

Sara Taylor, Ph.D.

Education

- Ph.D. University of California, Riverside, July 2019
Area of Study: Education
Research Advisor: Rollanda O'Connor, Ph.D.
- M.A. Point Loma Nazarene University, August 2013
Area of Study: Special Education
Research Advisor: Jennifer Reiter-Cook, Ph.D.
- M.S. Northwest Missouri State University, December 2023
Major: Data Analytics
- B.A. Western Governors University, July 2010
Major: Special Education and K-8 Education

Higher Education Experience

Northwest Missouri State University - School of Education

Assistant Professor

Undergraduate Courses Taught:

- *Assessment in Special Education (62-470)*
- *Assessment in Special Education Lab (62-471)*
- *Curriculum and Methods in Early Childhood Special Education (62-542)*
- *Designing Intervention and Assessment (62-321)*
- *Introduction to Special Education (62-371)*
- *Family and Community Resources in Early Childhood (62-455)*
- *Intervention and Assessment: Literacy, Special Populations, and English Language (61-324)*
- *Professional Learning Community 3 (62-119)*
- *Professional Learning Community 5 (61-312)*

Graduate Courses Taught:

- *Academic Skills: Assessment for Intervention (62-668)*
- *Advanced Developmental Psychology for Educators (62-629/ 61-729)*
- *Applied Learning Theory (62-658)*
- *Educational Psychology for the Educational Diagnostician (62-691/61-729)*
- *Intro to Teaching Students with M/M Disabilities (62-642)*
- *Seminar: Selected Topics in Special Education (62-699)*
- *Student Evaluation and Assessment (62-652)*
- *Transition/ Career Education for Students with Disabilities: Processes and Resources (62-608)*

University of California, Riverside - Graduate School of Education

Graduate Student

- Associate in for *Functional Communication and Self Advocacy (Educ 295D)*
- Associate in for *Curriculum and Instruction for Students with Severe Disabilities (Educ 295C)*
- Associate in for *Looking in Classrooms (Educ 002)*
- Reader for *Imagining Teaching (Educ 001)*
- Master Teacher for *Mathematical Problem Solving for Teachers (Educ 269S)*

Service

National

Treasurer - Council for Exceptional Children – Small Special Education Programs Caucus	2022-2023
Appointed to Representative Assembly for DCDT	2021-2023
Assistant Webmaster - Council for Exceptional Children – Division on Career Development and Transition (DCDT)	2020-2022

State

Student Chapter Faculty Liaison and webmaster for Missouri Council for Exceptional Children	2020-Present
President-Elect for Missouri Council for Exceptional Children	2024-

Regional

Treasurer - Nodaway County Recreation and Education Board	2020-Present
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Local

Board President New Nodaway Humane Society	2023-Present
Board member New Nodaway Humane Society	2021-Present

University

Committee member Graduate Council	2022-Present
Committee member Inclusive Excellence Action Team	2022-Present
Committee member Research	2022-Present
Program coordinator for M.S. Ed in Educational Diagnostician, M.S. Ed in Educational Diagnostician with School Psychological Examiner, and Ed.S Educational Diagnostician	2022- Present
Mentor one new faculty	2021-2022
Search Committees (3 positions)	2021-2023
Vice Chairperson on the Council on Teacher Education (COTE)	2021-2022
Collaborate with LEET center to support students with complex behavior and language needs	2020-Present
Committee member on the Council on Teacher Education (COTE)	2020-2021
Committee member IRB	2020-2021
Representative on the Secondary Education Coordinating Committee	2020-Present
Represent the School of Education in the university-wide ad-hoc committee to select a holistic student success software	2020-2021
Council for Exceptional Children Student Chapter 115 Faculty Advisor	2019-Present

Dissertation Committees

- Menear, A. R. (2023). *A case study of two private restoration movement Christian institutions of higher education demonstrating positive retention and graduation rates of Black students*. [Dissertation]. University of Missouri, Columbia.
- Waigand, S. (2022). *See the good: A qualitative analysis of elementary teachers' and principals' experiences through a gratitude intervention*. [Dissertation]. University of Missouri, Columbia.
- Tavron, C. A. (2021). *A case study of first-generation African American upper-level students' perceptions and stories of resiliency at a predominately white institution*. [Dissertation]. University of Missouri, Columbia.
- Young, M. D. (in progress). *A quantitative analysis of student engagement on sense of belonging in Missouri public high school distance learning courses during the covid-19 pandemic*. [Dissertation]. University of Missouri, Columbia.

Student Support

Advisor for 10-15 undergraduate students	Yearly
Advisor for all Educational Diagnostician graduate students	Yearly
Prospective student visits	Yearly
Special Education Advisement Night	Yearly
Co-advisor for K.I.D.S. student group	2021-2023
Co-advisor for Student Council for Exceptional Children Organization	2019-Present

Scholarship

Grants

- Missouri Path Forward Theory into Practice**, “Course Revision to Address Language Acquisition, Development, and Literacy” - \$25,000
- Academic Partnerships**, “The Use of Avatars in Education for Those With ASD: Examining the Impact of Anthropomorphism and Copresence on Instructor Satisfaction.” - \$10,189

Peer-Reviewed Publications

- Rourke, B. L., Wilson, K., & **Taylor, S.** (2023). A little help from my friends: The moderating role of neurodiversity traits on perceptions of presence. *Review of Communication* (in press).
- Taylor, S. E.** (2023). An application of the CCSR Noncognitive Framework: Bringing together typical and exceptional student research. *Educational Considerations*, 49(1).
- Taylor, S. E.**, Ingraham, N., Schairer-Kessler, C., Strickland, A., & Smith, L. (2023). Unpacking educator preparation accreditation policy: A systematic literature review of culturally responsive teaching [Manuscript submitted for publication]. *Educator Perspectives*, Spring 2024.
- King, L. M., **Taylor, S. E.**, Haughey, J. P., & Gordon, W. D. (2022). Resiliency and lessons learned: Stakeholder perspectives on Northwest Missouri lab schools' response to the pandemic. *International Association of Lab Schools Journal*, 12(2), 73-80.
- Taylor, S.** (2021). The practices of teachers in the development of post-secondary skills in students with learning disabilities. *Journal of the American Academy of Special Education Professionals* 16(3), 96-115.

Graduate Course Development

- Farnan, S., Lynn, T., **Taylor, S.** & Ingraham, N. (2023). *Education of the Exceptional Child* [online course]. Canvas
- Taylor, S.** (2023). *Advanced developmental psychology for educators* [online course]. Canvas.
- Taylor, S.** & Farnan, S. (2023). *Language speech and hearing* [online course]. Canvas
- Taylor, S.** (2022). *Academic skills: Assessment for intervention* [online course]. Canvas.
- Taylor, S.** (2022). *Capstone project: Educational diagnosticians* [online course]. Canvas.
- Taylor, S.** (2022). *Curriculum and methods: Early childhood special education* [online course]. Canvas.
- Taylor, S.** (2022). *Educational psychology for the educational diagnostician* [online course]. Canvas.

Undergraduate Course

- Farnan, S., Lynn, T., **Taylor, S.** & Ingraham, N. (2023). *Introduction to Special Education* [face- to-face and online course]. Canvas

Dissertation

The Role of Teachers and their Training in the Development of Post-Secondary Skills in Students with Learning Disabilities

Advisor: Dr. Rollanda O'Connor

This mixed-method study investigated the current strategies used during the first four years of high school to address research gaps in the field of learning disabilities. Special education teachers of students with Specific Learning Disabilities (SLD) were surveyed on their training and the ways they facilitated the development of skills necessary to meet post-secondary education, employment, and independent living goals.

Scholarly Presentations

International

- Lynn, T., **Taylor, S.**, Farnan, S., & Holbrook, P. (2022, February). *Diverse virtual field experiences: A rural, regional institution's response to school closures*. Council for Exceptional Children (CEC) Special Education Convention & Expo, Orlando, FL, United States. [virtual concurrent session] [Refereed]. [Acceptance Rate 30-35%; average attendees- range from 4500-6000 depending on the year]
- Taylor, S.** & Rourke, B. (2022, January). *Examining the impact of avatars on virtual instructor satisfaction for students with ASD*. Council for Exceptional Children (CEC) Special Education Convention & Expo, Orlando, FL, United States. [concurrent session] [Refereed]. [Acceptance Rate 30-35%; average attendees- range from 4500-6000 depending on the year]
- King, L., Gordon, D., Rouner, C., **Taylor, S.**, Haughey, J., Wall, T. (2021, July). *Impact of lab schools on recruitment and retention: Making it work in times of covid*, International Association of Lab Schools [virtual conference session] [Refereed].
- Taylor, S.**, Farnan, S., & Lynn, T. (2021, March). *Using constructive feedback to improve the classroom management practices of teacher candidates*. Council for Exceptional

Children (CEC) Special Education Convention & Expo, [Session cancelled due to pandemic]. (Approved) [Refereed]. [Acceptance Rate 30-35%; average attendees- range from 4500-6000 depending on the year]

National

- Taylor, S.** & Ingraham, N. (2022, February). *Disproportionate diagnosticians: A case study of evaluators in Missouri*. Presented at the Council for Educational Diagnostic Services (CEDS)/CEC, Baton Rouge, LA [Refereed]
- Lynn, T., **Taylor, S.**, & Farnan, S. (2021, November). *Responding to school closures through diverse virtual field experiences for rural special education teacher candidates*. Presented at the Teacher Education Division (TED)/CEC, Ft. Worth, TX [Refereed]. [85-95% Acceptance Rate depending on year; Attendance: 500-800].
- Taylor, S.** & Robinson, J. (2021, November). *Small special education programs caucus roundtables*. Presented at the Teacher Education Division (TED)/CEC, Ft. Worth, TX [Refereed]. [85-95% Acceptance Rate depending on year; Attendance: 500-800]. [Moved to online in February 2022 due to pandemic]

State

- King, L., Haughey, J., **Taylor, S.**, & Gordon, W. D. (2023, October). *Teacher Education Recruitment Strategies*, Missouri Association of Colleges for Teacher Education [virtual concurrent session]
- King, L., Rouner, C., **Taylor, S.**, Gordon, D., Haughey, J., Wall, T. (2021, March). *Building deep partnerships: Northwest Missouri State's laboratory schools*, Missouri Association of Colleges for Teacher Education [virtual concurrent session]
- Farnan, S., Lynn, T., **Taylor, S.** (2020, March). Developing mutually beneficial partnerships for the recruitment and retention of special education teachers. Presented at the 4th Annual Collaborative Conference, Columbia, Missouri.
- Farnan, S., Lynn, T., **Taylor, S.**, Andreini, A., Dorsey, E., & Stein, Z. (2020, March). Developing mutually beneficial partnerships for the recruitment and retention of special education teachers. Presented at the 4th Annual Collaborative Conference, Columbia, Missouri.
- Taylor, S.** (2020, March). Beyond academics: Life skills development for diploma-bound students. Presented at the 4th Annual Collaborative Conference, Columbia, Missouri.

Regional

- Montenguisse, H., Schieffer, C., **Taylor, S.**, Farnan, S. (2023, September). *Applying the tools in your literacy toolbox to build activities for your students*, 275 Conference.
- Taylor, S.** (2022, September). *Assessing and supporting social, emotional, and behavioral skills*, Local Administrators of Special Education.
- Taylor, S.** (2021, February). *Post-secondary transition*, Local Administrators of Special Education.

K-12 Teaching

Credentials

- California – Multiple Subjects Teaching Credential – Clear
 - Authorized to teach:

- General Subjects
 - English Language Learners
- California – Education Specialist Instruction Credential – Clear
 - Authorized to teach:
 - Mild/ Moderate
 - Moderate/ Severe
 - Traumatic Brain Injury
 - English Language Learners

Recent School District Experience

Grossmont High School District

Helix Charter High School and ELITE Academy

Education Specialist – Mild/ Moderate and Moderate/ Severe

August 2010-July 2019

- Developed programs and taught in a multi-tiered system of support in tiers 1, 2, and 3 at a diverse college prep charter school.
- Co-taught Algebra 2 course covering advanced algebra and precalculus concepts.
- Constructed necessary curriculum adaptations and modifications while implementing accommodations to support students with learning disabilities, Autism, traumatic brain injury, ADHD and other health impairments, orthopedic impairments, and intellectual disabilities.
- Developed, implemented, and frequently reviewed Individualized Education Plan's (IEP), Transition Plans, and Behavior Intervention Plans for students on caseload.
- Attend IEP meetings district wide as a Traumatic Brain Injury Specialist
- Developed and implemented campus-based positive behavior interventions and supports for general and special education students.
- Taught social, life, vocational, and study skills to students with learning disabilities, Autism, traumatic brain injury, ADHD and other health impairments, orthopedic impairments, and intellectual disabilities.
- Developed protocols, conducted daily meetings, and supervised a team of four Behavior Intervention Assistants.
- Collaborated with a variety of general and special education teachers, service providers, and administrators.
- Conduct weekly meetings with school psychologist to review student concerns and develop a plan to address student needs.
- Assessed needs and implemented student assistive technology, including student and staff training of tools.