

Kathy-Anne Jordan, Ed.D

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EDUCATION:

Teachers College, Columbia University, New York, NY

Doctor of Education, Curriculum and Teaching (Learning Disabilities Concentration), May 2006

Research Interests: special education, discursive constructions of difference, education and social status of young Black males, inclusive classrooms

Master of Art, Curriculum and Teaching (Elementary Education), May 1994

New York University, New York, NY

Bachelor of Science, Early Childhood Special Education, May 1992

UNIVERSITY TEACHING EXPERIENCE:

Mercy College, New York, NY

Associate Professor of Special Education (tenure track) Department of Special Education

July 2011-Present

- Plan and implement courses including (1) Methods and Materials for Teaching Students with Disabilities (Birth to Grade 6), (2) Assistive and Learning Technology for Students with Disabilities and Special Needs, (3) Foundations in Education for Students with Disabilities (Birth through Adolescence), and (4) Curricular Assessment and Behavior Management for Students with Disabilities
- Prepare course lectures and activities pertaining to the legal foundation of special education, categories of exceptionality, assistive technologies for individuals with disabilities, design of informal assessment instruments, and administration of various standardized assessments
- Supervise student teachers and provide recommendations for various instructional and behavioral modifications relating to their individual lessons
- Incorporate various teaching techniques and activities including film, lecture, and group assignments
- Serve on various university and college committees (Academic grievances Committee, NCATE Dispositions Committee)

Boston University, Boston, MA

Assistant Professor of Special Education (tenure track), Department of Curriculum and Teaching

September 2008-May 2011

- Planned and implemented courses including Introduction to Special Education, Learning Disabilities, and Assessment and Evaluation in Special Education
- Prepared course lectures and activities pertaining to the legal foundation of special education, categories of exceptionality, design of informal assessment instruments, and administration of various standardized assessments
- Supervised student teachers and provided recommendations for various instructional and behavioral modifications relating to their individual lessons
- Incorporated various teaching techniques and activities including film, lecture, and group assignments
- Served on various university and college committees (Responsible Conduct of Research and Boston University's School of Education Consortium)

Chicago State University, Chicago, IL

Assistant Professor of Special Education (tenure track), Department of Special Education, Early Childhood, and Bilingual Education, August 2006-May 2008

- Planned and implemented courses including Characteristics of Exceptional Children, and Adaptive Skills for Learners with Special Needs

- Prepared course lectures and activities pertaining to (a) categories of exceptionality, (b) assessment of exceptional students, (c) instructional modifications in general and special education classrooms, and (d) special education law
- Assisted graduate students in developing case studies and modified lesson plans based on participatory fieldwork in special and general education classrooms
- Incorporated various teaching techniques and activities including film, lecture, group assignments, and demonstration lessons
- Served on college and department committees such as the NCATE Standard 1 Committee, and the Department Curriculum Committee

City College, City University of New York, New York, NY

Adjunct Lecturer, Department of Leadership and Special Education, August 2005-December 2005

- Planned and implemented course syllabus pertaining to differentiating instruction for students in elementary and junior high school
- Demonstrated differentiated instructional strategies and ways to assess and plan for the needs of diverse learners
- Prepared course readings and lectured on various theories associated with differentiated instruction
- Assigned and responded to course participants' reflective papers that addressed course readings, lectures, and practical concerns about differentiating instruction within their classrooms
- Assisted approximately 30 graduate course participants in designing lessons, projects, and various activities for use in their classrooms and for demonstration during course sessions

Hunter College, City University of New York, New York, NY

Adjunct Lecturer, Department of Special Education, September 2005-December 2005

- Supervised and evaluated two student teachers in their early childhood special education practicum assignments
- Held meetings with student teachers to discuss and provide feedback on lesson plans and classroom observations
- Assessed teachers in several areas that include (a) knowledge of learners (b) knowledge of subject matter (c) skill in planning, (d) skill in teaching, (e) skill in assessing learners, and (f) skill in developing caring learning environments

Teachers College, Columbia University, New York, NY

Instructor, Department of Curriculum and Teaching, May 2001-June 2002

- Created and taught course on (a) how the special education system works, (b) nature of the legal classifications and social issues pertaining to students with disabilities, (c) pros and cons of maintaining special education as a separate system or integrating it into a unified system within general education
- Incorporated various teaching techniques and activities including film, debate, lectures, class presentations, and group projects

PUBLICATIONS:

Jordan, K. & Ramaswamy, S. (Eds.) (in press). Global perspectives on inclusion [Special Issue]. *Global Education Review*.

Jordan, K. (in press). [Review of the book *Thinking comprehensively about education: Spaces of educative possibility and their implications for public policy*, by E. Dixon-Roman & E. W. Gordon]. *Journal of African American History*.

Jordan, K. (2012, April 20). [Review of the book *Leading for inclusion: How schools can build on the strengths of all learners*, by P. Jones, J. R. Fauske & J. F. Carr]. *Teachers College Record*.

Jordan, K. (2012, January 19). [Review of the book *The blind advantage*, by B. Henderson]. *Teachers College Record*.

Jordan, K. (2008). [Review of the book *Schools betrayed: Roots of failure in inner-city education*]. *The Journal of African American History*, 93, 599-601.

Jordan, K. A. (2008). Teachers' discursive constructions of disability: Implications for Black urban youth. *The International Journal of Learning*, 14 (10), 5-14.

Jordan, K. A., Oppenheim, R., Wong, J. Y., & Snow, C. (2006). Review Essay: Educational perspectives on the Encyclopedia of Disability, in three parts. *Disability Studies Quarterly*, 26 (4), 1-6.

Jordan, K. A. (2006). *Constructions of difference and Black overrepresentation in special education*. Unpublished doctoral dissertation, Teachers College, Columbia University, New York.

Jordan, K. A. (2005). Discourses of difference and the overrepresentation of Black students in special education. *Journal of African American History*, 90, 133-155.

Jordan, K. A., & Reid, D. K. (2002). A critical discourse analysis of dialogue in multicultural classroom contexts. *The International Journal of Learning*, 9, 653-667.

PRESENTATIONS:

Jordan, K. (2013, May). *Representations of Inclusion: Textbook Knowledge and Teacher Learning*, Paper presented at the University of Education of Upper Austria and the Pedagogical University of Lower Austria, Austria.

Jordan, K. (2013, July). *Representations of Inclusion: A Critical Discourse Analysis of Six Introduction to Special Education Textbooks*, Paper presented at the International Association of Special Education Conference, Vancouver, British Columbia, Canada.

Jordan, K. (2010, July). *Examinations of difference and special education referral: Considering the needs of young Black males*. Seventeenth International Conference on Learning, Hong Kong Institute of Education, Hong Kong, China.

Cirincione N, Busch, C., Jackson, A. & **Jordan, K.** (2010, October). Intentional Interventions and Autism Spectrum Disorders. Council for Exceptional Children, Division for Early Childhood Conference, Kansas City, Missouri. Proposal accepted.

Busch, C., Cirincione, N., **Jordan, K.** & Lawson, C. (2009, October). *RTI and preparation of pre-service teachers* (Faculty meeting on early childhood RTI). Council for Exceptional Children, Division for Early Childhood Special Education Conference, Albuquerque, New Mexico.

Jordan, K. (2009, July). *Reducing disproportionality in special education through culturally relevant pedagogy and differentiated instruction*. International Association of Special Educators, Alicante, Spain.

Jordan, K. (2009, February). *Teachers' discursive constructions of disability: Implications Black urban youth*. Invited lecture at Boston University. The mis-education of Black males (ED 217).

Cirincione, N., Busch, C., **Jordan, K.**, Wonderlick, M., & Lawson, C. (2008, October). *Preparing teachers for the challenges of urban education*. Council for Exceptional Children, Division for Early Childhood Conference, Minneapolis, Minnesota.

Jordan, K. (2007, June). *Teachers' Discursive Constructions of Disability: Implications for Black Urban Youth*. Paper presented at the Fourteenth International Conference on Learning, University of the Witwatersrand, Johannesburg, South Africa.

Jordan, K. (2006, November). *Constructions of difference and Black overrepresentation in special education*. Paper presented at the Professional Development Colloquium, The Center for Urban Research and Education (CURE), Chicago State University, Chicago, IL.

Jordan, K. (2005, July). *Constructions of difference and Black overrepresentation in special education*. Paper presented at the Twelfth International Conference on Learning, University of Granada, Granada, Spain.

Jordan, K. (2005, February). *Constructions of difference and Black overrepresentation in special education*. Paper presented at the Student Research Conference and International Forum, Harvard Graduate School of Education, Cambridge, MA.

Jordan, K. (2004, April). *The Impact of the Brown Decision on American Education and Society - Disproportionality, high-incidence disabilities, and the resegregation of Black students in urban public schools*, Graduate Student Conference, Teachers College, Columbia University.

Jordan, K. (2002, July). *A critical discourse analysis of dialogue in multicultural classroom contexts*. Paper presented at the Ninth International Learning Conference, Beijing, China.

Jordan, K. (2002, April). *Learning about culturally relevant pedagogy through dialogue*. Paper presented the American Educational Research Association, New Orleans, LA.

SPECIAL EDUCATION TEACHING EXPERIENCE:

NYC Department of Education, New York, NY

Special Education Teacher, 1996-2005 (NYS permanent certification)

- Worked as a self-contained special education and SETTS (Supplemental Education Teacher Support Services) teacher with students on various grade levels
- Planned modified academic curricula for students with disabilities using NYC performance standards
- Evaluated students using formal and informal test measures
- Conducted annual review meetings to discuss student progress and needs
- Implemented the Success For All Reading Program within an elementary general education classroom and the Wilson Reading program within a sixth grade self-contained classroom

Midwood Child Development Center

YAI/New York League for Early Learning

Herbert G. Birch Services

The Children's Center for Early Learning

Early Intervention Teacher, 1994-2006

- Evaluated children using the Hawaii Early Learning Profile and the Brigance Inventory of Early Development
- Provided home-based special instruction (Applied Behavior Analysis) to children with autism spectrum disorders, 0-3 years
- Completed quarterly and annual reviews of student progress
- Provided parent training

Northside Center for Child Development

Preschool Special Education Teacher, 1994-1996

- Planned and implemented preschool curriculum for special needs children (ages 3-5)
- Conducted monthly case reviews and weekly team meetings to discuss student issues

PROFESSIONAL MEMBERSHIPS:

- Association for Supervision and Curriculum Development

- Council for Exceptional Children
- American Educational Research Association

PROFESSIONAL ACTIVITIES/SERVICE:

- Mercy College Journal of Education, Theme Editor
- NCATE Dispositions Committee
- Academic Grievances Committee
- Council for Exceptional Children
 - Student mentor
- Boston University School of Education Consortium
 - Serve as the Boston University liaison to Chelsea Public Schools
- American Educational Research Association
 - Reviewed proposals submissions for Division C-Learning Environments, Division G-Social Context of Education, and SIG-Critical Examination of Race, Ethnicity, and Class in Education.
- Massachusetts Test for Educator License (MTEL) Qualifying Score Committees
 - Participated in qualifying score activities geared toward establishing passing standards for the Mathematics subtest for elementary and special educators
- Associate editor, *The International Journal of Learning*, Vol. 14, 2007
- Responsible Conduct of Research (RCR) Committee
 - Assist in the development of a university plan for instruction in responsible research practices and mentoring of graduate students and post-doctoral researchers.
 - Lead workshops on responsible conduct of research
- Educational Leadership Search Committee
- Textbook Reviewer
 - Hardman, M., Drew, C., & Egan, W. (2011). *Human Exceptionality: School, community, and family*. Kentucky: Cengage Learning