

## CURRICULUM VITA

Jennifer M. McKenzie

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## EDUCATIONAL EXPERIENCE

Ph.D. (2016) Special Education, Behavioral Disorders, The University of Missouri of Canton, IL

Missouri Teaching Certificates: Elementary Education  
(K-12), Mild/Moderate Cross Categorical-1  
(K-12)

## PROFESSIONAL EXPERIENCE

Assistant Professor of Special Education (August 2024 – present), College of Education and Human Services, School of Education, Western Illinois University

Associate Professor of Special Education and Director of Special Education Programs (August 2017 – June 2024), College of Education and Human Development, Teacher Education Department, Southern Utah University

Postdoctoral Fellow (July 2016 – July 2017), Missouri Prevention Center, Department of Educational, School, and Counseling Psychology, University of Missouri

Special Education Compliance Consultant (September 2011 – May 2014), Missouri Regional Professional Development Center, University of Missouri

Special Education Director (July 2007 – August 2011), Centralia School District, Centralia, MO

High School Special Education Teacher (August 2003 – May 2007), Columbia Public Schools, Columbia, MO

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August 2024

Elementary and Jr. High Special Education Teacher (January 2000 – May 2003),  
School District, Milan, MO

Jr. High Special Education Teacher (August 1999 – December 2000), Kirkville School District,  
Kirkville, MO

High School Special Education Teacher (August 1998 – May 1999), Dubuque Community  
Schools, Dubuque, IA

### RESEARCH EXPERIENCE

Principal Investigator (2023-2024)

*Thunderbird Teaching Trailblazers Faculty Peer Coaching.* Pilot study at SUU through the Center for Teaching Innovation. Approximately 20 higher education faculty will be paired to complete a coaching cycle in evidence-based teaching strategies.

Principal Investigator (2021-2022)

*Beacon Retention Initiative.* Pilot study through the Utah CEEDAR Teacher Shortages Team.

of Education Sciences, (Development and Innovation) R305A130375. Total amount funded: \$1,496,990.

Wendy Reinke, Principal Investigator, University of Missouri-Columbia  
Served as a classroom coach for elementary classroom teachers using the Classroom CheckUp and collected intervention usability data.

Study design and implementation and data collector (2013 – 2015)

*Component analysis of functional behavioral assessment and functional analysis among children with disabilities*

Timothy J. Lewis, Principal Investigator, University of Missouri – Columbia  
Collected individual student and teacher level data in a single subject design examining the similarities and differences between components of functional behavior analysis and trial-based functional analysis.

## PUBLICATIONS

### Peer Refereed Journal Articles

Lewis, T.J., Mitchell, B.S., Harvey, K., Green, A., & McKenzie, J. (2015). A comparison of functional behavioral assessment and functional analysis methodology among students with mild disabilities. *Behavioral Disorders, 41*(1), 520.

Billingsley, G., McKenzie, J., & Scheuerman, E. (2018). The effects of a structured classroom management system in secondary resource classrooms. *Exceptionality, 28*(5), 317-332.  
<https://doi.org/10.1080/09362835.2018.1522257>

Peeples, K., Hirsch, S., Gardner, S., Keeley, R., Sherrow, B., McKenzie, J., Randall, K., Romig, J., Kennedy, M. (2018). Using multimedia instruction and performance feedback to improve preservice teachers' vocabulary instruction. *Teacher Education and Special Education, 42*(3), 227-245.  
<https://doi.org/10.1177/0888406418801913>

Green, A., McKenzie, J., & Stormont, M. (2018). Prevention of behavior problems through increasing culturally responsive pedagogy in early childhood settings. *Perspectives on Early Childhood Psychology and Education, 3*(1).

Green, A. L., McKenzie, J., Lewis, T. J., & Poch, A. L. (2020). From NCLB to ESSA: Implications for teacher preparation and policy. *Journal of Disability Policy Studies*

Rodari-Meisner, J. & McKenzie, J. (2022). Teacher perceptions of efficacy in teaching online during the COVID-19 pandemic. *Athens Journal of Education 10*(1), 49-66.  
<https://doi.org/10.30958/aje.10-1-3>

### Books

Kramer, B. & McKenzie, J. (Eds.). (2022). *Children and trauma: Critical perspectives for meeting the needs of diverse educational communities*. Myers Education Press.

## Book Chapters

Green, A., McKenzie, J., & Rose, C. (2016). Absence of color: How preparation programs for teachers and school leaders are sustaining racism. In V. Stead (Ed.) *Equity in Higher Education Theory, Policy, and Praxis: RIP Jim Crow: Fighting Racism through Higher Education Policy, Curriculum, and Cultural Interventions* (Vol. 6, pp. 63-75) New York: Peter Lang Publishing.

McKenzie, J. & Green, A. (2019). The Individuals with Disabilities Education Act: The further marginalization of racially and ethnically diverse students for more than 40 years. In Conchas, Hinga, Abad, & Gutierrez (ED.) *Complex Web of Inequality in North American Schools: Investigating Educational Policies for Social Justice*. New York: Routledge.

## Book Reviews

McKenzie, J. (November 2022). A review of Trauma-Responsive Schooling: Centering Student Voice and Healing. *Teachers College Record* [https://journals.sagepub.com/pb-assets/cmscontent/TCZ/Book\\*20Reviews\\*20Collection\\*202022/November\\*202022/Trauma-Responsive\\*20Schooling-1669745621.pdf";JSUJSU!!BSLRHw!5BbpX4jD4Tt-hLowLzqOd4tAz0zC7GLbiMnvqyGhGK4uZ96uOpR70aKNWsrpyY\\_1gLf6bkUzAQmDE1IPdxoGU0Ypi8XXqA9\\$](https://journals.sagepub.com/pb-assets/cmscontent/TCZ/Book*20Reviews*20Collection*202022/November*202022/Trauma-Responsive*20Schooling-1669745621.pdf)

## GRANTS

### Awarded

Utah State Board of Education Personnel Preparation Grant (2023). Awarded to pay \$9,000 in tuition scholarships to 20 students in the Level with SPED project, which is designed to prepare quality, master level candidates for teaching students with mild to moderate disabilities in special and general education programs grades K-12. (\$180,000)

CEEDAR State Leadership Team Funding (2022). Awarded for research support for the Beacon Retention Initiative. Will support participating districts to fund evidence-based supports to retain special education professionals. (\$10,000)

CEEDAR State Leadership Team Funding (2021). Awarded for research support for the Beacon Retention Initiative. Will support participating districts to fund evidence-based supports to retain special education professionals. (\$36,231)

Utah State Board of Education Personnel Preparation Grant (2021). Awarded to pay \$6,000 in tuition scholarships to 20 students in the SOAR to Licensure project, which is designed to prepare quality, entry-level candidates for teaching students with mild to moderate disabilities in special and general education programs grades K-12. (\$125,500)

Utah State Board of Education Personnel Preparation Grant (2020). Awarded to pay \$5,000 in tuition scholarships to 10 undergraduate students in the SOAR to Licensure project, which is designed to prepare quality, entry-level candidates for teaching students with mild to moderate disabilities in special and general education programs grades K-12. (\$50,220)

Utah Leading through Effective, Actionable, and Dynamic Education Research Grant (2019). Awarded to support research entitled, *The Effects of Coaching in Trauma-Informed Classroom Management on Teacher Efficacy and Student Behavioral Outcomes*, a pilot study with Kane County, UT School District. (\$9,075.00)

Utah State Board of Education Personnel Preparation Grant (2019). Awarded to pay \$10,000 in tuition scholarships to 10 undergraduate students and up to \$1500 for 6 ARL students in the SOAR to Licensure project, which is designed to prepare quality, entry-level candidates for teaching students with mild to moderate disabilities in special and general education programs grades K-12. (\$110,000)

Utah State Board of Education Personnel Preparation Grant (2018). Awarded to pay \$10,000 in tuition scholarships to 10 students in the SOAR to Licensure project, which is designed to prepare quality, entry-level candidates for teaching students with mild to moderate disabilities in special and general education programs grades K-12. (\$115,000)

Faculty Scholarly Support Fund (2017). Awarded for travel to and two presentations at the 40 Annual Teacher Education Division (CEC) Conference in Savannah, GA in November 2017.

### CONFERENCE PRESENTATIONS

National and International (peer reviewed)

McKenzie, J., Stump, D., & Meisner Rodari, J.(2023). "Faculty Peer Coaching for Intentional Teaching." Presentation at 2023 Critical Questions in Education Symposium, Chicago, IL.

Kramer, B., McKenzie, J., Allen, S. (2022). "Unpacking Ideas from Children and Trauma: Critical Perspectives for Meeting the Needs of Diverse Educational Communities." Presentation at Critical Questions in Education Symposium, Denver, CO.

McKenzie J. (2021). "Trauma or Social Maladjustment? A Conundrum for Identification of and Services for Students with EBD" Presentation at the Council for Exceptional Children National Convention, virtual convention.

McKenzie J. & Behm, J. (2020). "Teachers and trauma: how secondary trauma affects well-being." Presentation at the Council for Exceptional Children National Convention, Portland, OR.



State and Regional

Kramer, B. & McKenzie, J (2019) "Trauma Informed Practices in Education" Presentation at

AAC&U VALUE Project, SUU Coordinator (2023)

SUU Center for Excellence in Teaching and Learning Associate Director (Fall 2021  
Spring 2022)

Title IX Investigator (Spring 2018 Spring 2020)

COEHD Representative to the Institutional Review Board (Spring 2021-present)

COEHD Representative to SUU Strategic Planning Committee (Spring 2020-  
2023)

Member of Utah CEEDAR State Leadership Team (Fall 2018 Spring 2022, Fall 2023-  
present)





SPED 2030	Educating Exceptional Children
SPED 4110	Special Education Law
SPED 4120	Creating and Managing a Learning Environment
SPED 4130	Curriculum Strategies for Mild/Moderate Disabilities
SPED 4145	Collaboration and Post-Secondary Transition
SPED 4160	Assessment and Data-Based Decision Making
SPED 4170	Issues in Special Education
SPED 4980	Supervision in Student Teaching

### AWARDS AND HONORS

The Society of Professors of Education Honorable Mention – Outstanding Book Award (Spring 2023)

Distinguished Faculty Service Award, nominee (spring 2022, finalist spring 2023, awardee spring 2024)

Influencer Certificate (2019, 2020, 2021, 2022, 2023)

SUU Thunderbird Awards, Professor of the Year, nominee (spring 2018, spring 2021)

University of Missouri College of Education Graduate Student Instructor of the Year, nominee (spring 2016)