

## Melodee A. Walker

### EDUCATION

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- 2016 University of Texas at Austin  
Ph.D., Special Education (Learning Disabilities and Behavior Disorders)
- 2006 Calvin College, Grand Rapids, Michigan  
M.Ed., Learning Disabilities (K-12)
- 2001 University of Northern Iowa, Cedar Falls, Iowa  
BA, Elementary Education; Endorsement in Reading (K-6)

### RESEARCH EXPERIENCE

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- 2019-Current **Assistant Professor in Residence**, University of Connecticut
- Coordinate IES-funded project activities, data collection, and dissemination of results
  - Participate as a member of the MTSS Research Network team
  - Collaborate and support participating schools and supervise graduate assistants
- 2017-2019 **Research Assistant Professor**, Boston University
- Supported development and implementation of NIH-funded research grant exploring the impacts of a reading intervention that integrates evidence-based practices for reducing child anxiety
- 2017-2018 **Consultant**, University of Connecticut
- Developed online courses and materials for preservice and practicing teachers providing intensive intervention for students
  - Led instructional coaching team to facilitate implementation of practices in participating schools
- 2016-2017 **Researcher**, American Institutes for Research, Waltham, MA
- Provided technical assistance to state education departments and schools
  - Developed and executed grant-funded center project activities
  - Contributed to the development of online intensive intervention course for the National Center on Intensive Intervention
- 2015-2016 **External Evaluation Team**, Meadows Center for Preventing Education Risk, Austin TX  
Technical Assistance & Dissemination to Improve Results for Children with Disabilities:  
National Center for Systemic Improvement, CFDA 84.326R
- Designed and implemented tools to measure state capacity to support students with disabilities
- 2014-2015 **Project Coordinator**, Meadows Center for Preventing Educational Risk, Austin, TX  
Texas Center for Learning Disabilities, National Institute of Child Health and Human Development
- Collaborated with principal investigator and research team to develop intervention lessons and materials
  - Conducted interventionist training and professional development
  - Taught lessons at intervention sites

- 2014-2015     **Technical Specialist**, Independent Contractor for Grant Wood Area Education Agency, Cedar Rapids, IA
- Reviewed and evaluated studies based on quality indicators and design features
- 2013-2014     **Graduate Research Assistant**, Meadows Center for Preventing Educational Risk, Austin, TX
- Implemented multicomponent reading intervention in a local school
  - Communicated with teachers and staff at intervention site
  - Administered progress monitoring and curriculum-based measure assessments

## **UNIVERSITY TEACHING**

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**Instructor**, Spring 2020

EPSY 3110: Introduction to Exceptionality

EGEN 4110: Analysis of Teaching

University of Connecticut, Storrs, CT

**Instructor**, Fall 2019

4110W: Teaching Reading and Writing in the Elementary School

University of Connecticut, Storrs, CT

**Instructor**, Fall 2018, Spring 2019

SED SE 580/584: Methods and Materials in Special Education

Boston University, Boston, MA

**Instructor**, Spring 2018

EDUC 7431: Graduate Inquiry Seminar II

Boston College, Chestnut Hill, MA

SED SE 503: Learning Disabilities: Characteristics and Methods

Boston University, Boston, MA

**Instructor**, Fall 2017

EDUC 3323: Reading and Special Needs Instruction in the Secondary and Middle School

EDUC 7431: Graduate Inquiry Seminar

Boston College, Chestnut Hill, MA

**Instructor**, Summer 2015; Fall 2015; Summer 2016

SPED 4345: Teaching Language Arts to Students with Disabilities

Texas State University, San Marcos, TX

## **PUBLICATIONS**

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Capin, P., **Walker, M.A.**, Vaughn, S., Wanzek, J. (2018). Examining how treatment fidelity is supported, measured, and reported in K-3 reading intervention research. *Educational Psychology Review*, 885-919. doi: <https://doi.org/10.1007/s10648-017-9429-z>

Pentimonti, J.M., **Walker, M.A.**, Zumeta-Edmonds, R. (2017). The Selection and Use of Screening and Progress Monitoring in Data-Based Decision Making within an MTSS Framework. *Perspectives*, 34-40.

- Walker, M.A.,** & Stevens, E. A. (2016). Reading instruction for students with learning disabilities: An observation study synthesis 1980-2014. *Learning Disability Quarterly*, 1-12. doi: 10.1177/0731948716633868
- Stevens, E. A., **Walker, M. A.,** & Vaughn, S. (2016). The effects of reading fluency interventions on the reading fluency and reading comprehension performance of elementary students with learning disabilities: A synthesis of the research from 2001-2014. *Journal of Learning Disabilities*. doi:10.1177/0022219416638028
- Williams, K. J., **Walker, M. A.,** Vaughn, S., & Wanzek, J. (2016). A synthesis of reading and spelling interventions and their effects on spelling outcomes for students with learning disabilities. *Journal of Learning Disabilities*, 1-12. doi: 10.1177/0022219415619753
- Wanzek, J., Vaughn, S., Scammacca, N., Gatlin, B., **Walker, M. A.,** & Capin, P. (2015). Meta-analyses of the effects of Tier 2 type reading interventions in Grades K-3. *Educational Psychology Review*, 1-26. doi: 10.1007/s10648-015-9321-7
- Walker, M. A.,** Capin, P., & Vaughn, S. (2015). Students with reading difficulties who are English learners. In P. McCardle & C. M. Connor (Eds.), *From Research to Practice to Research*. Baltimore, MD: Brookes Publishing Co.
- Vaughn, S., Capin, P., Roberts, G. J., & **Walker, M. A.** (2015). *RTI in the common core classroom: A framework for instruction and assessment*. New York, NY: Teachers College Press.
- Paxton-Buursma, D. & **Walker, M. A.** (2008). Piggybacking: A strategy to increase participation of students with learning disabilities in classroom discussions. *Teaching Exceptional Children*, 40(3), 28-34.

## **PRESENTATIONS**

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- Grills, A., Vaughn, S., Bownman, C., Roberts, G., Capin, P., & Walker, M.A.** (2019). *Targeted evidence-based intervention for struggling readers in elementary school: Combining cognitive behavioral skills with reading intervention*. Association for Behavioral and Cognitive Therapies, Atlanta, GA.
- Pentimonti, J., Weingarten, Z., **Walker, M. A.** (2017, April). *Considering the role of evidence in educating students with disabilities*. Council for Exceptional Children Conference, Boston, MA.
- Walker, M. A.,** & Stevens, E. A. (2016, February). *A synthesis of reading instruction observation studies for students with learning disabilities*. Pacific Coast Research Conference, Coronado, CA.
- Stevens, E. A., & **Walker, M. A.** (2016, February). *A synthesis of reading fluency interventions for elementary students with learning disabilities*. Pacific Coast Research Conference, Coronado, CA.
- Walker, M. A.** (2015, February). *Student participation in a multicomponent reading intervention for struggling readers: A discourse analysis*. Annual Ethnography in Education Research Forum, Philadelphia, PA.

Arden, S. V. & **Walker, M. A.** (2015, February). *Learning disabilities: A content analysis of the highly cited literature 1992-2013*. Pacific Coast Research Conference, Coronado, CA.

**Walker, M. A.** & Capin, P. (2014, June). *A meta-analysis of K-3 Tier 2 intervention studies*. The Dyslexia Foundation Extraordinary Brain Symposium XIV, Horta, Portugal.

Gatlin, B., **Walker, M. A.**, & Wanzek, J. (2014, February). *A synthesis of Tier 2 intervention studies*. Pacific Coast Research Conference, Coronado, CA.

Paxton-Buursma, D. & **Walker, M. A.** (2007, February). *Engaging students in book discussions*. American Education Research Association Conference, Chicago, IL.

Paxton-Buursma, D. & **Walker, M. A.** (2007, February). *Students with LD and book club: Finding ways to access general education curriculum*. Annual Ethnography in Education Research Forum, Philadelphia, PA.

### **Professional K-12 Practitioner Presentations**

**Walker, M. A.** & Laura Thompson. (2018, May). *Learning Disabilities: Characteristics, Remediation, and Social Emotional Impact*. Chicago Literacy Alliance. Chicago, IL.

Vaughn, S., Barth, A. E., Grills, A. E., & **Walker, M. A.** (2015, February). *Response to intervention: The next generation of reading comprehension interventions*. National Association of School Psychologists. Orlando, FL.

Paxton-Buursma, D. & **Walker, M. A.** (2006, November). *Engaging students with learning disabilities in discussions*. An invited presentation at the Association of Christian Schools International Conference. Grand Rapids, MI.

### **Invited Professional Presentations**

**Walker, M. A.** (2013, 2014, October; 2015, April). *LD characteristics and instructional strategies*. Guest lecturer for undergraduate level pre-service teacher course ALD 322 at the University of Texas at Austin.

**Walker, M. A.** (2015, April). *RTI implementation and progress monitoring in math*. Guest lecturer for graduate level course SED 383 at the University of Texas at Austin.

**Walker, M.A.** (2007, February). *Engaging students with learning disabilities in discussions*. Guest lecturer for graduate level course EDUC 598 at Calvin College, Grand Rapids, MI.

### **TEACHING EXPERIENCE**

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2017-Current    **Learning Specialist, Consultant, and Advocate**

- Provide diagnostic assessments, remediation, and advocacy services for students with ADHD, dyslexia, and language-based learning differences

2012-2013    **Second - Fifth Grade Resource Room Teacher, Moulton Extended Learning Center, Des Moines, IA**

- Differentiated instruction to remediate skills based on individual goals
- Designed, evaluated and modified effective behavior plans and IEPs
- Identified accommodations for students with disabilities while collaborating with general education teachers

- 2007-2012     **Learning Specialist: Private Tutor, Consultant and Advocate  
Chicago, IL**
- Designed goal-based remediation for students
  - Collaborated with parents, teachers and ancillary professionals to plan instruction
  - Administered and prepared reports based on formal and informal assessments
  - Attended and participated in student meetings at area schools
  - Supported parents in monitoring implementation of IEP goals and plans of instruction
- 2007-2010     **First-Fourth Grade Teacher, Hyde Park Day School, University of Chicago,  
Chicago, IL**
- Planned and implemented multi-grade and individual level instruction
  - Administered standardized assessments and designed individual learning plans to guide lesson planning Taught structured reading using the *Wilson Reading System*
- 2006-2007     **Fifth Grade Math and Language Arts Classroom Teacher, Walker Charter Academy,  
Grand Rapids, MI**
- Differentiated instruction for students with varied abilities through innovative lesson planning
  - Led presentations for staff to promote compliance with school policies and state special education laws
- 2004-2006     **Sixth - Eighth Grade Resource Room Teacher, Walker Charter Academy,  
Grand Rapids, MI**
- Effectively taught students with challenging academic and behavioral needs
  - Managed IEP paperwork and instructional demands of student caseload
  - Communicated effectively with general education staff and parents
- 2003           **Sixth Grade Classroom Teacher, Roswell B. Mason Elementary School,  
Chicago, IL**
- Utilized literatures circles to advance the development of reading comprehension skills
  - Developed systems and strategies for behavior management
- 2002-2003     **Sixth Grade Language Arts and Math Teacher, Miller Middle School,  
Marshalltown, IA**
- 2002           **Sixth - Seventh Grade Science Teacher, Miller Middle School, Marshalltown, IA**
- Assessed students using a variety of techniques and strategies

#### **AWARDS**

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Office of Special Education Programs Leadership Scholar Grant Recipient, 2013 – 2016  
University of Texas Recruitment Fellowship, 2013-2014  
Calvin College Graduate Scholars Mentorship Program: A Pilot Initiative to Support Scholarly Work with Students and Alumni in the Learning Disabilities M.Ed. Program, 2007

#### **PROFESSIONAL ACTIVITIES**

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Board Member (vice president) of Empower LD (LLC), 2015-Present

**CERTIFICATION**

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State of Iowa; Master Educator, Elementary K-6, Reading K-8, Instructional Strategist I  
State of Illinois; Standard Elementary Teaching K-9, Learning Behavior Specialist  
State of Michigan; K-5 All Subject Areas, K-8 Self-Contained, Reading Endorsement, Learning Disabilities Endorsement K-12

**RESEARCH INTERESTS**

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Dyslexia, diagnosis and remediation of learning disability, reading instruction, observation studies, schooling practices