**ANDREA L. RUPPAR**

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**EDUCATION**

Ph.D. Special Education, University of Illinois at Urbana – Champaign, 2011

Dissertation: *Influences on Teachers’ Decisions About Literacy for Secondary Students with Severe Disabilities*

Dissertation chair: Janet Gaffney

M.Ed. Special Education, University of Washington, Seattle, 2004

B.S. Music and Sociology, Indiana University – Bloomington, 2000

Minor: Spanish

**PROFESSIONAL EXPERIENCE**

2019-present Associate Professor, University of Wisconsin-Madison

2012-2019 Assistant Professor, University of Wisconsin-Madison

Department of Rehabilitation Psychology and Special Education

2011-2012 Post-Doctoral Trainee, *Project PRAIS,* University of Florida

2011-2012 Adjunct Instructor, University of Illinois at Chicago

2011-2012 Adjunct Instructor, Northeastern Illinois University, Chicago, IL

2007-2011 Doctoral Trainee, *Preparing Leaders in Access by Design (PLAD)* University of Illinois at Urbana-Champaign

2007-2009 Literacy Specialist, Technology and Language Center, Skokie, IL

2005-2007 Elementary Special Education Teacher, Harper Elementary, Wilmette, IL

2004-2005 Early Childhood Special Education Teacher, Park School, Evanston-Skokie District 65, Evanston, IL

2000-2004 Elementary Music Teacher, Special Education Assistant, Special Education Teacher, Seattle Public Schools, Seattle, WA

2000-2004 Communication Specialist; Residential Support Staff, Seattle Specialized

Residential Support, Seattle, WA

1998-2000 Supported Living Facilitator; Options for Better Living, Bloomington, IN

**PEER-REVIEWED PUBLICATIONS**

38. McCabe, K., & **Ruppar, A. L.** (2023). Rural inclusive education for students with disabilities in the United States: A narrative review of research. *The Rural Educator, 44*(, 40-55. <https://doi.org/10.55533/2643-9662.1361>

37. **Ruppar, A. L.,** McCabe, K. M., Doren, B. & Leko, M. L. (in press). Making sense of the rural special education teacher shortage. *Journal of Education Human Resources.* [Online first]

36. **Ruppar, A. L.,** Kurth, J., Bubash, S., & Lockman Turner, E. (2023). A framework for preparing to teach students with extensive support needs in the 21st Century. *Teacher Education and Special Education*, *46*(1), 26–43.

35. **Ruppar, A. L.,** Kurth, J. A., McCabe, K. M., Toews, S. G., McQueston, J. A., & Johnston, R. (2022). Present levels of academic achievement and functional performance: Unraveling the narratives. *Journal of Disability Studies in Education.* [Online first]

34. Xi, W., Li, L. & **Ruppar, A. L.** (2022). Curricular philosophies reflected in the Chinese special school curriculum standards for students with intellectual disabilities. *International Journal of Disability, Development, and Education.* [Online first]

33. Miller, A., Allcock, H. C., Kurth, J. L., Morningstar, M. E., & **Ruppar, A. L.** (2022). Teacher agency for inclusive education: An international scoping review. *International Journal of Inclusive Education, 26, 1159-1177*

32. Kurth, J. A., Burke, K., **Ruppar, A. L.,** & Lockman-Turner, E. (2021). Curricular philosophies reflected in IEP goals for students with complex support needs. *Intellectual and Developmental Disabilities, 59,* 283-294.

31. Xin, W., Lui, C., **Ruppar, A. L.,** Yao, X., & He, C. (2021). “Does the loss outweigh the gain?” Inclusive teachers’ belief systems about teaching students with intellectual disability in Chinese elementary classrooms. *International Journal of Inclusive Education.* Online First

30. Kim, H., **Ruppar, A. L.,** Baker, D., Yu, B., & Kim, S. (2020). Interweaving disentangled: Korean-American students with autism go to college. *Race, Ethnicity, and Education.* Online first.

29. Li, L. & **Ruppar, A. L**. (2020). Conceptualizing teacher agency for inclusive education: A systematic and international review. *Teacher Education and Special Education, 44,* 42-59.

28. Toews, S. G., Johnston, R., Kurth, J. A., **Ruppar, A. L.,** McQueston, J. A., & McCabe, K. M. (2020). Alignment of supplementary aids and services with student needs and placement. *Intellectual and Developmental Disabilities, 59,* 187-203.

27. McCabe, K.M., **Ruppar, A. L.,** & Kurth, J.A., McQueston, J. A., Gross, S. M., & Johnston, R. (2020). Cracks in the continuum: A critical analysis of least restrictive environment for students with significant support needs. *Teachers College Record, 122* (5).

26. Kurth, J., **Ruppar, A. L.,** Gross, S. M., McCabe, K., McQueston, J., & Johnston, R. (2019). Considerations in placement decisions for students with extensive support needs: An analysis of LRE statements. *Research and Practice for Persons with Severe Disabilities, 44,* 3-19.

25. Kurth, J., McQueston, J., **Ruppar, A. L.,** Toews, S., McCabe, K. & Johnston, R. (2019). An analysis of parent input in IEP development. *Intellectual and Developmental Disabilities, 57,* 485-498*.*

24. **Ruppar, A. L.,** Roberts, C.A., & Olson. A. J.(2018). Developing expertise in teaching students with extensive support needs: A roadmap. *Intellectual and Developmental Disabilities, 56,* 412-426.

23. **Ruppar, A. L.,** Knight, V., McQueston, J., & Jeglum, S.(2018). Involvement and progress in the general curriculum: A grounded theory of the process. *Remedial and Special Education, 41,* 152-164.

22. Kurth, J., **Ruppar, A. L.,** McCabe, K. M., McQueston, J., Gross, S., & Johnston, R.(2018). Types of supplementary aids and services for students with significant support needs. *Journal of Special Education, 52,* 208-218.

21. **Ruppar, A. L.,** Roberts, C. A., & Olson, A. J.(2018). Is it all about loving the kids? Perceptions about expertise in teaching students with significant support needs. *Teaching and Teacher Education, 71,* 319-328.

20. **Ruppar, A. L.,** Bal, A., & Gonzalez, T., Love, L., & McCabe, K. (2018). Collaborative research: A new paradigm for research on inclusive education for students with disabilities. *International Journal of Special Education, 3,* 778-795.

19. Roberts, C. A., **Ruppar, A. L.,** & Olson, A. J. (2018). Perceptions matter: Administrators’ vision of instruction for students with severe disabilities. *Research and Practice for Persons with Severe Disabilities, 43,* 3-19

18. **Ruppar, A. L.,** Fisher, K. W., Olson, A., & Orlando, A. M. (2018). Exposure to literacy for students eligible for the alternate assessment. *Education and Training in Autism and Developmental Disabilities, 53,* 192-208.

17. **Ruppar, A. L.** (2017). “Without being able to read, what’s literacy mean to them?”: Situated beliefs about literacy for students with significant disabilities. *Teaching and Teacher Education, 67,* 114-124.

16. Olson, A. J., & **Ruppar, A. L.** (2017). Resolving barriers to providing access to the general education curriculum for students with intellectual and developmental disabilities: Lessons from an exemplary inclusive district. *Inclusion, 5,* 121-135.

15. Afacan, K., Wilkerson, K. L., & **Ruppar, A. L**. (2017). Multicomponent reading interventions for students with intellectual disability. *Remedial and Special Education, 39,* 299-242.

14. **Ruppar, A. L.,** Roberts, C. A., & Olson, A. J. (2017). Perceptions about expert teaching for students with severe disabilities among teachers identified as experts.*Research and Practice for Persons with Severe Disabilities, 42,* 121-135.

13. Apitz, M., **Ruppar, A. L.,** Roessler, K., & Pickett, K. J. (2017). Planning lessons for students with significant disabilities in high school English language arts classes using adapted literature. *TEACHING Exceptional Children 49,* 168-174.

12. **Ruppar, A. L.,** Afacan, K. A., Yang, Y. L., & Pickett, K. J. (2017). Embedded shared reading to increase literacy in an inclusive English/language arts class: Preliminary efficacy and ecological validity. *Education and Training in Autism and Developmental Disabilities, 52,* 51-63.

11. **Ruppar, A. L.,** Neeper, L. S., & Dalsen, J. (2016). Special education teachers’ perceptions of preparedness to teach students with significant disabilities. *Research and Practice for Persons with Severe Disabilities, 41,* 273-286.

10. **Ruppar, A. L.,** Allcock, H., & Gonsier-Gerdin, J. (2016). Ecological factors affecting of access to general education content and contexts for students with significant disabilities. *Remedial and Special Education*, *38,* 53-63

9. Szidon, K., **Ruppar, A. L**., & Smith, L. (2015). Five steps for developing effective transition plans for high school students with autism spectrum disorder. *TEACHING Exceptional Children, 47,* 147-152.

8. **Ruppar, A. L.**, Gaffney, J. S., & Dymond, S. K. (2015). Influences on teachers’ decisions about literacy for secondary students with severe disabilities. *Exceptional Children, 81,* 209-226.

7. **Ruppar, A. L.** (2015). A preliminary study of the literacy experiences of adolescents with severe disabilities. *Remedial and Special Education*, *36*, 235–245.

6. **Ruppar, A**. **L.**, Roberts, C., & Olson, A. J. (2015). Faculty perceptions of expertise among teachers of students with severe disabilities. *Teacher Education and Special Education, 38*, 240–253.

5. Ryndak, D. L., Taub, D., Jorgensen, C., Gonsier-Gerdin, J., Arndt, K., Sauer, J., **Ruppar, A. L.,** Morningstar, M., & Allcock, H. (2014). Policy and the impact on placement, involvement, and progress in the general curriculum: Critical issues that require rectification. *Research and Practice for Persons with Severe Disabilities, 39,* 65-74.

4. **Ruppar, A. L.** (2013). Authentic literacy and communication instruction in inclusive settings for students with severe disabilities. *TEACHING Exceptional Children, 46,* 44-50*.*

3. Santos, R. M., **Ruppar, A. L.,** & Jeans, L. (2012). Immersing students in the culture of

disability through service learning. *Teacher Education and Special Education, 35,* 49-63.

2. **Ruppar, A. L.** & Gaffney, J. S.(2011). Individualized education program team decisions: A preliminary investigation of conversations, negotiations, and power. *Research and Practice for Persons with Severe Disabilities, 36,* 11-22

1. **Ruppar, A. L.,** Dymond, S. K. & Gaffney, J. S.(2011). Teachers’ perspectives on literacy

instruction for students with severe disabilities who use augmentative and alternative

communication. *Research and Practice for Persons with Severe Disabilities, 36,*100-111.

**PUBLICATIONS UNDER REVIEW**

Burke, K., Kurth, J. A., Shogren, K. A., Hagiwara, M., Raley, S., & Ruppar. A. L. (under

review). Instructional content and self-determination in IEP annual goals for students with extensive support needs.

Zagona, A. L., Walker, V. A., Kurth, J. A., Ruppar, A.L., Loman, S., & Bubash, S. A. (under

review). A quality analysis of behavior intervention plans for students with extensive support needs.

**BOOKS**

**Ruppar, A. L.**, & Kurth, J. A. (2023). *Meaningful IEPs for students with complex support*

*needs: A roadmap.* Brookes.

Pennington, R., Ault, M., Courtade, G., Jameson, J., & **Ruppar, A. L**. (2022).

*High-leverage practices: Ensuring access for students with extensive support needs.* Routledge.

McDonnell, J., Brown, F., Walker, V., & **Ruppar, A. L.** (2024, forthcoming). *Instruction of*

*students with severe disabilities* (10th Ed.). Pearson.

**BOOK CHAPTERS**

Semsch, L., **& Ruppar, A. L.**(2018). Adapting books and other literary genres. In S. R. Copeland and E. B. Keefe (Eds). *Effective Literacy Instruction for Students with Complex Needs for Support (2nd ed).* Baltimore, MD: Brookes.

**Ruppar, A. L.,** Bubash, S., & Kurth, J. L. (2022). Setting long- and short-term learning outcomes. In R. Pennington et al. (Eds). *High-leverage practices: Ensuring access for students with extensive support needs.* Routledge.

**Ruppar, A. L..** & Li, L. (in press). Literacy for students with complex disabilities. In T. Gonzalez & A. Tefera (Eds.) *Bloomsbury Encyclopedia of Social Justice in Education.*

**OTHER PUBLICATIONS**

**\**denotes peer reviewed***

\*Orlando, A., & **Ruppar, A.** **L.** (2016). *Literacy instruction for students with multiple and severe disabilities who use augmentative/alternative communication* (Document No. IC-16). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://ceedar.education.ufl.edu/tools/innovation-configurations/>

**Ruppar, A. L.** (2014). “Knowledge is Power”: Reading, writing, and promoting self-determination among adolescents with multiple disabilities. *Perspectives on Augmentative and Alternative Communication, 23,* 192-201*.* Invited manuscript.

**EXTRAMURAL GRANTS (total funded: $4,293,593)**

*\** ***denotes collaboration with community members***

Wilkerson, K., Leko, M. M, **Ruppar, A. L.,** &Doren, B.*Advancing Certification in Rural Education Settings (Project ACRES).*Institute of Education Sciences ($1,399,856). Submitted August 2019. Role: Co-Principal Investigator. Competitive/refereed.

**Ruppar, A. R.,** Wilkerson, K. W., & Hustad, K. *INterdisciplinary Collaboration for Language in Universally Designed Education: Project INCLUDE.* November 1, 2019-November 1, 2024. US Department of Education, Office of Special Education Programs. ($1,926, 362). Role: Principal Investigator. Competitive/refereed.

**Ruppar, A. R.** & Doren, B. *Rural special educators: Surveying the landscape, identifying inroads.* August 1, 2018-March 1, 2020. Spencer Foundation. ($49,993) Role: Principal Investigator. Competitive/refereed.

Wilkerson, K. L., **Ruppar, A. L.,** & Harris, A. B. (2014-2019). *Evidence-based Practices and Interdisciplinary Collaboration: Project EPIC.* US Department of Education, Office of Special Education Programs. ($1,068,561). Role: Co-Principal Investigator. Competitive/refereed.

Leko, M. M., Wilkerson, K., Doren, B., **Ruppar, A. L.,** & Gonzalez, T. *Scholarship in Teacher Education (SITE)*. January 1, 2019-September 30, 2023. Office of Special Education Programs. ($1,248,677). Role: Co-Principal Investigator. Competitive/refereed.

**INTRAMURAL GRANTS (total funded: $353,047)**

Albers, C., Garbacz, A., Doren, B., Leko, M., & **Ruppar, A. L.** (2018-2020). *Focus Partnerships: Enhancing Mental and Behavioral Health for Children and Youth in Rural Wisconsin Communities.* University of Wisconsin School of Education Grand Challenges Transform Grant. ($256,768.50). Role: Co-Investigator.

**Ruppar, A. L.** (2016). *Supplementary Aids and Services in Placement Decisions for Students*

*with Significant Disabilities.* University of Wisconsin Research Service Grant.

($18,474). Role: Principal Investigator.

**Ruppar, A. L.** (2015-2016)*. Understanding Literacy Planning for Students with Multiple*

*Disabilities.* Graduate School, University of Wisconsin- Madison ($44,742). Role: Principal Investigator.

**Ruppar, A. L.,** & Rohde, C. (2014-2015). *BUILD: Bringing Universal and Inclusive Literacy Design to Students with Significant Disabilities.* University of Wisconsin Partner School Network ($3,535). Role: Principal Investigator.

**Ruppar, A. L.** (2013-2014). *Examining the Content and Contexts of Literacy Instruction for Students with Severe Disabilities.* Graduate School, University of Wisconsin- Madison ($29,528). Role: Principal Investigator.

**MEDIA**

TASH Amplified Podcast, *When Students are Segregated: A Study of Least Restrictive Environment Statements.* August 8, 2019

“Three things about teaching and learning for students with disabilities.” UW-Madison School of Education. Februrary 1, 2021. <https://flipgrid.com/be7898b8>

**HONORS & AWARDS**

2020 UW School of Education Impact 2030 Faculty Fellow ($100,000 over 5 years)

2019 *Early Career Research Award,* TASH

2018 *Outstanding Poster Presentation* (student-led)*,* TASH

2017 *Early Career Publication Award,* Council for Exceptional Children Teacher Education Division

2013 *Outstanding Student Research Award,* American Educational Research

Association, Special Education Research SIG

2012 *Student Research Award (Qualitative),* Council for Exceptional Children

Division of Research

2012 *Outstanding Student Medal Award Nominee,* University of Illinois at

Urbana-Champaign College of Education

2011 *Dissertation Award,* University of Illinois Bureau of Educational Research

2010-2011 *University Fellowship*, University of Illinois Graduate College

2010-2011 *William Chandler Bagley Doctoral Scholarship,* University of Illinois

College of Education

2010 *Dissertation Research Award,* University of Illinois Department of Special

Education

2008-2009; *Bruce Reinoehl Scholarship in Severe Disabilities*, University of Illinois

2010-2011 Department of Special Education

2009-2010 *Goldstick Fellowship in Communication Disorders,* University of Illinois

Departments of Speech and Hearing Science and Special Education

2009-2010 *Margaret Westerbeck Fellowship,* University of Illinois College of

Education

2009 *Early Research Award*, University of Illinois Department of Special

Education

2008-2009 *Phi Kappa Phi Honor Society,* University of Illinois

2000 *Weatherly Award for Outstanding Sociology Paper,* Indiana University

Department of Sociology

**PRESENTATIONS**

**Peer-Reviewed Research Presentations**

Ruppar, A.L., McQueston, J.A., Yang, Y. R., Li, L. Barofsky, K., Bubash, S., Xin, W., Pant, N., & McCabe, K. M. (2019, December). Alternate assessment: What purpose is it serving? Poster presentation at the TASH Annual Conference, Phoenix, AZ.

Ruppar, A. L., Kurth, J. A., Toews, S. G., McCabe, K. M., & McQueston, J. A. (2019, December). Reporting present levels of performance: Narratives and their consequences for students with significant support needs. Presentation at the TASH Annual Conference, Pheonix, AZ.

Ruppar, A. L., Kurth, J. A., Bubash, S. & Turner, E. L. (2019, December). Functional Skills in the 21st century: A conversation. Presentation at the TASH Annual Conference, Pheonix, AZ.

Ruppar, A.L. & McCabe, K. M. (2019, December). Emergency-certified rural special educators: Implications for professional development and inclusion. Poster presentation at the TASH Annual Conference, Phoenix, AZ.

Snodgrass, M., Corr, C., Roberts, C., & Peck. C. (2019, April). The complexity of mixing research paradigms: Mixed methods research combining qualitative with single-case designs. Panel presentation at the American Educational Research Association Annual Meeting, Toronto, ON. (Discussant)

McQueston, J.A. & Ruppar, A.L. (2019, May) Ask Yourself: A comprehension self-

questioning strategy at the elementary level. Poster presented at the annual meeting

of the Association for Behavior Analysis International, Chicago, IL.

Kurth, J., Ruppar, A. L., McCabe, K., Toews, S., & McQueston, J. (2019, January). Supplementary aids and services: Patterns and implications for inclusive education. Poster presentation at the Council for Exceptional Children Division on Autism and Developmental Disabilities Annual Conference, Kahului, HI.

Kurth, J., Ruppar, A. L., McCabe, K., Toews, S., & McQueston, J. (2019, January). An analysis of placement decisions for students with extensive support needs. Presentation at the Council for Exceptional Children Division on Autism and Developmental Disabilities Annual Conference, Kahului, HI.

McQueston, J., & Ruppar, A. L. (2019, January). Ask yourself: A preliminary study of a self-questioning strategy. Poster presentation at the Council for Exceptional Children Division on Autism and Developmental Disabilities Annual Conference, Kahului, HI.

Burke, K., Shogren, K., Kurth, J., & Ruppar, A. L. (2018, November). Analyzing individualized education program annual goals for students with significant support needs. Presentation at the TASH Annual Conference, Portland, OR.

Kurth, J., Ruppar, A. L., McCabe, K., Toews, S., & McQueston, J. (2018, November). Supplementary aids and services: Patterns and implications for inclusive education. Presentation at the TASH Annual Conference, Portland, OR.

Kurth, J., Ruppar, A. L., McCabe, K., Toews, S., & McQueston, J. (2018, November). An analysis of placement decisions for students with extensive support needs. Presentation at the TASH Annual Conference, Portland, OR.

McQueston, J., & Ruppar, A. L. (2018, November). Ask yourself: A preliminary study of a self-questioning strategy. Poster presentation at the TASH Annual Conference, Portland, OR.

Fisher, K. W., Li, L., McCabe, K. M., Ruppar, A. L., & McCollow, M. (2018, November). Connected or isolated? A pilot study examining the social networks of special education and general education teachers. Poster presentation at the TASH Annual Conference, Portland, OR. [Outstanding Poster Award]

Jeglum, S., Asmus, J., & Ruppar, A. L. (2018, May). A review of item inclusion procedures for multiple-stimulus without replacement preference assessments for adolescents with developmental disabilities. Poster presentation at the Applied Behavior Analysis International Conference, San Diego, CA.

Fisher, K., Ruppar, A. L., McCollow, M., McCabe, K., & Li, L. (2018, June). The role of social capital in special education teacher job satisfaction, efficacy, and autonomy: A longitudinal look at the SASS data. Poster presented at the American Association on Intellectual and Developmental Disabilities Conference, St. Louis, MO.

Ruppar, A.L. (2018, May). Individual and social factors influencing access to the general curriculum for students with extensive support needs. Presentation at the JustEd conference, Helsinki, Finland.

Ruppar, A. L., McQueston, J. A., & Jeglum, S. R. (2017, December). How does it all work? A framework for supporting access to the general curriculum in general education classes. Presentation at the Annual Meeting of TASH, Atlanta, GA.

Fisher, K., Ruppar, A. L., McCabe, K. M., & McCollow, M. (2017, December). How access to social capital shapes special education teachers’ jobs. Presentation at the Annual Meeting of TASH, Atlanta, GA.

Morningstar, M., Kurth, J., Allcock, H., Ruppar, A. L., Toews, S., & Wilt, C. (2017, December). Promoting teacher agency for inclusive education. Presentation at the Annual Meeting of TASH, Atlanta, GA.

Kurth, J.A., Ruppar, A.L., McQueston, J.A., McCabe, K.M., Johnston, R., Gross-Toews, S.G. (2017, November). Patterns of supplementary aids and services for students with significant support needs.  Poster presented at the annual American Speech Language Hearing Association conference, Los Angeles, CA.

Kurth, J., Morningstar, M., Allcock, H., Ruppar, A., & Wilt, C. (2017, June). Teacher agency for inclusive education. Presentation at the Annual meeting of the American Association on Intellectual and Developmental Disabilities, Hartford, CT.

Fisher, K. W., Ruppar, A. L.,McCollow, M., McCabe, K. M., & Fralin, T. G. (2017). How access to social capital through leadership shapes special education teachers’ jobs. Poster presented at the annual meeting of the American Association on Intellectual and Developmental Disabilities, Hartford, CT

Gonzalez, T., Bal, A., Ruppar, A. L., & Jorgensen, J. (2017, April). Advancing educational

opportunities through inclusive education: Community based research in special education. Presentation at the Annual meeting of the American Educational Research Association, San Antonio, TX.

Gonsier-Gerdin, J., Allcock, H., & Ruppar, A. L. (2016, November). Ecological systems factors affecting access to general education content and contexts. Presentation at the annual meeting of TASH, St. Louis, MO.

Ruppar, A. L., Knight, V., & McQueston, J. (2016, November). Stop and think: Comprehension self-monitoring in inclusive high school English-language arts classes. Presentation at the annual meeting of TASH, St. Louis, MO.

Ruppar, A. L., & McQueston, J. (2016, November). Project EPIC: Evidence-based practices and interdisciplinary collaboration. Presentation at the annual meeting of TASH, St. Louis, MO.

Ruppar, A. L., McQueston, J., Jeglum, S.R., & Gardipee, J. (2016, August). Stop and think:

Comprehension self-monitoring for students with significant disabilities. Presentation at the Wisconsin Department of Public Instruction Intellectual Disabilities Conference, Madison, WI.

Ruppar, A. L., McQueston, J., Jeglum, S.R., & Gardipee, J. (2016, July). Stop and think:

Comprehension self-monitoring for students with significant disabilities. Presentation at the Wisconsin Statewide Inclusion Institute, Wausau, WI.

Ruppar, A. L. (2016, June). Promoting inclusion in schools: The role of curriculum and teachers.

Presentation at the annual meeting of the American Association on Intellectual and Developmental Disabilities, Atlanta, GA.

Ruppar, A. L., & Fisher, K. W. (2016, January). Features of literacy instruction for students

eligible for the alternate assessment across contexts. Poster presented at the annual meeting of the Division on Autism and Developmental Disabilities of the Council for Exceptional Children, Honolulu, HI.

Walker, V., Knight, V., & Ruppar, A. L. (2015, December). Survey of early career researchers

in severe disabilities. Poster presented at the annual meeting of TASH, Portland, OR.

Taub, D., McCord, J., Foster, M., & Ruppar, A. L., (2015, December). Investigating alignment

between CCSS and curricula for students with extensive learning needs. Paper presented at the annual meeting of TASH, Portland, OR.

Ruppar, A. L., Roberts, C. A., & Olson, A.J. (2015, November). Expertise among teachers of students with severe disabilities: Teachers’ perceptions. Paper presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Tucson, AZ.

Ruppar, A. L., Dalsen, J., & Neeper, L. S. (2015, November). Do special educators feel prepared to teach all students? Paper presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Tucson, AZ.

Roberts, C. A., & Ruppar, A. L. (2015, April). Perspectives on expertise among teachers of students with significant disabilities. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Taub, D., McCord, J., Foster, M., & Ruppar, A. L. (2014, December). The future of teacher evaluation: Supporting all teachers in inclusive contexts. Paper presented at the annual meeting of TASH, Washington, DC.

Roberts, C. A., & Ruppar, A. L. (2014, December) Administrators’ expectations of expertise among teachers of students with severe disabilities. Paper presented at the annual meeting of TASH, Washington, DC.

Roberts, C. A. & Ruppar, A.L. (2014, November). Expertise of teachers of students with severe disabilities: Administrator perceptions and expectations. Paper presented at the Teacher Education Division of the Council for Exceptional Children, Indianapolis, IN.

Ruppar, A. L. (2014, June). What’s happening in secondary literacy for students with severe disabilities*?* Poster accepted to the annual meeting of the American Association on Intellectual and Developmental Disabilities, Orlando, FL. [Unable to attend]

Ruppar, A. L., & Neeper, L. S. (2014, April). Teaching students with severe disabilities: Perceptions of preparedness among teachers with cross- categorical and disability-specific licenses.Poster accepted to the annual meeting of the Council for Exceptional Children, Philadelphia, PA. [Unable to attend]

Jackson, L., Ryndak, D. L., Orlando, A. M., Ruppar, A. L., McCaleb, K., & Halley, K. (2013, December*). Changing patterns in literacy research and implications for Practice.* Paper accepted to the annual meeting of TASH, Chicago, IL.

Ruppar, A. L., Roberts, C. & Olson, A. (2013, December). What constitutes expertise among teachers of students with severe disabilities?Poster accepted to the annual meeting of TASH, Chicago, IL.

Ruppar, A. L., Roberts, C., & Olson, A. (2013, November). Definitions of expertise for teachers of students with severe disabilities.Paper accepted to the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Ft. Lauderdale, FL.

Laumann, B., Bentz, J., Bonati, M., & Ruppar, A. L. (2012, November). The E- portfolio: responses from early career special educators.Paper presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children.

Ruppar, A. L., Gaffney, J. S., & Ballard, S. (2012, December). Literacy and the intersection between agency and access.Paper presented at the annual meeting of TASH, Long Beach, CA.

Ruppar, A. L., Orlando, A. M., & Ryndak, D. L. (2012, December). Content and contexts of literacy in intervention studies for students with moderate to severe disabilities.Paper presented at the annual meeting of TASH, Long Beach, CA.

Ruppar, A. L., & Gaffney, J. S. (2012, December). Influences on teachers’ decisions about literacy for students with severe disabilities. Paper presented at the Literacy Research Association, San Diego, CA.

Bentz, J., Laumann, B., Bonati, M., & Ruppar, A. L. (2012, June). E-portfolios: Insights and reflections from beginning special education teachers in Illinois. Poster presented at the Focus on Illinois Education Research Symposium, Tinley Park, IL.

Ruppar, A. L., Ryndak, D. L., Reed, D., Orlando, A. M., & Duran, D. (2012, July). Using peer supports to enhance curricular access and relationships among high school students with and without disabilities.Paper accepted to the 4th Paris International Conference on Education, Economy & Society, Paris, France. [Accepted, unable to attend]

Reed, D., Ryndak, D. L., Ruppar, A. L., Orlando, A. M., & Duran, D. (2012, July). Using peer support data to identify career strengths and abilities.Paper accepted to the 4th Paris International Conference on Education, Economy, and Society, Paris, France. [Accepted, unable to attend]

Ruppar, A. L. & Gaffney, J. S. (2012, January). Teachers talk about literacy for students with significant disabilities.Poster accepted to the annual meeting of the Division of Autism and Developmental Disabilities of the Council for Exceptional Children, Miami, FL. [Accepted, unable to attend]

Ruppar, A. L. (2012, April). Approaches to literacy for students with severe disabilities.Poster presented at the annual conference of the Council for Exceptional Children, Denver, CO.

Ruppar, A. L., Gaffney, J. S., & Dymond, S. K. (2011, November). Understanding teacher decision making about literacy.Paper presented at the annual meeting of TASH, Atlanta, GA.

Ruppar, A. L., Dymond, S. K., & Gaffney, J. S. (2010, November). Perspectives on Literacy Instruction for Students with Severe Disabilities. Paper presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, St. Louis, MO.

Ruppar, A. L. (2010, April). The influence of discourse and power on the decision making of an IEP team. Paper presented at the College of Education Graduate Student Conference, University of Illinois at Urbana-Champaign.

Ruppar, A. L., & Dymond, S. K. (2009, November). Teachers’ perspectives on literacy instruction for students who use AAC. Poster presented at the annual meeting of TASH, Pittsburgh, PA.

Ruppar, A. L., & Muwana, F. (2009, November). Service learning as an early field experience. Poster presented at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Charlotte, NC.

Zanton, J. J. & Ruppar, A. L. (2009, October). Perspectives on supervision of service-learning projects. Poster presented at the annual meeting of the Illinois Teacher Education Division of the Council for Exceptional Children, Kankakee, IL.

Ruppar, A. L. & Gaffney, J. S. (2009, April). Discourse, power, and access: Decision making on behalf of students with severe disabilities. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.

Dymond, S. K., Neeper, L. S., Ruppar, A. L., Kim, R. K., & Zanton, J. (2009, March). Perspectives on service learning projects surrounding access to the general curriculum for students with disabilities. Paper presented at the Symposium and Technology Showcase, University of Illinois at Urbana-Champaign.

Gaffney, J. S., Santos, R. M., Ruppar, A. L., Muwana, F., Pritchard, B. & Knapp, J. (2009, March). Culture of disability across the lifespan: Service learning. Paper presented at the Symposium and Technology Showcase, University of Illinois at Urbana-Champaign.

Dymond, S. K., Neeper, L. S., Kim, R. K., Ruppar, A. L., & Zanton, J. J. (2008, December). Perspectives on service learning projects surrounding access to the general curriculum. Paper presented at the annual meeting of TASH, Nashville, TN.

**Invited Talks and Guest Lectures**

Ruppar, A. L. (2019, April). Cultivating expertise in inclusive education. North Suburban Special Education District.

Ruppar, A. L. (2019, April). The complexity of mixing research paradigms: Mixed methods research combining qualitative and single-case designs. Discussant for a paper session at the American Educational Research Association Annual Meeting, Toronto, ON.

Ruppar, A. L. (2018, December). Developing professional expertise as an inclusive educator

throughout your career. Presentation at the Wisconsin Department of Public Instruction Collaborative Conference, Wisconsin Dells, WI.

Ruppar, A. L., Reidy, M., Sannes, K., & Henderson, J. (2018, November). Meeting the

challenges of inclusive education. Presentation at Madison Teachers for Social Justice

conference, Madison, WI.

Ruppar, A. L. (2018, December). Applied behavior analysis. Presentation in SOC 496: *Sociology*

*of Autism* (Instructor: Doug Maynard)

Ruppar, A. L. (2018, November). Seeking expertise in teaching students with extensive support

needs. Presentation at the Beach Center on Disability, University of Kansas, Lawrence, KS.

Ruppar, A. L., Roberts, C. A., & Olson, A. J. (2018, November). Professional expertise among

teachers of students with extensive support needs: Recommendations for teacher educators. Presentation at the TASH Research Colloquium, TASH Annual Conference, Portland, OR.

Ruppar, A. L. (2018, November). Individuals with significant intellectual disability: Medical communication and decisions.Invited talk in RPSE 550: *Medical Aspects of Disability.*

Ruppar, A. L. (2018, August). Person centered planning for high school students with disabilities. Madison Metropolitan School District.

Ruppar, A. L. (2018, July). Our students, ourselves: How deficit narratives marginalize students and their teachers*.* Keynote speech, University of Kansas SOARS Summer Inclusion Institute, Lawrence, KS.

Ruppar, A. L. (2018, July)*.* Developing professional expertise as an inclusive educator throughout your career. Invited talk for University of Kansas SOARS Summer Inclusion Institute, Lawrence, KS.

Ruppar, A. L. (2017, November). Individuals with significant intellectual disability: Medical communication and decisions.Invited talk in RPSE 550: *Medical Aspects of Disability.*

Ruppar, A. L. (2017, December). Ask yourself: A self-monitoring strategy to improve comprehension for students with significant disabilities. Wisconsin DPI Collaborative Supports Conference, Wisconsin Dells, WI.

Ruppar, A. L. (2015, February). Authentic literacy in inclusive settings for students with complex communication needs. Wisconsin Autism PST collaborative conference, Wisconsin Dells, WI.

Ruppar, A. L. (2015, August). Challenging Behavior: What do academics have to do with it?Keynote speech, Madison Metropolitan School District Significant Disabilities Summer Institute, Madison, WI

Ruppar, A. L. (2014, August). Membership, relationships, and skills: Students with significant disabilities in 21st century classrooms. Madison Metropolitan School District.

Ruppar, A. L. (2013, October). Meaningful inclusion*.* Madison Metropolitan School District.

Ruppar, A. L. (2014, August). How to be a “great teacher.” Keynote speech, Madison Metropolitan School District Significant Disabilities Summer Institute, Madison, WI.

Ruppar, A. L. (2013, December). Authentic literacy in inclusive settings for students with complex communication needs*.* Keynote speech. Wisconsin Collaborative PST collaborative conference, Wisconsin Dells, WI.

Ruppar, A. L. (2013, March). *Grounded theory.* Invited talk in RPSE/EPS 789: *Qualitative Data Analysis,* University of Wisconsin-Madison.

Ruppar, A. L. (2013, February). Inclusion: What is it, and why is it important? Madison Metropolitan School District.

Ruppar, A. L. (2013, April). Meeting the challenges of teaching at the postsecondary level.Annual meeting of the Council for Exceptional Children, Teacher Education Division Kaleidoscope, San Antonio, TX

Ruppar, A. L. (2011, November). Teachers’ decisions about literacy for students with severe disabilities. University of Illinois at Urbana-Champaign, Goldstick Lecture Series Doctoral Research Colloquium

**COURSES TAUGHT**

University of Wisconsin-Madison

*\*denotes course development or redesign*

\*RPSE 660/515: *Access to the General Curriculum* (Spring 2018; Fall 2019; Fall 2020; Fall 2022)

\*RPSE 660: *Preparing Inclusive Educators* (Spring 2020)

RPSE 990: *Dissertation Research* (Fall 2015; 2016-2018)

\*RPSE 405: *Evidence-based Practices for Students with Autism* (Online, Summer 2015, Summer 2016)

RPSE 930: *Doctoral Teaching Internship* (Spring 2015, Spring 2017; Spring 2018)

\*RPSE 401: *Assistive Technology and AAC* (Online, Summer 2014, Summer 2015, Summer 2016)

\*RPSE 402: *Functional Skills* (Online, Summer, Fall, and Spring Semesters, 2014-2016; Summer 2016).

RPSE 699: *Independent Reading* (Spring 2013, Spring 2014, Spring 2015, Summer 2015, Fall 2015; Spring 2016; Spring 2018)

\*RPSE 660/715: *Critical Issues in Severe Disabilities* (Spring 2014; Fall 2015, Fall 2016; Fall 2017; Fall 2018)

RPSE 300: *Individuals with Disabilities* (Fall 2012; Fall 2013; Spring 2019)

RPSE 330: *Applied Behavior Analysis: Applications for Individuals with*

*Disabilities* (Fall and Spring Semesters, 2012-2017)

RPSE 465: *Language and Reading Instruction* (Spring 2018)

\*RPSE 200: *Issues in Special Education* (Freshman Interest Group: Autism) (Fall 2018; Fall 2019)

Northeastern Illinois University

SPED 376: *Methods II: Teaching Learners with Special Needs* (Spring 2012)

University of Illinois at Chicago

SPED 471: *Curricular Adaptations for Learners with Significant Disabilities*

(Spring 2012)

\*SPED 511: *Advanced Curricular Adaptations for Students with Severe and*

*Multiple Disabilities* (Fall 2012)

SPED 465: *Cognitive Development and Disabilities,* University of Illinois at

Chicago (Online; Fall 2012)

University of Illinois at Urbana-Champaign

\*SPED 590: *Secondary Curriculum, Transition, and Post-School Outcomes*

*for Students with Significant Disabilities* (Summer 2011)

SPED 448: *Curriculum Development III,* University of Illinois at Urbana- Champaign (Online hybrid; Co-Instructor: Professor Stacy Dymond; Spring 2011)

SPED 524: *Supervised Practicum in Special Education* (Spring 2009)

**ADVISING AND SUPERVISION**

**Doctoral Major Advisor (n=7)**

HyeJung Kim Completed 4/2017

Jessica McQueston Completed 12/2020

Katie McCabe Completed 6/2020

Lingyu Li Completed 5/2022

Sarah Bubash

Radeen Yang

Gabriela Puma

Samantha Jacobs

Adam (AJ) Naatz

**Dissertation Committee Member (n=21)**

Department of Rehabilitation Psychology and Special Education

Margaret Mebseha completed 8/13

Hussain Almalky completed 8/15

Heather Dahl completed 6/14

Bandar Alhossan completed 8/15

Amy Jo Olson completed 5/14

Aaron Perzigian completed 8/15

Jenna Lequia completed 4/15

Nancy Molfenter completed 11/15

Sunyoung Kim completed 4/15

Cheryl Funmaker completed 12/15

Abdalmajeed Alriabah completed 8/19

Samantha Gross- Toews (University of Kansas) completed 5/19

Dian Mawene completed 9/21

Rebekka Olson completed

Fabiane Bravo des Martins completed

Elizabeth Sikora In progress

Department of Educational Psychology

Julie Ann Horner-Girard Completed 8/18

Rachel DeRoos Completed 12/17

Elizabeth Hagermoser Completed 4/16

Sara Jeglum Completed 5/19

Megan Willes Completed 5/16

Andrea Lupas Completed 8/19

Department of Educational Leadership and Policy Analysis

Erin Schettler Completed 4/14

Peter Wilson Completed 4/15

Department of Educational Policy Studies

H. Rosie Meisner Completed 4/22

Department English

Molly Mattaini Completed 5/22

**Masters Committee Member (n=1)**

Department of Educational Policy Studies

H. Rosie Meisner Completed 12/17

**PhD Minor Advisor (n=1)**

Molly Mattaini (Department of English)

**International Visiting PhD Student Supervisor**

Weihao Xin (East China Normal University) 2019-2020

**Masters Major Advisor (Research and Theory)**

Neha Pant Completed 5/21

Jill Jaworski Completed 5/17

**Undergraduate Research Scholars (n=4)**

Risharda Bond

Remington Finn

Yanika Davis

Courtney Bergemann

**LEND Research Practicum Students (n=11)**

Caitlin Glendenning

Michelle Kletzien

Mitch Sperger

Tamela Fralin

Karli Roessler

Shawn Newby

Mary Bogdanski

Kendra Shehy

Abby Prestagiacamo

Kristina Kim

Ellie Jarvie

**WORKSHOPS**

Toews, S.G., & Ruppar, A. L. (2022, June). Making text accessible to students who read significantly below grade level. *Sandra Alper Mitchell Literacy Conference,* Madison, WI.

McCabe, K.M., Ruppar, A.L., Kurth, J.A., McQueston, J.A.,Toews, S. G. (2020, December). *Equitable and inclusive IEP development workshop.*Workshop Presentation at TASH 2020 Conference, Virtual Conference.

Ruppar, A. L. & Kurth, J. A. (2020, December). Strategies for success in academia. Workshop presented at the annual meeting of TASH, Online.

Ruppar, A. L. & Kurth, J. A. (2019, December). Strategies for success in academia. Workshop presented at the annual meeting of TASH, Phoenix, AZ.

Ruppar, A. L. (2018, November). Establishing a professional identity. Workshop presented at the annual meeting of TASH, Portland, OR.

Ruppar, A. L., & Walker, V. (2017, December). Establishing a professional identity. Workshop presented at the annual meeting of TASH, Atlanta, GA.

Ruppar, A.L., Toson, A., & Petner-Arrey, J., (2017, December). The job search. Workshop presented at the annual meeting of TASH, Atlanta, GA.

Orlando, A. M., Copeland, S. R., Keefe, E. B., Taub, D., McCord, J., & Ruppar, A. L. (2014, December.) Providing literacy opportunities for all in natural contexts. Workshop presented at the annual meeting of TASH, Washington, DC.

Ruppar, A. L. (2014, July). Summer literacy institute. Center for Autism and Related Disorders, Gainesville, FL.

Ruppar, A. L. (2013, September). Teaching authentic literacy and communication to students with severe disabilities in inclusive settings*.* TASH webinar.

Ruppar, A. L. (2013, August). Connecting students with autism spectrum disorders to the common core standards. Center for Autism and Related Disorders Summer Institute, Gainesville, FL (webinar).

Ruppar, A.L. (2006, October – 2007, April). Disability awareness for teachers: Autism, physical disabilities, supporting social interactions, positive behavior supports, and collaboration. Wilmette Public Schools, Wilmette, IL.

Ruppar, A. L. (2006, January). Access to the general curriculum for students with severe disabilities: Strategies for inclusion*.* Wilmette Public Schools, Wilmette, IL.

Ruppar, A. L. (2004, March). Data collection strategies*.* Park School, Evanston, IL.

Lainoff, J. & Ruppar, A.L. (2003, March). PowerPoint as a communication tool for persons with severe disabilities.Northwest Augmentative Communication Society, Seattle, WA.

**ADDITIONAL TRAINING**

2020 Teach Online@UW

2018 The Discussion Project, University of Wisconsin-Madison

2014 National Center for Special Education Research – Institute of Education Sciences, Summer Research Training Institute: Single Case Research Design & Analysis

2014 What Works Clearinghouse Reviewer Certification Training Single Case Design

**PROFESSIONAL SERVICE**

**Review Activities**

2021 Reviewer for Office of Special Education Programs Personnel Preparation Projects (325K)

2020 Reviewer for Swiss National Science Foundation

2018 Reviewer for Office of Special Education Programs Technical Assistance and Dissemination To Improve Services and Results for Children With Disabilities—Model Demonstration Projects To Improve Academic Outcomes of Students With Intellectual Disabilities in Elementary and Middle School (CFDA #84.326M)

**Consultancies**

2019-2023 Qualitative Research Consultant, *Building up Mathematical Problem Solving of Students with Extensive Support Needs* (PI: Jenny Root)

2018-2019 Madison Metropolitan School District, Department of Student Services Long-Term Supports Student Planning

2018 Racine Unified School District, Department of Special Education, Special Education Curriculum and Instruction Evaluation

2017 Qualitative Research Consultant, *Robotics and Coding for Students with Autism Spectrum Disorder,* Vanderbilt University (PI: Victoria Knight)

**Editorships**

2019-2022 *Inclusive Practices* (Inaugural Editor, Co-editor: Jennifer Kurth, University of Kansas) SAGE.

**Editorial Boards**

2019- present *Teacher Education and Special Education*

2022-present *Focus on Autism and Other Developmental Disabilities*

**Field Reviewer**

*Psychology in the Schools*

*Exceptional Children*

*Rural Special Education Quarterly*

Brookes Publishing Company

*TEACHING Exceptional Children*

*Journal of Literacy Research*

*Action in Teacher Education*

*American Educational Research Journal*

*Oxford Research Encyclopedia of Education*

*Intellectual and Developmental Disabilities*

*Teaching and Teacher Education*

*International Journal of Development, Disability, and Education*

*Focus on Autism and Other Developmental Disabilities*

*Research and Practice for Persons with Severe Disabilities*

*Teacher Education and Special Education*

*Remedial and Special Education*

*AAC: Augmentative and Alternative Communication*

**Field Reviewer for National Conferences**

2012 TASH

2010 Council for Exceptional Children, Teacher Education Division

**National Service**

2019-2022 TASH National Board

2020, 2021 Teacher Education Division Research Roundtable

2019-2022 Institutional Lead, AACTE Networked Improvement Community on Reducing Special Education Teacher Shortages

2018-2020 Vice President, Wisconsin TASH

2017 Reviewer, CEC Division on Research Student Research Award

2017-present AAIDD Education Committee

2016-present TASH Research and Publications Committee

2014-2017 Co-coordinator, TASH Doctoral Student and Early Career

Professional Symposium

2014-2018 Co-founder and Co-president of the TASH Early Career Researcher Network

2013 AAIDD Communication Disorders Division Steering Committee

2011-present TASH Inclusive Education National Taskforce, TASH

**University and School of Education Committees**

2020 Teacher Education Center Recruiter Search Committee

2016-2017 Teacher Education Deep Inquiry Ad-Hoc Committee

2014-present LEND Advisory Committee

2013-2014 edTPA Advisory Committee

2012-2013 Teacher Education Standards Committee

2013 Programs Committee

2013-2019 Faculty Senate

**Department of Rehabilitation Psychology and Special Education Service**

2022 Chair, Special Education Search Committee

2019-2023 Chair, Special Education Area

2018-2019 Chair, Special Education Teacher Education Committee

2019-2020 Rehabilitation Psychology Search Committee

2019-2020 Special Education Search Committee

2017-2018 Special Education Search Committee

2016-2017 Special Education Search Committee

2014-2015 Special Education Search Committee

2014-2022 Graduate Studies Committee

2012-2021 Special Education Teacher Education Committee

**Partnerships with School Districts**

2018-2020 Partnered with Madison Metropolitan School District High School Special Education Coordinators to improve inclusive education for high school students with significant disabilities.

2015-2016 Worked with The Network at UW-Madison on an advisory committee to inform the Madison Metropolitan School District Special Education Strategic Plan

2015-2016 Worked with the UW-Madison Partner School Network to develop and facilitate “La Peña” to provide professional support, peer mentoring, and cultivate partnerships between UW-Madison and area special educators

2015 Collaborated with administrators in Madison Metropolitan School District on a series of workshops and coaching for teachers of students with significant disabilities on curricular planning

2015 Developed a co-taught module on longitudinal curricular planning with Madison Metropolitan School District administrators for UW-Madison pre-service teachers

2015 Presented a workshop on planning instruction in inclusive high school classrooms for students with significant disabilities for teachers in the Madison Metropolitan School District

2013-2015 Worked with a team of teachers, administrators, and other staff to develop curriculum planning materials for students with significant disabilities in the Madison Metropolitan School District

2013 Presented a workshop on using systematic instructional procedures in inclusive classrooms for special education teachers and paraprofessionals in Madison Metropolitan School District

2013 Presented a workshop on basic systematic instruction for special education paraprofessionals in the Madison Metropolitan School District

2012-2013 Worked with special education teachers of students with significant disabilities to

redesign curriculum and instruction for meaningful inclusion and access to general education content

**PROFESSIONAL AFFILIATIONS**

TASH (Equity, Opportunity, and Inclusion for Persons with Disabilities)

Inclusive Education National Taskforce

Research and Publications Committee

Early Career Researcher Network (co-founder)

Council for Exceptional Children (CEC)

Division on Autism and Developmental Disabilities

Teacher Education Division

Division of Research

American Association on Intellectual and Developmental Disabilities (AAIDD)

Communication Disorders Division

American Educational Research Association (AERA)

Special Education Special Interest Group

Division K: Teaching and Teacher Education