



**College of Education**

Special Education, School Psychology and Early Childhood Studies

1403 Norman Hall  
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February 20, 2014

Dr. Tom Dana & Dr. Thomasenia Adams  
Co-Chairs, Search Committee  
College of Education

Dear Search Committee

This letter is written as an application for the position of Assistant/Associate Dean for Student Affairs in the College of Education (Requisition Number 0904397). Having served in various program, college, and national leadership positions, I am confident that my knowledge, skills, and professional experiences are well matched to the primary responsibilities of the position. Please allow me to highlight some key skills and experiences included in my attached vita, and also present my perspective on priority actions for comprehensive student affairs in the college.

As a faculty member in the College of Education for the past 14 years, I have gained administrative experience while serving as School Psychology program director, graduate coordinator, and most recently as Associate Director of SESPECS. These various roles have provided opportunities to collaboratively engage with colleagues in program development activities. As Director of the School Psychology Program I had primary responsibility for course offerings, hiring of adjunct faculty, coordinating admissions, completing state and national accreditation reports, oversight and revision of program policies and annual student review procedures, chairing program meetings, and resolution of student issues. I have also served twice as a Graduate Coordinator, thus familiarizing myself with Graduate school policies and procedures and working with students and faculty in a number of program areas. Currently as an Associate Director of SESPECS, I have had the opportunity to work with program leaders to coordinate and support department efforts related to graduate enrollments, on-line certificate programs, doctoral student recruitment, as well as addressing and mediating issues that arise for faculty and students within the various program areas. In addition, through participation in faculty governance I have developed a working understanding of college structures and initiatives, as well as an appreciation of the importance of faculty-administration collaboration to establish working agendas, identify key issues for discussion and action, and engage all stakeholders in key decision making.

The most rewarding aspect of my work as a faculty member has been mentoring and serving as an advisor to doctoral and specialist students. Student advocacy is a critical personal value and one that I strive to embody throughout my own work whether teaching classes, engaging in student advisement, supervising field placements, or working collaboratively on research and professional service projects. I have had the honor of being the supervisory chair for 18 UF doctoral graduates, 39% of whom were from underrepresented groups. These students have gone on to a range of successful

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positions and careers as faculty in specialist and doctoral level preparation programs, and leaders of psychological services and student services in school districts and community agencies, many of whom are serving high needs student populations.

My professional service with the National Association of School Psychologists (NASP) has focused primarily on accreditation, credentialing, and graduate preparation programs. Having served on the NCATE/NASP Program Approval Board for many years, I have been involved in all aspects of program approval. I have extensive knowledge of the development and implementation of national professional standards, processes of professional accreditation and program approval, training of program reviewers and program faculty, and consultation with programs to improve professional preparation to meet national standards. This foundational understanding will allow me to quickly get up to speed on accreditation, program approval and certification requirements and issues for teacher education programs.

Another skill set that I would bring to the position relates to my experiences working directly with teachers and administrators in public schools. For over 10 years I have served as a Faculty in Residence at PK Yonge DRS. This work has involved research and professional development activities with PKY faculty, establishing cooperative research and service programs to meet School Psychology program objectives, delivery of evidence-based psychological services to PKY students, faculty, and families, as well as school improvement and professional development activities focused on implementation of multi-tiered systems of support. Additionally, my scholarship has focused on working with teachers and school administrators regarding school improvement and the inclusion of students with disabilities. Having worked with many different schools on professional development and school improvement efforts – I am very comfortable working with educators from all disciplines and school levels.

It is important for leaders to identify core values that will guide their work – and thus serve as a reference point when establishing a vision and making on-going decisions. The core values that are important in my own work and that I would bring to COE Student Affairs include creating a diverse student body, respecting and supporting student voice, working collaboratively with college faculty and area schools, and providing high quality preparation programs. Creating a vision for comprehensive student affairs in the College requires the engagement of key stakeholders who interact with students and carry out the daily work of the office. In the application materials, applicants are asked to articulate a vision for student services and three priorities for action. My vision for this office would build on my core values, and would include the development of a comprehensive student services office that identifies and serves the needs of all COE students, from recruitment to admission to program completion, whether enrolled at the undergraduate or graduate level, or completing an on-campus or on-line degree program.

Generated from this vision are three priorities for action:

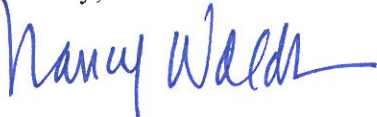
- Establish a process and resources for systematic and on-going analysis of program and college data related to student services and program enhancement/development. As with many facets of education, multiple sources of data are readily available related to our programs and students. However, there must be a person and/or office designated to pose meaningful questions and aggregate data in relation to the College's Strategic Plan and future goals and initiatives. This could include enrollment trends in programs/schools, as well as collaboratively reviewing/monitoring/sharing key data on specific programs, degree levels, and student populations.

- Strategically increase college enrollments in collaboration with programs and schools. The Assistant/Associate Dean and Office of Student Services should be central to establishing a college plan and working with programs to identify their specific needs, contribute appropriate supports, and establish goals for maintaining and/or increasing enrollments. These efforts will require attention to recruitment strategies, identifying markets for new students, and highlighting key programs and offerings.

- Enhance the diversity of the student body in the College at all degree levels through continued and enhanced outreach and recruitment of students from underrepresented groups. This is an area that requires continued attention and persistent efforts that should be a key focus for the Assistant/Associate Dean, working collaboratively with RRMA, as well as all student services staff.

In conclusion, the experiences described above regarding my administrative skills, knowledge of credentialing and accreditation, work with educators and schools, and collaborative work with colleagues on program development and school governance activities have prepared me well for this position. More importantly, a strong commitment to student advocacy and supporting individual needs has always guided my work with students. I would appreciate the opportunity to talk with the search committee about the position. Thank you for considering my application and please contact me if you require any additional information.

Sincerely,



Nancy Waldron, Ph.D.  
Professor & Associate Director  
Special Education, School Psychology & Early Childhood Studies  
[waldron@coe.ufl.edu](mailto:waldron@coe.ufl.edu)

*Vita*

**NANCY L. WALDRON**

**PROFESSIONAL  
ADDRESS**

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**CURRENT  
POSITION**

Professor & Associate Director  
School of Special Education, School Psychology & Early Childhood  
College of Education  
University of Florida, Gainesville, Florida

**EDUCATIONAL BACKGROUND**

1979	B.A. Psychology & Sociology	SUNY-College at Oswego, Oswego, New York
1985	Ph.D. Educational Psychology Major: School Psychology Minors: Inquiry, Law	Indiana University Bloomington, Indiana

**PROFESSIONAL EXPERIENCE**

2012 – present	Professor
2001 – 2012	Associate Professor College of Education University of Florida, Gainesville, Florida
2003 – present	Faculty in Residence PK Yonge Developmental Research School Gainesville, Florida
2002 – 2006, 2008 – present	Director School Psychology Program University of Florida, Gainesville, Florida



2000 – 2004	Consultant, Inclusive School Programs School Board of Alachua County Gainesville, Florida
1999 - 2001	Assistant Professor Department of Educational Psychology University of Florida, Gainesville, Florida
1994 - 1999	Assistant Professor Department of Counseling & Educational Psychology Indiana University, Bloomington, Indiana
1987 - 1994	Research Associate & Part-time Assistant Professor School of Education, Indiana University, Bloomington, Indiana
1984 - 1999	Consultant: Inclusive school programs, Programs for at-risk students, and Building-level support teams. Bartholomew Consolidated Schools, Columbus, IN; Carmel-Clay Schools, Carmel, IN; Clark County Special Education Cooperative, Jeffersonville, IN; Indianapolis Public Schools, Indianapolis, IN; MSD - Warren Township Schools, Indianapolis, IN; MSD - Washington Township Schools, Indianapolis, IN; Monroe County Community Schools, Bloomington, IN.
1985 – 1990	Adjunct Faculty, School of Education, IUPUI, Indianapolis, Indiana.
1984 - 1987	Psychologist/Staff Therapist, Child & Adolescent Unit, Tri-County Mental Health Center, Indianapolis, Indiana.
1983 - 1984	School Psychology Internship, Tri-County Mental Health Center, Carmel, Indiana.
1982 - 1983	Co-Project Director, Evaluation of Bloomington Community Resources, Indiana Center for Evaluation, Bloomington, Indiana.
1980 - 1983	Associate Instructor, Department of Educational Psychology, Indiana University, Bloomington.
1977 - 1979	Crisis Intervention Counselor, Farnham Youth Development Center, Oswego, New York.

**CERTIFICATION**

School Psychologist

Nationally Certified School Psychologist  
Certificate No. 20145State of Florida Certified School Psychologist  
Certificate No. 1034513**PROFESSIONAL SERVICE & ORGANIZATIONS***National Association of School Psychologists*

2011 – 2014	Member, Graduate Education Committee Co-Chair, Program Technical Assistance Workgroup
2010 – 2013	Reviewer, NASP/NCATE Program Approval, School Psychology Training Programs
2010 – 2012	Reviewer, National School Psychology Certification (NCSP) Board
2008 – 2010	Chair, National School Psychology Certification (NCSP) Appeals Board
1998 – 2010	Member, NASP/NCATE Program Approval Board, National Accreditation of School Psychology Training Programs
2005 – 2009	Member, Ethics Advisory Panel
2003 - 2004	Co-Chair, Task Force on Promotion of the NCSP
2001 – 2004	Chair, National and State Credentialing Committee Member, Task Force on Respecialization
2000 – 2002	Member, National School Psychology Certification Board
1999 - 2001	Member & NASP representative, APA Division 16 Task Force, School Psychology Doctoral Training Guidelines
1998 – 2000	Member, Revisions Committee, NASP Standards for Training & Credentialing of School Psychologists
1998 – 1999	Member, Ethics Violation Review Committee
1994 - 1995	Member, Search Committee, School Psychology Review Editor
1993 – 1998	Folio Reviewer, Accreditation, Credentialing & Training Committee, NASP/NCATE Approved School Psychology Training Programs

1992 - 1999	Member, National School Psychology Certification Appeals Board
1992 – 1995	Co-Chair, Accreditation, Credentialing & Training Committee
1992 – 1994	Chair, Revisions Committee, Standards for the Credentialing of School Psychologists
1991 – 1993	Member, Publications Board
1990 – 1994	Delegate, Indiana State Delegate

### **UNIVERSITY SERVICE ACTIVITIES**

#### *University of Florida - University & College Service*

2013-2014	Secretary, COE Faculty Policy Council Chairperson, COE College Curriculum Committee Member, COE Faculty Policy Council Agenda Committee
2012-2013	Member, COE Faculty Affairs Committee
2011-2012	Member, COE Lectures, Seminars, & Awards Committee
2009-2011	Co-Chairperson, COE Budgetary Affairs Committee
2008-2009	Member, COE Faculty Policy Council Member, COE Budgetary Affairs Committee
2007-2008	Member, COE Student Scholarship Selection Committee
2005 – 2006	College of Education (COE) Representative, UF Faculty Senate Co-chairperson, COE Fein Lecture Committee
2004 – 2006	Chairperson, COE Faculty & Budgetary Affairs Committee
2003 – 2004	Chairperson, COE Faculty Policy Council Chairperson, COE Dean's Evaluation Committee
2002 - 2004	Member, COE Sabbatical Leave Committee
2002 – 2003	Secretary, COE Faculty Policy Council
2002 – 2003	Chairperson, COE Curriculum Committee

2001 – 2002	Chairperson, COE Faculty Affairs Committee Member, COE Curriculum Committee
2000 – 2001	Member, COE Search Committee, COPSSE Center Director
2000 – 2004	Member, UF Student Conduct Committee

*University of Florida – Department Service*

2012- present	Associate Director & Graduate Coordinator, School of Special Education, School Psychology & Early Childhood Studies
2002 – present	Faculty Supervisor, Graduate Teaching Assistants EDF2085/EDG2701 – Teaching Diverse Populations
2009 – 2011	Member, Merit Review Committee
2008 – 2011, 2002 – 2006	Director, School Psychology Program
2008 – 2011	Member, Faculty & Budgetary Affairs Committee
2008 – 2009	Member, Committee on Administrative Restructuring
2007 – 2008	Graduate Coordinator, Department of Educational Psychology Chair, School Psychology Admissions Committee
2006 - 2007	Co-Chair, School Psychology Faculty Search Committee
2005 – 2006	Member, Educational Psychology Department Chair Search Committee
2004 - 2005	Member, School Psychology Faculty Search Committee
1999 – 2002	Chairperson, School Psychology Admissions Committee

*Indiana University*

1998 – 1999	Member, Faculty Policy Council, School of Education
1997- 1999	Chair, Research & Development Committee, School of Education Mentor, Preparing Future Faculty Program, Department of Counseling & Educational Psychology Mentor, Undergraduate Individual Major Program

1996 – 1999	Member, Teacher Education Council, School of Education
1995 – 1999	Member, Associate Instructor Selection Committee, Department of Counseling & Educational Psychology
1995 – 1997	Member, Research & Development Committee, School of Education
1994 – 1999	Chair, School Psychology Admissions Committee Coordinator, Practicum Experiences, School Psychology Program

**GRANTS –under review**

2014-2019	Co-Principal Investigator (with Diana Joyce) U.S. Department of Education – OSERS Leadership Personnel Project PRIME: Preparing Researchers in Intensive Interventions and Multi-tiered Educational Systems Total Request: \$1,000,000
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**GRANTS -funded**

2009-2014	Co-Principal Investigator (with Diana Joyce) U.S. Department of Education – OSERS Leadership Personnel Project TIER: Transforming Inquiry and Educational Practice through Response to Intervention Total Request: \$800,000
2007-2008	Co-Principal Investigator (with Lynda Hayes) Florida Department of Education, Just Read Florida Project CHOICE: Creating Options in High School Reading Intervention Total Award: \$263,364
2007-2008	Co-Principal Investigator (with Lynda Hayes) Summer Adventures in Literacy (SAIL): Accelerating Achievement for Struggling Readers UF College of Education CRIF Award Total Award: \$3000
2005-2006	Principal Investigator/Co-Project Director (with Diana Joyce) Florida State Improvement Grant – Faculty Innovation Institute Improving Professional Preparation of School Psychologists and School Counselors in a Response-to-Intervention Model Total Award: \$30,000
1998-2000	Principal Investigator/Co-Project Director (with Sandi Cole) Indiana Department of Education, Division of Special Education Academic Progress: A Comparison of Students in Inclusive and Non-Inclusive Schools. Total Award - \$65,000



1994-1998	Co-Principal Investigator (with James McLeskey) U.S. Department of Education, Office of Special Education Programs Project TIE: Teaming for Inclusive Education Total Award - \$403,000
1993-1998	Co-Principal Investigator (with James McLeskey) U.S. Department of Education, Office of Special Education Programs Building University-School Partnerships: Restructuring Services for Students With Disabilities Total Award - \$640,000
1991-1994	Co-Principal Investigator (with Jack Cummings) U.S. Department of Education, Office of Special Education Programs Training School Psychologists to Act as Teaming and Linkage Specialists Total Award - \$285,000
1989-1992	Principal Investigator Project Directors: Jerry Keener & James McLeskey Indiana Department of Education, Monroe County Joint Special Education Integrating students with disabilities into the least restrictive environment Total Award - \$100,000
1988-1991	Principal Investigator Indiana Department of Education Development of Teacher Assistance Teams in Indiana Total Award - \$79,000
1988-1991	Project Director Principal Investigators: James McLeskey & Russ Skiba U.S. Department of Education, Office of Special Education Programs A training program for intervention and systems change specialists Total Award - \$237,000
1988-1989	Principal Investigator Project Directors: Jerry Keener & James McLeskey Indiana Department of Education Monroe County Joint Special Education Cooperative Providing instructional support for students with learning and behavior problems in the LRE Total Award - \$35,000
1987-1989	Project Director Principal Investigators: Jack Cummings & James McLeskey U.S. Department of Education, Office of Special Education Programs Data oriented school psychologists to act as intervention specialists. Total Award - \$270,000

1987-1988                      Principal Investigator  
                                      Project Directors: James McLeskey & Joan Melsheimer  
                                      Indiana Department of Education  
                                      The impact of the LD Guidelines on the identification of students with  
                                      learning disabilities in Indiana.  
                                      Total Award - \$34,000

### **COURSES TAUGHT**

P515	Child Development
P518	Cognitive Assessment and Intervention
P519	Psychoeducational Assessment of Exceptional Children
P592	Academic Assessment and Intervention
P595	School Consultation
P595	Practicum in School Psychology
P650	Seminar on Interdisciplinary Teaming
SPS6193	Academic Assessment and Intervention with Diverse Students
SPS6937	Seminar in Cultural Diversity
SPS6941	School Psychology Practicum
SPS7205	School Consultation
EEX6936	Developing and Implementing Inclusive School Programs
EEX6905	Practicum in Special Education: Developing Inclusive Programs
K500	Teaming for Inclusive Education
K505	Introduction to Special Education
K595	Practicum in Special Education
EDF4430	Measurement and Evaluation in Education
EDG2701	Teaching Diverse Populations
K205	Introduction to Exceptional Children
P251	Educational Psychology for Elementary Teachers
P345	Academic & Behavioral Assessment of the Mildly Handicapped

### **GRADUATE STUDENTS – University of Florida**

#### *PhD Committees*

#### *Chair, School Psychology PhD Graduates*

- Robert Wingfield (2013)
- Stacey Rice (2013)
- Angela Dobbins (2013)
- Jennifer Heretick (2012)
- Susan Craft (2012)

- Christopher Raye (2010)
- Elizabeth Weeks McKenney (2010)
- Anne Larmore (2009)
- Allison Budzynski Dempsey (2009)
- Tanya Kort (2008)
- Tiffany Sanders (2008)
- John C. Baker (2007)
- Rashida Williams Brown (2007)
- Deborah Birke (2005)
- Elayne Colon (2005)
- Christina Hayes (2005)
- Kara Alker Penfield (2004)
- Dawn Porter (2003)

*Member, PhD Graduates*  
*12 students*

*Chair, Currently Active PhD Students*  
*14 students*

*Chair, School Psychology EdS Graduates*  
*21 students between 2002 – 2013*

### **AWARDS & RECOGNITION**

2007	Scholarship of Engagement Award, University of Florida College of Education
2002	Fellow, Division 16 – School Psychology, American Psychological Association
1999	Indiana Association of School Psychologists, Outstanding Service Award
1997,1998,1999	Indiana University Teaching Excellence Recognition Award
1997	Bloomington Developmental Learning Center, President's Award
1994	Indiana Association of School Psychologists, Outstanding Service Award
1990	Indiana Association of School Psychologists, President's Award

**PUBLICATIONS** (*journal articles, chapters, books*)

- Waldron, N., Coleman, J., & McLeskey, J. (in press). How are data systems used in inclusive schools? In J. McLeskey, N.L. Waldron, F. Spooner, & B. Algozzine (Eds.), *Handbook of effective inclusive schools: Research and practice*. New York: Routledge Press.
- McLeskey, J. Waldron, N.L., Spooner, F., & Algozzine, B. (in press). *Handbook of effective inclusive schools: Research and practice*. New York: Routledge Press
- McLeskey, J., Waldron, N., & Redd, L. (in press). A case study of a highly effective, inclusive elementary school. *Journal of Special Education*.
- McKenney, E., Waldron, N., & Conroy, M. (2013). The effects of training and performance feedback during behavioral consultation on general education middle school teachers' integrity to functional analysis procedures. *Journal of Educational and Psychological Consultation*, 23(1), 63-85.
- Waldron, N. L., McLeskey, J., & Redd, L. (2011). Setting the direction: The role of the principal in developing an effective, inclusive school. *Journal of Special Education Leadership*, 24(2), 51-60.
- Waldron, N.L., & Redd, L. (2011). Providing a full circle of support to teachers in an inclusive elementary school. *Journal of Special Education Leadership*, 24(1), 59-62.
- McLeskey, J., & Waldron, N.L. (2011). Educational programs for elementary students with learning disabilities: Can they be both effective and inclusive? *Learning Disabilities Research & Practice*, 26 (1), 48-57.
- Waldron, N.L., & McLeskey, J. (2010). Inclusive school placements and surplus/deficit in performance for students with intellectual disabilities: Is there a connection? *Lifespan and Disability*, XIII (1), 29-42.
- Waldron, N.L., & McLeskey, J. (2010). Establishing a collaborative school culture through comprehensive school reform. *Journal of Educational and Psychological Consultation*, 20(1), 58-74.
- Knesting, K., Hokanson, C., & Waldron, N. (2008). Settling in: Facilitating the transition to an inclusive middle school for students with mild disabilities. *International Journal of Disability, Development, and Education*, 55(3), 265-276.
- Prus, J., & Waldron, N. (2008). Best practices in assessing performance in school psychology graduate programs. In A. Thomas & J. Grimes, *Best Practices in School Psychology V*. Bethesda, MD: National Association of School Psychologists.
- McLeskey, J., & Waldron, N. (2007). Making differences ordinary in inclusive classrooms. *Intervention in School and Clinic*, 43(2), 162-168.

- Waldron, N. (2007). Teacher attitudes toward inclusion. In J. McLeskey (Ed.), *Classic Articles and Inclusion*. Arlington, VA: Council for Exceptional Children.
- Knesting, K., & Waldron, N. (2006). Willing to play the game: How at-risk students persist in high school. *Psychology in the Schools*, 43(5), 599-611.
- McLeskey, J., & Waldron, N. (2006). Comprehensive school reform and inclusive schools: Improving schools for all students. *Theory Into Practice*, 45(3), 269-278.
- Brownell, M., Adams, A., Sindelar, P., & Waldron, N. (2006). Learning from collaboration: The role of teacher qualities. *Exceptional Children*, 72(2), 169-185.
- Cole, C., Waldron, N., & Majd, C. (2004). Academic progress of students across inclusive and traditional settings. *Mental Retardation*, 42(2), 136-144.
- McLeskey, J., & Waldron, N. (2004). Education connection: Reflections on descriptions of inclusive urban high schools. In D. Fisher & N. Frey (Eds.), *Inclusive urban schools: lessons learned in big city schools* (175-182). Baltimore, MD: Paul H. Brookes Publishing.
- McLeskey, J. & Waldron, N. (2002). School change and inclusive schools: Lessons learned from practice. *Phi Delta Kappan*, 84, 65-72.
- Waldron, N., & McLeskey, J. (2002). Professional development and inclusive schools: Reflections on effective practice. *The Teacher Educator*, 37(3), 145-152.
- McLeskey, J. & Waldron, N. (2002). Inclusion and school change: Teacher perceptions regarding curricular and instructional adaptations. *Teacher Education and Special Education*, 25(1), 41-54.
- McLeskey, J., Waldron, N., So, T., Swanson, K., & Loveland, T. (2001). Perspectives of teachers toward inclusive school programs. *Teacher Education and Special Education*, 24(2), 108-115.
- McLeskey, J., & Waldron, N. (2000). *Developing Inclusive Schools: Lessons Learned*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Waldron, N., & McLeskey, J. (2000). Preventing academic failure. In K. Minke and G. Bear (Eds.), *Preventing School Problems - Promoting School Success: Strategies and Programs That Work*. Washington, DC: The National Association of School Psychologists.
- Waldron, N., McLeskey, J., & Pacchiano, D. (1999). Giving teachers a voice: Teachers' perspectives regarding an elementary inclusive school program. *Teacher Education and Special Education*, 22, 141-153.



- Waldron, N. & McLeskey, J. (1998). The effects of an inclusive school program on students with mild and severe learning disabilities. *Exceptional Children*, 64, 395-406.
- Waldron, N., McLeskey, J., Skiba, R., Jancaus, J. & Schulmeyer, C. (1998). High and low referring teachers: Two types of teachers-as-tests? *School Psychology International*, 19, 31- 41.
- Waldron, N. (1997). Inclusion. In G. Bear, K. Minke, A.Thomas (Eds.), *Children's Needs II: Development, Problems, and Alternatives*. Washington, DC: The National Association of School Psychologists.
- McLeskey, J. & Waldron, N. (1996). Responses to questions teachers and administrators frequently ask about inclusive school programs. *Phi Delta Kappan*, 78, 150-156.
- Waldron, N. (1996). Child abuse and disability: The school's role in prevention and intervention. *Preventing School Failure*, 40, 164-168.
- McLeskey, J., Waldron, N., McDaniel, C. & Overly, D. (1996). Developing inclusive elementary programs: The principal's perspective. *The Special Education Leadership*, 3, 105- 118.
- McLeskey, J. & Waldron, N. (1995). Inclusive elementary programs: Must they cure students with learning disabilities to be effective? *Phi Delta Kappan*, 77, 300-303.
- Skiba, R., McLeskey, J., Waldron, N., Grizzle, K. & Bartley, J. (1993). The context of failure in the primary grades: Risk factors in low and high referral rate classrooms. *School Psychology Quarterly*, 8(2), 81-98.
- McLeskey, J. & Waldron, N. (1991). Identifying students with learning disabilities: The effect of implementing statewide guidelines. *Journal of Learning Disabilities*, 24, 501-506.
- McLeskey, J. & Waldron, N. (1990). The identification and characteristics of students with learning disabilities in Indiana. *Learning Disabilities Research*, 5, 72-78.
- McLeskey, J., Waldron, N., & Wornhoff, S. (1990). Factors influencing the identification of black and white students with learning disabilities. *Journal of Learning Disabilities*, 23, 362-366.
- McLeskey, J., Waldron, N., Cummings, J. & Huebner, E.S. (1988). A descriptive study of psychological service delivery in rural school settings. *School Psychology International*, 9, 91-97.
- McLeskey, J., Cummings, J., Huebner, E.S. & Waldron, N. (1984). An administrative

perspective on psychological services in rural school settings. *Research Rural Education*, 2, 85- 88.

### **OTHER PUBLICATIONS**

- Waldron, N. (in press). *Technical Assistance Brief: Establishing and sustaining high quality school psychology practicum experiences*. Bethesda, MD: National Association of School Psychologists.
- Waldron, N., & Prus, J. (2006). *A Guide for Performance Based Assessment, Accountability, and Program Development in School Psychology Training Programs (2<sup>nd</sup> Edition)*. Bethesda, MD: National Association of School Psychologists.
- Waldron, N., Joyce, D., Amatea, E., Clark, M.A., & Daniels, H. (2006). *Improving Professional Preparation of School Psychologists and School Counselors in a Response-to-Intervention Model: A Curriculum Module*. Gainesville, FL: Florida Department of Education.
- Waldron, N., Prus, J., & Curtis, M. (2002). *A Guide for Performance Based Assessment, Accountability, and Program Development in School Psychology Training Programs*. Washington, DC: National Association of School Psychologists.
- Waldron, N., Sindelar, P., & Sholar, A. (2001). *Movin' on: America's choice reform and how TLC has helped*. Technical report for Teacher Learning Cohorts Project, Gainesville, FL.
- Waldron, N., & Cole, C. (2000). *Inclusive schools: Two years of academic progress for student with mild disabilities*. Research report for the Indiana Department of Education, Division of Special education, Indianapolis, IN.
- Waldron, N., & McLeskey, J. (2000). Web-based study guide to accompany the book, *Inclusive schools in action: Making differences ordinary*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Waldron, N., & Cole, C. (1999). *The academic progress of students in inclusive and traditional settings*. Research report for the Indiana Department of Education, Division of Special education, Indianapolis, IN.
- Skiba, R., Waldron, N., Bahamonde, C., & Michalek, D. (1998). A four-step model for functional behavior assessment. *NASP Communique*, 26(7), 24-25, appendix.
- Waldron, N., McLeskey, J. & Pacchiano, D. (1996). *Inclusive elementary school programs: Teachers perceptions of strengths and challenges*. Tampa, FL: University of South Florida/Florida Department of Education Leadership Training Institute.
- Waldron, N. (1994). *Evaluation report: Elementary inclusion programs for students with disabilities*. Bloomington, IN: Monroe County Community Schools.

Waldron, N. (1992). *Evaluation report: Effects of the MCCSC inclusive schools program on teachers and students*. Bloomington: Indiana Department of Education & Monroe Joint Special Education Program.

Waldron, N. (1991). *Evaluation report: Integrating students with disabilities in the least restrictive setting*. Bloomington: Indiana Department of Education & Monroe Joint Special Education Program.

McLeskey, J. & Waldron, N. (1988). *The impact of the LD Guidelines on the identification of students with learning disabilities in Indiana*. Indianapolis, IN: Task Force on Learning Disabilities, Indiana Department of Education.

Waldron, N. & McLeskey, J. (1988). Teacher Assistance Teams: Resource Information. *ISEAS Cable*, 9(10), 7-9.

Waldron, N. & McLeskey, J. (1987). Characteristics of the successful rural school psychologist. *NASP Communique*, 16(4), 26.

### **RECENT PRESENTATIONS**

Coleman, J., Wallace, J., Waldron, N., & Joyce, D. (2013). Teacher and school leadership perspectives on secondary RtI. Presented at the National Association of School Psychologists Annual Conference, Seattle, WA.

Grapin, S., Waldron, N., & Joyce, D. (2013). Investigating reading achievement over multiple phases of RtI implementation. Presented at the National Association of School Psychologists Annual Conference, Seattle, WA.

McLeskey, J., & Waldron, N. (2013). Whole school reform & students with disabilities: Improving low-performing schools for all students. Roundtable session at the OSEP Project Directors' Conference, Washington, DC.

Nortey, A., Coleman, J., & Waldron, N. (2013). The effects of multiyear tiered reading intervention. Presented at the National Association of School Psychologists Annual Conference, Seattle, WA.

Waldron, N., Coleman, J., Kort, T., Wallace, J., & Joyce, D. (2013). High school RtI: Enhancing data systems and student outcomes. A workshop presented at the National Association of School Psychologists Annual Conference, Seattle, WA.

Waldron, N., & McLeskey, J. (2013). Effective and inclusive: An elementary school case study. Presented at the National Association of School Psychologists Annual Conference, Seattle, WA.

Waldron, N., Parekh, N., Wallace, J., & Joyce, D. (2012). Enhancing secondary RtI implementation: Listening to teacher voices. Presented at the National Association of School Psychologists Conference, Philadelphia, PA.

- Waldron, N., Nortey, A., Coleman, J., & Joyce, D. (2012). Reading outcomes: Determining the effects of multiyear tiered intervention. Presented at the National Association of School Psychologists Conference, Philadelphia, PA.
- McLeskey, J., & Waldron, N. (2011). Are full inclusion programs for elementary students with LD justifiable? Presented at the Council for Exceptional Children Annual Conference, National Harbor, MD.
- McLeskey, J., Waldron, N., & Redd, L. (2011). A case study of a highly effective inclusive school. Presented at the Council for Exceptional Children Annual Conference, National Harbor, MD.
- Dobbins, A., Waldron, N., Long, S., Portell, M, Craft, S., & Joyce, D. (2011). Math progress monitoring and tiered instruction: Practical applications. Presented at the National Association of School Psychologists Conference, San Francisco, CA.
- McLeskey, J., Hoppey, D., Waldron, N., & Redd, L. (2011). Critical features of principal leadership in a highly effective inclusive school. Presented at the Teacher Education Division of CEC Annual Conference, Austin, TX.
- Waldron, N., Kort, T., Joyce, D., & Castillo, M. (2010). *Constructing RtI systems in secondary schools*. A CEU workshop presented at the Florida Association of School Psychologists Conference, Miami, FL.
- Craft, S., Heretick, J., & Waldron, N. (2010). *The relationship between adolescent reading motivation and academic achievement*. Presented at the National Association of School Psychologists Conference, Chicago, IL.
- Joyce, D., Waldron, N. Raye, C., & Kort, T. (2010). *Implementing RtI for behavioral and social emotional needs in K-12*. Presented at the National Association of School Psychologists Conference, Chicago, IL.
- Waldron, N., & McLeskey, J. (2010). *Inclusion and student outcomes: Can programs be both inclusive and effective?* Presented at the International School Psychology Association Conference, Dublin, Ireland.
- Waldron, N., & Joyce, D. (2010). *Implementing a response-to-intervention (RtI) model for academic and behavioral services*. Presented at the International School Psychology Association Conference, Dublin, Ireland.
- Waldron, N. & McLeskey, J. (2009). *Developing schools that are both inclusive and effective*. Presented at the International Association of Special Education Conference, Alicante, Spain.

- Joyce, D., & Waldron, N., (2009). *RTI: The new frontier for school psychology*. Professional development workshop presented to Alachua County school psychologists, Gainesville, FL.
- Waldron, N. (2009). *NCATE/NASP Program Approval Board training for current reviewers*. Presented at the National Association of School Psychologists Convention, Boston, MA.
- Waldron, N., & Joyce, D. (2009). *Implementing academic and behavioral RtI: Student case studies*. Presented at the National Association of School Psychologists Convention, Boston, MA.
- Stukey, M.R., Kort, T., & Waldron, N. (2009). Response-to-intervention: Connecting services to close the achievement gap. Presented at the 13<sup>th</sup> annual Holmes Partnership Conference, Jacksonville, FL.
- Waldron, N. & Joyce, D. (2009). Implementing academic and behavioral RtI: Student case studies. Presented at the National Association of School Psychologists Convention, Boston, MA.
- Vasquez, E.G., & Waldron, N. (2009). NCATE/NASP Program Approval Board training for new reviewers. Presented at the National Association of School Psychologists Convention, Boston, MA.
- Waldron, N. (2009). NCATE/NASP Program Approval Board training for current reviewers. Presented at the National Association of School Psychologists Convention, Boston, MA.
- Joyce, D., & Waldron, N., (2009). RtI: The new frontier for school psychology. Professional development workshop presented to Alachua County School Psychological Services, Gainesville, FL.
- Waldron, N., Hayes, L., & Stukey, M.R. (2008) Implementing RtI: An overview for school-based planning. Workshop presented at P.K. Yonge Professional Development Series, Gainesville, FL.
- Waldron, N., & Joyce, D. (2008). RtI implementation in an elementary school: An academic and behavioral case study. Presented at the Florida Association of School Psychologists Convention, Kissimmee, FL
- Waldron, N., Kort, T., & Ellis, J. (2008). Working with teachers in an RtI Model: Data, intervention, and professional development. Workshop presented at the Florida Association of School Psychologists Convention, Kissimmee, FL
- Ellis, J., Waldron, N., & Hayes, L. (2008). Reading is boring!: Finding alternative high school reading interventions. Presented at the Florida Association of School Psychologists Convention, Kissimmee, FL



- Waldron, N. (2008). Implementing RtI in secondary schools: An overview. Presented at P.K. Yonge DRS, Gainesville, FL.
- Waldron, N. (2008). Initial training workshop: NCATE/NASP accreditation reviews. Presented at the National Association of School Psychologists Convention, New Orleans, LA.
- Hayes, L., Waldron, N., Corbett, N., Dean, N., & Ellis, J. (2008). Project CHOICE: Lessons learned from alternatives to high school reading intervention. Presented at the Just Read Florida! K-12 Leadership Conference, Orlando, FL.
- Waldron, N. & Ramirez, M. (2008). RtI and effective reading intervention. Presented at P.K. Yonge DRS, Research-in-Action Workshop Series, Gainesville, FL.
- Waldron, N., & Hayes, L. (2007). Critical elements of school change: The connection between RtI and school-based reading initiatives. Presented at the Florida Reading Research Conference, Tampa, FL.
- Colon, E., & Waldron, N. (2007) Enhancing kindergarteners literacy skills: Scaling up a phonological awareness intervention. Presented at the National Association of School Psychologists Convention, New York, NY.
- Kort, T., & Waldron, N. (2007) Connecting research to practice: A case study of teacher decision-making. Presented at the National Association of School Psychologists Convention, New York, NY.
- Prus, J., Waldron, N., & Harrison, P. (2007). Performance-based assessment and accountability measures in school psychology graduate programs. Workshop presented at the National Association of School Psychologists Convention, New York, NY.
- Colon, E., & Waldron, N., (2006). Adapting a phonological awareness intervention for school use with kindergarten students. Presented at the Florida Association of School Psychologists Convention, Orlando, FL.
- Cotter, J., Kort, T., & Waldron, N. (2006). Designing Tier 2 and Tier 3 interventions of kindergarten students at risk for reading failure. Presented at the Florida Association of School Psychologists Convention, Orlando, FL.
- Prosje, M., & Waldron, N. (2005). *Improving instructional practices through consultation with novice teachers*. Paper presented at the National Association of School Psychologists Convention, Atlanta, GA.
- Sanders, T., Raia, K., Waldron, N., & Williams, R. (2005). *Parents perceptions of state-mandated and curriculum-based assessment*. Paper presented at the National Association of School Psychologists Convention, Atlanta, GA.

- Waldron, N. & Prus, J. (2005). *Performance assessment in school psychology graduate programs*. Invited workshop presented at the National Association of School Psychologists Annual Convention, Atlanta, GA.
- Waldron, N., & Prus, J. (2004). *Training update for NCATE/NASP program reviewers*. Presented at the National Association of School Psychologists Annual Convention, Dallas, TX.
- Prus, J., & Waldron, N. (2004). *Performance assessment and accountability in school psychology graduate programs*. Invited workshop presented at the National Association of School Psychologists Annual Convention, Dallas, TX.
- Prus, J., Waldron, N., Bear, G., & Smallwood, D. (2004). *Current issues and future directions in national certification and accreditation*. Invited panel presentation at the annual meeting of the Trainers in School Psychology (TSP) at the National Association of School Psychologists Annual Convention, Dallas, TX.
- Waldron, N. (2003). *Current issues in national and state credentialing in school psychology*. Invited presentation at the annual convention of the National Association of School Psychologists, Toronto, Canada.
- Prus, J. & Waldron, N. (2003). *NASP training standards and associated performance-based program review and approval process*. Invited presentation at the annual convention of the National Association of School Psychologists, Toronto, Canada.
- Waldron, N., & Prus, J. (2003). *Training update for NCATE/NASP program reviewers*. Presented at the annual convention of the National Association of School Psychologists, Toronto, Canada.
- Prosje, M. & Waldron, N. (2003). *Instructional consultation with beginning teachers: A role for school psychologists*. Paper presented at the annual convention of the National Association of School Psychologists, Toronto, Canada.
- Waldron, N., & McLeskey, J. (2003). *Building-based teacher assistance teams*. Professional development workshop presented at the Alachua County Schools, Gainesville, FL.
- McLeskey, J., & Waldron, N. (2002). *Critical elements of successful school change for inclusive programs*. Invited presentation to the annual conference of the Florida Inclusion Network, Ft. Lauderdale, FL.
- Waldron, N., & McLeskey, J. (2002). *The effectiveness of inclusive elementary school programs for students with mild disabilities*. Presented at the annual convention of the Council for Exceptional Children, New York, NY.

- McLeskey, J., & Waldron, N. (2002). *Developing inclusive schools: Lessons learned from practice regarding school-wide change*. Presented at the annual convention of the Council for Exceptional Children, New York, NY.
- Waldron, N. & Brownell, M., Sindelar, P., & Sholar, A. (2002). *The role of contextual factors in teacher collaboration*. Presented at the annual convention of the Council for Exceptional Children, New York, NY.
- Waldron, N. & Brownell, M. (2002). *The role of teacher qualities in collaboration: Implications for establishing consultative relationships*. Paper presented at the annual convention of the National Association of School Psychologists, Chicago, IL.
- Prus, J., Waldron, N., Maxton, L., & Prasse, D. (2002). *Expectations for NCATE accreditation and NASP approval: What evidence is needed by school psychology programs to demonstrate compliance with national standards?* Invited presentation to the annual meeting of the Trainers in School Psychology (TSP), Chicago, IL.
- Waldron, N., & Prus, J. (2002). *Training update for NCATE/NASP program reviewers: Performance-based evidence required for program approval*. Invited presentation at the annual convention of the National Association of School Psychologists, Chicago, IL.
- Waldron, N., Whitmire, K., & Jackson, L. (2002). *Meeting the need for related services personnel: Issues of preparation and credentialing*. Panel presentation at the annual conference for the U.S. Department of Education, Office of Special Education Programs Joint Personnel Preparation State Improvement CSPD Conference, Arlington, VA.
- Waldron, N. (2001). *Inclusive classrooms: Two years of academic progress for students with mild disabilities*. Paper presented at the annual convention of the National Association of School Psychologists, Washington, DC.
- Waldron, N. (2001). *Achievement outcomes for inclusive elementary school programs*. Paper presented at the annual conference of the Florida Association of School Psychologists, Orlando, FL.
- Waldron, N. & Brownell, M. (2001). *The role of teacher qualities in collaboration and consultative relationships*. Paper presented to the annual conference of the Florida Association of School Psychologists, Orlando, FL.
- Brownell, M., Waldron, N., Sindelar, P., & Sholar, A. (2001). *The role of contextual factors in teacher collaboration*. Paper presented at the annual conference of the Teacher Education Division of the Council for Exceptional Children, St. Petersburg, FL.
- McLeskey, J., & Waldron, N. (2001). *School change and inclusive schools: A discussion of lessons learned from practice*. Paper presented at the annual conference of the Teacher Education Division of the Council for Exceptional Children, St. Petersburg, FL.

- Prus, J., & Waldron, N. (2001). *Enhancing performance-based assessment systems in school psychology training programs*. Invited presentation to the annual meeting of the Trainers in School Psychology (TSP), Washington, DC.
- Prus, J., & Waldron, N. (2001). *Training update for NCATE/NASP program reviewers: Introduction to the new NASP/NCATE training standards*. Invited presentation at the annual convention of the National Association of School Psychologists, Washington, DC.
- Waldron, N., & Prus, J. (2001). *Folio preparation for NASP/NCATE program approval*. Invited presentation at the annual convention of the National Association of School Psychologists, Washington, DC.
- McLeskey, J., & Waldron, N. (2001). *Inclusion: A comprehensive framework for school change*. Invited workshop for the School Board of Alachua County, Gainesville, FL.
- McLeskey, J., & Waldron, N. (2001). *Developing inclusive school programs*. Invited workshop for the Association of Supervision and Curriculum Development (ASCD), Boston, MA
- Waldron, N., & McLeskey, J. (2000). *Staff development and inclusive schools: Lessons learned*. Invited presentation to the annual leadership conference of the Florida Association for Staff Development, St. Petersburg beach, FL.
- McLeskey, J., & Waldron, N. (2000). *Developing inclusive schools: Lessons learned*. Presented at the Florida Council for Exceptional Children, Tampa, FL
- Brownell, M., Sindelar, P., Waldron, N., & Sholar, A. (2000). *The role of teacher qualities in collaboration*. Paper presented at the annual conference of the Teacher Education Division/Council for Exceptional Children, Las Vegas, NV.
- McLeskey, J., & Waldron, N. (2000). *Professional development as a foundation for developing inclusive schools: Lessons learned*. Paper presented at the annual conference of the Teacher Education Division/Council for Exceptional Children, Las Vegas, NV.
- Prus, J., Waldron, N., & Martin, A. (2000) *Performance-based program assessment and accountability: NASP/NCATE*. Invited presentation to the annual meeting of the Trainers in School Psychology(TSP), New Orleans, LA.
- Waldron, N. & Cole, C., McLeskey, J. (2000). *Academic progress: A comparison of students in inclusive and non-inclusive schools*. National Association of School Psychologists Convention, New Orleans, LA.
- Waldron, N. (2000). *Strategies for preventing academic failure*. National Association of School Psychologists Convention, New Orleans, LA.