

Curriculum Vita

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EDUCATION AND DEGREES

- Ph.D. EDUCATIONAL PSYCHOLOGY 1994
Classroom Consultation; Instruction & Assessment of At-Risk & Low-Performing Students
Texas A&M University Educational Psychology (ABD University of Oregon 1993)
- M.A. SPECIAL EDUCATION 1974
Mild/Moderate Disabilities; Reading University of Oregon
- B.A. CURRICULUM & INSTRUCTION *with honors* 1973
Elementary Education University of Oregon

PROFESSIONAL EXPERIENCE

- 2008 - present Co-Founder; Vice President
Gibson Hasbrouck & Associates—Austin, TX
- 1990 - present President; Educational Consultant; Director of Research
JH Consulting—Seattle, WA
- 2016 - present Courtesy Senior Research Associate--Behavioral Research & Teaching Group
University of Oregon—Eugene, OR
- September 2002- Executive Consultant Washington Statewide Reading Initiative
June 2007 *Office of the Superintendent of Public Instruction Olympia, WA*
- 1998 - 2000 Research Partner Center for Academic & Reading Skills (CARS)
Dr. Barbara Foorman & Dr. Jack Fletcher, Directors
University of Texas-Houston Health Science Center
- 1994 - 2003 Associate & Assistant Professor of Educational Psychology
Special Education/At-Risk/Bilingual Education & School Psychology
Texas A&M University—College Station
- 1989 - 1993 Faculty (Instructor) College of Education/Special Education
University of Oregon Eugene, Oregon
- 1985 - 1988 Resource Coordinator (K-12)
Springfield Public Schools Springfield, Oregon
- 1974 - 1985 Title I Learning Specialist for Reading and Math (Gr. 1-6)
Springfield, Oregon; Halsey & Brownsville, Oregon
- 1973 - 1974 Direct Instruction Trainer Project Follow Through: Reading, Language, Math

PUBLICATIONS

PROFESSIONAL JOURNALS (peer reviewed)

- Hasbrouck, J. (2017). Student-focused coaching. *Theory Into Practice*, 56(1), 21-28.
- Bolanos, D., Cole, R. A., Ward, W. H., Tindal, G. A., Hasbrouck, J., Schwanenflugel, P. J. (November, 2013). Human and automated assessment of oral reading fluency. *Journal of Educational Psychology*, 105(4), 1142-1151.
- Denton, C. A., & Hasbrouck, J. (2009). A description of instructional coaching and its relationship to consultation. *The Journal of Educational & Psychological Consultation*, 19(2), 150-190.
- Franz, D. P., Vannest, K. J., Parker, R. I., Hasbrouck, J. E., Dyer, N., & Davis, J. L. (2008). Time use by special educators and how it is valued. *Journal of School Leadership*, 18, 551-576.
- Hasbrouck, J. (2006). Putting fluency in perspective. *Balanced Reading Instruction*, 13, 9-22.
- Hasbrouck, J., & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*. 59(7),636–644.
- Denton, C.A., Anthony, J.L., Parker, R., & Hasbrouck, J.E. (2004). The effects of two tutoring programs on the English reading development of Spanish-English bilingual students. *Elementary School Jrnl*, 104, 289-305.
- Denton, C.A., Hasbrouck, J. E., & Sekaquaptewa, S. (2003). The consulting teacher: A case study in Responsive Systems Consultation. *Journal of Educational and Psychological Consultation*, 14(1), 41-73.
- Hughes, J. N., Hasbrouck, J. E., Serdahl, E., Heidgerken, A., & McHaney, L. (2001). Responsive Systems Consultation: A preliminary evaluation of implementation and outcomes. *Educational & Psychological Consultation*, 12(3), 179-202.
- De la Colina, M. G., Parker, R. I., Hasbrouck, J. E., & Alecio, R. (2001). An intensive intervention for at-risk bilingual readers. *Bilingual Research Journal*. 225(4), 503-538.
- Riccio, C., Amado, A., Jimenez, S., Hasbrouck, J. E., Imhoff, B., & Denton, C.A. (2001). Cross-linguistic transfer of phonological processing: Development of phonological processing in Spanish. *Bilingual Research Journal*.
- Parker, R. I., Hasbrouck, J. E., & Weaver, L. (2001). Spanish readability formulas for elementary level texts: A validation study. *Reading & Writing Quarterly*, 17(4).
- Denton, C. A., Hasbrouck, J. E., Weaver, L., & Riccio, C. (2000). What do we know about phonological awareness in Spanish? *Reading Psychology*, 21(4), 335-352.
- Hasbrouck, J.E., Ihnot, C., & Rogers, G. H. (1999). "Read Naturally": A strategy to increase oral reading fluency. *Reading Research & Instruction*, 39(1), 27-38.
- Hasbrouck, J.E., Woldbeck, T., Ihnot, C., & Parker, R. I. (1999). One teacher's use of curriculum-based measurement: A changed opinion. *Learning Disabilities: Research & Practice*, 14(2), 118-126.
- Hasbrouck, J.E., Parker, R. I., & Tindal, G. (1999). Perceptions of usefulness of case-related activities: Implications for training. *Journal of Educational and Psychological Consultation*, 10(1), 83-90.
- Denton, C., Parker, R., & Hasbrouck, J.E. (1998-1999). A teacher's evaluation of a Reading Recovery program. *The State of Reading*, 5, 49-62.

- Boudah, D. J., & Hasbrouck, J. E. (1998). Creating meaningful change in the practice of inclusion: Barriers and solutions. *National FORUM of Educational Administration and Supervision Journal-Electronic*, 15E(4), 62-68. www.nationalforum.com
- Bruce, K. L., Lara-Alecio, R., Parker, R., Hasbrouck, J. E., & Weaver, L., Irby, B. (1997). Inside transitional bilingual classrooms: Accurately describing the language learning process. *Bilingual Research Journal*, 21(2&3). www.brj.asu.edu/indexg.html
- Hasbrouck, J. E. (1997). "Mediated" peer coaching for training preservice teachers. *Journal of Special Education*, 31, 251-271.
- Hasbrouck, J. E., & Christen, M. (1996). Providing peer coaching in inclusive settings: A tool for consulting teachers. *Intervention in School and Clinic*, 32(3), 141-148.
- Parker, R., Lara-Alecio, R., Ochoa, S. H., Bigger, M., Hasbrouck, J., & Parker, W. (1996). School improvement ideas: Guidance from parents and students from three ethnic groups. *The Journal of Educational Issues of Language Minority Students*, 16, 149-177.
- Hughes, J. N., & Hasbrouck, J. E. (1996). Television violence: Implications for violence prevention. *School Psychology Review*, 25, 134-151.
- Hasbrouck, J. E. & Schrader, M. (1995). Direct instruction and literature-based instruction: An effective balance for culturally diverse beginning readers. *Balanced Reading Instruction*, 2(2), 1-10.
- Hasbrouck, J. E., Tindal, G., & Parker, R. I. (1994). Objective procedures for scoring students' writing. *Teaching Exceptional Children*, 26(2), 18-22
- Parker, R., Hernandez, M., & Hasbrouck, J. E. (1992). The Diagnostic Names Task: A naturalistic phonics assessment. *Diagnostique*, 18(1), 85-98.
- Tindal, G., Parker, R., & Hasbrouck, J. E. (1992). The construct validity of stages and activities in the consultation process. *Journal of Educational and Psychological Consultation*, 3, 99-118.
- Parker, R., Hasbrouck, J. E., & Tindal, G. (1992). The Maze as a classroom-based reading measure: Construction methods, reliability, and validity. *Journal of Special Education*, 26, 195-218.
- Hasbrouck, J. E. & Tindal, G. (Spring, 1992). Curriculum-based oral reading fluency norms for students in grades 2-5. *Teaching Exceptional Children*, 24(3), 41-44.
- Parker, R., Hasbrouck, J., & Tindal, G., (1992). Greater validity for oral reading fluency: Can miscues help? *Journal of Special Education*, 25, 492-503.
- Parker, R., Tindal, G., & Hasbrouck, J. (1991). Progress monitoring with objective measures of writing performance for students with mild disabilities. *Exceptional Children*. 58(1), 61-73.
- Tindal, G. & Hasbrouck, J. (1991). Analyzing student writing to develop instructional strategies. *Learning Disabilities: Research & Practice*, 6, 237-245.
- Parker, R., Tindal, G., & Hasbrouck, J. (1991). Countable indices of writing quality: Their suitability for screening-eligibility decisions. *Exceptionality*, 2(1), 1-17.
- Parker, R., Tindal, G., & Hasbrouck, J. (1989). Initial validation of two classroom-based measures of reading comprehension. *Diagnostique*, 14, 222-240.
- Wesson, C., Otis-Wilborn, A., Hasbrouck, J., & Tindal, G. (1989). Linking assessment, curriculum & instruction of oral and written language. *Focus on Exceptional Children*, 22(4), 1-12.

PROFESSIONAL PUBLICATIONS (requested or commissioned)

- Hasbrouck, J., & Glaser, D. (Spring, 2018). *Reading Fluently Does Not Mean Reading Fast*. International Literacy Association Leadership Brief. <https://www.literacyworldwide.org/get-resources/position-statements>
- Montgomery, P., & Hasbrouck, J. (Spring, 2015) *The Colorado READ Act: An evaluation of implementation and outcomes after Year One*. Denver, CO: Colorado Succeeds.
- Echevarria, J., & Hasbrouck, J. (2009). *Response to intervention and English learners (CREATE Brief)*. Washington, DC: Center for Research on the Educational Achievement and Teaching of English Language Learners.
- Hasbrouck, J., & Haager, D. (Spring, 2007). Theme Editors: Monitoring Children's Progress in Academic Learning. *Perspectives on Language and Literacy*, 33(2).
- Hasbrouck, J. (2007). Using oral reading fluency as a benchmark assessment. *Perspectives on Language and Literacy*, 33(2), 19-24.
- Hasbrouck, J., & Ihnot, C. (2007). Curriculum-based measurement: From skeptic to advocate. *Perspectives on Language and Literacy*, 33(2), 34-42.
- Hasbrouck, J., & Denton, C. A. (2007). Student-Focused Coaching: A model for reading coaches. *The Reading Teacher*.60(7), 690-693.
- Hasbrouck, J. (2006). Drop everything and read—but how? *The American Educator*, 30(2), 22- 31.
- Hasbrouck, J., & Denton, C. (2005). The literacy coach. *The Utah Special Educator*, 26(2), 46-47.
- Hasbrouck, J. (2004). Meeting the needs of struggling readers. *The Utah Special Educator*, 25(1), 28-29.
- Denton, C. A., Parker, R., & Hasbrouck, J. E. (2003). How to tutor very young students with reading problems. *Preventing School Failure*, 48(1), 42-44.
- Parker, R. I., Hasbrouck, J. E., & Denton, C. A. (2002). How to tutor students with reading problems. *Preventing School Failure*, 47(1), 42-44.
- Parker, R. I., Hasbrouck, J. E., & Denton, C. A. (2002). How to tutor students with reading comprehension problems. *Preventing School Failure*, 47(1), 45-47.
- Denton, C. A., & Hasbrouck, J. E. (1999). *Teaching Students with Disabilities to Read: A Parent Information Brief*. Parents Engaged in Educational Reform (PEER) Project/Federation for Children with Special Needs. Boston, MA.

BOOKS, CHAPTERS, EDITED WORKS

- Hasbrouck, J. & Hougen, M. C. (2015). 61-74 In M. Hougen (Ed.). *Fundamentals of Literacy Assessment and Instruction 6-12*, pp. 61-74. Baltimore, MD: Brookes.
- Hasbrouck, J. & Glaser, D. A. (2012). *Reading Fluency: Understanding and Teaching this Complex Skill*. Wellesley, MA: Gibson Hasbrouck & Associates.

- Hasbrouck, J. & Hougen, M. C. Fluency Instruction (2012). In M.C. Hougen & S. M. & Smartt (Eds.). *Fundamentals of Literacy Instruction & Assessment K-5*, pp. 121-137. Baltimore, MD: Brookes.
- Hasbrouck, J. (2010). *Educators as Physicians: Using RTI Data for Effective Decision-Making*. Wellesley, MA: Gibson Hasbrouck & Associates.
- Gibson, V., & Hasbrouck, J. (2009). *Differentiating Instruction: Guidelines for Implementation*. Wellesley, MA: Gibson Hasbrouck & Associates.
- Hasbrouck, J., & Denton, C. (2009). *The Reading Coach 2: More Tools & Strategies for Student-Focused Coaches*. Longmont, CO: Sopris West.
- Gibson, V., & Hasbrouck, J. (2007). *Differentiated Instruction: Grouping for Success*. New York: McGraw-Hill.
- Hasbrouck, J., & Denton, C. (2005). *The Reading Coach: A How-to Manual for Success*. Longmont, CO: Sopris West.
- Hasbrouck, J. E., & Denton, C. A. (2000). Phonological awareness in Spanish: A summary of research and implications for practice. In J. V. Tinajero & R. A. DeVillar (Eds.), *The Power Of Two Languages: Effective Dual-Language Use Across The Curriculum For Academic Success*. (pp. 54-65). NY: McGraw-Hill.
- Hasbrouck, J. E., & Schrader, M. (1999). Implementing a balanced beginning reading program in culturally diverse classrooms, pp. 116-135. In S. M. Blair-Larsen & K. A. Williams (Eds.), *The Balanced Reading Program*. Newark, DE: International Reading Association.
- Hasbrouck, J. (1997). Inclusive classrooms. In J. Kagan (Ed.), *The Gale Encyclopedia of Childhood and Adolescence*. Pepper Pike, OH: Eastword.
- Hasbrouck, J. (1990). Preschool assessment. In G. Tindal & D. Marston (Eds.), *Classroom-based Assessment: Testing for Teachers*, pp. 273-291, Columbus, OH: Merrill.
- Wesson, C., Otis-Wilborn, A., Hasbrouck, J., & Tindal, G. (1989). Linking assessment, curriculum & instruction of oral and written language. In Meyen, E. L., Vergason, G. A., & Whelan, R. J. (Eds.), *Educating Students with Mild Disabilities*, pp. 201-220. Denver, CO: Love Publishing.

CURRICULUM & ASSESSMENT MATERIALS

- Senior Author, *Wonders and Wonders Works* (2012-present), *Treasures and Triumphs* (2006; 2007), *Macmillan/McGraw-Hill Reading 2001;2003*; English reading series K-6; *Macmillan/McGraw-Hill Lectura 2001;2003* Spanish reading series K-6; *Language Arts K-6 English & Spanish*. McGraw-Hill Publishers: New York, NY
- Riccio C. A., Davis, G. N., Imhoff, B., Hasbrouck, J. E., Davis, G. N. (2004). *Test of Phonological Awareness in Spanish (TPAS)* Austin, TX: Pro-Ed.
- Hasbrouck, J. E. (2006; 2011; 2017). *Quick Phonics Screener (QPS)*. St. Paul, MN: Read Naturally.
- Hasbrouck, J. E. (2006). *Quick Phonics Assessor*. Pelham, NY: Benchmark Education Company.
- Hasbrouck, J. E., Denton, C. A., Weaver, L., Joshi, M., Benavides, E., & Holcomb, A. (2000). *Master Reading Teacher Curriculum Modules*. Austin, TX: Texas Education Agency.
- Dougall, J., Hasbrouck, J., Austin, J. (2000; 1982). *The B.E.S.T. Introductory Phonics Program*. Springfield, OR: B.E.S.T. Publications.

OTHER PUBLICATIONS

- Hasbrouck, J. & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. 1702). Eugene, OR, Behavioral Research and Teaching, University of Oregon.
- Hasbrouck, J., & Tindal, G. (2017). *Oral reading fluency: 90 years of measurement* (Technical Report No. 33). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Hasbrouck, J., & Tindal, G. (2005). *Oral reading fluency: 90 years of measurement* (Technical Report No. 33). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Hall, L. D., O'Neill, K., Parker, R., & Hasbrouck, J. (2003). *Promise for the future: An evaluation of the Texas Master Reading Teacher Program*, (ERIC Document Reproduction Service No. ED478186).
- Hasbrouck, J. (Spring, 2003). Reading Initiative Focuses of Aligning K-12 Programs. *The Principal News*, 32(3), 6-7. Publication of the Association of Washington School Principals.
- Hasbrouck, J. (1996). *Coaching for Instructional Effectiveness*. The Oregon Conference '96 Monograph. Eugene, OR: College of Education, U. of Oregon.
- Hasbrouck, J., & Parker, R. (1994; 1998). *Scale for Coaching Instructional Effectiveness (SCIE): An instrument for peer coaches*. Publication of the Consulting Teacher Program/DARCY Dept. of Educational Psychology, Texas A&M University.
- Hasbrouck, J. E., & Parker R. I. (1994). *3T-S: Teacher Time-Tracking in Special Programs*; Hasbrouck, J. E., Parker, R. I., & Denton, C. A. (2000) *3T-S-R: Teacher Time-Tracking in Special Programs for Reading Teachers & Specialists*. Publication of the Master Reading Teacher Program/DARCY Dept. of Educational Psychology, Texas A&M.
- Hasbrouck, J. (1993). *Increasing Reading Achievement in First Grade: A Direct Instruction/Whole Language Curriculum*. The Oregon Conference '93 Monograph. Eugene, OR: College of Education, U of Oregon.
- Hasbrouck, J. & Tindal, G. (1991). *Explicating an empirical model of training in consultation*. In Tindal, G. & Marr, J (Eds.) *In Search of a New Model: Three Essays on Staff Development*, pp. 31-40 (Monograph No. 4). Eugene, OR: University of Oregon, Resource Consultant Training Program.
- Nolet, V., Tindal, G., & Hasbrouck, J. (1991). *School-wide alternative program (SWAP) teams*. In Tindal, G. & Marr, J (Eds.) *In Search of a New Model: Three Essays on Staff Development*, pp. 1-13. (Monograph No. 4) Eugene, OR: University of Oregon, Resource Consultant Training Program.

CONFERENCE PRESENTATIONS (refereed or invited-- sample)

Invited—sample

- Hasbrouck, J. (November, 2017). *An Update of the Hasbrouck-Tindal Oral Reading Fluency Norms*. Presentation at the International Dyslexia Association Conference, Atlanta, GA.
- Hasbrouck, J. (February, 2016). *Can We Get Our Readers to Slow Down? Should We?* Distinguished lecture presentation at the Plain Talk Conference, New Orleans, LA.

Hasbrouck, J. (May, 2011). *Putting Fluency in Perspective*. Distinguished lecture presentation at the Plain Talk Conference, New Orleans, LA.

- Hasbrouck, J. (May, 2007). *Models of Coaching: The Development of Student-focused Coaching*. Keynote presentation at the Reading Specialists SIG presented at the meeting of the International Reading Association, Toronto, Canada.
- Hasbrouck, J. (July 2004-2007). *Advanced Coaching Strategies*. Workshop presented at the annual national conference for Reading First schools. Minneapolis (2004), New Orleans (2005), Reno (2006), St. Louis (2007).
- Hasbrouck, J. (June, 2005). *Designing effective reading programs K-12*. Asociacion de Colegios Particulares Amigos (ADECOPA), Lima, Peru
- Hasbrouck, J. (June, 2005). *Reading Fluency: Using Oral Fluency Norms for Key Instructional Decisions*. Presentation at the University of California Berkeley Summer Institute for Reading, Berkeley, CA.
- Hasbrouck, J. E. (August, 2003). *K-12 Reading: The Foundation for Success in School and Life*. Keynote at the OSPI Summer Institute, Olympia, WA
- Hasbrouck, J. E. (February, 2003). *Fluency: Assessing & teaching this key skill*. Training sessions presented at the California Leadership Summit (CORE), Oakland, CA
- Hasbrouck, J. (August, 2002). *Teaching and assessing fluency*. Keynote at the Washington Reads Conference, Yakima, WA.
- Hasbrouck, J. (September, 2001). *Meeting the needs of struggling readers*. Keynote at the Texas Association for the Improvement of Reading/TAIR Conference, Beaumont, TX.
- Hasbrouck, J. E. (October, 2000). *Meeting the needs of struggling readers*. Southern Idaho Conference for Superintendents and the Idaho Council for the International Reading Association. Boise, ID.
- Hasbrouck, J. E. & Denton, C. A. (March, 2000). *Early reading assessments in rural Texas sites*. In B. Foorman (Chair), *Early reading assessment in Texas: Implementation, interventions, and updates*. Symposium conducted at the meeting of the Texas State Reading Association. Corpus Christi, TX.
- Hasbrouck, J. E. (November, 1999). *Students who struggle with reading: Prevention and intervention strategies*. Southwest Regional IRA Conference. Little Rock, Arkansas.
- Hasbrouck, J. E. (June, 1999). *Teaching phonics in a balanced reading program*. Summer Reading/Language Arts Conference. San Diego State University. San Diego, CA.
- Hasbrouck, J. E. (November, 1998). *Adapting instruction for diverse learners*. Ministry of Education's National Conference on Special Education. Kingston, Jamaica.
- Hasbrouck, J. E. & Vaughn, S. (June, 1998). *Fluency building*. Summer Reading/Language Arts Institute. Texas Center for Reading & Language Arts/TEA. Austin, TX.
- Hasbrouck, J. E. (February, 1998). Member of panel: *Meeting the early literacy needs of LEP and disabled students in America Reads and other early reading programs*. National Association of Bilingual Education (NABE), the U. S. Department of Education Offices of Bilingual Education and Minority Language Affairs (OBEMLA) & Special Education & Rehabilitation Services (OSERS). Dallas, TX.
- Hasbrouck, J. E. (November, 1997). Member of panel: *Mastering reading*. Education Reform Institute at the U. S. Department of Education Improving America's Schools Conference. Dallas, TX.
- Hasbrouck, J. E. (June, 1997). *Phonics & decoding: Applications across ability levels and grades*. Paper presented at symposium: *Reading in the 21st Century: Trends & Issues*. Sponsored by McGraw-Hill Publishers: New York.
- Hasbrouck, J. E. (1996, August) *The state of reading*. Presented for Austin ISD, Austin, TX.

- Hasbrouck, J. E. (1994, July). Keynote Speech: *Teachers riding bandwagons leave students in the dust*. Presented at the meeting of the SE Conference for Direct Instruction, Houston, TX.
- Hasbrouck, J. E. (1993, July). Keynote Speeches: *Working wonders with diverse populations*; and *What do we KNOW about beginning reading?* Presented at the meeting of The Texas Association for the Improvement of Reading, Steven F. Austin University, Nacogdoches, TX.

National & International refereed—sample

- Hasbrouck, J. (2017). *ORF Norms: An Update of the Hasbrouck & Tindal Oral Reading Fluency Norms*. A session presented at the meeting of the International Dyslexia Association, Atlanta, GA.
 - Hasbrouck, J. (2014). *Which Fluency Benchmarks Should We Use and What Do they Really Mean?* A session presented at the meeting of the International Dyslexia Association, San Diego, CA.
 - Hasbrouck, J. (2013). *Which Fluency Benchmarks Should We Use and What Do they Really Mean?* A session presented at the meeting of the International Dyslexia Association, New Orleans, LA.
 - Hasbrouck, J. (October, 2012). *Reading Fast or Reading Well?* A session presented at the meeting of the International Dyslexia Association, Baltimore.
- Hasbrouck, J. (April, 2008). *Reading Fluency: Practical Strategies to Determine SLD Eligibility in this New Area*. A workshop presented at the meeting of the Council for Exceptional Children, Boston.
- Hasbrouck, J., & Denton, C. A. (April, 2006). *Student-Focused Coaching (SFC): A new model for collaboration*. A workshop presented at the meeting of the Council for Exceptional Children, Salt Lake City, UT.
 - Denon, C.A., & Hasbrouck, J. (May, 2005). *SAILS: Standards, Assessments, Instruction & Intervention, Leadership & Sustained School-wide Commitment A systemic model for improving reading outcomes for ALL students K-12*. A paper presented at the meeting of the International Reading Association, San Antonio, TX.
 - Denton, C.A., Mathes, P. G., & Hasbrouck, J. (February, 2005). *Research on the impact of coaching provided to teachers of students placed at-risk and students with disabilities*. A paper presented at the meeting of the Pacific Coast Research Conference, San Diego, CA.
 - Hasbrouck, J. E., & Parker, R. I., O'Neill, K. J., Hall, L. D. (April, 2004). *Preventing reading failure with effective instructional practice: Results from the Texas Special Education/Reading Interface Study*. Research poster presented at the meeting of the International Reading Association, Reno, NV.
 - Bubonic Olson, E., Hasbrouck, J., Parker, R., & Palmer, D. (March, 2004) *Improving reading skills of students in an alternative school program*. Paper presented at the meeting of the National Association of School Psychologists, Dallas, TX.
 - Parker, R, Cash, D., Hasbrouck, J. E., O'Neill, K., & Gsanger, K. (May, 2003). *Effective reading programs for diverse populations*. Research poster presented at the meeting of the International Reading Association, Orlando, FL.
 - Cash, D., Gsanger, K., & Hasbrouck, J. E. (April, 2003). *Effective reading programs for students with limited English Proficiency*. Research poster presented at the meeting of the National Association of School Psychologists, Toronto.

- O'Neill, K. J., Cash, D. L., Hasbrouck, J. E., & Parker, R. I. (April, 2003). *The characteristics of effective special education reading programs*. Research poster presented at the meeting of the Council for Exceptional Children, Seattle, WA.
- Hall, L., O'Neill, K., Parker, R., & Hasbrouck, J. (October, 2002). *An evaluation of the Texas Master Reading Teacher Program*, The Council for Exceptional Children - Teacher Education Division, Annual Conference, Savannah, GA.
- Cash, D. L., O'Neill, K. J., & Hasbrouck, J. E. (February, 2002). *The characteristics of effective special education reading programs*. Research poster presented at the meeting of the National Association of School Psychologists, Chicago, IL
- Hasbrouck, J. E., Cash, D. L., O'Neill, K. J., George, C., & Parker, R. I. (February, 2002). *The characteristics of effective special education reading programs*. Poster presented at the Learning Disabilities Association of American Conference, Denver, CO.
- Bodden, M., & Hasbrouck, J. (February, 2002). *Using the "Read Naturally" strategy to improve reading fluency (Gr. 1-12)*. Paper presented at the Learning Disabilities Assoc. of American Conference, Denver, CO.
- Denton, C. A., & Hasbrouck, J. E. (June, 2001). *The efficacy of two English reading interventions for bilingual students*. Paper presented at the meeting of the Society for the Scientific Study of Reading, Boulder, CO.
- Denton, C. A., Hasbrouck, J. E., & Parker, R. I. (April, 2001). *A tutoring program for English language learners learning to read in English*. Paper presented at the meeting of the Council for Exceptional Children, Kansas City, KS.
- Hasbrouck, J. E., Denton, C. A., & Weaver, L. R. (February, 2001). *Assessing and teaching phonological awareness in Spanish-speaking children*. Paper presented at the meeting of the Learning Disabilities Association of American, New York City, NY.
- Hasbrouck, J. E., Denton, C. A., Riccio, C., & Weaver, L. R. (April, 2000). *Phonological awareness in the Spanish language: implications for students with learning disabilities*. Poster session presented at the meeting of the Council for Exceptional Children, Vancouver, B.C., Canada
- Hasbrouck, J. E., Weaver, L. R., Denton, C. A., & Riccio, C. (February, 2000). *Phonological awareness in Spanish: Implications for bilingual educators*. Paper presented at the meeting of the National Association of Bilingual Educators, San Antonio, TX.
- Denton, C. A., & Hasbrouck, J. E. (1999, May). *Outcomes of Reading Recovery tutoring: A three-year study*. Paper presented at the meeting of the International Reading Association, San Diego, CA.
- Parker, R., Hasbrouck, J. E., Baker, L., & Laija, W. (1999, April). *Indices of readiness to transition from Spanish to English reading: Bilingual teachers' perceptions of curriculum-based & formal reading scores*. Paper presented at the meeting of the National Association of School Psychologists, Las Vegas, NV.
- Serdahl, E., Hughes, J. N., & Hasbrouck (1997, August). *Examining the validity of the Consultant Evaluation Rating Form (CERF) as a measure of consultant skill level in the Responsive Systems Consultation (RSC) model*. Paper presented at the meeting of the American Psychological Association, Chicago, IL.
- McHaney, L. P., Hughes, J. N., & Hasbrouck (1997, August). *Further evidence of the efficacy of Responsive Systems Consultation*. Paper presented at the meeting of the American Psychological Association, Chicago, IL.

- Pomykal Franz, D., & Hasbrouck, J. E. (1997, April). *Do special educators have enough time to do their jobs?* Poster session at the meeting of the Council for Exceptional Children, Salt Lake City, UT.
- Hasbrouck, J. E., Rennie, K. M., Bayley, L. D., & Laija, W. (1997, April). *Rating consultation interventions: The development and application of a new instrument.* Poster session presented at the meeting of the National Association of School Psychologists, Anaheim, CA.
- Prasad-Gaur, A., Grossman, B., Serdahl, E., Barnett, J., Hughes, J. N., & Hasbrouck, J. E. (1996, August). *Responsive Systems Consultation: A model for conjoint consultation. Preliminary results.* Paper presented at the meeting of the American Psychological Association, Toronto, Canada.
- Hasbrouck, J. E., & Rogers, G. (1996, April). *Improving reading skills using student self-directed activities.* Poster session at the meeting of the Council for Exceptional Children, Orlando, FL.
- Hasbrouck, J. E. (1995, May). *Whole language AND direct instruction: An effective combination for culturally and linguistically diverse students.* Paper presented at the meeting of the International Reading Association (Balanced Reading SIG), Anaheim, CA.
- Hasbrouck, J. E. (1995, April). *Peer coaching with undergraduate special educators using the Scale for Coaching Instructional Effectiveness.* Paper presented at the meeting of the AERA, San Francisco, CA.
- Hasbrouck, J. E. & Christen, M. (1995, April). *Providing peer coaching in inclusive settings: A new tool for consulting-teachers.* Paper presented at the meeting of the CEC, Indianapolis, IN.
- Hasbrouck, J. E. & Schrader, M. (1993, April). *Direct instruction and whole language: Working wonders with a diverse population.* Paper presented at the meeting of the Council for Exceptional Children, San Antonio.
- Parker, R., Tindal, G., & Hasbrouck, J. E. (1993, April). *Classroom consultation: Do case activities follow theory?* Paper presented at the American Educational Research Association, Atlanta, GA.
- Hasbrouck, J. E. (1992, April). *Parents as partners: Providing training for regular & special educators.* Paper presented at the meeting of the Council for Exceptional Children, Baltimore, MD.
- Hasbrouck, J. E., & Tindal, G. (1991, April). *Large-sample reading norms for curriculum-based measurement.* Paper presented at the meeting of the Council for Exceptional Children, Atlanta, GA.
- Hasbrouck, J. E. (1991, April). *Solving problems through Responsive Consultation: A strategy that works!* Paper presented at the meeting of the Council for Exceptional Children, Atlanta, GA.
- Hasbrouck, J. E., & Garrison, M. (1990, October). *Responsive Consultation for solving classroom-based concerns.* Paper presented at the meeting of the Council for Learning Disabilities, Austin, TX.
- Parker, R., Hasbrouck, J. E., & Tindal, G. (1989, April). *Teacher decision-making using classroom-based measures.* Paper presented at the meeting of the Council for Exceptional Children, San Francisco.

Regional & State refereed-- sample

- Hasbrouck, J. (August, 2007). *Student-Focused Coaching: A Model for Reading Coaches.* Session presented at the Florida Leadership Academy Just Read, Florida! Orlando, FL.
- Hasbrouck, J. (January, 2007). *Putting Reading Fluency in Perspective.* Session presented at the OSPI January Conference, Seattle, WA.

- Hasbrouck, J. (March, 2004). *Hoist the SAILS and Cruise to Reading Success! A Systemic Approach to Successful Program Development*. Session presented at the Washington State Association for Supervision & Curriculum Development, Spokane, WA.
- Hasbrouck, J. (February, 2003). *Meeting the needs of struggling readers; Assessing and teaching fluency*. Sessions presented at the Colorado International Reading Association regional conference, Denver, CO.
- Hasbrouck, J. & Bodden, M. (November, 2001). *Using the "Read Naturally" strategy to improve reading fluency (Gr. 1-12)*. Paper presented at the Learning Disabilities Association of TX Conference, Austin.
- Hasbrouck, J. & Parker, R. (July, 2001). *Setting goals and monitoring progress in reading with curriculum-based measurement: Helping students and teachers with EALR #4*. Paper presented at the Washington Organization for Reading Development/WORD Conference, Vancouver, BC.
- Hasbrouck, J. (July, 2001). *Helping students meet the fluency EALR: Assessing & teaching this key skill*. Featured paper presented at the Washington Organization for Reading Development/WORD Conference, Vancouver, BC.
- Hasbrouck, J. (January, 2001). *The Master Reading Teacher (MRT) model: Helping teachers AND students*. Paper presented at the TEA 2001 Administrators' Midwinter Conference on Education, Austin, TX.
- Hasbrouck, J. E., Weaver, L. R., Denton, C. A., & Riccio, C. (October, 1999). *How to develop and assess Spanish phonological awareness*. Texas Association of Bilingual Educators, Corpus Christi, TX.
- Hasbrouck, J. E., Jolly, G., Gibson, V., Twohey, L., & Denton, C.A. (1999, February) *Collaboration for instructional Improvements for at-risk readers grades 3-8*. Paper presented at The Oregon Conference, University of Oregon, Eugene, OR.
- Hasbrouck, J. E. (1997, October) *Low-skilled readers in regular classrooms: How do we meet their needs?* Presented at the meeting of the SW Regional International Reading Association, Tucson, AZ.
- Parker, R. I., & Hasbrouck, J. E. (1997, March) *Goal Attainment Scaling: It's a GAS!* Presented at the meeting of the Texas Council for Exceptional Children, Austin, TX.
- Hasbrouck, J. E. (1997, March) *Consulting teachers: Who? How? Why?*. Presented at the meeting of the Texas Council for Exceptional Children, Austin, TX.
- Hasbrouck, J. E., Ihnot, C., & Woldbeck, T. (1997, February). *A teacher's use of curriculum-based measurement: Seven case studies*. Presented at The Oregon Conference, University of Oregon.
- Reber, A., & Hasbrouck, J. E. (1997, January). *A relational communication analysis of mediated peer coaching sessions*. Paper presented at the meeting of the Southwest Educational Research Association, Austin.
- Hasbrouck, J. E. (1996, February). *Coaching for Instructional Effectiveness: A new tool for consulting teachers and preservice teacher educators*. Presented at The Oregon Conference, U of Oregon.
- Hasbrouck, J. E., & Franz, D. (1995, November). *Helping teachers teach: Providing effective support to classroom teachers*. Presented at the meeting of the Learning Disabilities Assoc. of TX, Austin, TX.
- Hasbrouck, J. E. (1995, June). *Consultation: A new role for special educators*. Paper presented at the meeting of the Texas Council for Exceptional Children, Fort Worth, TX.
- Hasbrouck, J. E., & Rogers, G. (1995, March). *Reading fluency: Assessing & remediating a key reading skill*. Paper presented at the meeting of the TX State Reading Association, Houston, TX.

- Hasbrouck, J. E. (1994, March). *Providing support for inclusion classrooms: The role of the special education consultant*. Paper presented at the meeting of the TX Council for Exceptional Children, Houston, TX.
- Hasbrouck, J. E. (1994, January). *The Scale for Coaching Instructional Effectiveness (SCIE): A preliminary validation study for a new observation instrument for peer coaches*. Paper presented at the meeting of the SW Educational Research Association, San Antonio, TX.
- Hasbrouck, J. E. (1993, November). *Literacy & diversity: Implementing an effective curriculum for beginning readers and writers*. Presented at the meeting of the Learning Disabilities Association of TX, Austin, TX.
- Hasbrouck, J. E. (1993, October). *Beginning reading instruction for diverse students: Effectively combining whole language and direct instruction*. Paper presented at the meeting of The WORD Reading Research Conference (IRA), Seattle, WA.
- Hasbrouck, J. E. (1993, February). *Increasing reading achievement in first grade: A direct instruction/whole language curriculum*. Paper presented at The Oregon Conference, University of Oregon, Eugene, OR.
- Parker, R., & Hasbrouck, J. E. (1990, March). *Diagnosing misunderstanding of science and social studies texts: Computer-assisted key-vocabulary comparison tests for disabled readers*. Paper presented at the Washington Organization for Reading Development Research Conference (IRA), Tacoma, WA.
- Hasbrouck, J. E. (1990, February). *Consultation for at-risk and special education students*. Paper presented at The Oregon Conference, University of Oregon, Eugene, OR.
- Parker, R., Tindal, G., & Hasbrouck, J. E. (1989, March). *Strategies for placing students into instructional reading groups: Efficient, curriculum-based procedures*. Paper presented at the meeting of The Washington Organization Reading Development Research Conference (IRA), Seattle, WA.
- Hasbrouck, J. E. (1989, February). *Classroom uses of curriculum-based reading and written expression measures*. Paper presented at The Oregon Conference, University of Oregon, Eugene, OR.
- Hasbrouck, J. E. (1988; February). *Collecting useful data*. Paper presented at The Oregon Conference, University of Oregon, Eugene, OR.

GRANT PROJECTS

FUNDED

Hasbrouck, J. E., & Parker, R. I. (September, 2001). *Evaluation of the Master Reading Teacher Training Programs*. Texas Education Agency. \$73,872

Hasbrouck, J. E., & Olson, L. (August, 2001). *Improving the Skills of Low-Performing Readers in an Alternative School Program: A Collaborative Effort*. Center for Collaborative Communities, Texas A&M University. \$3,000

Parker, R. I., & Hasbrouck, J. E. (September, 2000). *The Reading & Special Education Interface: Supporting Coordinated Texas Statewide Reform*. U. S. Department of Education. Field-Initiated Research Projects (CFDA 84.324C) \$532,557

Hasbrouck, J. E. (2000-2001). *Developing a Course of Study for the Texas Master Reading Teacher Certificate: Supplemental Grant* The Texas Education Agency. \$22,258

Hasbrouck, J. & Denton, C. (2000-2001). *English Reading Interventions in a Bilingual Education Program*. TAMU College of Education. \$4,000

- Parker, R., & Hasbrouck, J. (2000-2002). *Retraining Teachers for Students with Reading Problems: Outreach through Technology*. GTE Foundation. \$171,876.
- Hasbrouck, J. E. (1999-2000). *Developing a Course of Study for the Texas Master Reading Teacher Certificate*. The Texas Education Agency. \$55,432.
- Hasbrouck, J. E. (1999-2000). *Texas Primary Reading Inventory Implementation Study*. Center for Academic and Reading Skills (CARS)--University of Houston Medical School. \$44,575.
- Hasbrouck, J. E. (1998-1999). *Texas Primary Reading Inventory Implementation Study*. Center for Academic and Reading Skills (CARS)--University of Houston Medical School. \$44,575.
- Parker, R. I., & Hasbrouck, J. E. (1998-1999). *Phase I Reading & Special Education Study*. Texas Education Agency/Commissioner's Research Initiative. \$59,983
- Hasbrouck, J. E., & Jolly, G. (1998-1999). *Reading and Collaboration Training for Teachers of At-Risk Readers in Grades 3-8*. Texas Education Agency Innovative Grants Programs for Regional Educational Service Centers. \$180,000
- Hasbrouck, J. E. (1998-1999). *From Reading Disabled to Reading Enabled: Intensive, Effective Tutoring for Low-Skilled Students*. Program to Enhance Scholarly & Creative Activities. Office of the Associate Provost for Research and Graduate Studies, Texas A&M University. \$3,910
- Riccio, C., & Hasbrouck, J. E. (1998-1999). *Cross-linguistic transfer of phonological processing skills: Relation to reading in English and Spanish*. College of Education Seed Research Grant. Texas A&M University. \$3,650 + \$500
- Hasbrouck, J., Parker, R., & De la Colina, M. (1997-1998). *When to Transition-to-English Within a Bilingual Reading Program*. Center for the Study and Implementation of Collaborative Learning Communities. Texas A&M University. \$5,000
- Ochoa, S. H., Weaver, L., Hasbrouck, J. E. (1997-1998). *Jerry Junkins Dual Language Child Development Program*. Texas Instruments Foundation. \$46,214
- Hasbrouck, J. E., & Palmer, D. (1996-2001). *Providing Skills Instruction for Low-Performing Students and Training for Special Education Preservice Teachers*. FISH Foundation. \$50,000
- Hasbrouck, J. E. (June, 1996). *Identifying the Roles and Activities of Special Education Consulting Teachers*. Office of the Vice President for Research, Texas A&M University. \$570
- Hasbrouck, J. E. (1996-1997). *Developing A Pilot Survey of Special Educators*. College of Education Seed Grant. Texas A&M University. \$1,415
- Hasbrouck, J. E. (May, 1996). *A Study of Reading Fluency and Motivation with Middle School Students with Learning Disabilities*. College of Education Research Council Research Enhancement Grant, Texas A&M University. \$500
- Hasbrouck, J. E. (May, 1996). Travel support grant: Honduras. International Committee, College of Education, Texas A&M University. \$500

PROFESSIONAL MEMBERSHIPS

Council for Exceptional Children (CEC)

International Literacy Association (ILA)

Society for Scientific Study of Reading (SSSR)

International Dyslexia Association (IDA)

National Association of School Psychologists (NASP)

Association for Direct Instruction (ADI)

AWARDS/HONORS

Outstanding New Faculty Award College of Education 1997-98 Texas A&M Development Council

Outstanding Research for Students with Disabilities Texas Council for Exceptional Children June, 1995

Named as a "Reading Researcher as Resource" National Center for the Improvement of Tools for Educators (NCITE) University of Oregon 1996-1997

International Scholarship Texas A&M (to fund study in Central America & Mexico). Summer, 1994

Excellence in Teaching National Association for Direct Instruction Summer, 1984

UNIVERSITY COURSES TAUGHT (graduate & undergraduate levels)

Academic Assessment & Intervention/ Behavior Assessment & Intervention (*in school psychology*)

Classroom Consultation (*in school psychology, special education, & school counseling*)

Direct Instruction Reading Methods (*in general & special education*)

Reading Instruction for Low-Performers & Students with LD (*in general & special education*)

Diagnostic Procedures in Education/Classroom Assessment

Seminars: Classroom Consultation; Parent Consultation; Research Design & Writing; Supervision (*courses above taught at the U. of Oregon and Texas A&M: Regular Ed., Special Ed., Ed. Psych. & School Psych.*)

Adaptive Classroom Practices; Accommodating Low-Performing Students in Basic Classes;

Reading, Spelling, and Writing Instruction for Low-Performers; Classroom Consultation

(*courses above taught off campus through Seattle Pacific University, Seattle, WA., & University of Oregon*)

SERVICE

Consultant: Effective instruction and assessments in reading for at-risk/LD/dyslexic students; providing coaching to teachers to improve student outcomes.

- Schools, Districts, Regional Service Centers, State Agencies United States
- Accra College of Education (AcCE) and the Center for Reading Research Ghana (CRRG)
Accra, Ghana
- Asociacion de Colegios Particulares Amigos ADECOPA Lima, Peru
- U. S. Department of Defense Kaisers-Lauden, Germany
- Ministry of Education/Special Education Kingston, Jamaica
- Universidad Del Valle Lab School Guatemala City, Guatemala, Central America
- United Nations Experimental School Trujillo, Honduras, Central America

Consulting Advisor, *Western Governor's University* Salt Lake City, UT 2005-2008

Consulting Advisor, *Western States Benchmarking Consortium Literacy Task Group* 2003

Associate Editor: *Educational & Psychological Consultation* (2001-2003)

Member, Editorial Review Board: *Learning Disabilities Research & Practice; Journal of Educational & Psychological Consultation; Journal of Learning Disabilities; Effective School Practices* (Association for Direct Instruction); *Balanced Reading Instruction* (Balanced Reading SIG/IRA) (2001-2008); *The State of Reading* (TX Reading Association)

Field Reviewer: *International Dyslexia Association* conference, *Educational Researcher; Reading Research Quarterly; Studies in Educational Evaluation; Learning Disabilities Research & Practice; Diagnostique* (CEDS Division/CEC); Guest Reviewer *Society for the Scientific Study of Reading*.

Member, Campus Planning & Improvement Committee Special Opportunity School (SOS) Bryan ISD, Bryan, TX (2001-2002)

Member, Texas State Board of Educator Certification (SBEC) Committee to Develop the Master Reading Teacher Certification Exam (2000) & Committee to Develop Standards for the Master Reading Teacher Certificate (1999).

Member, Evaluation Team: Brownsville ISD, Brownsville TX. Evaluation of the district's special education, dyslexia, and reading programs. Winter, 1998

Board Officer (At-Large Member): Balanced Reading Instruction Special Interest Group/International Reading Association. 1995-1997.

REFERENCES

Dr. Gerald Tindal, *Professor, Department Head*
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University of Oregon
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Step by Step Learning
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Mickey Lahmann (former Associate Superintendent OSPI Washington)
Leadership Innovations Team
(Home) 4217 Amber Ct SE
Olympia, WA 98501
(360) 561-1621 Lahmann4@comcast.net

Dr. Daryl Michel, *Director of School Improvement*
Texas Center for Educator Excellence
(210) 380-8375 dmichel@txcee.org