

NOMINATION COVER SHEET
2010 Virginia Outstanding Faculty Awards

1. <u>NAME</u>	
Full (Legal): Margo A. Mastropieri	Preferred First Name: Margo
2. <u>INSTITUTIONAL INFORMATION</u>	3. <u>PROFESSIONAL INFORMATION</u>
Institution: George Mason University	Academic Discipline: Education
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Year Rank/Title Attained: 1998	Type of Terminal Degree: Ph.D.
Years at Institution: 11	Year Awarded: 1983
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Please check only one box:

- RESEARCH/DOCTORAL INSTITUTION NOMINEE:
- MASTERS/COMPREHENSIVE INSTITUTION NOMINEE:
- BACCALAUREATE INSTITUTION NOMINEE:
- TWO-YEAR INSTITUTION NOMINEE:
- TEACHING WITH TECHNOLOGY NOMINEE:
- RISING STAR NOMINEE:

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Signature (President or Chief Academic Officer) _____

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Telephone: (703) 993-8776

George Mason University Mission Statement

George Mason University will be an institution of international academic reputation providing a superior education enabling students to develop critical, analytical, and imaginative thinking and to make well founded ethical decisions. It will respond to the call for interdisciplinary research and teaching, not simply by adding programs but by rethinking the traditional structure of the academy.

The University will prepare students to address the complex issues facing them in society and to discover meaning in their own lives. It will encourage diversity in its student body and will meet the needs of students by providing them with undergraduate, graduate, and professional courses of study that are interdisciplinary and innovative. The University will energetically seek ways to interact with and serve the needs of the student body.

The University will nurture and support a faculty that is diverse, innovative and excellent in teaching, active in pure and applied research, and responsive to the needs of students and the community. The faculty will embody the University's interactive approach to change both in the academy and in the world.

Margo A. Mastropieri: Summary of Accomplishments

Margo Mastropieri is an exceptional faculty member who applies Boyer's areas of teaching, discovery, integration of knowledge, and service to all of her endeavors at George Mason University. She strives to execute the Mason mission of "providing superior education for students to develop critical, analytical, and imaginative thinking."

Dr. Mastropieri is a prolific scholar who has widely disseminated her work on improving the school success of children with disabilities. Overall, she has produced 28 co-authored and co-edited books, 48 book chapters and 180 refereed journal articles. She has also produced over 70 equivalent publications, including newsletter articles, book reviews, editorial columns, ERIC documents and encyclopedia articles; and 10 sets of video and instructional materials, including instructor's manuals, instructional videotapes, and websites to accompany textbooks.

Mastropieri has received external recognition for her work. She has received over \$5 million in external funding to support her teaching and discovery activities. She has received numerous awards for her outstanding performance as an educator and scholar, including: GMU Teaching Excellence Award (2008), GMU University Professor (2007), Council for Exceptional Children Outstanding Researcher (CEC) Award (2006), and the Service Award from the Division for Learning Disabilities, CEC (2006). Evidence for Margo's excellence is illustrated next.

SCHOLARSHIP of TEACHING

Mastropieri is a highly regarded educator, mentor, and faculty advisor. She has received numerous teaching awards, including one at Mason and four while on the faculty at Purdue University. Her classes are extremely well received, in part, because she is committed to promoting an enthusiastic, exciting learning environment. She demonstrates Boyer's integration of knowledge by teaching using research-based coursework that highlights methods and understandings that are derived from scientific knowledge, rather than subjective or unsupported opinion. She emphasizes an independent thinking and problem solving approach that goes beyond the content covered in classes.

Mastropieri provides a scaffolded mentorship model for students to learn in supportive, yet challenging learning environments. She models and promotes reflection and self-evaluation in teaching and discovery activities. She employs a variety of teaching activities in each course, including combinations of lecture, discussion, demonstrations, simulations, and applied projects, as well as integration of technology such as movies, audios, and computer applications. She models teaching strategies she wants students to learn and allows opportunities for practice, feedback, and reflection during in and out of class activities. She frequently uses examples from her own research to illustrate effective teaching strategies, research methodology, data analyses, and interpretations of research findings. At Mason, Mastropieri teaches in the special education teacher licensure and graduate programs. In addition, she teaches the first required educational research methods class for all beginning doctoral students in the Ph.D. in Education program. Her course evaluations are consistently in the superior range.

Mastropieri has excelled at mentoring and involving students in her work. She encourages students to join her research team. Students gain invaluable experience designing, conducting, analyzing, interpreting, presenting, and publishing research. After working with Margo, students are able to apply research skills independently to their dissertation and future research. In her 11 years at Mason, Mastropieri has been the dissertation chair of 17 Mason graduates who successfully defended their dissertations, and is currently serving as dissertation chair of 5 students who are at various stages of dissertation research. For example, a former student, Dr.

Sheri Berkeley, former Assistant Professor, University of Georgia who was recently hired at Mason, wrote:

I recently completed my Ph.D. at Mason where I was fortunate enough to have Dr. Mastropieri serve as one of my professors, the director of my dissertation, and my mentor. As an instructor, Dr. Mastropieri displayed a contagious enthusiasm for subject matter that was initially intimidating to me as a beginning researcher...Her feedback on my work was always constructive and insightful, and she always provided suggestions for how to improve. Although these suggestions were not often easy tasks, they forced me to stretch and grow both as a student and a scholar. Dr. Mastropieri constantly challenged me to improve and I will always be grateful that I had the opportunity to work with her. These experiences not only helped me immensely when interviewing for positions in higher education, but continue to help me on a regular basis in my faculty position...

Evidence of Margo's teaching impact is wide-spread at the local, state and national levels. She has collaborated with her students as co-authors on over 75 peer reviewed journal articles, 23 book chapters, and 70 presentations at local, state and national professional meetings. Her former students hold teaching, administrative leadership positions in the public schools, and faculty positions in universities in Virginia and around the country. Her approach to teaching supports Mason's mission of providing a superior education for students. Mark Goor, (former Associate Dean at Mason) Dean, College of Education and Organization Leadership at University of LaVerne wrote: "She skillfully inspires students to explore, learn, and make sense of a large body of knowledge...There is a steady stream of master's and doctoral students to her office. Students are instantly taken with her enthusiasm and positive attitude." Finally, Dean Jeffrey Gorrell summarized Margo's teaching impact: "Dr. Mastropieri has directly inspired a generation and more of special education professors, school district leaders, researchers, and policy makers through her mentoring and instruction."

DISCOVERY

Since the early 1980s, Mastropieri has been conducting research in the area of academic learning of students with mild disabilities. This research has uncovered a number of effective strategies for improving student performance, that has included interventions involving memory-enhancing (mnemonic) strategies, test taking strategies, reading comprehension strategies, and learning in science and social studies. She has researched models of differentiated instruction – ways to adapt instructional methods to meet diverse learner needs in inclusive classrooms. Recently, she is researching strategies for improving expressive writing of students with disabilities. Mastropieri's research is distinguished for being largely intervention oriented, intended to improve student learning and performance. Donald D. Deshler, Ph.D., Director, Center for Research in Learning, The University of Kansas wrote:

Mastropieri's record of contributions to the field of special education has been nothing short of stellar. First, for more than two decades, her design and validation of numerous instructional methodologies and materials has had a very significant impact on how individuals with disabilities are taught throughout the world. Her work has been central in articulating what has come to characterize some of the most effective instructional protocols used with individuals with disabilities. Specifically, her work on instructional design and strategies has inspired and influenced the work of dozens of other scholars who conduct research on or who teach students with disabilities. She has authored

some of the most significant and frequently referenced scholarly works on instructional design for at-risk learners as well as instructional materials for students with disabilities.

One notable line of research examined effects of mnemonic strategy instruction on the performance of students with disabilities. Her early research demonstrated that mnemonic strategies produced superior learning gains compared with competing instructional procedures. The early studies, conducted in tightly controlled experimental settings, provided a foundation for her school based research. Later studies adapted school curriculum in science and social studies. Margo collaborated with teachers who identified challenging content and she then developed strategies designed to improve learning. Teachers implemented the research in their classrooms. Student learning gains were extremely impressive and significantly higher than those of students who were taught using all types of comparison instructional procedures. More recently, she extended that research by embedding strategies within curriculum materials used during peer tutoring in classrooms. Those findings were remarkable because students with and without disabilities benefited. Moreover, strategic information could be skipped when unnecessary, but be available for use when students required assistance. Finally, all students in inclusive classrooms were actively engaged with classroom peers during learning experiences.

Overall her mnemonic strategy research involved over 30 separate experiments involving thousands of students and examined various content areas, grade levels, lengths of treatment, and levels of independence of strategy use. Mnemonic instruction, citing the research of Mastropieri, was highlighted in 1998 as a “Go for it!” by the Division for Learning Disabilities/Division of Research in their *Practice Alerts*, representing a recommendation for widespread implementation in schools. The *Practice Alerts* also appear on the internet, where the research of Mastropieri is presented and described in a number of organizational websites. These websites include those of the U.S. Department of Education; the American Institutes of Research, Washington, DC; the Virginia Council for Learning Disabilities; *LD Online*, sponsored by public television station WETA and the Coordinated Campaign for Learning Disabilities; and *Teaching LD*, sponsored by the Division for Learning Disabilities. On that latter website, a teaching tutorial and audio interview by Mastropieri provide very explicit information about mnemonic strategies. Daniel P. Hallahan, Ph.D., Charles S. Robb Professor of Education, University of Virginia wrote:

Margo Mastropieri is one of the most prolific learning disabilities scholars in the world. Not only is her scholarship of the highest caliber, but more important it is translational. Specifically, her work in the area of mnemonics has provided teachers with an evidence-based, powerful intervention that is easy to use. In a field (education) in which there is a tremendous research-to-practice gap, Margo has defied the odds and conducted studies that have had an almost immediate impact across the country on the lives of students with learning disabilities. I believe she’s been able to achieve this because she’s taken the time to go beyond publishing in highly scientific journals read only by peers and to also purposely publish translational articles for teacher-oriented journals. These articles, along with the many workshops and papers she’s delivered across the country, have brought to teachers strategies for teaching some of our nation’s most difficult to teach students, especially in the content areas of science and social studies...I think Margo Mastropieri exemplifies what the SCHEV award is all about—she’s an exemplary scholar and teacher whose work has brought about meaningful, lasting societal benefits.

Margo has also made significant contributions to how research findings are combined and described. In addition to implementing meta-analysis of group-experimental research, she (with T. Scruggs) has pioneered techniques for systematically integrating single subject research,

qualitative research, and survey research. The single subject synthesis techniques which use the percent of non-overlapping data (PND) have been used in over 50 reviews by other researchers. Margo's (with G. Casto) meta-analysis of early intervention research literature and Scruggs and Mastropieri's synthesis of survey research on teacher attitudes toward inclusion are among the most widely cited studies in the special education literature.

An indicator of impact is the frequency that other scholars cite Mastropieri's work. According to *Social Sciences Citation Index* Margo's work has been cited over 1,950 times in education journals. Her published research has had a major influence on other researchers and practitioners. Most major special education textbooks describe her scholarship. Her work is also cited in major reference works relevant to education, such as the American Educational Research Association's *Handbook on Research in Teaching*, and in the *Encyclopedia of Applied Psychology*. Individual publications of hers have been highlighted as among the most important articles in special education. James McLeskey, in a 2004 article in *Remedial and Special Education*, identified two publications by Mastropieri as among the 50 "classic articles that shaped the field." A recent article in *Learning Disability Quarterly* identified a 2002 paper by Mastropieri as among the "important publications in the field of LD in light of imminent topics." In 2001, Mastropieri was honored with the Samuel Kirk Award for the Outstanding Article in *Learning Disabilities Research & Practice*, by the Division for Learning Disabilities, Council for Exceptional Children. In 2007, George Mason University awarded Margo the *University Professor*, an award reserved for faculty of "unusually great stature and eminence from the world of national and international achievement" for her scholarly accomplishments.

INTEGRATION of KNOWLEDGE

Margo has strived to integrate knowledge throughout her career, and has refined her ability to do so over the years. One example is her work integrating teaching and research with her personnel preparation and doctoral leadership training grants. Mastropieri has served as a Co-Principal Investigator for four U.S. Department of Education grants funded for over \$2.25 million to help integrate knowledge with teaching and provide direct financial support for students. One grant was designed to integrate knowledge, technology, and develop program enhancements for undergraduates enrolled in special education teacher preparation programs at Purdue. Three grants were designed to integrate knowledge into the preparation of doctoral leadership personnel in special education. All of these efforts involved extensive curricular development designed to enhance the quality of program experiences for students. Two of her doctoral training grants are currently in operation at Mason.

A main goal of the doctoral preparation grants is to provide students with experiences in teaching, research and service. She developed curriculum and course work designed to ensure that students master competencies in teaching, research, and service to prepare them for smooth transitions to positions in higher education. To meet teaching competencies, for example, students work closely with Mastropieri in college teaching internships over several semesters to gain expertise and refine their own teaching skills. Initially, Mastropieri encourages students to observe and critique her own teaching. Later, students prepare a presentation for class, deliver the session, and obtain feedback. In subsequent semesters as students gain skills, knowledge, and confidence, they teach more independently with supervision while receiving continuous support and feedback.

Margo designed similar successive experiences for learning research. Students become members of a research team who learn how to work collaboratively on a variety of research projects. More advanced students gradually assume additional responsibilities and become

mentors of novice students. This process results in students not only learning the process of research, but also learning how to collaborate with and supervise others. All students also develop their own resumes by participating in the development of proposals and manuscripts submitted for collaborative presentations at conferences and publications in peer reviewed journals. In a previous semester, for example, a team of 6 Mason graduate students worked closely with Mastropieri during the design and implementation of research designed to improve the learning of middle school students in inclusive science classes. Three more advanced students helped mentor 3 novice students in how to complete activities. This collaborative effort yielded a more supportive environment. All Mason students were active research participants with varying responsibility levels, who were co-presenters and co-authors on presentations and a publication.

Because research and teaching are integrally related for Mastropieri, she models the relationship between research and teaching by integrating the most recent research findings into every course that she teaches. She emphasizes that new research is being conducted continuously, and that there is a very critical need to continue to keep abreast of the new findings. Students are encouraged to ask and answer questions like: What are the efficacy data to support that [approach, method, test, etc.]? Can you tell me any references that I can go read that provide evidence for this [approach, method, test, etc.]? For example, Mastropieri recently applied the integration of knowledge in a graduate level research class. She taught students to analyze and synthesize previously published research. Throughout the process, students (a) developed a coding instrument; (b) applied that coding instrument to articles; (c) analyzed and synthesized the data using statistical software; (d) wrote findings; and (f) presented those findings. Students learned the processes involved in this type of research which they could apply to solve new problems throughout their careers. This project also resulted in national presentations for the class and a publication in her field's most prominent journal. Margo clearly has successfully integrated knowledge from her teaching and discovery activities.

SERVICE

Mastropieri has contributed significantly to service at national, state and local levels. These activities are described next.

Editorial and Reviewer Activities. Margo is heavily involved in editorial activity. She and Tom Scruggs are the newly-appointed Editors of *Exceptional Children*, the field of special education's premier journal and co-editor of *Advances in Learning and Behavioral Disabilities*. She is the past Co-Editor of *Learning Disability Research & Practice* and, and she serves on over 12 professional journal editorial boards, which represent the most prestigious journals in her field. She is frequently asked to serve as a guest reviewer or guest editor of special issues. She is a regularly sought-after reviewer for grant proposals from the U.S. Department of Education and has served as a reviewer on the standing funding review panels for the Institute of Education Sciences and the Office of Special Education. She is frequently asked to serve as an expert consultant for projects funded by the US Department of Education.

Inservice and Outreach Activities. Over the years, Mastropieri has presented her research findings in a wide variety of venues for teachers. She has made over 220 presentations, ranging from state Council for Exceptional Children (CEC) conferences, regional associations such as the Western Psychological Association, national conferences such as the CEC, and international conferences in Italy, France, and Belgium. These meetings have been attended by thousands of professionals who were able to take information back with them to their own education agencies or clinics. Margo has made numerous workshop presentations to audiences in areas as diverse as Dayton, Ohio; Austin, Texas; Hammond, Indiana; Roanoke, Virginia; and

Mesa, Arizona. Her web-based workshops have been disseminated throughout North America. For her work with school personnel, she was awarded the Earthrise Society Service Award by the Mesa Public Schools. In 2007 and 1992, she received national service awards from the Division for Learning Disabilities of CEC.

Translating Scholarship to Practice. Mastropieri has translated her and others' research for use by practitioners. She co-authored (with Scruggs) a successful methods book on teaching children with mild disabilities and a highly successful inclusion book. *Effective Instruction for Special Education* has been produced in 4 editions. *The Inclusive Classroom: Strategies for Effective Differentiated Instruction* (Prentice Hall/Pearson Education), now in its 4th edition, is presently being used for teacher preparation programs in 281 universities in 48 states, plus the District of Columbia. Mastropieri also has co-authored books for teachers on mnemonic strategy instruction and test-taking skills instruction, as well as a book for adapting inclusive science instruction. These books have had a wide circulation, each remaining in print for over 10 years. They discuss a range of research; however, they also describe in detail Margo's research and its implications for classroom practice.

Partnerships with Schools. Margo has developed partnerships with teachers, schools and school districts during which she has shared her expertise on her research based strategies and worked collaboratively with teachers to develop models of effective sustained practice using evidence-based strategies. On a recent research project, she worked with teachers, administrators, and parents in over 20 schools in northern Virginia to improve achievement in inclusive secondary classrooms. For example, she worked closely with the middle school science specialist who assisted her in selecting units to teach 8th graders based on previous years' lower standards of learning performance. Once those units were identified, Margo and her research team developed, implemented and evaluated instructional materials and adaptations designed to improve learning for all students. Throughout the process, she worked with teachers on how to develop and use materials that were demonstrated to improve student learning.

Margo is directing a four-year research project designed to improve the expressive writing skills of middle school students with disabilities in northern Virginia. This success of this project is entirely dependent on the establishment of excellent partnerships between Mason and the public schools. Margo and her team of 7 Mason students hold regular meetings with school personnel. They have developed extensive materials and specialized strategies designed to improve students' expressive writing. This collaborative effort has resulted in the Mason team, teachers, administrators, and 8th grade students working together four days a week in the schools. This project was so successful during the past two years, that the project has been expanded for the current year. The project has resulted in 4 articles and presentations for Margo and her research team. Margo has also been a member of the Fairfax County Public Schools Parent Advisory Committee for students with disabilities. She has also frequently worked with teachers as they implemented their action research projects in their own classes. In many cases, these projects have resulted in publications in practitioner-oriented journals, such as *Teaching Exceptional Children*, and *Intervention in School and Clinic*. Currently, Mastropieri serves on the Advisory Board for the National Center for Learning Disabilities.

Mastropieri's service to the field supports and enriches the mission of Mason. Her service as an outstanding academic scholar and educator nurtures a learning environment that provides a "superior education for students to develop critical, analytical, and imaginative thinking and to make well-founded ethical decisions...and prepare students to address the complex issues facing them in society and to discover meaning in their own lives."

Margo A. Mastropieri: Personal Statement

The mission of George Mason University honors a “superior education for students,” “interdisciplinary research and teaching,” and an “interactive approach to change both in the academy and in the world.” It states, “The University will nurture and support a faculty that is diverse, innovative, excellent in teaching, active in pure and applied research, and responsive to the needs of students and the community.” This inclusive view of scholarship and teaching mirrors the balance I seek as a professor, and is why I feel fortunate to be on the faculty at Mason. I have dedicated my career to improving the lives of others, and Mason has provided a supportive environment to pursue my goals, while allowing me to work with a unique, diverse student population.

Throughout my career, I have relied upon a “recursive approach” to improve my teaching, discovery, and integration of knowledge; that is, each of my previous experiences informs my subsequent experiences. I have studied in depth the psychology of learning as applied to diverse school populations, kindergarten through grade 12; to this end, I have developed instructional delivery strategies for improving learning, memory, content area knowledge, and tested their effectiveness in numerous research studies. I have developed and studied strategies to modify and adapt instruction, materials, and approaches based on students’ needs. As my knowledge has grown so have my abilities in teaching, service, discovery, and integration of knowledge. Viewing my previous shortcomings as challenges has provided me with the resiliency to persevere in my efforts to become the best educator I possibly can be. Several significant events during my career helped shape my development as an educator.

As a teenager, I was a swimming instructor. While teaching swimming lessons, I began developing insights into basic teaching and learning concepts that continue to guide my development as a teacher and anchor my scholarship. I learned quickly to gain students’ attention before providing directions. I learned that adding the phrase “When I say go...” enabled me to provide instructions before children stopped listening and jumped into the water. I learned to motivate children who were frightened of the water by teaching enthusiastically. I found when I acted excited about swimming and being in the water, children’s fears lessened. I learned to break complex learning into small components and to provide immediate corrective feedback based on children’s performance. For example, I learned that teaching the breast stroke was easier for many children when I first taught the arm movements, then added the breathing, and finally added the leg movements, rather than teaching the stroke as a whole.

One summer the mother of a child with mental retardation asked me to teach her son to swim. At that time, “those types of children” were not allowed to take swimming lessons at the town’s pond, but I managed to get special permission. I adapted my instructional methods, and he soon became swimmer. I may have taught him to swim, but he taught me that everyone can learn, although some may learn at different rates and require instructional modifications. I have never forgotten that lesson and believe it as deeply today as I did then.

Every teaching experience provides me with knowledge, successes, and limitations, as well as strategies and techniques for improving and developing as an educator. For example, when I was a high school teacher of students with learning and emotional disabilities in Massachusetts, there were many days where I felt like a failure because my students were unable to learn and remember school content. It was very discouraging to teach students yet see some still fail. Although I had many success stories of students learning, I decided to pursue an advanced degree in special education to learn how to conduct research on improving learning and memory for students who were struggling.

I have gone from swimming instructor to public school teacher to a professor with an advanced degree in special education. Each step was a step toward deeper understanding. Now, I prepare future teachers to teach challenged children, and future scholars and professors to work in leadership positions. My “students” have changed; my mission remains constant.

As my research and discovery skills developed, and my grant support and publications increased, it became increasingly important to connect my teaching and my research. I find that my research and teaching are integrally related because I use examples from my research to illustrate concepts in classes. For example, I have found that my research on improving learning, memory, and content area knowledge for students with disabilities provides me with insights for additional strategies to use during my teaching university students. I have learned that students are likely to succeed when I state clear learning objectives, promote active learner engagement, provide relevant feedback, adapt instruction, and use motivational techniques in elementary, middle, high school or graduate school.

My enthusiasm and commitment to scholarship that informs teaching and teaching that informs scholarship helps me to motivate students and create a culture of learning. I strive to provide a nurturing learning environment that is challenging yet supportive. I encourage my advanced students to assist novice students as we all work collaboratively on research projects. I encourage students to join me in all aspects of the research process. When a research team feels ownership in a research project, Mason students, public school teachers, administrators, and I strive harder, and the “whole” is always greater than the sum of the parts.

My research agenda has emphasized uncovering instructional methods and strategies to improve learning and performance for students who struggle in school and research synthesis. The challenges of implementing applied research in the schools have forced me to balance rigorous research methodologies with applied research questions. I have found through systematic replications and extensions of research questions more optimal instructional strategies and methods for improving school performance of students with learning and emotional disabilities. These research findings are very exciting to me. This means, for example, we now know more effective ways for teachers to assist students with disabilities in school. Most importantly, as I reflect on my research, all the credit for these findings belongs collectively to my colleagues and collaborators, who over the years have provided insights, guidance, and assistance on designing, implementing and evaluating this body of research.

After more than 30 years in the field, I continue to be challenged and inspired by the children I meet. For example, recently while I was working at one of our Virginia schools, I met an 8th grader with serious emotional disabilities. He told me his entire family, including both of his parents and four siblings, had died in another country, and that he now lived with a relative who had moved about this country a great deal. As I reflected on this child, I realized how fortunate I have been in my life, and how challenging it must be for this student to get up and face school daily with such personal crises in his background. Learning his story provided insights into his emotional challenges and inspired me to redouble my efforts toward our research project goals for helping youngsters with challenges learn to express themselves better in writing.

When I came to Mason 11 years ago, I was impressed with Mason’s emphasis on the integration of knowledge, teaching and discovery. I feel so privileged to have had the opportunity to work with so many outstanding students throughout my career, but especially at Mason. I know my continued success as an educator and scholar is intertwined with the success of my students.

Margo A. Mastropieri, Abbreviated Vita

Current Position

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Education

Ph.D. 1983, Arizona State University, Special Education
M.Ed. 1976, University of Massachusetts, Early Childhood/Special Education
B.A., 1973, University of Massachusetts, Education/minor: Psych, magna cum laude

Selected Professional Experience

1998 - Professor, College of Education and Human Development, George Mason University
1986-1998 Assistant Professor, Associate Professor, and Professor, Purdue University
1984-1986 Assistant Professor, Department of Special Education, Utah State University
1983-1984 Post doctoral Research Fellow, Exceptional Child Center, Utah State University

Selected Awards

Teaching Excellence Award, George Mason University, 2008
University Professor, George Mason University, 2007
Council for Exceptional Children (CEC) Outstanding Research Award, 2006
Service Award, Division for Learning Disabilities, CEC, 2006
Elected Fellow of the International Academy for Research in Learning Disabilities, 2002
Samuel Kirk Award for Research in Learning Disabilities, CEC, DLD, 2001
School of Education Outstanding Teacher Award, Purdue University, 1994
Helping Students Learn Award, Department of Educational Studies, Purdue University, 1994
Outstanding Teacher Award, Department of Educational Studies, Purdue University, 1993
Outstanding Teacher Award, Kappa Delta Pi, Purdue University, 1993

Selected Courses Taught

Research in Special Education
Curriculum and Methods: Emotional Disturbances/Learning Disabilities
Seminar in Special Education: Intervention Research
Problems and Methods in Educational Research

Selected Books (from 28 co-authored and co-edited)

Mastropieri, M.A., & Scruggs, T.E. (2010). *The inclusive classroom: Strategies for effective instruction* (4th ed.). Columbus, OH: Prentice Hall/Merrill.
Scruggs, T.E., & Mastropieri, M.A. (Eds.) (2009). *Advances in learning and behavioral disabilities: Vol. 21. Policy and practice*. Oxford, UK: Emerald.

Selected Journal Articles (from over 180 peer reviewed; * indicates co-author was student during manuscript preparation)

Mastropieri, M.A., *Berkeley, S., *McDuffie, K., *Graff, H., *Marshak, L., *Conners, N., *Diamond, C.M., *Simpkins, P., *Bowdey, F. R., *Fulcher, A., Scruggs, T.E., & *Cuenca-Sanchez, Y. (2009). What is published in the field of special education? An analysis of 11 prominent journals. *Exceptional Children*, 76, 95-109.

- *McDuffie, K., Mastropieri, M.A., & Scruggs, T.E. (2009). Promoting success in content area classes: Is value added through co-teaching? *Exceptional Children*, 75, 493-510.
- Mastropieri, M.A., *Berkeley, S., Scruggs, T.E., & *Marshak, L.(2008). Improving content area instruction using evidenced based practices. *Insights on Learning Disabilities*, 5, 73-88.
- Scruggs, T.E., Mastropieri, M.A., & *Berkeley, S., & *Graetz, J. (in press). Do special education interventions improve learning of secondary content? A meta-analysis. *Remedial and Special Education*.
- Mastropieri, M.A., Scruggs, T.E., & *Berkeley, S. (2007). Peers helping peers. *Educational Leadership*, 64, 54-58.
- Scruggs, T.E., Mastropieri, M.A., & *McDuffie, K.A. (2007). Co-teaching in inclusive classrooms: A meta-synthesis of qualitative research. *Exceptional Children*, 73, 392-416.
- *Fontana, J., Mastropieri, M.A., Scruggs, T.E. (2007). Mnemonic strategy instruction in inclusive secondary social studies classes. *Remedial and Special Education*, 28, 345-355.
- Mastropieri, M.A., Scruggs, T.E., *Norland, J.J., *Berkeley, S., *McDuffie, K., *Tornquist, E.H., & *Connors, N. (2006). Differentiated curriculum enhancement in inclusive middle school science: Effects on classroom and high-stakes tests. *Journal of Special Education*, 30, 130-137.
- Mastropieri, M. A., & Scruggs, T.E. (2005). Feasibility and consequences of response to intervention: Examination of the issues and scientific evidence as a model for the identification of individuals with learning disabilities. *Journal of Learning Disabilities*, 38, 525-531.
- Mastropieri, M.A., Scruggs, T.E., *Spencer, V., & *Fontana, J. (2003). Promoting success in high school world history: Peer tutoring versus guided notes. *Learning Disabilities Research and Practice*, 18, 52-65.
- Mastropieri, M.A., Scruggs, T.E., & *Graetz, J. (2003). Reading comprehension for secondary students. *Learning Disability Quarterly*, 26, 103-116.

Selected Service Activities

- 2009 – present Co-Editor, *Exceptional Children*
- 2000 – 2008 Research Committee Chair, Division for Learning Disabilities (DLD), CEC
- 2000 – 2008 Chair DLD and Division for Research of CEC Alerts Publication Committee
- 1991 – 1998 Co-Editor, *Learning Disabilities Research & Practice*
- 1992 – present Co-Editor, *Advances in Learning and Behavioral Disabilities*

Selected Dissertation Advising

- Dissertation Chair of 23 students who have successfully completed dissertations
- Dissertation Chair of 5 students at various stages of dissertation research

Selected External Funding

- Doctoral Leadership Cohort Program*. (1 August 2007–31 July 2011). US Department of Education, Office of Special Education Programs. \$800,000.
- Writing Instruction for Adolescents with Behavior Disorders: Scaffolding Procedural Learning to Extended Discourse*. (1 June 2007–31 May 2011). US Department of Education, Institute of Education Science, Penn State University, subcontract to George Mason University. \$512,000.
- Doctoral Leadership Preparation in Special Education*. (1 July 2002–31 July 2010). US Department of Education, Office of Special Education Programs. \$778,851.
- Promoting Success in Content Area Learning*. (1 July 2002– 30 June 2006), US Department of Education, Office of Special Education Programs. \$540,000.

Margo A. Mastropieri: Excerpted Letters of Support

Martin Ford, Acting Dean, George Mason University College of Education and Human Development. I am writing to add my enthusiastic support for Dr. Mastropieri's candidacy for the SCHEV *Outstanding Faculty Award*. I have written support letters for many faculty nominees for this award over the past 20 years, but there is no doubt that Dr. Mastropieri is the single most deserving individual for this award from among that very distinguished group of colleagues. Her contributions to the science and practice of special education are unsurpassed at all levels – locally, nationally, and worldwide. One source of evidence for this assertion is the annual evaluation process that we use in our Graduate School of Education to assess faculty contributions in teaching, research, and service. Dr. Mastropieri is the only faculty member in the history of our academic unit (which currently includes over 80 full-time faculty) to achieve a perfect score in this assessment process – and she has accomplished that rare feat on several different occasions. At the university level, Dr. Mastropieri was recently named a *George Mason University Professor*, a distinction reserved for “eminent individuals” of “great national or international reputation.” This honor is particularly appropriate given the profile of accomplishments in Dr. Mastropieri's portfolio. She is the only faculty member in our academic unit to have received multiple major university and professional awards in all three areas of faculty responsibility – teaching, research, and service. Included among these honors is George Mason University's 2008 Teaching Excellence Award and a highly prestigious “Outstanding Research Award” (with Tom Scruggs, 2006) from the Council for Exceptional Children, the leading international association for research and practice in special and gifted education. As a final note, I would point out that while Dr. Mastropieri is a brilliant scientist with over 200 publications – mostly in her field's top scholarly journals – she has had an enormous impact on the lives of countless teachers, parents, and children through her widely used books and textbooks (with co-author Tom Scruggs), which focus on research-based strategies for effective instruction. Dr. Mastropieri is an exemplar for all teaching and research faculty in the Commonwealth of Virginia. I cannot think of a more deserving candidate for the SCHEV *Outstanding Faculty Award* – this year or in any year.

Doug Fuchs, Nicholas Hobbs Chair in Special Education and Human Development; Co-Director, Vanderbilt Kennedy Center Reading Clinic, Vanderbilt University. Margo Mastropieri is one of the most outstanding academics I've known in my 30 years in higher education. She publishes high-quality research at an incredibly fast rate. This research doesn't just take up library space; it makes a difference in the lives of teachers and their children by providing teachers with evidence-based practices, especially in the “content areas” of social studies and science. The difficulty inherent in doing this research—as well as the necessary persistence, commitment, and cleverness—cannot be underestimated. Few academics engage in it. Margo revels in it. She and her colleague Tom Scruggs have produced the best introductory text on special education instruction that's in print. If Margo had accomplished nothing else in the last 10 years beyond writing this book, it would be enough. Margo is an extraordinary teacher. How do I know? Because I've attended many of her presentations at various conferences over 25 years. They have been directed at different audiences—teachers, educational administrators, researchers. Her talks are always clear, innovative, lively, challenging, and well received. She's a terrific mentor. I know this because I've met large handfuls of her graduate students who, sometimes independently, sometimes collectively, always wax poetic about Margo's influence on their studies.

Steven R. Forness, Ed.D., Distinguished Professor Emeritus, UCLA Neuropsychiatric Institute and Hospital, University of California, Los Angeles. Margo's research has primarily, if not exclusively, focused on *classroom intervention*, arguably the most difficult and

challenging type of scientific inquiry in our field...Margo has demonstrated time and time again over her research career how children with special needs can accomplish what we previously thought impossible in their classroom learning. The interventions Margo developed and tested have, moreover, led both researchers and teachers to reconsider the challenges that exceptional children face and to discover how these can be overcome by effective teaching.

John Lloyd, Professor, University of Virginia. Given the abundance and high quality of her scientific work, it is obvious that Professor Margo Mastropieri's scholarship is outstanding. Among educators in the nation—indeed, the world—she is probably one of the most widely recognized scholars addressing the learning and behavioral needs of children who have disabilities or are at risk of school failure. What is probably less obvious to those who have not seen her work with students or present a session at a professional conference is that her teaching competence matches the excellence of her scholarship. Over the twenty-plus years I have known Professor Mastropieri, I have repeatedly seen her engage audiences with lively, informative, and high-caliber presentations. She not only conveys trustworthy content, but she also captivates an audience, solicits participation, respectfully entertains questions, and responds to the people attending. She is capable of conducting an engrossing session whether the group numbers in the 100s or the 1s. Indeed, as a guest in a meeting of one of her seminars at George Mason University, I recall how she drew virtually every one of the 10 or 12 students into the session, matched features of my presentation to their individual interests, and created an environment for effective learning.

Karen R. Harris, Currey-Ingram Professor of Special Education and Literacy, Vanderbilt University. Dr. Mastropieri has long been one of the scholars in the field of special education, and in educational psychology, whom I most admire. Her scholarship and contributions to the future of students with disabilities, in fact, have earned her the esteem of the field. She is known not only for her prolific work, but also for the high quality of her research and scholarship. She is co-author of one of the leading texts in special education, as well as 24 other books, over 165 articles, and 40 book chapters. Further, she has served as Editor of one of the leading journals in the field of learning disabilities, on the board of all of the major journals in special education and on the boards of leading journals in general education and educational psychology, and on numerous national committees. In my role as Editor of the *Journal of Educational Psychology*, I found her to be an outstanding board member whose expertise I could rely on. She has mentored a large number of students and early career professionals, and has served as a model to the field. Further, her record includes awards for outstanding teaching as well as for her research, including the highest research award bestowed by the field of special education.

Jean Schumaker, Ph.D., Center for Research in Learning, Professor of Special Education, The University of Kansas. First and foremost, the long programmatic line of research that she has been conducting on the effects of mnemonic strategy instruction on the performance of students with disabilities is remarkable. The work began with studies conducted under tight experimental conditions and then progressed over the years to studies in actual inclusive classes. Across this body of work, each new study has built on the results of previous ones in a logical and systematic way. In addition, each study has moved closer and closer to applications in natural environments. Indeed, Dr. Mastropieri is among the very few researchers who have taken on and succeeded in relation to the difficult task of conducting research in today's schools under typical school conditions, in very complex settings such as secondary science and social studies...Moreover, her research is above reproach: she always does very careful work that is well-controlled, using widely accepted experimental methodologies. In fact, I consider her a model for the field on how research should be conducted and communicated.

Jeff Gorrell, Former Dean, George Mason University College of Education and Human Development. As you will see in her *curriculum vitae*, Dr. Mastropieri's contributions to her discipline are breathtaking in scope and in depth. To put a few numbers in this picture, she has co-authored 12 books, each of the books making significant contributions to the field, including the widely used and quoted *Effective Instruction for Special Education*. She has also co-edited 16 books and 42 chapters in books. In addition, she has co-authored over 175 articles in professional journals, consistently in the top tier journals in special education and learning disabilities. Her research has been highly acclaimed in numerous respected publications. Her professional role has also extended to the broad public and policy arena. Her commentary and advocacy have enlightened policies regarding the rights and instructional safeguards for at-risk learners, and her work has been cited in testimonies before the U.S. Congress and numerous state legislatures."

Marjorie Montague, PhD, Professor, University of Miami. I have known Margo for 20 years and have closely followed her work, which has been not only scientifically sound but also translatable to classroom practice. The sheer volume, not to mention the high quality, of the work she has produced underscores the commitment to the field. The commitment goes far beyond a research agenda. Since the beginning of her career, the obvious objective of the research has been to improve instruction for students with disabilities.

Steve Graham, Currey-Ingram Professor of Special Education and Literacy, Vanderbilt University. Dr Mastropieri has played an important role in shaping contemporary instructional practices in both special education and regular education. She has been a leader in identifying evidence-based practices for students with and without disabilities in a broad array of academic areas, including reading, mathematics, writing, and science. This has included identifying such practices through systematic reviews of scientific intervention literature in education and by conducting high quality research designed to scientifically test educational interventions she or others have developed. Perhaps just as importantly, she has devoted considerable effort to sharing and making practicing teachers aware of such evidence-based practices through text books, articles written for practitioners, and numerous presentations. Her work in identifying, developing, and disseminating evidence-based practices in education has made a significant difference in the lives of children with learning disabilities, behavioral disorders, attention deficit-hyperactivity, and speech and language difficulties. It has also had a positive impact on children and youth in general as many of these practices are used in general education as well as special education. Mastropieri is an exceptional person, whose impact is both broad and deep.

Anastasia Kitsantis, Ph.D., Coordinator of the Educational Psychology Program at George Mason University. Margo Mastropieri is truly an extraordinary gifted teacher and a marvelous scholar who has dedicated her life to addressing the 'real life' concerns of educators in the field of Special Education. She empowers students to imagine beyond the immediate context and trains them to become leading researchers and practitioners in higher education and/or school settings. Her 'can do' attitude, disciplinary expertise, expressiveness, and goal-oriented classroom experiences are evident in every course she teaches. Her achievements are not limited to outstanding teaching, but extend beyond the walls of the higher education community. She has attracted numerous grants and has worked with school districts to help special education teachers provide better services to their students. A few years ago as a junior faculty member, I found Margo's enthusiasm, mentoring, and coaching simply invaluable. She is certainly my role model for what it means to be a teacher and a researcher in a university setting.

Margo A. Mastropieri: Additional Documentation

Additional evidence in support of Margo Mastropieri is presented next by (a) Mason Course evaluations; (b) Sample student comments from Mason course evaluations; (c) excerpted letters of support; (d) student support and mentoring; and (e) leadership positions and awards of former students.

GEORGE MASON UNIVERSITY COURSE EVALUATIONS

Courses Taught Over Past 6 Years and Mason Student Ratings. Mastropieri’s teaching evaluations are consistently among the highest ratings possible. The table summarizes her average course and instructor ratings where 5 is the best possible response. The Instructor rating represents a Mason rating scale change implemented in fall of 2006 from overall instructor fairness to overall instructor teaching rating. The “course rating” is an overall course score.

Semester: Course Title (Enrollment)	Instructor Rating	Course Rating
F04: EDSE 841 Intervention Research in Special Education (9)	5.00	5.00
F05: EDRS 810 Methods in Educational Research (19)	5.00	4.94
S06: EDRS 810 Methods in Educational Research (17)	5.00	4.94
F06: EDSE 841 Intervention Research in Special Education (13)	5.00	5.00
F06: EDRS 810 Methods in Educational Research (14)	4.92	4.83
S07: EDRS 810 Methods in Educational Research (13)	4.92	4.92
F07: EDRS 810 Methods in Educational Research (17)	4.93	4.86
F07: EDSE 590 Special Education Research (15)	4.93	4.62
S08: EDRS 810 Methods in Educational Research (19)	5.00	4.88
F08: EDRS 810 Methods in Educational Research (15)	5.00	5.00
F08: EDSE 841 Intervention Research in Special Education (8)	5.00	5.00
S09: EDRS 810 Methods in Educational Research (20)	5.00	4.95
Mean ratings across all courses	4.98	4.91

REPRESENTATIVE STUDENT COMMENTS FROM GMU COURSE EVALUATIONS

EDRS 810: Problems and Methods in Educational Research:

1. What an energizing class. Margo is the best. Wonderful!
2. This was an excellent class & the instructor was excellent. I learned more information than I could possibly imagine.
3. Margo is extremely encouraging and helpful.
4. PowerPoints and class projects. Fabulous course. Dr. Mastropieri is wonderful. Her energy and inspiration are inspiring. I learned so much. This course is well executed.
5. Margo is an amazing teacher! I learned exponentially in this course. It has changed my research and professional direction.
6. Very helpful & overall idea of qualitative/quantitative – having to actually write up each. More time with NVIVO. Ready quizzes would be more beneficial if they were not online. Although I came with some experience in quantitative, this course still helped a lot!
7. This class was very helpful! Thanks I learned so much.
8. The instructor’s high level of information, opportunities for dialogue, systematic pacing. Great job.
9. Writing method sections was very helpful in integrating information from the text into practice. The handout charts and blackboard site were great. For the next course I would continue to group the quantitative and qualitative chapters together like we did this semester.
10. I liked being able to use the software programs in class. That helped a lot!

11. The course was just excellent! Everything was great.
12. Dr. Mastropieri makes herself very available for students for extra help. She is a fantastic instructor.
13. I benefited most from the writing AND the detailed feedback regarding writing.

EXCERPTED LETTERS OF SUPPORT FROM COLLEAGUES AND STUDENTS

Kelley Regan, Assistant Professor, George Mason University. Margo Mastropieri is a truly remarkable individual given her extraordinary efforts as an educator, researcher, and mentor. When I came to George Mason University in 2000 as a doctoral student, I was fortunate to have Margo as an instructor. At the time, I was intrigued by her energy and inspired by her clarity of teaching and renowned skills as a researcher; her salient contributions to the field of special education draw many students to George Mason University. I was able to work closely with Margo when she fortunately agreed to be chair on my dissertation committee. Her ability to facilitate learning and to ENJOY doing it was and still is something I am trying to emulate as a professional in the field. Since graduating from the doctoral program, Margo has continued to be both an inspiration and mentor to me on my route through academia. Margo sets high standards for herself and for those around her while always being supportive, unassuming, and sensitive to others. She has motivated me with her talents as an instructor, mentor, and person. An Outstanding Faculty member should be fully invested in fostering the growth of others – and Margo certainly does so with her collaborative nature and her following – she is often surrounded on campus or in the field by both master’s and doctoral students – who are eager to learn from the best.

Jan Graetz, Ph.D., Associate Professor, Oakland University. Dr. Mastropieri’s experience and educational preparation make her an ideal professor. She combines knowledge of her hands-on research on educational strategies with her knowledge of students with learning differences. This results in an environment where her students become actively engaged in thinking about students with learning disabilities as well as learning the methods and practices for effective classroom instruction. Excellent teachers tend to have certain features in common: they are engaged in ongoing creative activity in their fields, have a clear mastery of their subject, and excel at conveying that knowledge to their students. Dr. Mastropieri exemplifies these qualities in her classroom. In addition, Dr. Mastropieri possesses an infectious enthusiasm for learning and demonstrates a genuine concern and respect for students both in and out of the classroom. She consistently has provided challenging educational experiences which lead her students toward intellectual growth and independence. I am now a college professor, and I continue to reflect on Dr. Mastropieri’s teaching style and hope that I am having the same positive impact on my college students.

Jackie Shook, Student, George Mason University. Dr. Mastropieri has been a wonderful teacher, mentor and counselor during my time at George Mason University. As a professor she is enthusiastic about the lesson being taught and brings a new dynamic to the classroom. She is always available for extra help whether during class, after class or on the weekend. Students always feel at ease in class and are comfortable asking questions. While taking her class, I learned a great deal about research methods which inspired me to complete my own research project this semester. She has shown the true spirit of teaching by not only creating an engaging academic environment, but providing opportunity for self-reflection and professional development for her students.

Ernest Solar, George Mason University Student. Dr. Mastropieri taught each class throughout the semester with excitement and purpose. Her official goal for the semester was to instruct her students in the principles of research methods and analysis. However, her unspoken goal was to motivate each student to reach his or her own potential. Throughout the semester, Dr. Mastropieri used various teaching methods to engage the students and foster our

participation...She has been an inspiration and support to me in pursuing my own career goals. From the beginning, she has encouraged me to apply to the George Mason University Ph.D. in Education program and has supported my efforts in completing the application process. Dr. Mastropieri is an outstanding and passionate university professor in the classroom and a supportive and inspirational mentor. It is clear by her actions and words that she is dedicated to the work she performs on a daily basis at George Mason University.

Lynn Fuchs, Nicholas Hobbs Chair in Special Education and Human Development; Co-Director, Vanderbilt Kennedy Center Reading Clinic, Vanderbilt University. Dr. Mastropieri has conducted important scholarly research in special education, which has fueled the research engine for much of education. She is clearly the leading contributor to intervention research on mnemonics and has made a variety of other contributions to the literature on peer-assisted learning strategies, math intervention, and reading intervention. In fact, Margo is one of the most prolific researchers in special education, with more than 150 articles in peer reviewed journals. Moreover, she has influenced and shaped the nature of higher education special education teacher training throughout this country with her textbook on instructional design. This textbook is a careful and in-depth treatment of research-based practices. The text has become so successful because it is heads and shoulders above the competition, with its scholarly tone expressed in ways that even beginning teachers get excited about and learn with. Margo has dedicated her life to improving outcomes for children at risk and with disabilities. Her work has included outstanding contribution to research and practice.

James M. Kauffman, Professor Emeritus of Education, University of Virginia. I have known Margo Mastropieri since she was a graduate student at Arizona State University, and I have followed her professional career in the years since. She has become one of the leading researchers in special education, and she is one of the first persons to whom I would turn for knowledge of and advice about research issues in teaching.

Whitney E. Webb, George Mason University Doctoral Student. I was very fortunate to take Problems and Methods in Educational Research taught by Dr. Margo Mastropieri. It was essentially one of the most dynamic learning experiences of my educational career. Looking back across my schooling, I am most inspired when I look back on my fourth grade year and the research class of Dr. Mastropieri. I have rarely felt that extraordinary level of contentment or learned so much over the course of a semester. She is a supremely encouraging and supportive professor, and perhaps more importantly, an inspiration to me. This inspiration manifests through my wanting to be a teacher for my students exactly as she was for me. Her warm, supportive character and enthusiasm were ceaseless, yet she expected much from us, and held us to extremely high standards. I strove to meet those standards and set stringent goals for myself always with her guidance and support. Her criticism was unfailingly constructive. She is absolutely dedicated to her students and her teaching. I truthfully felt that she wanted nothing less than the finest education and career happiness for all of us. Every assignment set us upon a path toward our doctoral goals and, consequently, our ultimate success. This was an introductory course – actually the first course I have ever taken in research – and yet, I left feeling a true competence in the processes of research. Dr. Mastropieri instilled in me the drive to be the best teacher I possibly can be and to accept nothing less. She also gave me concrete tools and knowledge to realistically do this. She is a living example that there are people who have the rare capability to truly inspire. I will always carry what I learned from her and about myself in her class.

STUDENT SUPPORT AND MENTORING

Margo Mastropieri is a very student-centered faculty member with all students including undergraduate, master's, and doctoral level students. Over her career, she has taught literally thousands of students who were enrolled in her classes at Arizona State University, Utah State

University, Purdue University and George Mason University. Through her externally funded grants, she has provided funding in the form of tuition, fellowships, assistantships, travel funds to attend conferences and research supplies to many of those students. For example, while at George Mason University through her two federally funded doctoral level preparation grants, she has provided direct financial assistance to 15 students during their doctoral studies. Nine of those students successfully completed their Ph.D. degrees. Six of them are currently funded and at various points toward program completion. More importantly, however, she has consistently provided a mentoring environment in which students not only master relevant content and competencies, but also flourish and become highly successful independent teachers, leaders, and researchers in the field of special education. Examples of those leadership positions are described next.

LEADERSHIP POSITIONS and AWARDS of STUDENTS

Teaching and Administrative Positions. Numerous former students of Mastropieri hold teaching and leadership positions in public schools all over the country: including the mid-Atlantic states, including Virginia and the metro DC area, Maryland, Pennsylvania, and New Jersey; New England; the mid-west including Indiana, Iowa, Michigan, and Illinois; and the west, including Arizona, California, Utah, Wyoming, Hawaii and Alaska. Several former students hold high level administrator positions in Virginia and elsewhere, such as Dr. Jill Jakulski, Principal, Burke School, Fairfax County Public Schools (FCPS); Dr. Pam Simpkins, Assistant Principal, Hybla Valley Elementary School, FCPS, Dr. Nicki Conners, Office of Leadership Development, FCPS, Dr. Karen Glago, Manager, Learning Disabilities and Emotional Disabilities, Elementary Level, Office of Special Education, FCPS, Dr. Mike Repie, Administrator Psychiatric Unit, Dominion Hospital, Falls Church, VA, Dr. Sharon Sullivan, Dean of Education, Brescia University, Dr. Jeff Bakken, Chair, Department of Special Education, Illinois State University, Dr. Lisa Marshak, Social Studies Department Head, Liberty Middle School, FCPS, and Tina Diamond, U.S. Dept.of Education.

Positions in Higher Education. Many of Margo's former students have taken faculty positions in Institutions of Higher Education across the country and hold leadership positions in those institutions. Former students have held positions at George Washington University, University of Maryland, University of Mary Washington (VA), Rider University (NJ), University of Georgia, Illinois State University (2 former students), Ball State University (IN), University of Virginia, Indiana University, Bowling Green University, Valparaiso University (IN), University of Alaska, George Mason University (VA), Brescia University (KY), Clemson University (SC), Millersville University (PA), California State University, Purdue University, University of Texas, James Madison University, Liberty University, and Sam Houston State University.

Awards of her Students. Many of Margo's former students have also received awards for their efforts under her guidance. Three of her former dissertation advisees won outstanding dissertation awards at Purdue University, two won outstanding academic awards at Mason, and three won the CEC-MR Herbert Prehm Outstanding Student Paper Award based on projects that she directed. Two former doctoral students were recipients of Student Initiated Research Grants co-written with her from the U.S. Department of Education, Office of Special Education Programs. Most recently, Dr. Sheri Berkeley (George Mason University Ph.D., 2007) received the CEC Division for Learning Disabilities Outstanding Dissertation Award in 2008.

Summary. Impact from Margo's teaching, discovery, and integration of knowledge is on a national and international scale. When individuals ask who are among the most prominent and well-known special educators, Margo's name invariably appears. Her reputation stretches beyond her numerous scholarly publications, to nationally-implemented applications of her instructional strategies, to wide-spread use of her methodologies for synthesizing research, to students she has taught and mentored who will continue to carry out the mission of Mason by demonstrating excellence in teaching, discovery, and integration of knowledge.