

MAEGHAN N. HENNESSEY

Department of Educational Psychology
University of Oklahoma
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EDUCATIONAL HISTORY

- 2002-2007 **The Pennsylvania State University**
Ph. D., Educational Psychology
Dissertation Title: *Teacher epistemic beliefs: The development of a psychometrically sound measure.*
Advisor: P. Karen Murphy, Ph.D.; Co-Advisor: Jonna M. Kulikowich
- 1999-2002 **Lock Haven University of Pennsylvania**
M. Ed., Curriculum and Instruction
- 1995-1999 **The Pennsylvania State University**
B. S., Secondary Education (Mathematics Option)

PROFESSIONAL EMPLOYMENT

University of Oklahoma – Norman, OK

- 2020-2024 *Academic Chair*
Department of Educational Psychology
- 2013-present *Associate Professor*
Department of Educational Psychology
- 2007-2013 *Assistant Professor*
Department of Educational Psychology

The Pennsylvania State University – University Park

- 2002-2007 *Graduate Research Assistant*
Department of Educational and School Psychology and Special Education

Corry Area School District – Corry, PA

- 1999-2002 *Mathematics Teacher*
Corry Area Middle-High School
Pennsylvania Instructional II Certification, tenured

SCHOLARY PUBLICATIONS AND PRESENTATIONS

^E Empirical, ^S Student co-author at time research was conducted, ^G Grant product

Refereed Journal Publications

- ^{ES} **Hennessey, M. N., Martin, J. E., & Portley, J. L. (2024).** Impact of student involvement in their IEP process and other transition education practices on IDEA Indicator 13 scores

and Indicator 14 outcomes. *Journal of Disability Policy Studies*. Advance online publication. <https://doi.org/10.1177/10442073241289084>

- ^{EG} **Hennessey, M. N.**, & Williams-Diehm, K. L., & Martin, J. E. (2023). Piloting an assessment of foundational workplace competencies for students with disabilities and competitive employment aspirations. *Career Development and Transition for Exceptional Individuals*, 46(4), 184-196. <https://doi.org/10.1177/21651434221141405>
- ^{EG} **Hennessey, M. N.**, & Williams-Diehm, K. L., Sinclair, T. E., Sanford, C., & Cameto, R. (2023). Structural validity evidence for the TAGG-Alternate professional version for individuals with extensive support needs in employment. *Inclusion*, 11(2), 100-117. <https://doi.org/10.1352/2326-6988-11.2.100>
- ^{ES} Herron, J. P., & **Hennessey, M. N.** (2022). Classroom context influence on pre-service teacher pupil control ideology. *The Teacher Educator*, 57(2), 198-214. <https://doi.org/10.1080/08878730.2021.1974627>
- ^{ESG} Sinclair, T. E., Williams-Diehm, K. L., **Hennessey, M. N.**, Sanford, C., Cameto, R., & Hodge, L. (2021). Building a transition assessment for students with significant cognitive disabilities. *DADD Online Journal: Research to Practice*, 8(1), 75-92. http://www.daddcec.com/uploads/2/5/2/0/2520220/doj_2021.pdf
- ^{ESG} **Hennessey, M. N.**, Herron, J. P., Martin, J. E., & Herron, M. D. (2020). Relations between the socioeconomic status of secondary students with disabilities and non-academic transition behaviors. *Exceptionality*, 28(5), 362-379. <https://doi.org/10.1080/09362835.2020.1772067>
- ^{ES} Herron, J. P., & **Hennessey, M. N.** (2019). Organizational processes of problem solving groups. *Open Journal for Educational Research*, 3(2), 39-52. <https://doi.org/10.32591/coas.ojer.0302.01039h>
- ^{ESG} Burnes, J. J., Martin, J. E., Terry, R., **Hennessey, M. N.**, & McConnell, A. E. (2018). Establishing predictive validity: Predicting postsecondary education and employment outcomes using the TAGG. *Career Development and Transition for Exceptional Individuals*, 41(2), 111-121. <https://doi.org/10.1177/2165143417705353>
- ^{ESG} **Hennessey, M. N.**, Terry, R., Martin, J. E., McConnell, A. E., & Willis, D. (2018). Factor structure and basic psychometric properties of the Transition Assessment and Goal Generator (TAGG). *Career Development and Transition for Exceptional Individuals*, 41(2), 99-110. <https://doi.org/10.1177/2165143417691021>
- ^{ESG} McConnell, A. E., Martin, J. E., Herron, J. P., & **Hennessey, M. N.** (2017). The influence of gender on non-academic skills associated with post-school employment and further education. *Career Development and Transition for Exceptional Individuals*, 40(3), 165-174. <https://doi.org/10.1177/2165143416629629>

- ^{ES} Dawson, C. L., **Hennessey, M. N.**, & Higley, K. (2016). Student perceptions of justification in two disparate domains: Education and biology. *International Journal of Higher Education*, 5(3), 1-11. <https://doi.org/10.5430/ijhe.v5n3p>
- ^{ESG} McConnell, A. E., Martin, J. E., & **Hennessey, M. N.** (2015). College and career indicators in relation to GPA and percent of time in general education. *Remedial and Special Education*, 36(6), 327-336. <https://doi.org/10.1177/0741932515583497>
- ^E Hardré, P. L., & **Hennessey, M. N.** (2013). What they think, what they know, what they do: Rural secondary teachers' motivational beliefs and strategies. *Learning Environments Research: An International Journal*, 16(3), 411-436. <https://doi.org/10.1007/s10984-013-9131-0>
- ^{ES} **Hennessey, M. N.**, Murphy, P. K., & Kulikowich, J. M. (2013). Investigating teachers' beliefs about the utility of epistemic practices: A pilot study of a new assessment. *Instructional Science*, 41(3), 499-519. <https://doi.org/10.1007/s11251-012-9241-6>
- ^{SG} McConnell, A. E., Martin, J. E., Juan, C. Y., **Hennessey, M. N.**, Terry, R. A., El-Kazimi, N. A., Pannells, T., & Willis, D. M. (2013). Developing the Transition Assessment and Goal Generator (TAGG): Building student behavior constructs as the first step in developing a new transition assessment. *Career Development and Transition for Exceptional Individuals*, 36(3), 174-187. <https://doi.org/10.1177/2165143412468147>
- ^S **Hennessey, M. N.**, Higley, K., & Chesnut, S. R. (2012). A new paradigm for mathematics education: Persuasive pedagogy in action. *Educational Psychology Review*, 24(2), 187-204. <https://doi.org/10.1007/s10648-011-9190-7>
- Murphy, P. K., Alexander, P. A., Greene, J. A., & **Hennessey, M. N.** (2012). Examining epistemic frames in conceptual change research: Implications for learning and instruction. *Asia Pacific Education Review*, 13(3), 475-486. <https://doi.org/10.1007/s12564-011-9199-0>
- ^E Hardré, P. L., & **Hennessey, M. N.** (2010). Two rural worlds: Differences of rural high school students' motivational profiles in Indiana and Colorado. *Journal of Research in Rural Education*, 25(8). Retrieved from <http://jrre.vmhost.psu.edu/wp-content/uploads/2014/02/25-8.pdf>
- ^{EG} Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., **Hennessey, M. N.**, & Alexander, J. A. (2009). A meta-analysis of discussion approaches. *Journal of Educational Psychology*, 101(3), 740-764. <https://doi.org/10.1037/a0015576>
- ^{EG} Soter, A. O., Wilkinson, I. A. G., Murphy, P. K., Rudge, L., Renninger, K., & **Edwards, M. N.** (2008). What the discourse tells us: Talk and indicators of high-level comprehension. *International Journal of Educational Research*, 47(6), 372-391. <https://doi.org/10.1016/j.ijer.2009.01.001>

- ^E **Edwards, M. N.**, Higley, K. H., Zeruth, J. A., & Murphy, P. K. (2007). Pedagogical practices: Examining preservice teachers' perceptions of their abilities. *Instructional Science*, 35(5), 443-465. <https://doi.org/10.1007/s11251-9014-1>
- Kulikowich, J. M., & **Edwards, M. N.** (2007). Analyzing change in school psychology research. *Psychology in the Schools*, 44(5), 535-542. <https://doi.org/10.1002/pits.20245>
- ^E Murphy, P. K., **Edwards, M. N.**, Buehl, M. M., & Zeruth, J. A. (2007). Domain-specificity of adolescent beliefs about knowledge: Testing the appropriateness and psychometric properties of an existing measure. *Journal of Experimental Education*, 76(1), 3-25. <https://doi.org/10.3200/JEXE.76.1.3-25>
- ^E Kornhaber, M. L., Mishook, J., **Edwards, M. N.**, & Nomi, T. (2006). Testing's influence on the arts: Some unexpected findings from Virginia. *KEDI Journal of Educational Policy*, 3(1), 45-67.
- ^E Murphy, P. K., Delli, L. M., & **Edwards, M. N.** (2004). The good teacher and good teaching: Comparing beliefs of second-grade students, preservice teachers, and inservice teachers. *Journal of Experimental Education*, 72(2), 69-92. <https://doi.org/10.3200/JEXE.72.2.69-92>

Other Refereed Contributions

- Kulikowich, J. M., & **Edwards, M. N.** (2007). Inferential statistics. *Encyclopedia of Measurement and Statistics* (pp. 457-460). Sage Publications.

Chapters in Edited Books

- ^S **Hennessey, M. N.**, Herron, J. P., & Snoddy, R. (2021). Program evaluation. In B. L. Hott, F. J., Brigham, & C. Peltier (Eds.), *Special Education Research* (pp. 257-276). SLACK Incorporated.
- ^{SG} **Hennessey, M. N.**, McConnell, A. E., & Martin, J. E. (2014). Developing an educational assessment: Recruiting teacher participants. In P. Brindle (Ed.), *SAGE Research Methods Cases*. Retrieved from <http://srmo.sagepub.com/view/methods-case-studies-2013/n385.xml#https://doi.org/10.4135/978144627305014535899>
- ^E Murphy, P. K., Buehl, M. M., Zeruth, J. A., **Edwards, M. N.**, Long, J. F., & Monoi, S. (2010). Examining the influence of epistemic belief and goal orientations on the academic performance of adolescent students enrolled in high-poverty, high-minority schools. In L. D. Bendixen & F. C. Haerle (Eds.), *Personal epistemology in the classroom: Theory, research and implications for practice* (pp. 328-367). Cambridge University Press.
- Murphy, P. K., Alexander, P. A., Greene, J. A., & **Edwards, M. N.** (2007). Epistemological threads in the fabric of conceptual change. In S. Vosniadou, A. Baltas, & X. Vamvakoussi (Eds.), *Re-framing the conceptual change approach in learning and instruction* (pp. 105-122). Elsevier.

Assessments and Associated Publications

- Williams-Diehm, K. L., Cameto, R., Sanford, C., **Hennessey, M. N.**, & Sinclair, T. (2021). *Transition Assessment and Goal Generator – Alternate*. Norman, OK: Board of Regents of the University of Oklahoma.
- Martin, J. E., **Hennessey, M. N.**, McConnell, A. E., Terry, R. A., & Willis, D. M. (2015). *Technical Specifications for the Transition Assessment and Goal Generator – High School*. Norman, OK: Board of Regents of The University of Oklahoma.
- Martin, J. E., **Hennessey, M. N.**, McConnell, A. E., Terry, R. A., & Willis, D. M. (2015). *Users Guide for the Transition Assessment and Goal Generator – High School*. Norman, OK: Board of Regents of the University of Oklahoma.
- Martin, J. E., **Hennessey, M. N.**, McConnell, A. E., Terry, R. A., & Willis, D. M. (2015). *Transition Assessment and Goal Generator – High School*. Norman, OK: Board of Regents of the University of Oklahoma.

External Funding

- TAGG-MS: Development and Validation of the Transition Assessment and Goal Generator (TAGG) for Middle School Students with Disabilities*. (grant award number R324A210143).
Funding Source: National Center for Special Education Research (Institute of Education Sciences)
Directors: Kendra Williams-Diehm (PI), Maeghan Hennessey (Co-PI), Malarie Deardorff (Co-PI)
Time: 8/1/21 – 7/31/25
Amount Funded: \$1,998,806
- TAGG-A: Developing, Validating, and Disseminating a New Secondary Transition Assessment for Students with Significant Cognitive Disabilities Taught to Alternate Achievement Standards* (grant award number R324A160160)
Funding Source: National Center for Special Education Research (Institute of Education Sciences)
Directors: Kendra Williams-Diehm (PI), Renee Cameto (Co-PI), Christopher Sanford (Co-PI), Maeghan Hennessey (Co-PI), and Tracy Sinclair (Co-PI)
Former Directors: James Martin (PI), Amber McConnell (Co-PI), and Robert Terry (Co-PI)
Time: 7/01/16 – 6/30/20
Amount Funded: \$1,599,940
- Transition Success Assessment* (grant award number R324A100246)
Funding Source: National Center for Special Education Research (Institute of Education Sciences)
Directors: James Martin (PI) and Maeghan Hennessey (Co-PI)
Time: 7/01/10 – 6/30/15

Amount Funded: \$2,018,249

Internal Funding

Faculty-Student Collaborative Summer Research Grant

Project: A Consequential Validity Framework for Equity Minded Assessment

Funding Source: Jeannine Rainbolt College of Education

Directors: Diana Meek (PI) and Maeghan Hennessey (Co-PI)

Time: 05/16/2021-08/14/2021

Amount Funded: \$1,000

Summer Research Grant

Project: Validation of Transition Assessment and Goal Generator (TAGG)

Funding Source: Jeannine Rainbolt College of Education

Director: Maeghan Hennessey (PI)

Time: 06/01/2018-08/14/2018

Amount Funded: \$1,995

Alternative Textbook Grant

Course: EIPT 6203 – Instrument Development

Funding Source: University of Oklahoma Libraries

Director: Maeghan Hennessey (PI)

Time: 06/01/2017 – 12/31/2017

Amount Funded: \$2,000

Unfunded Proposals

Updating the Content and Results Profiles for the Transition Assessment and Goal Generator – High School (TAGG-HS) to Prepare Students for Postschool Outcomes (Not Funded)

Funding Source: National Center for Special Education Research (Institute of Education Sciences)

Directors: Maeghan Hennessey (PI), Kendra Williams-Diehm, (Co-PI), Malarie Deardorff (Co-PI), Christopher Sanford (Co-PI), Michael Crowson (Co-PI), Graham Rifenbark (Subcontract PI), Tracy Sinclair (Subcontract Co-PI), Wenchao Ma (Subcontract PI)

Time: 7/1/24 – 6/30/28

Amount Requested: \$1,995,722

ACCESS TAGG: Accessibility and User-Centered Enhancement for Student Success for the Transition Assessment and Goal Generator (Not Funded)

Funding Source: Office of Special Education and Rehabilitation Services, Office of Special Programs (U.S. Department of Education)

Directors: Kendra Williams-Diehm (PI), Malarie Deardorff (Co-PI), Christopher Sanford (Co-PI), Melissa Wicker (Co-PI), Maeghan Hennessey (Project Evaluator)

Time: 7/1/23 – 6/30/28

Amount Requested: \$2,495,894

Updating the Content and Results Profiles for the Transition Assessment and Goal Generator – High School (TAGG-HS) to Prepare Students for Postschool Outcomes (Not Funded)

Funding Source: National Center for Special Education Research (Institute of Education Sciences)

Directors: Maeghan Hennessey (PI), Kendra Williams-Diehm, (Co-PI), Malarie Deardorff (Co-PI), Michael Crowson (Co-PI), Graham Rifenburg (Subcontract PI), Tracy Sinclair (Subcontract Co-PI), Wenchao Ma (Subcontract PI)

Time: 7/1/23 – 6/30/27

Amount Requested: \$1,997,124

Sooner Works: Building a Four-Year, Fully Inclusive, Sustainable Model Demonstration Program for Students with Intellectual Disabilities in Higher Education. (Not Funded).

Funding Source: U.S. Department of Education

Directors: Kendra Williams-Diehm (PI), Breea Clark (Co-PI), Malarie Deardorff (Co-PI), Maeghan Hennessey (Co-PI), Kaimee Tankersley (Co-PI), Emily Kuntz (Co-PI), Mindy Lingo (Co-PI), David McLeod (Co-PI), Christina Miller (Co-PI)

Time: 10/01/21 – 9/30/25

Amount Requested: \$2,101,255

A Framework for Infusing Self-Determination to Promote Development of Early Transition Skills in Middle Schools. (Not Funded)

Funding Source: National Center for Special Education Research (Institute of Education Sciences)

Directors: Kendra Williams-Diehm (PI) and Susan Palmer (Co-PI). Maeghan Hennessey (quantitative consultant) and Ji Hong (qualitative consultant).

Time: 7/01/19 – 6/30/22

Amount Requested: \$1,435,382

Investigating the Use of the Transition Assessment and Goal Generator (TAGG) to Prepare Students for Postschool Outcomes: Obtaining Consequential Validity Evidence. (Not funded).

Funding Source: National Center for Special Education Research (Institute of Education Sciences)

Directors: Maeghan Hennessey (PI), Amber McConnell (Co-PI), James Martin (Co-PI), and Robert Terry (Co-PI)

Time: 7/01/16 – 6/30/20

Amount Requested: \$1,598,755

Stepping-Up the TAGG. (Not funded).

Funding Source: Office of Special Education and Rehabilitative Services

Directors: James Martin (PI), Maeghan Hennessey (Co-PI), Robert Terry (Co-PI), and Amber McConnell (Co-PI)

Time: 7/01/2015 – 6/30/2020

Amount Requested: \$2,421,023

The Development and Refinement of Standards-Based Pre-K – 3rd Grade Teacher Evaluation Instruments. (Not funded).

Funding Source: National Center for Education Research (Institute of Education Sciences)
Directors: Diane Horm (PI), Carla Goble (Co-PI), Amy Atanasov (Co-PI), and Maeghan Hennessey (Co-PI)
Time: 7/01/2014 – 6/30/2018
Amount Requested: \$1,600,000

Manuscripts Submitted for Publication

Tennell, C., Hennessey, M. N., & Webster, F. (under review). *Measurement Invariance and Differences in Professionals' ratings Across Racial Categories on the TAGG-HS.*

Research in Progress

Hennessey, M. N., Gill, K., Crowson, H. M., & Meek, D. (in preparation). *Effect of teacher characteristics on ratings of students' non-academic skills.*

Hennessey, M. N., & Meek, D. (in preparation). *The evolution of consequential validity evidence.*

Hennessey, M. N., Martin, J. E., McConnell, A. E., Gill, K., Williams-Diehm, K. L., John, J., & Ford, A. (in preparation). *Using the Transition Assessment and Goal Generator (TAGG) to Predict Self-Determination and Employment Readiness Skills.*

Idrees, M., Crowson, H. M., Andrews, C., & Hennessey, M. N. (in preparation). *Development of the Mathematics-Specific Growth Mindset Scale.*

Parsons, A., & Hennessey, M. N. (in preparation). *Continuing to grow or checking the box: Teacher achievement goal orientation in their Professional Learning Focus.*

Williams, J., & Hennessey, M. N. (in preparation). *Engagement in self-directed learning: Insights from physical therapy students.*

INVITED PRESENTATIONS

Hennessey, M. N. (2022, April). Expanding a consequential validity framework for equity minded assessment. Presidential session presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Conda, J. M., & Hennessey, M. N. (2021, February). Piaget at the piano. Lecture presented for the Conservatory of Music, Division of Keyboard Studies, University of Cincinnati, Cincinnati, OH.

Edwards, K. T., & Hennessey, M. N. (2013, October). Mentorship and teaching philosophy. Session presented for the Graduate Teaching Academy, University of Oklahoma, Norman, OK.

Martin, J. E., Hennessey, M. N., & McConnell, A. E. (2013, March). Development and validation of the Transition Assessment and Goal Generator. Presented at the Spring Institute of Education Sciences principal investigator meeting, Washington, DC.

Hennessey, M. N., & Ge, X. (2012, May). Create and sustain online learning communities using Web 2.0 technology. Session presented for the College of Liberal Studies, University of Oklahoma, Norman, OK.

Hennessey, M. N., & Greene, B. A. (2011, November). The job talk. Session presented at the biannual meeting of the Southwestern Consortium for Innovative Psychology in Education, Norman, OK.

Hennessey, M. N. (2011, April). Participant. In T. A. Cullen (Chair), *Successful grantsmanship in IT: A panel discussion*. Session presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Hennessey, M. N. (2010, July). Construct validity: Matching our assessments to our domain. Session presented at The Department of Anesthesiology's Grand Rounds, University of Oklahoma Health Sciences Center, Oklahoma City, OK.

Hennessey, M. N. (2009, August). My life as an Assistant Professor. In H. Fives, M. M. Buehl, and S. Tonks (Chairs), *American Psychological Association Division 15 Graduate Student Seminar*. Presented at the annual meeting of the American Psychological Association, Toronto, Canada.

Hennessey, M. N., & Jones, M. H. (2008, August). How to survive the first year. In H. Fives and M. M. Buehl (Chairs), *American Psychological Association Division 15 Graduate Student Seminar*. Presented at the annual meeting of the American Psychological Association, Boston, MA.

NATIONAL AND INTERNATIONAL PRESENTATIONS

Berry, D. N., Koenka, A. C., Gill, K., & Hennessey, M. N. (2024, April). Investigating pre-service teachers' cognitive load and motivational outcomes: A pilot study. In D. N. Berry & A. C. Koenka (Chairs), *Centering the psychological experiences of pre- and in-service teachers across contexts and social identities*. Symposium presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Hennessey, M. N., Fox, S., & Hartmann, A. (2024, April). *Predicting skills and behaviors necessary for post-school employment and education for students with disabilities*. Roundtable presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Tennell, C., Hennessey, M. N., & Webster, F. (2024, April). *Measurement invariance and differences in professional's ratings across racial categories on the TAGG-HS*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

- Williams-Diehm, K. L., Sinclair, T., Sanford, C. B., Deardorff, M. E., & Hennessey, M. N. (2023, October). *TAGG – You're it for transition assessment*. Session presented at CEC's Division on Career Development and Transition Conference, Reno, NV.
- Deardorff, M., Williams-Diehm, K., Sinclair, T., Hennessey, M., Plasencia del Alba, I., & Pratt, P. (2022, November). *Building the literature base for skills necessary for high school success during middle school*. Session presented at the annual conference of the Division for Career Development & Transition, Council for Exceptional Children, Little Rock, AR.
- Meek, D., & Hennessey, M. N. (2022, August). Defining epistemic agency: A perspective from epistemology. Poster presented at the annual meeting of the American Psychological Association, Minneapolis, MN.
- Hennessey, M. N., Williams-Diehm, K. L., Sinclair, T., Sanford, C., & Cameto, R. (2022, April). Developing a Formal Assessment of Transition Skills for Students with Significant Cognitive Disabilities. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Parsons, A., & Hennessey, M. N. (2022, April). Oklahoma's Professional Learning Focus: Driving Teacher Motivation to Learn? Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Conda, J. M., & Hennessey, M. N. (2022, March). Piaget at the Piano. Session presented at the national conference of the Music Teachers National Association, Minneapolis, MN.
- Meek, D. M., Hennessey, M. N., & Crowson, H. M. (2021, August). Impact of Teacher Characteristics on the Transition Assessment and Goal Generator. Poster presented at the annual meeting of the American Psychological Association, Virtual Conference.
- Parsons, A., & Hennessey, M. N. (2021, August). Teacher Achievement Goal Orientation in their Professional Learning Focus. Poster presented at the annual meeting of the American Psychological Association, Virtual Conference.
- Hennessey, M. N., & Williams-Diehm, K. L. (2021, April). Assessing Foundational Workplace Competencies in Students with Disabilities. Roundtable presented at the annual meeting of the American Educational Research Association, Virtual Conference.
- Hennessey, M. N., Crowson, H. M., Parsons, A., & Noon, S. (2020, August). The Roles of Resilience and Perceived Autonomy in Predicting Preservice Teachers' Motivation and Intention to Teach. Poster presented at the annual meeting of the American Psychological Association, Virtual Conference.

- Herron, J. P., & Hennessey, M. N. (2020, August). The Influence of Teacher Experience on Ratings of Transition Skills. Poster presented at the annual meeting of the American Psychological Association, Virtual Conference.
- Liao, L., & Hennessey, M. N. (2020, April). Promoting a Sense of Community in Computer-supported Collaborative Learning: A Literature Review. Poster accepted for the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Williams-Diehm, K. L., Sanford, C., Cameto, R., Hodge, L., Sinclair, T. E., Terry, R., & Hennessey, M. N. (2020, February). TAGG-A: Developing a Transition Assessment for Students with Significant Disabilities. Session presented at the Council for Exceptional Children Convention and Expo, Portland, OR.
- Herron, J., & Hennessey, M. N. (2019, August). Classroom Context Influence on Pre-Service Teacher Pupil-Control Ideology. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Pickens, K., & Hennessey, M. N. (2019, August). Using Short-Term Goals to Enhance Students' Attitudes Toward Math. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Liao, L., & Hennessey, M. N. (2018, August). Developing a new instrument to assess online learners' sense of community in CSCL environments. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Dawson, C. L., Hennessey, M. N., & Martin, J. E. (2017, August). The effect of age for students with disabilities using the Transition Assessment and Goal Generator. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Liao, L., & Hennessey, M. N. (2017, August). Identifying and validating the factor structure of students' sense of community in CSCL. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Dawson, C. L., & Hennessey, M. N. (2017, April). Teacher autonomy: A tale of two scales. Roundtable presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Hennessey, M. N., Johnson, M. C., & Deardorff, M. E. (2017, March). TAGG: A new online transition assessment. Webinar presented for the University of Oklahoma's Zarrow Center for Learning Enrichment, Norman, OK.
- Herron, J. P., & Hennessey, M. N. (2016, August). The mediated effect of teaching efficacy on contextual variables and pupil control ideology. Poster presented at the annual meeting of the American Psychological Association, Denver, CO.

- Terry, R., Hennessey, M. N., & Martin, J. E. (2014, August). An item response theory view of the Transition Assessment and Goal Generator. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Herron, J., Hennessey, M. N., & Hong, J. Y. (2014, August). Organizational processes of a problem-solving group with an informed minority. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Martin, J. E., Hennessey, M. N., & McConnell, A. E., Martin, J. D., & Burnes, J. (2014, April). Using the TAGG to assess college and career readiness skills. Session presented at the Council for Exceptional Children Convention and Expo, Philadelphia, PA.
- Martin, J. E., Hennessey, M. N., McConnell, A. E., Terry, R., & Willis, D. (2014, April). Assessing college and career readiness skills using the Transition Assessment and Goal Generator. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Martin, J. E., Hennessey, M. N., McConnell, A. E., & Terry, R. (2013, November). Transition Assessment and Goal Generator (TAGG): Skills and experiences associated with postsecondary employment and enrollment. Session presented at the 18th international conference of CEC's Division on Career Development and Transition Conference, Williamsburg, VA.
- Hennessey, M. N., Herron, J. P., Herron, M. D., Metcalf, L., & Martin, J. E. (2013, August). Relations between skills and behaviors of students with disabilities and socio-economic status. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- McConnell, A. E., Martin, J. E., & Hennessey, M. N. (2013, April). College and career success indicators in relation to GPA and percent of time in general education. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Mortensen, C. M., Miller, R. B., & Hennessey, M. N. (2013, April). Profiles of procrastination and delay from a self-regulatory perspective. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Martin, J. E., Hennessey, M. N., McConnell, A. E., & Terry, R. (2013, April). Successful transition into postsecondary education and employment using the Transition Assessment and Goal Generator. Session presented at the Council for Exceptional Children Convention and Expo, San Antonio, TX.
- Martin, J. E., McConnell, A. E., Terry, R., & Hennessey, M. N. (2012, October). A new on-line transition assessment: The Transition Assessment and Goal Generator. Session presented at the 17th international conference of CEC's Division on Career Development and Transition Conference, Denver, CO.

- Hennessey, M. N., Hong, J. Y., Chesnut, S. R., Herron, J., Fredman, J., & Terrazas-Carrillo, E. (2012, August). The Use of Persuasive Arguments in a Gaming Context. Poster presented at the annual meeting of the American Psychological Association, Orlando, FL.
- Hennessey, M. N., Martin, J. E., McConnell, A., Terry, R., & Kazimi, N., Willis, D., & Martin, J. (2012, August). Skills and Behaviors for Post-High School Success for Students with Disabilities. Poster presented at the annual meeting of the American Psychological Association, Orlando, FL.
- Hennessey, M. N. (Chair). (2012, April). *Learning from and with peers*. Paper session presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
- McConnell, A., Martin, J. E., Hennessey, M. N., Terry, R., El-Kazimi, N., Pannells, T., & Willis, D. (2012, April). Building constructs and lists of behaviors and experiences associated with post high school employment and educational successes. Poster presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
- Martin, J. E., Hennessey, M. N., McConnell, A., & Kazimi, N. (2012, April). Use of behaviors critical to postschool success to develop a transition assessment. Session presented at the Council for Exceptional Children Convention and Expo, Denver, CO.
- Hennessey, M. N. (2011, November). Featured participant. In L. Bendixen (Chair), *AREA 3: Knowledge, knowing, & beliefs in STEM*. Presentation at the Biannual conference of the Southwestern Consortium for Innovative Psychology in Education, Norman, OK.
- Hardré, P. L., & Hennessey, M. (2011, October). What they think, what they know, what they do: Examining rural secondary teachers' motivating beliefs and strategies. Paper presented at the National Rural Education Association (NREA) National Research Symposium, Hilton Head Island, SC.
- Martin, J. E., Hennessey, M. N., Terry, R., McConnell, A., Pannells, T., & El-Kazimi, N. (2011, October). Identification of student behaviors critical to post-school success and using them to develop a transition assessment. Paper presented at the 16th international conference of CEC's Division on Career Development and Transition Conference, Kansas City, MO.
- Hennessey, M. N. & Pannells, T. (2011, August). Improving teacher education: Determining epistemic beliefs of the pre-service teacher. Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- Hennessey, M. N., Im, S., & Higley, K. (2010, April). Student perceptions of methods of justification in the classroom. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

- Hennessey, M. N., & Hardré, P. L. (2009, August). Adolescent perceptions of classroom control. Poster presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Hennessey, M. N., Murphy, P. K., & Kulikowich, J. M. (2009, April). The measurement of teacher epistemic beliefs. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Mason, L. H., & Edwards, M. N. (2007, November). Promoting struggling adolescent students' reading comprehension and writing about expository text through strategy instruction. In P. N. Van Meter (Chair), *Enhancing students' text comprehension: Interventions that work*. Symposium presented at the annual meeting of the National Reading Conference, Austin, TX.
- Murphy, P. K., & Edwards, M. N. (2007, August). A meta-analysis of the effects of classroom discussions on students' comprehension of text. In K. Kumpulainen (Chair), *Examining the potential of classroom discussions to promote high-level comprehension of text: Toward an integrative model*. Symposium presented at the twelfth biennial meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
- Kulikowich, J. M., & Edwards, M. N. (2007, April). Time series analysis in academic development. In J. M. Kulikowich (Chair), *The roles of perception, cognition, emotion, and social factors in academic development*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Murphy, P. K., & Edwards, M. N. (2007, April). Exploring potential mechanisms for the solidification of fragile understandings: Doubt as a linchpin. In P. A. Alexander (Chair), *Fragile understanding: When good ideas go bad*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Edwards, M. N. (2006, August). *The Pennsylvania System of School Assessment 11th grade mathematics exam: Which standards contribute to proficiency level?* Poster presented at the annual meeting of the American Psychological Association, New Orleans, LA.
- Higley, K., & Edwards, M. N. (2006, August). *A new paradigm for mathematics education: Persuasive pedagogy in action*. Poster presented at the annual meeting of the American Psychological Association, New Orleans, LA.
- Edwards, M. N. (Chair). (2005, August). *The road to domain expertise: Texts, situations, technology, and methodology*. Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.
- Edwards, M. N., Higley, K. J., Wright, M., Kulikowich, J. M., & Van Meter, P. (2005, August). Intervening to facilitate emergent expertise: Multiple methodologies. In M. N. Edwards (Chair), *The road to domain expertise: Texts, situations, technology, and methodology*.

Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.

Higley, K. J., Edwards, M. N., & Gushka, J. A. (2005, August). The viability of the persuasion metaphor for educators with varying levels of teacher-efficacy. In H. Fives (Chair), *Teaching as persuasion: Is the metaphor viable?* Symposium presented at the annual meeting of the American Psychological Association, Washington, DC.

Murphy, P. K., Alexander, P. A., Greene, J. A., & Edwards, M. N. (2005, April). Epistemological threads in the fabric of conceptual change. In P. K. Murphy (Chair), *Examining the hinge: The influence of epistemological beliefs in conceptual change*. Symposium presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Murphy, P. K., & Edwards, M. N. (2005, April). What the studies tell us: A meta-analysis of discussion approaches. In I. Wilkinson (Chair), *Making sense of group discussions designed to promote high-level comprehension of texts*. Symposium presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

LOCAL AND REGIONAL PRESENTATIONS

Waller, J., Ward, J., & Hennessey, M. N. (2018). Open books, open minds. Session presented at the University of Oklahoma Academic Technology Expo, Norman, OK.

Hennessey, M. N. (2017, October). What is the purpose of assessment? Keeping the individual learner in mind. Poster presented at the Rocky Mountain Educational Research Association, Lawton, OK.

Liao, L., & Hennessey, M. N. (2017, October). Developing a new instrument to assess sense of community in computer-supported collaborative learning. Poster presented at the Rocky Mountain Educational Research Association, Lawton, OK.

Hennessey, M. N. (2010, March). Assessing your assessments. Presentation at the GET FIT Conference, Norman, OK.

SCHEDULED TEACHING

Undergraduate Course

EIPT 3473 Learning, Development, and Assessment for Teachers

Master's Courses

EIPT 5023 Analysis of Quantitative Data I

EIPT 5033 Introduction to Research and Evaluation in Education

EIPT 5203 Assessment and Evaluation in Education and Counseling

EIPT 5663 Assessment in the 21st Century

Doctoral Courses

EDSP 6970 Professional Seminar I
EIPT 6023 Analysis of Quantitative Data II
EIPT 6033 Research Methods
EIPT 6073 Program Evaluation
EIPT 6101 Propaedeutic Seminar
EIPT 6203 Instrument Development
EIPT 6213 Advanced Measurement Theories

Independent Studies

Advanced Instrument Development (n=1)
Defining Epistemic Agency (n=1)
Epistemic Agency and Systems (n=1)
Impacts on Teachers Growth (n=1)
Math Education Motivation (n=1)
Maximum Likelihood Estimation (n=1)
Motivation for Self-Directed Learning (n=1)
Quantitative Data: ANOVA & HLM (n=1)
Readings in Item Response Theory (n=1)
Research in Motivation (n=1)
Teaching Educational Psychology (n=1)
Teacher Goal Formation (n=1)
Directed Readings (n=4)
Independent/Individual Study in Education (n=13)
Internship in Education – Master's (n=1)
Special Problems in Education (n=1; undergraduate)

STUDENT ADVISING AND MENTORING

Current Master's and Doctoral Student Supervision – Chair/Co-chair

- Diana Meek, Ph.D. candidate, Learning Sciences, expected graduation December 2025
- Sarah Noon, Ph.D. candidate, Learning Sciences, expected graduation December 2025
- Joshua Williams, Ph.D. candidate, Learning Sciences, expected graduation December 2025
- Candace Andrews (co-chair), Ph.D. student, Learning Sciences
- Jessica John, Ph.D. student, Science of Psychology, Data, and Research in Education
- Justin MacDonald, Ph.D. student, Science of Psychology, Data, and Research in Education
- Samara Santana, M.S. student, Science of Psychology, Data, and Research in Education

Previous Dissertation Supervision – Chair/Co-Chair

- Laura Lewis, Ph.D., Instructional Psychology and Technology (co-chair), 2022
Dissertation title: *Understanding Veteran Teachers' Basic Psychological Needs in Relation to Their Self-Determined Motivation: An Exploratory Qualitative Study*
- Christi Dawson, Ph.D., Instructional Psychology and Technology, 2021
Dissertation title: *Creating a New Teacher Autonomy Measure and Its Effects on Teacher Job Satisfaction*
- Alexandra Parsons, Ph.D., Instructional Psychology and Technology, 2019

Dissertation title: *Continuing to Grow or Checking the Box: Teacher Achievement Goal Orientation in Their Professional Learning Focus*

- Lihui Liao, Ph.D., Instructional Psychology and Technology, 2017
Dissertation title: *Developing a New Instrument to Assess Online Learners' Sense of Community in Computer-Supported Collaborative Learning Environments*
- Jason Herron, Ph.D., Instructional Psychology and Technology, 2015
Dissertation title: *The Mediated Effect of Teaching Efficacy on the Relation Between Contextual Variables and Pupil Control Ideology*

Previous Master's Supervision – Advisor/Thesis Chair

- Jared Rixstine, M.Ed., Instructional Psychology and Technology, 2020
Thesis title: *Exploring Middle School Students' Goal Orientation in Two Contexts: Math and Music*
- Kathryn Pickens, M.Ed., Instructional Psychology and Technology, 2018
- Xiaoli Zhang, M.Ed., Instructional Psychology and Technology, 2014
- D. Chase Alexander, M.Ed., Instructional Psychology and Technology, 2013
- Jason Herron, M.Ed., Instructional Psychology and Technology, 2012
Thesis title: *Organizational Processes of Problem-Solving Groups with an Informed Minority*

Thesis and Dissertation Supervision – Committee Membership

- Robert Bosse, Ph.D. candidate., Instructional Leadership and Academic Curriculum
- Spencer Brickell, Ph.D. candidate, Instructional Psychology and Technology
- Tabitha Christie, Ph.D. candidate, Instructional Leadership and Academic Curriculum
- Jessica Dickinson, Ph.D. candidate, Learning Sciences
- Jacob Drengler, DMA candidate, Organ Performance
- Anna Dunbar, Ph.D. student, Music Education/Piano Pedagogy
- Yasmin Fainstein, DMA candidate, Piano Performance
- Mackenzie Heaney, Ph.D. student, Music Education
- Eduardo Melendez Chicaiza, Ph.D. candidate, Business Administration/Marketing
- Yanci Morland, Ph.D. student, Educational Administration, Curriculum, and Supervision
- Zachery Pavlicek, DMA candidate, Clarinet Performance
- Reginald Snoddy, Ph.D. candidate, Instructional Leadership and Academic Curriculum
- Mark Walvoord, Ph.D. candidate, Learning Sciences
- SunHa Yeo, Ph.D. candidate, Mass Communication
- Morgan Thompson, Ph.D. candidate, Adult and Higher Education
- Casey Haskins, Ph.D., Learning Sciences, 2023
- Mark Perdue, Ph.D., Instructional Leadership and Academic Curriculum, 2023
- Stephen Wurst, DMA, Organ Performance, 2023
- Ryan Bailey, Ph.D., Business Administration/Entrepreneurship, 2022
- Caleb Hubbard, Ph.D., Communications, 2022
- Geoffrey Harman, Ph.D., Music Education, 2021
- Ahmet Basyigit, Ph.D., Instructional Psychology and Technology, 2020
- Belkis Choiseul-Praslin, Ph.D., Special Education, 2020
- Michelle Olson, Ph.D., Counseling Psychology, 2020

- Leslie Matthews, Ph.D., Special Education, 2019
- Mary McKinley, Ph.D., Counseling Psychology, 2019
- Mary Moon, Ph.D., Instructional Leadership and Academic Curriculum, 2019
- Matthew Reynolds, Ph.D., Special Education, 2019
- David Brunow, Ph.D., Special Education, 2018
- Melissa Gunter, Ph.D., Instructional Leadership and Academic Curriculum, 2018
- Felicia Moore, Ph.D., Interdisciplinary Studies, 2018
- Collin Christensen, Ph.D., Psychology, 2017
- Melanie Lewis, Ph.D., Psychology, 2017
- Yutian Thompson, Ph.D., Psychology, 2017
- Mark Van Dyk, Ph.D., Psychology, 2017
- Caroline Engler, Ph.D., Counseling Psychology, 2016
- Shawn Hime, Ph.D., Educational Administration, Curriculum, and Supervision, 2016
- Craigery Cruzan, Ph.D., Counseling Psychology, 2015
- Sylvia Mateva, DMA, Organ Performance, 2015
- Tamera McCuen, Ph.D., Instructional Psychology and Technology, 2015
- Wendy Pharr, Ph.D., Special Education, 2015
- Rachel Bates, Ph.D., Instructional Leadership and Academic Curriculum, 2014
- Jennifer Burnes, Ph.D., Special Education, 2014
- Alicia Burris, Ph.D., Instructional Psychology and Technology, 2014
- Jonathon Hart, Ph.D., Counseling Psychology, 2013
- Jodie Martin-Gutel, Ph.D., Special Education, 2013
- William Muntean, Ph.D., Psychology, 2013
- Adam Pajan, DMA., Organ Performance, 2013
- Robin Roberson, Ph.D., Instructional Psychology and Technology, 2013
- Nidal El-Kazimi, Ph.D., Special Education, 2012
- Kylie Harrison, Ph.D., Communications, 2012
- Mark Yapelli, Ph.D., Counseling Psychology, 2012
- Whitney Gonzales, Ph.D., Instructional Leadership and Academic Curriculum, 2011
- Karen Little, Ph.D., Special Education, 2011
- Amber McConnell, Ph.D., Special Education, 2011
- Penelope Vargas, Ph.D., Instructional Psychology and Technology, 2011
- Juan Portley, Ph.D., Special Education, 2008

SERVICE

PROFESSIONAL ASSOCIATIONS

American Educational Research Association
 American Psychological Association
 Association for Educational Communications & Technology
 National Council of Measurement in Education
 Southwestern Consortium for Innovative Psychology in Education

EDITORIAL BOARDS AND REVIEWS

Associate Editor, *Contemporary Educational Psychology*, 2022-present
Editorial Board, *Contemporary Educational Psychology*, 2008-2022
Editorial Board, *Career Development and Transition for Exceptional Individuals*, 2024-present
Editorial Board, *Journal of Educational and Developmental Psychology*, 2011-present
Editorial Board, *Journal of Experimental Education*, 2007-2011
Ad Hoc Reviewer, *American Educational Research Journal*
Ad Hoc Reviewer, *BMC Psychology*
Ad Hoc Reviewer, *Career Development and Transition for Exceptional Individuals*
Ad Hoc Reviewer, *Educational Psychologist*
Ad Hoc Reviewer, *Instructional Science*
Ad Hoc Reviewer, *Journal of Educational Research*
Ad Hoc Reviewer, *Remedial and Special Education*
Ad Hoc Reviewer, *Review of Educational Research*
Ad Hoc Reviewer, *Science Education*
Ad Hoc Reviewer, *Scientific Reports*
Proposal Reviewer, *American Educational Research Association, Division C*
Proposal Reviewer, *American Educational Research Association, Division D*
Proposal Reviewer, *American Educational Research Association, Division H*
Proposal Reviewer, *American Educational Research Association, Special and Inclusive Education Research SIG*
Proposal Reviewer, *American Psychological Association, Division 15*

University of Oklahoma

Member, Campus Tenure Council, 2024-present
Member, Faculty Senate, 2024-present
Member, Graduate College 3MT judge, 2024
Member, OU IRB Board (Alternate on both boards), 2023-present
Member, Graduate College Strategic Planning Steering Committee, 2021
Member, Quantitative Psychology New Faculty Search Committee, 2016-2017
Member, Rita Lottinville Prize for Freshmen Committee, 2012-2014
Member, Graduate College Academic Misconduct Panel, 2007-2010

Jeannine Rainbolt College of Education, University of Oklahoma

Member, Administrative Council, 2020-2024
Member, Expanded Administrative Council, 2019-2024
Member, Curriculum Committee, 2013-2016
Member, Climate Committee, 2011-2012, 2013-2014
Co-Chair, Climate Committee, 2013
Chair, Committee on Committees, 2010-2014
Member, Multicultural Education Committee, 2007-2013

Department of Educational Psychology, University of Oklahoma

Member, Learning Sciences New Faculty Search Committee, 2021-2022
Academic Chair, Department of Educational Psychology, 2020-2024
Graduate Liaison, Department of Educational Psychology, 2020-2024

Assessment Liaison, Department of Educational Psychology, 2020-2024
Committee A, Department of Educational Psychology, 2019-2024
Co-Program Area Coordinator, IPT/Learning Sciences Program, 2016-2020
Member, Awards Committee, 2016-2019, 2024-present
Member, Professional Counseling New Faculty Search Committee, 2014-2015, 2016
Chair, IPT Admissions Committee, 2013-2016
Co-Chair, IPT New Faculty Search Committee, 2013-2014
Member, IPT/LS/SPDRE Admissions Committee, 2012-2013, 2016-present
Chair, Elections Committee, 2011-2012, 2018-2019
Member, Elections Committee, 2010-2011, 2017-2018

American Psychological Association

Member, Webinar Committee, Division 15, 2019-2022
Chair, Membership Committee, Division 15, 2008-2011
Proposal Reviewer, Division 15, 2005-present

American Educational Research Association

Co-Chair, Graduate Student Seminar, Division C, 2014-2016
Reviewer, AERA Division C Graduate Student Research Award, 2016
Senior Co-Chair, Graduate Student Committee, Division C, 2005-2006
Junior Co-Chair, Graduate Student Committee, Division C, 2004-2005
Proposal Reviewer, Divisions C, D, H, SIER SIG, 2004-present

Southwestern Consortium for Innovative Psychology in Education

Graduate Student Mentor, 2011

Local Service

St. Mark the Evangelist Catholic Church, Catechist, 2021-present
All Saints Catholic School Covid-19 Fall Opening Advisory Board, 2020
Kiwanis Advisor, Southmoore High School Key Club, 2019-2021
Membership in various Kiwanis Clubs, 1999-present

HONORS AND AWARDS

- Jeannine Rainbolt College of Education Leadership and Citizenship Award, 2025
- 2023 “Must Read” in Transition-Related Research in *Career Development and Transition for Exceptional Individuals (CDTEI)* by the Division on Career Development and Transition (DCDT): **Hennessey, M. N.**, Williams-Diehm, K. L., & Martin, J. E. (2023). Piloting an assessment of foundational workplace competencies for students with disabilities and competitive employment aspirations. *Career Development and Transition for Exceptional Individuals*, 46(4), 184-196. <https://doi.org/10.117/2161434221141405>, awarded in 2024
- VPRP Award for Excellence in Research and Creative Activity (with Drs. Williams-Diehm and Deardorff), 2022
- St. Mark the Evangelist Catholic Church, Catechist of the Year, 2022
- Women in Measurement Inaugural Research Fellowship (now called Women in Measurement ResearchER), 2021

- Henry Daniel Rinsland Memorial Award for Excellence in Educational Research, 2017
- Jeannine Rainbolt College of Education Research/Scholarship Award, 2014
- Gray Scholarship in Education, 2006-2007
- Deano Theavos Scholarship in Educational Psychology, 2003-2005
- Corry Area Alumni Association Scholarship, 1995
- Corry Area Education Association Scholarship, 1995
- George F. Hixson Fellow, Kiwanis International

LANGUAGES

English – Native

American Sign Language – Limited Working Proficiency