NCLB), Students with Disabilities, and the Principal: Understanding the Challenge and the Opportunity. Preconvention Workshop, 2004 Council for Exceptional Children Annual Convention and Expo, New Orleans, LA, April 14, 2004.

Accountability Systems and Reforms within Special Education. Presentation, 2004 Council for Exceptional Children Annual Convention and Expo, New Orleans, LA, April 16, 2004.

No Child Left Behind and Special Education: What is Happening in the Schools? Strand Leader, 2004 Council for Exceptional Children Annual Convention and Expo, New Orleans, LA, April 17, 2004.

Special Education and the No Child Left Behind Act: Alignment and Divergence. Presentation, 2004 Council for Exceptional Children Annual Convention and Expo, New Orleans, LA, April 17, 2004.

Using Data for School/Program Improvement: A Practical Guide. Presentation, 2004 Council for Exceptional Children Annual Convention and Expo, New Orleans, LA, April 17, 2004.

Inclusive Education for Students with Disabilities. Presentation, Colloquium on Multi-grade Education in Rural Africa, Dakar, Senegal, May, 2004.

Classification Systems in Education: History and Policy Dilemmas. Third International Special Educational Policy Colloquium, Cambridge University, Cambridge, England, June 9, 10, and 11, 2004.

Quality Indicators in Leadership Preparation: What Are They and How Do We Measure Them in the Following Domains? Presentation, 2004 OSEP Leadership Project Directors' Conference, Washington, DC, July 14, 2004.

IDEA Meets NCLB: Clash of the Titans. Presentation, 2004 National Forum on Education Policy, Education Commission of the States, Orlando, FL, July 15, 2004.

Accountability. Presentation, 2004 OSEP Research Project Directors' Conference, Washington, DC, July 16, 2004.

Integrating IDEA and NCLB: Legal, Policy and State Implementation Issues. Presentation, NASDSE 2004 67th Annual Conference and Business Meeting, Denver, CO, October 25, 2004.

Strengthening Partnerships and Alliances. Discussant, Disability and Inclusive Development Meeting of the World Bank, Washington, DC, November 30, 2004.

What Are We Learning About NCLB Implementation? NCSET National Leadership Summit, Presentation, NCSET 2005 National Leadership Summit on Improving Results, Washington, DC July 14-15, 2005.

Accessing the General Education Curriculum, IEPs, and NCLB: Putting it All Together. Pre-Convention Workshop, 2005 Council for Exceptional Children Annual Convention and Expo, Baltimore, MD, April 6-9, 2005.

Assessments and High Stakes Accountability: What do these Reforms Mean for Students with Disabilities? Keynote Address, Annual Conference of Teachers of Students with Disabilities, University of Sydney, New South Wales, Australia, June 27, 2005.

Retrospectives of a Who's Who in Special Education Panel. Presentation, 2005 OSEP Project Directors' Conference, Washington, DC, July 28, 2005.

Access and Accountability in California Charter Schools: Special Education Enrollment and Student Outcomes. Participant, American Educational Research Association 2006 Annual Meeting, San Francisco, CA, April 7-11, 2006.

School Inclusion in Context: Cross-Cultural Perspectives from Britain, Spain, India, and Central America. Session Participant, American Educational Research Association 2006 Annual Meeting, San Francisco, CA, April 7-11, 2006.

What Works: Characteristics of Schools that are Effective for Students with Disabilities. Panel Presentation, 2006 OSEP Project Directors' Conference, Washington, DC, August 1, 2006.

Contracts and Grants

- 1979-1982 M. Noel (Director). *Program Development Assistance System*. Funded by the Office of Special Education Programs, U.S. Department of Education. \$1.2 million.
- 1982-1985 M. Noel (Co-Director). *Institute for Education of Severely Handicapped Children: Washington Research Organization*. Funded by the Office of Special Education Programs, U.S. Department of Education. \$1.75 million.
- 1982 M. Noel (Co-Director), *Statewide Survey of Training Needs and Options*. Funded by the Maryland State Department of Education. \$10,000.
- 1982 M. Noel (Co-Director), *An Evaluation of the Maryland Learning Disabilities Project*. Funded by the Maryland State Department of Education. \$6,700.
- 1983 M. Noel (Principal Investigator), *A National Survey of Best Practices in Assessment and Programming for Mildly Handicapped Students*. Funded by the Maryland State Department of Education. \$47,000.
- 1983-1986 M. McLaughlin (Director), *Administrators' Roundtables: A Model for the Improvement of Local Policy and Implementation of Special Education*. Funded by the Office of Special Education Programs, U.S. Department of Education. \$243,000.
- 1983-1986 M. McLaughlin (Principal Investigator), *Use of an Extant Data Base to Investigate Determinants of Implementation of P.L. 94-142*. Funded by the Office of Special Education Programs, U.S. Department of Education. \$98,000.
- 1984-1987 M. McLaughlin (Co-Director), *A Policy Leadership Specialist Program*. Funded by the Office of Special Education Programs, U.S. Department of Education. \$339,000.
- 1984-1987 M. McLaughlin (Co-Principal Investigator), *A Model to Develop Integrated School and Community Services for Severely Handicapped Students in Rural Counties*. Funded by the Office of Special Education Programs, U.S. Department of Education. \$331,000.
- 1985-1987 M. McLaughlin (Co-Principal Investigator), *An Investigation of Program Characteristics that Enhance Handicapped Students' Performance on the Minimum Competency Tests*. Subcontract with the Office of Special Education Programs, U.S. Department of Education. \$95,743.
- 1987 M. McLaughlin (Principal Investigator), *A Statewide Assessment of Services for Deaf-Blind and Severely Handicapped*. Funded by the Maryland State Department of Education. \$27,000.

- 1988-1990 M. McLaughlin (Co-Principal Investigator), *A Study of the Impact of Special Education Services on Students Who Have Exited Secondary Programs*. Funded by the Office of Special Education Programs, U.S. Department of Education. \$69,000.
- 1987-1990 M. McLaughlin (Co-Principal Investigator), *Bridging the Gap: Implementation of Three International Transition Models in Two Local Public Schools in Maryland*. Funded by the National Institutes of Disability and Rehabilitation Research, Office of Special Education Programs, U.S. Department of Education. \$150,000.
- 1990-1993 M. McLaughlin (Co-Principal Investigator), *Parent/Professional Partnership: A Study of Minority Parent's Perceptions of Their Child's Special Education Programs*. Funded by the Office of Special Education Programs, U.S. Department of Education. \$381,000.
- 1991-1994 M. McLaughlin (Co-Principal Investigator), *Enhancing the Delivery of Services to Black Special Education Students from Non-Standard English Speaking Backgrounds*. Funded by the Office of Special Education Programs, U.S. Department of Education. \$885,477.
- 1990-1994 M. McLaughlin (Principal Investigator), *The Center for Developing Policy Options in Special Education*. Funded by the Office of Special Education Programs, U.S. Department of Education. \$1,518,917.
- 1992-1994 M. McLaughlin (Principal Investigator), *Services for Outcomes and Performance Assessments for Disabled Students*. Funded by the Maryland State Department of Education. \$123,913
- 1992-1994 M. McLaughlin (Principal Investigator), *A Survey of Reasonable Accommodations for Persons with Mental Retardation*. Funded by the Joseph P. Kennedy, Jr. Foundation. \$48,468.
- 1993-1996 M. McLaughlin (Co-Principal Investigator), *Alternative Performance Assessments for Students with Disabilities in Maryland*. Funded by the Office of Special Education Programs, U.S. Department of Education. \$166,543.
- 1993-1997 M. McLaughlin (Principal Investigator), *Systemic School Reform for Students with Disabilities in Prince Georges County*. Funded by the Office of Special Education Programs, U.S. Department of Education. \$600,000.
- 1994-1999 M. McLaughlin (Co-Principal Investigator), *Center for Disability Policy Research*. Funded by the Office of Special Education Programs, U.S. Department of Education. \$967,500.

- 1997-1999 M. McLaughlin (Principal Investigator), *Achieving Curriculum Inclusion and Integrating Technology with Instruction through Backward Mapping*. Subcontract with the Eugene Research Institute, University of Oregon. \$225,000.
- 1997-2002 M. McLaughlin (Principal Investigator), *Building Capacity for Reform: Creating High Performing Schools for All Students*. Funded by the Office of Special Education Programs, U.S. Department of Education. \$873,556.
- 1998-2001 M. McLaughlin (Co-Principal Investigator), *Project SEARCH: Special Education Requirements in Charter Schools*. Subcontract with the National Association of State Directors of Special Education. \$166,502.
- 1998-2000 M. McLaughlin (Director), *Technical Assistance to Classrooms for Children with Disabilities in Bosnia and Herzegovina*. Funded by the United Nations Children's Education Fund (UNICEF). \$58,404.
- 2000-2005 M. McLaughlin (Co-Principal Investigator), *Educational Policy Reform Research Institute (EPRRI)*. Funded by the Office of Special Education Programs, U.S. Department of Education. \$3,867,000.
- 2001-2005 M. McLaughlin (Principal Investigator), *Ensuring High Standards for Every Student Through Access to the General Education Curriculum*. Funded by the Mid-Atlantic Regional Educational Laboratory, Temple University. \$395,336.
- 2001-2004 M. McLaughlin (Principal Investigator), *The High School Diploma and Students with Mental Retardation: Restructuring Policy and Practice at the National, State, and Local Level*. Funded by the Joseph P. Kennedy, Jr. Foundation. \$239,669.
- 2002-2006 M. McLaughlin (Project Director), *Policy Leadership Training in Conducting Large-Scale Special Education Research*. Funded by the Office of Special Education Programs, U.S. Department of Education. \$1,650,000.
- 2003-2005 M. McLaughlin (Project Director), *A Collaborative Project Between UMD and MSDE to Develop a "Certificate Companion" for Students with Disabilities*. Funded by the Maryland State Department of Education. \$66,576.
- 2003-2005 M. McLaughlin (Principal Investigator), *Project Intersect: How Special Education and Charter Schools Coexist*. Funded by the Office of Special Education Programs, U.S. Department of Education. \$600,000.
- 2005-2009 (Principal Investigator), *National Study on Alternate Assessments*. Subcontract with SRI International. Funded by the Institute for Educational Science, U.S. Department of Education \$766,483.

Fellowships, Prizes, and Awards

Phi Beta Kappa (Scholastic Honorary)

Kappa Delta Pi (Scholastic Honorary)

U.S. Office of Education Fellowship, 1970-71; 1975-77

President's Award for Outstanding Service to the Schools, University of Maryland, 1996

Rose M. Kennedy Memorial Award, National Caritas Society, 1997

Shaklee Scholar, 2001-2003

The Harrie M. Selznick Distinguished Service Award, Council of Administrators of Special Education, 2004

University of Maryland, College of Education, Outstanding Scholarship Award, 2005.

Editorships, Editorial Boards, and Reviewing Activities for Journals

1985-2004 Editorial Review Board, *Exceptional Children*

2004-present Associate Executive Editor, *Exceptional Children*

1991-present Editorial Review Board, *Journal of Emotional and Behavioral Disorders*

1993-present Editorial Review Board, *Journal of Special Education*

1998-present Reviewer, *Journal of Special Education Leadership*

2003 Guest Reviewer, *Journal of Educational and Psychological Consultation*

2004-present Editorial Review Board, *European Journal of Special Needs Education*

2006 Editorial Advisory Board, *Educational Policy*

National Commissions and Panels

1994-2000 Board of Advisors, The Shriver Center, University of Maryland

1995-1997 Co-Chair, Committee on Goals 2000 and the Inclusion of Students with Disabilities, Commission on Behavioral and Social Sciences and Education, National Research Council, National Academy of Sciences

- 1997-1998 Member, Technical Panel on Special Education Funding, National Research Council, National Academy of Sciences
- 1999-2000 Member, Committee on the Disproportionate Representation of Minority Students in Special and Gifted Education, Commission on Behavioral and Social Sciences and Education, National Research Council, National Academy of Sciences
- 2001-2002 Reporting Results for Accommodated Test Takers on the National Assessment of Educational Progress, Board of Testing and Assessment, National Research Council
- 2001-2003 Member, Committee on NAEP Accommodations and Students with Disabilities and English Language Learners, Board of Testing and Assessment, National Research Council, National Academy of Sciences

TEACHING AND ADVISING

Courses Taught and Developed During the Past Five Years:

- EDSP 875 Policy Issues for Persons with Disabilities
- EDSP 675 Policy Formulation for Persons with Disabilities

Member of Doctoral Committees (Current):

Sandra Embler, EDSP, Co-Chair
Glenda Hernandez, EDSP, Chair
Kristin Ruedel, EDSP, Co-Chair
Ricia Wiener, CAPS, member

Member of Doctoral Committees (Completed):

* co-chair/chair

Michael Ward, EDSP, Ph.D. 1987
*Maureen O'Brien, EDSP, Ph.D. 1987
*Jane West, EDSP, Ph.D. 1988
Bertram L'Homme, EDSP, Ph.D. 1988
*Barbara Stettner-Eaton, EDSP, Ph.D. 1989
*Carol Valdivieso, EDSP, Ph.D. 1990
*Christopher Button, EDSP, Ph.D. 1990
*Judith Stough, EDSP, Ph.D. 1992
Haidee Bernstein, EDSP, Ph.D. 1992
Larry Norris, EDSP, Ph.D. 1992
*Sandra H. Warren, EDSP, Ph.D. 1993
*Eileen Raab, EDSP, Ph.D. 1993
*Roselyn Simon, EDSP, Ph.D. 1993

Nancy Mamlin, EDSP, Ph.D. 1994
*Patricia Schofield, EDSP, Ph.D. 1996
Kelly Henderson, EDSP, Ph.D. 1997
Lauren M. Rhim, EDPL, Ph.D. 2001
Deirdre Barnwell, EDSP Ph.D. 2001
Karen Friedman, EDSP, Ph.D. 2001
Joseph C. Gagnon, EDSP, Ph.D. 2002
Jennifer Tschantz, EDSP, Ph.D. 2002
Vanessa Redd, EDSP, Ph.D. 2004
*Elizabeth Caron, EDSP, Ph.D. 2004
Tanya Schmidt, EDSP, Ph.D. 2004

SERVICE

Office and Committee Memberships Held in Professional Organizations:

1994-1997 Chair, The Council of Exceptional Children Professional Development Standing Committee

1995-2000 Chair, Research Committee, Council of Administrators of Special Education

1998-2001 Member, The Council of Exceptional Children Presidential Commission on the Conditions of Teaching

1998-2001 Member, The Council of Exceptional Children Task Force on Governance Restructuring

2004-2005 Convention Chair, Council for Exceptional Children Annual International Convention, 2006 and 2007.

Non-University, Commissions and Panels

1994-2000 Board of Advisors, The Shriver Center, University of Maryland

1995-1997 Co-Chair, Committee on Goals 2000 and the Inclusion of Students with Disabilities, Commission on Behavioral and Social Sciences and Education, National Research Council, National Academy of Sciences

1999 Member, Technical Panel on Special Education Funding, National Research Council, National Academy of Sciences

1999-2000 Member, Committee on the Disproportionate Representation of Minority Students in Special and Gifted Education, Commission on Behavioral and Social Sciences and Education, National Research Council, National Academy of Sciences

- 2001-2002 Reporting Results for Accommodated Test Takers on the National Assessment of Educational Progress, Board of Testing and Assessment, National Research Council
- 2001-present Member, Committee on NAEP Accommodations and Students with Disabilities and English Language Learners, Board of Testing and Assessment, National Research Council, National Academy of Sciences
- 2004-2006 Member, Montgomery County Public School Board, Continuous Improvement Committee for Special Education
- 2004-2006 Chair, Montgomery County Public Schools Education of Students with Disabilities Policy Work Group

Reviewing Activities for Agencies

- 1980-1997 Field Reviewer; Directed Research Programs, Special Studies; Field Initiated Research; and Model Demonstration Programs, Office of Special Education Programs, U.S. Department of Education
- 1997-2000 Member, Standing Review Panel; Discretionary Programs, Office of Special Education Programs, U.S. Department of Education
- 2000-2006 Technical Advisor on “Study of State and Local Implementation of IDEA”. Abt Associates, Cambridge MA.
- 2004-2009 Technical Advisor on “Evaluation of States Minority and Improvement Practices,” Westat
- 2005-2007 Technical Advisor on “Study of State Monitoring and Continuous Improvement Programs” WESTAT, Inc. Rockville, MD.
- 2005 Technical Advisor on “IDEA Expenditure Study”, Abt Associates, Cambridge MA.

Current Service to Federal, State, and Local Agencies:

- 1999-2002 Member, Critical Friends Committee, New York State Department of Education
- 1999-2002 Member, Technical Work Group for the National Special Education Expenditure Study, Office of Special Education Programs, U.S. Department of Education
- 1999-present Advisor to the Special Education Continuous Improvement Team in Montgomery County Public Schools

- 2000-2002 Member, Technical Work Group for the State and Local Assessment of the Implementation of the Individuals with Disabilities Act, Office of Special Education Programs, U.S. Department of Education
- 2000-2002 Member, Comprehensive Planning Task Force for Discretionary Programs, Office of Special Education Programs, U.S. Department of Education
- 2000-2002 Member, Task Force on Targeted Focused Monitoring, Office of Special Education Programs, U.S. Department of Education
- 2001-2002 Member, Task Force on Biennial Performance Reporting Requirements, Office of Special Education Programs, U.S. Department of Education
- 2001-present Member, Maryland State Department of Education Task Force on Designing Exit Credentials for Students with Disabilities Who Do Not Receive a Regular High School Diploma
- 2002 Member, Task Force on Reauthorization and Personnel Development, Office of Special Education Programs, U.S. Department of Education
- 2002 Member, Task Force on Improving the Quality of State Reported Exit Data, Office of Special Education Programs, U.S. Department of Education
- 2002 Member, Planning Committee, Leadership Projects Annual Meeting, Office of Special Education Programs, U.S. Department of Education
- 2003-present Advisor to Continuous Improvement Team, Board of Education, Montgomery County Public Schools
- 2004 Member, Strategic Planning Task Force for Department of Special Education, Montgomery County Public Schools
- 2004-2005 Chair, Montgomery County Public Schools Policy Work Group, Students with Disabilities
- 2004-2005 Advisor, Maryland Disability Law Center regarding the Baltimore City Public Schools federal court settlement decree (uncompensated)
- 2004-present Advisor, Division of Special Education, District of Columbia Public Schools (uncompensated)
- 2005 Member, Part D National Activities Technical Advisory Committee, Office of Special Education Programs and Institute for Educational Science, U.S. Department of Education

International Consultation/Activities:

- 1994; 1998; 2004 Developed and co-Sponsored three international colloquia with Cambridge University, England to examine critical policy dilemmas in the education of children with disabilities and special education needs..
- 1995-present Consultant to Joseph P. Kennedy, Jr. Foundation on developing international programs for children with mental retardation and other developmental disabilities. Provided direct assistance to USAID supported projects in developing teacher education programs in special education in El Salvador, Guatemala, Honduras and Nicaragua.
Developed teacher training modules and materials and designed training procedures
- 1996-2005 Consultation to the World Bank on education of children with disabilities. Developed seminars for Bank personnel Education and Health Sector on developing educational programs for children with disabilities.
- 1997-2002 Consultant to UNICEF, Sarajevo, Bosnia-Herzegovina. Developed programs for children and youth with disabilities. Conducted seminars for teachers and other specialists on educating students with disabilities. .
- 2005-2006 Consultation to Academy for Educational Development in conducting a national assessment of special education in Qatar. .
- 2005-2007 Consultation to Special Olympics Latin America in developing a model for inclusive education in rural regions in Panama, El Salvador, and Guatemala. Funded by the Inter-America Development Bank..

Current Standing Committee Assignments:

- 1987- present Member, EDSP Graduate Committee
- 1990-2005 Member, EDSP Human Subjects Review Committee
- 2004-present Member, EDSP Promotion and Tenure Committee
- 2004-present Member, Faculty Senate, College of Education
- 2004-present Member, College of Education Awards Committee
- 2005-2007 College of Education Promotion and Tenure Committee

University Committees

- 2000-2003 Member, Institutional Review Board

2002-2005 Mentor, Gemstone Research Team

2005-present APAC

2005-2007 Member, University Administrative Planning Advisory Committee

2005-2008 Phi Beta Kappa Selection Committee for University of Maryland