

CURRICULUM VITA

Jennifer M. McKenzie

Assistant Professor of Special Education
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EDUCATIONAL EXPERIENCE

Ph.D. (2016) Special Education, Behavioral Disorders, The University of Missouri, Columbia, MO

M.Ed. (2006) Secondary Administration, William Woods University, Fulton, MO

B.A. (1998) Elementary and Special Education, Culver-Stockton College, Canton, MO

A.A. (1995) General Studies, Spoon River College, Canton, IL

Missouri Teaching Certificates: Elementary Education (1-6), Mild/Moderate Behavioral Disorders (K-12), Mild/Moderate Cross Categorical (K-12), Mild/Moderate Learning Disabilities (K-12)

PROFESSIONAL EXPERIENCE

Assistant Professor of Special Education (August 2024 – present), College of Education and Human Services, School of Education, Western Illinois University

Associate Professor of Special Education and Director of Special Education Programs (August 2017 – June 2024), College of Education and Human Development, Teacher Education Department, Southern Utah University

Postdoctoral Fellow (July 2016 – July 2017), Missouri Prevention Center, Department of Educational, School, and Counseling Psychology, University of Missouri

Special Education Compliance Consultant (September 2011 – May 2014), Heart of Missouri Regional Professional Development Center, University of Missouri

Special Education Director (July 2007 – August 2011), Centralia R-6 School District, Centralia, MO

High School Special Education Teacher (August 2003 – May 2007), Columbia Public Schools, Columbia, MO

Elementary and Jr. High Special Education Teacher (January 2000 – May 2003), Milan C-2 School District, Milan, MO

Jr. High Special Education Teacher (August 1999 – December 2000), Kirkville School District, Kirkville, MO

High School Special Education Teacher (August 1998 – May 1999), Dubuque Community Schools, Dubuque, IA

RESEARCH EXPERIENCE

Principal Investigator (2023-2024)

Thunderbird Teaching Trailblazers Faculty Peer Coaching. Pilot study at SUU through the Center for Teaching Innovation. Approximately 20 higher education faculty will be paired to complete a coaching cycle in evidence-based teaching strategies.

Principal Investigator (2021-2022)

Beacon Retention Initiative. Pilot study through the Utah CEEDAR Teacher Shortages Team. Includes three charter schools and two public school districts who are committed to providing targeted supports to increase retention of special education teachers.

Co-Principal Investigator (2019-2021)

The Effects of Coaching in Trauma-Informed Classroom Management on Teacher Efficacy and Student Behavioral Outcomes. Study with Kane County and Washington County School Districts. Fall 2019 – May 2020.

Classroom Check-up Project Coordinator and Postdoctoral Fellow (2016 – 2017)

The Classroom Check-up: Supporting Elementary Teachers in Classroom Management Using a Web-based Coaching System (2013-2016). Funded by the U.S. Department of Education Institute of Education Sciences, (Development and Innovation) R305A130375. Total amount funded: \$1,496,990.

Wendy Reinke, Principal Investigator, University of Missouri-Columbia
Coordinated CCU pilot study with 40 teacher participants and over 600 student participants in a randomized control trial. Responsibilities include data collector hiring and training, participant recruitment, data collection scheduling and management, supervision of graduate research assistants, assistance with data analysis, and dissemination of results (upon completion of the study).

Principal Investigator (2015-2016)

The Effects of Brief Coaching and Electronic Performance Feedback on Teachers' Use of Behavior-Specific Praise and Opportunities to Respond. Dissertation research in elementary schools.

Interventionist and data collector (2015-2016)

The Classroom Check-up: Supporting Elementary Teachers in Classroom Management Using a Web-based Coaching System (2013-2016). Funded by the U.S. Department of Education Institute

of Education Sciences, (Development and Innovation) R305A130375. Total amount funded: \$1,496,990.

Wendy Reinke, Principal Investigator, University of Missouri-Columbia
Served as a classroom coach to elementary classroom teachers using the Classroom Check-Up and collected intervention usability data.

Study design and implementation and data collector (2013 – 2015)

Component analysis of functional behavioral assessment and functional analysis among children with disabilities

Timothy J. Lewis, Principal Investigator, University of Missouri – Columbia
Collected individual student and teacher level data in a single subject design examining the similarities and differences between components of functional behavior analysis and trial-based functional analysis.

PUBLICATIONS

Peer Refereed Journal Articles

Lewis, T.J., Mitchell, B.S., Harvey, K., Green, A., & **McKenzie, J.** (2015). A comparison of functional behavioral assessment and functional analysis methodology among students with mild disabilities. *Behavioral Disorders, 41*(1), 5-20.

Billingsley, G., **McKenzie, J.**, & Scheuerman, B. (2018). The effects of a structured classroom management system in secondary resource classrooms. *Exceptionality, 28*(5), 317-332. <https://doi.org/10.1080/09362835.2018.1522257>

Peeples, K., Hirsch, S., Gardner, S., Keeley, R., Sherrow, B., **McKenzie, J.**, Randall, K., Romig, J., Kennedy, M. (2018). Using multimedia instruction and performance feedback to improve pre-service teachers' vocabulary instruction. *Teacher Education and Special Education, 42*(3), 227-245. <https://doi.org/10.1177/0888406418801913>

Green, A., **McKenzie, J.**, & Stormont, M. (2018). Prevention of behavior problems through increasing culturally responsive pedagogy in early childhood settings. *Perspectives on Early Childhood Psychology and Education, 3*(1).

Green, A. L., **McKenzie, J.**, Lewis, T. J., & Poch, A. L. (2020). From NCLB to ESSA: Implications for teacher preparation and policy. *Journal of Disability Policy Studies. https://doi.org/10.1177/1044207320945397*

Rodari-Meisner, J. & McKenzie, J. (2022). Teacher perceptions of self-efficacy in teaching online during the COVID-19 pandemic. *Athens Journal of Education 10*(1), 49-66. <https://doi.org/10.30958/aje.10-1-3>

Books

Kramer, B. & McKenzie, J. (Eds.). (2022). *Children and trauma: Critical perspectives for meeting the needs of diverse educational communities*. Myers Education Press.

Book Chapters

Green, A., **McKenzie, J.**, & Rose, C. Absence of color: How preparation programs for teachers and school leaders are sustaining racism. (2016). In V. Stead (Ed.) *Equity in Higher Education Theory, Policy, and Praxis: RIP Jim Crow: Fighting Racism through Higher Education Policy, Curriculum, and Cultural Interventions* (Vol. 6, pp. 63-75). New York: Peter Lang Publishing.

McKenzie, J. & Green, A. (2019). The Individuals with Disabilities Education Act: The further marginalization of racially and ethnically diverse students for more than 40 years. In Conchas, Hinga, Abad, & Gutierrez (ED.) *Complex Web of Inequality in North American Schools: Investigating Educational Policies for Social Justice*. New York: Routledge.

Book Reviews

McKenzie, J. (November 2022). A review of Trauma-Responsive Schooling: Centering Student Voice and Healing. *Teachers College Record*. [https://journals.sagepub.com/pb-assets/cmscontent/TCZ/Book*20Reviews*20Collection*202022/November*202022/Trauma-Responsive*20Schooling-1669745621.pdf";JSUJSU!!BSIRHw!5BbpX4jD4TtT-hlowLzqOd4tAz0zC7GLbiMnvqyGhGK4uZ96uOpR70aKNWsrpyY_1gLf6bkUzAQmDE1IPdxoGU0Ypi8XXqA9\\$](https://journals.sagepub.com/pb-assets/cmscontent/TCZ/Book*20Reviews*20Collection*202022/November*202022/Trauma-Responsive*20Schooling-1669745621.pdf)

GRANTS

Awarded

Utah State Board of Education Personnel Preparation Grant (2023). Awarded to pay \$9,000 in tuition scholarships to 20 students in the Level-Up with SPED project, which is designed to prepare quality, masters-level candidates for teaching students with mild to moderate disabilities in special and general education programs grades K-12. (\$180,000)

CEEDAR State Leadership Team Funding (2022). Awarded for research support for the Beacon Retention Initiative. Will support participating districts to fund evidence-based supports to retain special education professionals. (\$10,000)

CEEDAR State Leadership Team Funding (2021). Awarded for research support for the Beacon Retention Initiative. Will support participating districts to fund evidence-based supports to retain special education professionals. (\$36,231)

Utah State Board of Education Personnel Preparation Grant (2021). Awarded to pay \$6,000 in tuition scholarships to 20 students in the SOAR to Licensure project, which is designed to prepare quality, entry-level candidates for teaching students with mild to moderate disabilities in special and general education programs grades K-12. (\$125,500)

Utah State Board of Education Personnel Preparation Grant (2020). Awarded to pay \$5,000 in tuition scholarships to 10 undergraduate students in the SOAR to Licensure project, which is designed to prepare quality, entry-level candidates for teaching students with mild to moderate disabilities in special and general education programs grades K-12. (\$50,220)

Utah Leading through Effective, Actionable, and Dynamic Education Research Grant (2019). Awarded to support research entitled, *The Effects of Coaching in Trauma-Informed Classroom Management on Teacher Efficacy and Student Behavioral Outcomes*, a pilot study with Kane County, UT School District. (\$9,075.00)

Utah State Board of Education Personnel Preparation Grant (2019). Awarded to pay \$10,000 in tuition scholarships to 10 undergraduate students and up to \$1500 for 6 ARL students in the SOAR to Licensure project, which is designed to prepare quality, entry-level candidates for teaching students with mild to moderate disabilities in special and general education programs grades K-12. (\$110,000)

Utah State Board of Education Personnel Preparation Grant (2018). Awarded to pay \$10,000 in tuition scholarships to 10 students in the SOAR to Licensure project, which is designed to prepare quality, entry-level candidates for teaching students with mild to moderate disabilities in special and general education programs grades K-12. (\$115,000)

Faculty Scholarly Support Fund (2017). Awarded for travel to and two presentations at the 40th Annual Teacher Education Division (CEC) Conference in Savannah, GA in November 2017.

CONFERENCE PRESENTATIONS

National and International (peer reviewed)

McKenzie, J., Stump, D., & Meisner Rodari, J. (2023). "Faculty Peer Coaching for Intentional Teaching." Presentation at 2023 Critical Questions in Education Symposium, Chicago, IL.

Kramer, B., **McKenzie, J.**, Allen, S. (2022). "Unpacking Ideas from Children and Trauma: Critical Perspectives for Meeting the Needs of Diverse Educational Communities." Presentation at Critical Questions in Education Symposium, Denver, CO.

McKenzie J. (2021). "Trauma or Social Maladjustment? A Conundrum for Identification of and Services for Students with EBD." Presentation at the Council for Exceptional Children National Convention, virtual convention.

McKenzie J. & Behm, J. (2020). "Teachers and trauma: how secondary trauma affects well-being." Presentation at the Council for Exceptional Children National Convention, Portland, OR.

McKenzie, J. & Cress, S. (2020). “Is PBIS trauma-informed? A synthesis of research on two frameworks.” Interactive Paper at the Council for Exceptional Children National Convention, Portland, OR.

McKenzie, J., Cress, S., & Lyman, L. (2019). “Tough to Love: Using High-Leverage Practices with Students with Challenging Behaviors.” Presentation at the Council for Exceptional Children National Convention, Indianapolis, IN.

McKenzie, J. (2017). “The Classroom Check-up: Supporting teachers using a web-based coaching system”. Presentation at the 40th Annual Teacher Education Division (CEC) Conference, Savannah, GA.

McKenzie, J. & Green, A. (2017). “The Classroom Check-up: Effects on Teacher Use of Praise and Reprimand with Students from Differing Demographic Backgrounds.” Presentation at the 40th Annual Teacher Education Division (CEC) Conference, Savannah, GA.

McKenzie, J. Reinke, W., Herman K. (2017). The Classroom Check-up: Supporting teachers using a web-based coaching system”. Presentation at the 14th International Conference on Positive Behavior Supports, Denver, CO.

McKenzie, J. (2016) “Essential components of special education teacher preparation in classroom management.” Presentation at the 13th International Conference for Positive Behavior Supports, San Francisco, CA.

McKenzie, J. (2016). “The effects of coaching and electronic performance feedback on teachers’ use of behavior-specific praise and opportunities to respond.” Interactive paper at the Teacher Education Division 2016 National Conference, Lexington KY.

Green, A., Harvey, K., **McKenzie, J.,** and Lewis, T.J. (2015). “Component analysis of functional behavioral assessment and functional analysis among children with disabilities.” Presentation at the Council for Children with Behavioral Disorders International Conference, Atlanta, GA.

McKenzie, J. & Green, A. (2015). “Culturally Responsive Classroom Management.” Presentation at the 38th Annual Council for Exceptional Children, Teacher Education Division, Conference, Tempe, AZ.

McKenzie, J. (2015) “Teacher perceptions of their roles in school-based mental health.” Interactive paper at the Council for Exceptional Children National Convention, San Diego, CA.

Invited

McKenzie, J. (2022) “Adventures in Ungrading.” Professional development presentation for the Small Special Education Programs Caucus of the Teacher Education Division of CEC, Virtual.

State and Regional

Kramer, B. & **McKenzie, J.** (2019) "Trauma Informed Practices in Education." Presentation at the Festival of Excellence, SUU Campus.

McKenzie, J. (2018) "Managing you so you can manage them: the cycle of acting-out behaviors." Presentation at the Utah Rural School Association Conference, Cedar City, UT.

McKenzie, J. (2014) "Managing you so you can manage them: the cycle of acting-out behaviors." Presentation at the Missouri Division of Learning Disabilities, Council for Exceptional Children, Columbia, MO.

McKenzie, J. (2014) "Behavior intervention planning in the IEP process." Presentation at the Missouri Division of Learning Disabilities, Council for Exceptional Children, Columbia, MO.

CONSULTATION ACTIVITIES

Training and Technical Assistance

Evidence-based behavior trainings Iron County School District (2021-present)

Various special education compliance activities for central Missouri school districts (September 2011 – May 2017)

Completion of functional behavior assessments for local school districts (November and December 2014)

Functional Behavior Assessment and Function-Based Behavior Intervention Planning, Southwest Regional Professional Development Center (January 2015)

Participated in research on U.S. model programs for students with EBD to assist a public school district and a private agency to collaborate and create a model EBD program in MO, (Fall 2015)

SERVICE ACTIVITIES

Southern Utah University

Center for Teaching Innovation Faculty Fellow (Summer 2022-Spring 2024)

Provost Fellow (Fall 2021-Spring 2022)

Member of Student Retention and Completion Think Tank (Spring 2023)

AAC&U VALUE Project, SUU Coordinator (2023)

SUU Center for Excellence in Teaching and Learning Associate Director (Fall 2021-Spring 2022)

Title IX Investigator (Spring 2018-Spring 2020)

COEHD Representative to the Institutional Review Board (Spring 2021-present)

COEHD Representative to SUU Strategic Planning Committee (Spring 2020-Spring 2023)

Member of Utah CEEDAR State Leadership Team (Fall 2018-Spring 2022, Fall 2023-present)

Coordinator and Primary Investigator for Beacon Special Education Teacher Retention Project for Utah CEEDAR Teacher Shortages Committee (Spring 2021-Spring 2022)

Creation of Special Education Alternate Route to Licensure program in conjunction with the Utah State Board of Education (Summer 2018)

Co-Chair of Teacher Education Department Ad-Hoc Curriculum Committee (Fall 2018-Spring 2019)

Best Buddies student club advisor (fall 2017 – spring 2019)

SUU Student Council for Exceptional Children (SCEC) faculty organizer and advisor (spring 2018 – fall 2021)

Member of COEHD Teacher Education Division Disposition Review Committee and Admission Procedures Committee (Spring 2018)

NOTE PTC Standard Setting Study Participant (Spring 2018)

Mentor for Student Honors Contracts (Fall 2017, Spring 2018, Fall 2018)

Content Mentor for Student BIS Capstone (Spring 2018)

Professional Organization Service

Utah System of Higher Education, Special Education Committee
Representative for Southern Utah University (Fall 2017-present)
Chairperson (Spring 2021-present)

Teacher Education Division of the Council for Exceptional Children

Assisted in design of professional development website and chat group for an online discussion with TED conference keynote speaker. Facilitated online discussion (Fall 2015, Fall 2018)

Teacher Education Division of the Council for Exceptional Children, Small Special Education Programs Caucus (SSEPC)
Chairperson (2021-2022)
Associate Chairperson (2020-2021)
SSEPC Conference Symposium Tri-Chair. Coordinate the fall TED SSEPC Conference Symposium (Winter 2018-Winter 2020)

Teacher Education Division of the Council for Exceptional Children, Professional Development Committee, Secretary (Spring 2018 –Spring 2019)

Reviewing

The Journal of Special Education Apprenticeship, reviewer (2019)
The New Educator, reviewer (2018)
Council for Exceptional Children Teacher Education Division Conference, presentation reviewer (2018, 2022)
Utah Association of Teacher Educators Conference, presentation reviewer (2018)
Assessment for Effective Intervention, reviewer (2017)

Advocacy

Special Education Legislative Summit Participant, Advocacy Training and Meetings with Legislators, Virtual (Spring 2020)

American Association of Colleges for Teacher Education’s “Day on the Hill”, Advocacy Training and Meetings with Legislators, Washington DC (June 10-11, 2015)

Higher Education Consortium for Special Education’s Policy Short Course and Winter Summit Participant (January 2016)

COURSES TAUGHT

Graduate Courses Taught at Southern Utah University

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| SPED 5110/6110 | Special Education Law |
| SPED 5120/6120 | Creating and Managing a Learning Environment |
| SPED 5130/6130 | Curriculum Strategies for Mild/Moderate Disabilities |
| SPED 5145/6145 | Collaboration and Post-Secondary Transition |
| SPED 5170/6170 | Issues in Special Education |
| EDUC 6740 | School Law |
| EDUC 6933 | Capstone Master of Education Thesis |

Undergraduate Courses Taught at Southern Utah University

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| SPED 2030 | Educating Exceptional Children |
| SPED 4110 | Special Education Law |
| SPED 4120 | Creating and Managing a Learning Environment |
| SPED 4130 | Curriculum Strategies for Mild/Moderate Disabilities |
| SPED 4145 | Collaboration and Post-Secondary Transition |
| SPED 4160 | Assessment and Data-Based Decision Making |
| SPED 4170 | Issues in Special Education |
| SPED 4980 | Supervision in Student Teaching |

AWARDS AND HONORS

The Society of Professors of Education Honorable Mention – Outstanding Book Award (Spring 2023)

Distinguished Faculty Service Award, nominee (spring 2022, finalist spring 2023, awardee spring 2024)

Influencer Certificate (2019, 2020, 2021, 2022, 2023)

SUU Thunderbird Awards, Professor of the Year, nominee (spring 2018, spring 2021)

University of Missouri College of Education Graduate Student Instructor of the Year, nominee (spring 2016)