

Mary C. Scarlato, Ph.D.
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Salem, Oregon 97304
503.362.9383

Graduate and Undergraduate Schools Attended

University of Oregon, 1985-1988
University of Wisconsin, 1982-1984
Cardinal Stritch College, 1974-1977
Marquette University, 1973-1974

Degrees Awarded

Doctor of Philosophy, 1988, Special Education and Rehabilitation, University of Oregon
Master of Science, 1984, Exceptional Education, University of Wisconsin
Bachelor of Arts, 1977, Spanish, Cardinal Stritch College

Teaching Licenses

Grades 1-3 Elementary School Teacher (Wisconsin)
Grades K-8 Mental Retardation (Wisconsin)
Continuing Teacher Certificate (Washington) with endorsements in K-12 Special Education and K-12 Spanish

Professional Experience

Associate Professor, Special Education, Western Oregon University, 345 N. Monmouth Avenue, Monmouth, Oregon 97361 (2003-present)

Teach graduate courses in the Special Educator Program focusing on reading, math, and written expression assessment and instruction in the following courses (*Assessment for Instruction, Academic Remediation I, Academic Remediation II, Curriculum and Instructional Planning*); supervise practicum and intern teachers; conduct classroom research addressing literacy and math instruction; serve on university and college committees; write for publication.

Reading Consultant, Dallas Oregon School District (2004-present).

Train general and special education elementary and middle school teachers and instructional assistants in the delivery of systematic reading instruction. Provide in-service training and onsite coaching, feedback, and program analysis and management.

Associate Professor, Education, Regent University, 1000 Regent University Drive, Virginia Beach, Virginia 23464 (1994-2003)

Taught graduate courses in Instructional Design and Technology, Technology and Special Education, Assessing and Teaching Math, Foundations of Special Education, Learning Disabilities, Mental Retardation, Behavior Disorders, Direct Instruction and At-Risk Students, Assessing and Teaching Reading, Behavior Management and Social Skills. Direct Cross-Categorical Special Education Master's Program, advise and mentor students, supervise intern teachers who were seeking licensure in learning disabilities, mental retardation, behavior disorders and reading. Supervise theses and master's final projects. Served and led committees, developed curriculum, wrote grants, conducted classroom research, wrote for publication, presented at conferences, collaborated with school district personnel.

Instructor, Special Education, University of Wisconsin--Milwaukee, P.O. Box 413, Milwaukee, Wisconsin 53201 (1994)

Supervised pre-service and in-service teachers acquiring licensure in early childhood special education, emotional disturbance, or learning disabilities.

Instructor, Special Education, Cardinal Stritch College, 6801 N. Yates Road, Milwaukee, Wisconsin 53217 (1994)

Taught undergraduate course in Special Education Diagnosis and Assessment.

Consultant, Special Education Preschools, Education Service District 113, 601 McPhee Road, Olympia, Washington 98502 (1993)

Provided technical assistance to teachers of preschoolers with developmental disabilities, presented inservice, evaluated programs, made recommendations for in-service training.

Assistant Professor, Special Education, St. Martin's College, Lacey, Washington 98503 (1990-1993)

Taught courses in Curriculum and Strategies for Special Education, Development of Instructional Educational Plans, Introduction to Special Education, and Direct Instruction Strategies. Conducted seminars and supervised practicum students and student teachers in elementary, secondary, and special education, advised students, developed courses, supervised and evaluated Master's theses, and directed the Teacher Training Program in Special Education.

Director of Religious Education, St. Mary's Catholic Church, Eugene, Oregon 97401 (1988-1990)

Directed preschool through adult religious education programs. Prepared children and adolescents for Rite of Christian Initiation for Children, First Confession and First Communion. Prepared adults and adolescents for Confirmation. Supervised 15 to 20 volunteer teachers. Provided instruction for parents, designed curriculum, developed video library, provided teacher support, and selected and designed teaching materials.

Research Assistant, Oregon Research Institute, 1899 Willamette, Eugene, Oregon 97401 (1987-1988)

Wrote grants and reports, collected and analyzed data, assisted in the development and implementation of instructional techniques to improve functional vision of deaf-blind children, coordinated teacher and student training.

Research Assistant, University of Oregon, Department of Human Development Neurological Evaluation and Research Center, Eugene, Oregon 97401 (1985-1988)

Worked with preschool children with physical impairments in home settings, consulted with parents, designed and implemented language and communication programs using adaptive equipment.

Graduate Assistant, University of Oregon, Department of Elementary Education, Eugene, Oregon 97401 (1986-1988)

Supervised elementary education student teachers and practicum students weekly, collected data, conducted pre-observation and post-observation conferences, evaluated student performance, modeled instruction, engaged in problem solving, and wrote evaluations.

Classroom Teacher, Grade 1, Good Hope School, Glendale-River Hills School District, Glendale, Wisconsin 53209. (1983-1985)

Team-taught in all areas of the curriculum.

Spanish Teacher, Grades 1-5, Good Hope School, Glendale-River Hills School District, Glendale, Wisconsin 53209 (1983-1985)

Taught conversational Spanish in supplementary program for Grades 1-5.

Special Education Teacher, Adults and Adolescents with Moderate and Severe Disabilities, Glendale-River Hills School District, Glendale, Wisconsin 53209 (1977-1983)

Team-taught students with moderate to profound retardation and concomitant problems in language, communication, and behavior. Developed Individual

Educational Programs, designed and implemented behavior management programs, taught functional academics, self-help skills, community living, pre-vocational, and vocational skills. Supervised instructional assistants and served as cooperating teacher for student teachers and field experience students. Provided parent training, served as school-community liaison for area employers and vocational service agencies, and developed and implemented a community-based vocational training program.

University Service

Member of Faculty Development Committee, Western Oregon University, 2003-present.

Member of Academic Infrastructure Committee, Western Oregon University, 2006-present.

Chair, Thesis Committee for Special Education Master's Student, Western Oregon University 2005-2006, 2006-present.

Special Education Program Higher Education Council Representative from Western Oregon University. 2004-2005

Advisor for a Liberal Arts and Science Honors Program student's thesis at Western Oregon University. 2004-2005.

Chaired Thesis Committee for Special Educator graduate student at Western Oregon University. 2003-2004.

Chair, (2004-present) Co-chair (2003-2004) Western Oregon University College of Education Dispositions Committee. Led in the development of a Professional Development Evaluation form for use in teacher licensure programs. 2003-present

Member of Special Educator Program Advisory Committee. Western Oregon University. 2003-present

Served on Western Oregon University College of Education Field Experience Committee. Contributed to revisions of undergraduate Field Experience Handbook. 2003-2004

Member of Western Oregon University Faculty Development Committee. Reviewed faculty travel and research proposals, contributed to revision of research assessment procedures and rubric. Chair of rubric development subcommittee (2004-2005). 2003-present

Faculty Peer Reviewer. Provided teaching reviews for Regent University faculty across schools. 1998-2003.

Developed and successfully marketed a Master's in Education degree with Initial and Cross Categorical Special Education (MR, LD, ED) licensure for teachers at a large residential treatment center in Portsmouth, Virginia. Spring, 2001.

Developed Rubric to evaluate M.Ed. and Ed.D./Ph.D. applicants' writing samples. September, 2000.

Chair, Cross Categorical Special Education Committee. Conducted program review and evaluation, conducted discussions with area special education administrators and coordinators, wrote evaluation reports, collaborated with colleagues. 1998 to 2002.

Regent University Faith and Learning Integration Committee. Examined and assessed faculty Faith and learning integration submissions, developed models of Faith integration, co-authored the Faith and Learning Integration Committee Report to Provost. Committee service 1996-2002.

Faculty Retreat Planning Committee. Planned, developed, and assisted in implementing Fall 2000 Regent University Faculty Retreat "What is God Speaking to Us?" May through August, 2000.

Faculty Retreat Planning Committee. Planned, developed, and assisted in implementing 1999 Regent University Fall Faculty Retreat "The Regent University Christian Foundations Statement." May through August, 1999.

Co-Chair, Faculty Retreat Planning Committee. Planned, developed, and assisted in implementing 1998 Regent University Fall Faculty Retreat "Integrating Faith with Learning." May through August, 1998.

Regent University Educational Technology Advisory Committee School of Education Representative. August, 1995 to 1999.

Regent University Master Instructor Program. Appointed by School of Education Dean, August, 1997 to June 1998. Acquired Master Instructor Certificate May, 1998.

Regent University Faculty Senate Representative. Attended meetings and represented School of Education concerns. August, 1997 to June 1998. Proposed, designed, acquired funding for School of Education Computer Classroom, 1997-1998. Classroom consists of twenty-five dual platform machines with Internet and multi-media design capabilities with access to server, scanner, quickcam, printer, CDR, to provide general and special educators with

instructional design expertise and effective use of instructional, assessment, and management software. Total project budget: \$120,000.

Wrote, submitted, and acquired Commonwealth of Virginia Department of Education approval for Cross-Categorical Special Education Program, Spring, 1996. Lead in the design and development of this competency-based Master's degree in Education with endorsements in Emotional/Behavioral Disorders, Learning Disabilities, and Mild Mental Retardation.

Consulting and Community Service

Served as family advocate for student with special needs. Filed complaint on behalf of child and parent with Oregon Department of Education, attended IEP meetings, submitted IEP content and placement requests on behalf of parent. September 2005-June 2006.

Corrective Reading Consulting and Training, Dallas School District, Middle and Elementary schools, 2004-2006.

Corrective Reading Inservice to Dallas, Oregon Middle and Elementary Teachers August 25, 2005

Corrective Reading Inservice to Dallas Elementary Teachers June 22, 2005.

Implemented *Corrective Reading* Research, Training, and Coaching at La Creole Middle School in Dallas, Oregon 2004-2005.

Gratis Consultant Services to Jefferson School District, *Corrective Reading*, 2004-2005.

Provided *Corrective Reading* Inservice for Dallas, Oregon Middle School Staff. August 2004

Completed Oregon Department of Education Board of Assessors Training to serve as member of evaluation team for assessing teacher preparation programs in Oregon. 2003-2004

Gratis consultant services to Christian school teachers working with special needs students and home-schooling parents. 1994 to 2003.

Coordinator for Association of Christian School International Daycare Preschool Kindergarten Conference, Regent University, Virginia Beach, Virginia, November, 1998.

Coordinator for Association of Christian School International Daycare Preschool Kindergarten Conference, Regent University, Virginia Beach, Virginia, November, 1997.

Coordinator for Association of Christian Schools International Preschool Conference, Regent University, Virginia Beach, Virginia, February, 1997.

Coordinator for Association of Christian Schools International Preschool Conference, Regent University, Virginia Beach, Virginia, March, 1996.

Christian Education Association International, Hampton Roads, Chapter Advisor, 1994 to 1995.

Association of Trainers of Special Education Personnel (ATSEP) Member, Washington State. St. Martin's College representative on state advisory board that makes recommendations for special education teacher training and certification needs. 1990 to 1993

St. Vincent de Paul Volunteer, Eugene, Oregon. Conducted home visits and distributed material goods. 1985-1990.

Special Olympics Coach, Glendale, Wisconsin, 1977-1982.

Latin American Mission Program Volunteer, Tamaulipas, Mexico, Summers of 1976-1982

Volunteered as a lay missionary through the Diocese of Madison, Wisconsin. Provided religious instruction to children, adolescents, and adults in small villages of Tamaulipas, Mexico. Distributed food, clothing, and health supplies to families. Lived with Mexican families while working in assigned parishes.

Publications

Articles

Scarlato, M. C. (2005). Direct instruction and attention. *Discoveries*, 23(1), 5-7.

Scarlato, M.C. & Huentelman, K. (2004). Why, the, who, they, was: Surprising results implementing systematic teaching of irregular words. *Discoveries*, 22(1), 31-37.

Scarlato, M. C. & Asahara, E. (2004). Effects of Corrective Reading in a residential treatment facility for adjudicated youth. *Journal of Direct Instruction*, 4(2), 211-217.

Scarlato, M. C. (2004). Math tutoring: Substantial gains in minimal time. *Direct Instruction News*. Spring 2004, 46-49.

Scarlato, M. C. & Burr, W. A. (2002). Teaching fractions to middle-school students. *Journal of Direct Instruction*, 2(1), 23-38.

Scarlato, M. C. (2002). Direct instruction's effectiveness in teaching fractions and decimals to students with learning disabilities. *Discoveries*, 19(4), 8-10, 24.

Scarlato, M. C. (2000). At-risk and at the well. *Vision*, 45(3), 6-7, 13.

Scarlato, M. C. (1999). At-risk and at the well. *Journal of Lutheran Education*, 134(5), 269-275.

Scarlato, M. C. & Kohm, L. M. (1998-99). Integrating religion, faith, and morality in traditional law school courses. *Regent Law Review*, 11(1), 49-69.

Moore, K., Fifield, B., Spira, D., & Scarlato, M. (1989). Child study team decision-making in special education: Improving the process. *Remedial and Special Education*, 10(4), 50-58.

Scarlato, M., & Inman, D. (1988). Software review. (Laureate Learning Systems: The Talking Picture Series). *Journal of the Computing Teacher*, 15(5), 48-51.

Chapters in Books

Hibbard, M., Brawner-Jones, J., Scarlato, M., & Seitz, S. (1986). The economic impact of deinstitutionalization on the local community. In P. Ferguson (Ed.), *Issues in transition research: Economic and social outcomes issues in transition research* (pp. 59-76). Eugene, OR: Specialized Training Program, Center on Human Development, University of Oregon.

Dissertation

Scarlato, M. C. (1988). Teaching concepts to severe physically disabled students through systematic instruction and microswitch technology (Doctoral Dissertation, University of Oregon, 1988).

Professional Organizations

International Council for Learning Disabilities, 2004-present

Association for Direct Instruction 1999-present

Council for Exceptional Children, 1994-present

Virginia Association for Supervision and Curriculum Development, 1994-2003

Grants Submitted

Freiheit Foundation Matching Grant for \$15,000 toward development of Regent School of Education Computer Lab. July 1997. Funded for \$15,000.

Parsons Foundation Matching Grant for \$25,000 toward development of Regent School of Education Computer Lab. October 1997.

Norfolk Foundation Matching Grant for \$30,000 toward development of Regent School of Education Computer Lab. September 1997.

Awards

Regent University School of Education Professor of the Year 1999-2000. Regent University. Virginia Beach, Virginia. May 12, 2000.

Appointments

Peer Reviewer for the *Journal of Direct Instruction* July, 2002 to present.

Presentations

Scarlato, M. C. (2006, October). Systematic Teaching And Collaboration Produce Significant Reading Gains Among Middle School Students. 28th Annual International Conference on Learning Disabilities: Research in Context—A Capitol Idea. Council for Learning Disabilities. McLean, Virginia.

Scarlato, M. C. (2006, June). Substantial Reading Gains for Middle School Students Through Systematic Teaching and Collaboration. 32nd Annual confederation of Oregon School Administrators Conference. Seaside, Oregon.

Scarlato, M. C. (2006, March). *Corrective Reading* presentation to Secondary Teachers, Dallas Middle School, Dallas, Oregon.

Scarlato, M. C. (2005, October). Update on *Corrective Reading* Implementation with Dallas Middle School Students. Western Oregon University Teacher Education Advisory Council, Western Oregon University, Monmouth, Oregon.

Scarlato, M. C. (2005, September). Report on 2004-2005 La Creole Middle School Student Reading Gains from *Corrective Reading* Program Implementation. Dallas Oregon School Board. Dallas, Oregon.

Scarlato, M. C. (2005, August). *Corrective Reading* Inservice Dallas, Oregon Middle and Elementary School Special Education Teachers and Instructional Assistants. Dallas, Oregon.

Scarlato, M. C. (2005, March). Reading Implementation with Middle School Students presentation to Western Oregon University Teacher Education Advisory Council, Western Oregon University, Monmouth, Oregon.

Scarlato, M. C. (2005, January). *Corrective Reading* Program Training to Dallas Middle School Staff. Dallas, Oregon.

Scarlato, M. C. (2004, November). *Corrective Reading Program* presentation to Dallas School Board. Dallas, Oregon.

Scarlato, M. C. (2004, October). High School Adjudicated Youth CAN Learn to Read: *Corrective Reading* Builds True Self-Esteem. Paper presented at the International Council for Learning Disabilities Conference, Las Vegas, Nevada.

Scarlato, M. C. (2004, October). *Corrective Reading Program* presentation to Willamette ESD Middle School Principals. Salem, Oregon.

Scarlato, M. C. (2004, August). *Corrective Reading* Program Training to Dallas Middle School Staff. Dallas, Oregon.

Scarlato, M. C. (2004, March). Direct Instruction: Teaching Reading to Middle and Secondary Students with Special Needs. Presentation to Dallas School District Middle and Secondary Special Education Teachers. Dallas, Oregon.

Scarlato, M. C. (2003, March). Why, the, who, they, was: How did we learn to read these words?—Surprising results comparing two implementations of teaching irregular words. Paper presented at the Spring Invitational Special Education Conference of Silver Lake College, Manitowoc, WI.

Scarlato, M. C. (2003, March). Why, the, who, they, was: How did we learn to read these words?—Surprising results comparing two implementations of teaching irregular words. Paper presented at the Third Annual Christian Schools Conference at Regent University, Virginia Beach, VA.

Scarlato, M. C. (2003, March). Why, the, who, they, was: How did we learn to read these words?—Surprising results comparing two implementations of teaching irregular words. Paper presented at Virginia Beach School District Special Education Conference, Virginia Beach, VA.

Scarlato, M. C. (2002, November). Systematically teaching early reading and math skills using Direct Instruction. Paper presented at the Association of Christian Schools International Conference, Norfolk, VA.

Scarlato, M. C. (2002, September). Direct instruction's effectiveness in teaching reading. Presentation to the Virginia Department of Education Board of Education, Richmond, VA.

Scarlato, M. C. (2002, August). Integrating religion, faith, and morality in higher education. Paper presented to Tidewater Consortium at Old Dominion University, Norfolk, VA.

Scarlato, M. C. (2002, July). Teaching fractions and decimals to middle school students with learning disabilities: implications for attaining grade level standards. Paper presented at the National Direct Instruction Conference and Institutes in Eugene, OR.

Scarlato, M. C. (2002, March). A systematic approach to teaching math: Preliminary results look promising. Paper presented at the Making connections: Virginia Beach City Public Schools Special Education Conference, Virginia Beach, VA.

Scarlato, M. C. (2001, March). Making direct instruction work for academically challenged students. Paper presented at the Building Success for All Students Conference, Alexandria, VA.

Scarlato, M. C. (2001, February). Direct instruction: Is it directly from the Lord? Paper presented at the Association of Christian Schools International Northeast Regional Conference, Alexandria, VA.

Scarlato, M. C. (2001, January). Direct instruction: What is it and how can it help your children learn? Paper presented at Home School Plus Conference, Norfolk, VA.

Scarlato, M. C. (2001, January). Direct instruction: What is it and how can it help your children learn? Paper presented at Catholic Homeschooling Association, Virginia Beach, VA. “

Scarlato, M. C. (2000, November). Direct instruction: What is it and how can it help your children learn? Paper presented at the Association of Christian Schools International Eastern Virginia Early Childhood Conference, Newport News, VA.

Scarlato, M. C. (2000, November). Direct instruction: What is it and how can it help your children learn? Paper presented at the Home Schooling Parents' Association—Moore Expressions, Virginia Beach, VA.

Scarlato, M. C. (2000, November). A writing rubric to assess Ph.D. applicants' writing samples. Paper presented at the Regent University Center for Leadership Studies, Virginia Beach, VA.

Scarlato, M. C. (2000, May). Direct instruction. Paper presented at the Mid-Atlantic Home School Curriculum & Fair 2000, Virginia Beach, VA.

Scarlato, M. C. (2000, March). Direct instruction: What it is, what it isn't, and how it can help at-risk students achieve success. Paper presented at the Building Success for All Students Conference, Washington, D.C.

Scarlato, M. C. (1999, November). A look at Jesus' methods with at-risk individuals. Paper presented at the Association of Christian Schools International Eastern Virginia Early Childhood Conference, Norfolk, VA.

Scarlato, M. C. (1999, November). Observational techniques for gathering data. Paper presented at the Association of Christian Schools International Eastern Virginia Early Childhood Conference, Norfolk, VA.

Scarlato, M. C. (1999, November). Faith Integration in the Classroom. Paper presented at the Regent University Master Education Program, Virginia Beach, VA.

Scarlato, M. C., Crabtree, M., & Garzon, F. (1999, April). The Christian professor part II: Scripture, spirituality, scholarship (listening, living, learning). Paper presented at the Regent University Faculty Forum, Virginia Beach, VA.

Scarlato, M. C. (1998, December). At-risk and at the well. Paper presented at Regent University School of Education Research Seminar.

Scarlato, M. C. (1998, November). Come play with Millie, Bailey, Sammy, and Trudy. Paper presented at the Association of Christian Schools International Daycare, Preschool, Kindergarten Conference, Virginia Beach, Va.

Scarlato, M. C. Instructional strategies for children with learning difficulties. Paper presented at the Association of Christian Schools International Daycare, Preschool, Kindergarten Conference, Virginia Beach, VA.

Scarlato, M. C. & Kohm, L. M. (1998, September). Integrating religion, faith, and morality in traditional law school courses. Paper presented at the Association of Religiously Affiliated Law Schools Conference, Virginia Beach, VA.

Scarlato, M. C. (1998, February). Curriculum and strategies as modeled by the Trinity. Keynote address presented at the Association of Christian Schools International Conference, Memphis, TN.

Scarlato, M. C. (1998, February). Identifying and assessing young children with learning difficulties. Paper presented at the Association of Christian Schools International Conference, Memphis, TN.

Scarlato, M. C. (1998, February). Effectively using computer technology in science and math with young learners. Workshop presented at the Association of Christian Schools International Conference, Memphis, TN.

Scarlato, M. C. (1998, February). Effectively using computer technology in reading and language arts with young learners. Workshop presented at the Association of Christian Schools International Conference, Memphis, TN.

Scarlato, M. C. (1997, November). Ignatius of Loyola and Rules for Discernment. Paper presented at Regent University Chapel, Virginia Beach, VA.

Scarlato, M. C. (1997, November). Identifying and assessing children with learning and behavioral difficulties. Paper presented at the Association of Christian Schools International Daycare, Preschool, Kindergarten Conference, Virginia Beach, VA.

Scarlato, M. C. (1997, November). Instructing children with learning and behavioral difficulties. Paper presented at the Association of Christian Schools International Daycare, Preschool, Kindergarten Conference, Virginia Beach, VA.

Scarlato, M. C. (1997, November). Effective use of computer technology with preschoolers. Paper presented at the Association of Christian Schools International Daycare, Preschool, Kindergarten Conference, Virginia Beach, VA.

Scarlato, M. C. (1997, August). Instructing adults with learning difficulties. Paper presented at the Regent University Faculty Retreat, Virginia Beach, VA.

Scarlato, M. C. (1997, March). Who are children with attending and behavior problems and how can we help them? Paper presented at the Association of

Christian Schools International Daycare, Preschool, Kindergarten Conference, Virginia Beach, VA.

Scarlato, M. C. (1996, March). Effective uses of technology. Paper presented at the Association of Christian Schools International Preschool Conference, Virginia Beach, VA.

Scarlato, M. C. (1996, January). Identifying and assessing students with learning difficulties and providing adaptations in the general classroom. Paper presented at the Hampton Christian Schools Conference, Virginia Beach, VA.

Scarlato, M. C. (1995, March). Technology in the preschool: How to make it work. Paper presented at the Association of Christian Schools International Preschool Conference, Virginia Beach, VA.

Scarlato, M. C. (1995, March). Community resources for at-risk preschoolers. Workshop presented at the Association of Christian Schools International Preschool Conference, Virginia Beach, VA.

Scarlato, M. C. (1995, January). Children prenatally affected by substance abuse. Paper presented to the Christian Education Association International, Hampton Roads Rock Church Chapter, Virginia Beach, VA.

Scarlato, M. C. (1995, March). Identifying at-risk preschoolers. Paper presented at the Association of Christian Schools International Preschool Conference, Lynchburg, VA.

Scarlato, M. C. (1995, March). Children prenatally affected by substance abuse. Paper presented at the Association of Christian Schools International Preschool Conference, Lynchburg, VA.