

Curriculum Vita

MICHAEL F. HOCK
University of Kansas

(785) 331-8297
mhock@ku.edu

EDUCATIONAL EXPERIENCE

- Ph.D. University of Kansas, Lawrence. Major: Special education emphasis in learning disabilities; Minor: Educational policy & leadership, 1998
- M.A. University of South Dakota, Vermillion. Major: Special education with an emphasis in learning disabilities, 1978
- B.S. Mankato State University, Mankato, Minnesota. Major: History; Minor: Russian language, secondary level teaching certification, 1972

PROFESSIONAL EXPERIENCE

- 2016-present Senior research scientist. The University of Kansas
- 2015-present Director, The Center for Research on Learning in the Life Span Institute at the University of Kansas.
- 2014-2015 Interim Director, The Center for Research on Learning in the Life Span Institute at the University of Kansas.
- 2008-present Director, The Institute for Research on Adolescent Learning at the University of Kansas.
- 2008-2016 Associate research scientist. The University of Kansas.
- 2004-2015 The University of Kansas, Special Education Department, lecturer and courtesy graduate faculty.
- 2002-2014 Associate director of the University of Kansas Center for Research on Learning.
- 1990-2002 Research associate for the Center for Research on Learning at the University of Kansas.
- 1994-2002 Director of strategic tutoring program for athletes at the Center for Research on Learning at the University of Kansas.
- 1990-2002 Associate director of Student Support Services for Kansas University Athletic Corporation.
- 1989-1990 District K-12 at-risk facilitator, K-12 science coordinator, driver education coordinator, district staff development trainer for Kansas University's (KU-CRL) Strategies Intervention Model, co-chair of the at-risk team, district curriculum supervisor, Dubuque, IA, Community School District.
- 1988-1990 Instructor, University of Dubuque and Clarke College. Courses taught included At-Risk Programming and Learning Strategy Instruction for Students with Disabilities.
- 1985-present Certified member, The International Training Network (ITN) for the KU-CRL Strategies Intervention Model.
- 1977-1989 Learning Disabilities teacher for grades 9-12, chairperson of special education department, district trainer for KU-CRL Strategies Intervention Model, assistant advisor for Model United Nations Club, Hempstead Senior High School, Dubuque, IA.

1972-1977 High school teacher, American Government, U.S. History, American Problems, and Economics. Student government advisor. Akron Community School District, Akron, IA.

DISSERTATION

Hock, M. F. (1998). The effectiveness of an instructional tutoring model and tutor training on the academic performance of underprepared college student-athletes. Unpublished doctoral dissertation, University of Kansas, Lawrence.

ARTICLES

- Davis, M. H., Wang, W., Kingston, N., & Hock, M. F. (in review). Investigating the dimensionality and internal structure of reading motivation.
- Kingston, N., Wang, W., Davis, M. H., Tonks, S., Tiemann, G., & Hock, M. F. (2017). Gender and grade differences on reading motivation, behavior, engagement, and achievement scales and strength of relationships among the scales. *The Center for Educational Testing and Evaluation*, Lawrence, KS.
- Knight, D., Knight, M. J., Hock, M. F., & Skrtic, T. (2017). Cost-Effectiveness of instructional coaching: Implementing a design-based, continuous improvement model to advance teacher professional development in middle schools. *Educational Forum*.
- Knight, D., Knight, M. J., & Hock, M. F. (2017). Evaluation of video-based instructional coaching for middle school teachers: Evidence from a multiple baseline study. *Educational Forum*.
- Hock, M. F., Bulgren, J. A., & Brasseur-Hock, I. F. (2017). The strategic instruction model: The less addressed aspects of effective instruction for high school students with learning disabilities. *Learning Disabilities Research and Practice*, 0(0), 1-14.
- Hock, M. F., Brasseur-Hock, I. F., Hock, A. J., & Duval, B. (2017). The Effects of a comprehensive reading program on reading outcomes for middle school students with disabilities. *Journal of Learning Disabilities*, 50(2), 195-212.
- Knight, J., Elford, M., Hock, M. F., Dunekack, D., Bradley, B., Deshler, D. D., & Knight, D. (2015). 3 steps to great coaching: A simple but powerful instructional coaching cycle nets results. *JSD The Learning Forward Journal*, 36(1), 10-20.
- Hock, M. F., Brasseur-Hock, I. B., & Deshler, D. D. (2014). Responding to the needs of adolescents with severe reading disabilities. *New England Reading Association Journal*, 49(2), 9-18.
- Knight, J. M., Bradley, B. A., Hock, M. F., Skrtic, T. M., Knight, D., Brasseur-Hock, I. F., Clark, J., Ruggles, M., & Hatton, C. (2012). Record, replay, reflect: Videotaped lessons accelerate learning for teachers and coaches. *Journal of Staff Development*, 33(2), 18-23.
- Bradley, B., Knight, J., Harvey, S., Hock, M., Knight, D., Skrtic, T., Brasseur-Hock, I., & Deshler, D. (2013). Improving instructional coaching to support middle school teachers in the United States. In T. Plomp, & N. Nieveen (Eds.), *Educational design research – Part B: Illustrative cases* (pp. 299-318). Enschede, the Netherlands: SLO.

- Hock, M. F. (2012). Effective instruction for adults with specific learning disabilities. *Journal of Learning Disabilities*. Special Issue. Adults with specific learning disabilities: The adult education perspective. Spring 2012.
- Hock, M.F., & Mellard, D. (2011). Efficacy of learning strategies instruction in adult education. *Journal of Research on Educational Effectiveness*, 4 (1), 1-20.
- Brasseur-Hock, I. F., Hock, M. F., Biancarosa, G., Kiefer, M., & Deshler, D. D. (2011). Adolescent Struggling Readers in Urban Schools: Results of a Latent Class Analysis. *Journal of Psychology and Education: Learning and Individual Differences*.
- Hock, M. F., Brasseur, I. F., Deshler, D. D., Catts, H. W., Marques, J., Mark, C. A., & Wu Stribling, J. (2009). What is the reading component skill profile of adolescent struggling readers in urban schools? *Learning Disability Quarterly*, 32(1), 21-38.
- Deshler, D. D., Hock, M. F., & Catts, H. W. (2006). Enhancing outcomes for struggling adolescent readers. *Perspectives, The International Dyslexia Association*, 32(3), 21-25.
- Schumaker, J. B., Deshler, D. D., Woodruff, S. K., Hock, M. F., Bulgren, J. A., & Lenz, B. K. (2006). Reading strategy interventions: Can literacy outcomes be enhanced for at-risk adolescents? *Teaching Exceptional Children*, 38(3), 64-68.
- Hock, M. F., & Mellard, D. (2005). Reading comprehension strategies for adult literacy outcomes. *Journal of Adolescent and Adult Literacy*, 49(3), 192-200.
- Hock, M. F., & Deshler, D. D. (2003a). Don't forget the adolescents. *Principal Leadership*, 4(3), 51-56.
- Hock, M. F., & Deshler, D. D. (2003b). "No child" leaves behind teen reading proficiency. *Education Digest*, 69(4), 27-36.
- Hock, M. F., Deshler, D. D., & Faggella-Luby, M. F. (2003). *Evidence-based secondary school reform models*. New York: Carnegie Corporation of New York.
- Hock, M. F., Schumaker, J. B., & Deshler, D. D. (2001). The case for strategic tutoring. *Educational Leadership*, 58(7), 50-52.
- Hock, M. F., Pulvers, K. A., Deshler, D. D., & Schumaker, J. B. (2001). The effects of an after school tutoring program on the academic performance of at-risk and students with learning disabilities. *Remedial and Special Education*, 22(3), 16-23.
- Deshler, D. D., Schumaker, J. B., Lenz, B. K., Bulgren, J. A., Hock, M. F., Knight, J., & Ehren, B. J. (2001). Ensuring content-area learning by secondary students with learning disabilities. *Learning Disabilities Research and Practice*, 16(2), 96-108.
- Hock, M. F., Deshler, D. D., & Schumaker, J. B. (1999). Tutoring programs for academically underprepared college students: A review of the literature. *Journal of College Reading and Learning*, 29(2), 101-122.
- Hock, M. F., Schumaker, J. B., & Deshler, D. D. (1995). Training strategic tutors to enhance learner independence. *Journal of Developmental Education*, 19(1), 18-26.
- Bulgren, J. A., Hock, M. F., Schumaker, J. B., & Deshler, D. D. (1994). The effects of instruction in a paired associates strategy on the information mastery performance of students with learning disabilities. *Learning Disabilities Research and Practice*, 10(1), 22-37.
- Hock, M. F., Deshler, D. D., & Schumaker, J. B. (1993, Fall). Learning strategies instruction for at-risk and learning disabled adults: The development of strategic learners through apprenticeship. *Preventing School Failure*, 38(1), 43-49.

BOOKS/INSTRUCTIONAL MANUALS

- Hock, M. F., Brasseur-Hock, I. F., & Deshler, D. D. (2012). *Possible selves for readers*. Chicago, IL: McGraw-Hill Education.
- Hock, M. F. (2009). Instructional tutoring for adults in adult basic education programs. Teaching methods: Bridges to practice instructional support materials. The National Institute for Literacy.
- Brasseur, I.F., Hock, M.F., Deshler, D.D. (2012). *Fusion Reading: Establish the Course*. Chicago, IL: McGraw-Hill Education.
- Hock, M.F., Brasseur, I.F., Deshler, D.D. (2012). *The PASS Strategy*. Chicago, IL: McGraw-Hill Education.
- Brasseur, I.F., Hock, M.F., Deshler, D.D. (2012). *The Book Study Program*. Chicago, IL: McGraw-Hill Education.
- Hock, M.F., Brasseur, I.F., Deshler, D.D. (2012). *Fusion Strategy Integration*. Chicago, IL: McGraw-Hill Education.
- Brasseur, I.F., Hock, M.F., Deshler, D.D. (2012). *The Bridging Strategy*. Chicago, IL: McGraw-Hill Education.
- Hock, M.F., Brasseur, I. F. & Deshler, D.D. (2012). *The Prediction Strategy*. Chicago, IL: McGraw-Hill Education.
- Brasseur, I. F., Hock, M.F., & Deshler, D.D. (2012). *The Summarization Strategy*. Chicago, IL: McGraw-Hill Education.
- Brasseur, I. F. & Hock, M.F., (2012). *The Thinking Reading Program*. Chicago, IL: McGraw-Hill Education.
- Hock, M.F., Brasseur, I. F. & Deshler, D.D. (2012). *The Vocabulary Program*. Chicago, IL: McGraw-Hill Education.
- Hock, M. F., Schumaker, J. B., & Deshler, D. D. (2003). *Possible selves: Nurturing student motivation*. Lawrence, KS: Edge Enterprises, Inc.
- Hock, M. F., Deshler, D. D., & Schumaker, J. B. (2000). *Strategic tutoring*. Lawrence, KS: Edge Enterprises, Inc.

BOOK CHAPTERS

- Knight, D. S., Hock, M. F. & Knight, J. (2017). Designing instructional coaching. In C. M. Reigeluth, B. J. Beatty, & R. D. Myers (Eds.) *Instructional-design theories and models, The learner-centered paradigm of education*, Vol. IV, Routledge, New York, NY.
- Hock, M. F., & Brasseur-Hock, I. F. (2015). Comprehension instruction for at-risk students. In S.R. Paris, D. Fisher, & K. Headley (Eds.) *Adolescent literacy, Field tested: Effective solutions for every classroom, 2nd Ed.* The International Reading Association.
- Brasseur-Hock, I. F., Deshler, D. D., & Hock, M. F. (2015). Reading comprehension instruction for middle and high school students in English language arts: Research and evidence-based practices. K.L. Santi, & D.K. Reed (Eds.), *Improving Reading Comprehension of Middle and High School Students, Literacy Studies 2nd Ed.*, 10, DOI 10.1007/978-3-319-14735-2_5

- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2015). Possible selves and learners. In S. Lopez & A. Beauchamp, (Eds.), *The encyclopedia of positive psychology 2nd Ed.* Oxford, England: Blackwell Publishing.
- Bradley, B., Knight, J., Harvey, S., Hock, M., Knight, D., Skrtic, T., Brasseur-Hock, I., & Deshler, D. (2013). Improving instructional coaching to support middle school teachers in the United States. In T. Plomp, & N. Nieveen (Eds.), *Educational design research- Part B- Illustrative cases* (pp. 299-318). Enschede, The Netherlands: SLO.
- Brasseur-Hock, I. F., Deshler, D. D., & Hock, M. F. (2012). Reading comprehension instruction for middle and high school students in English language arts: Research and evidence-based practices. In K. Santi & D. Reed (Eds.). *Improving comprehension instruction for middle and high school students.*
- Knight, J. M., & Hock, M. F. (2012). Instructional Coaching: Establishing partnerships for effective teacher professional learning. In B. Beatty (Ed.) *Volume IV of instructional design theories and models.*
- Deshler, D. D., Hock, M. F., Ihle, F. M., & Mark, C. A. (2011). Designing and conducting literacy intervention research. In M. Kamil, P. D. Pearson, E. Birr-Mojr, & P. Afflerbach (Eds.), *Handbook of reading research vol. IV*, New York: Routledge.
- Hock, M. F. (2009). Teaching methods: Instructional methods and arrangements effective for adults with learning disabilities. Bridges to practice (B2P) literature review. The National Institute for Literacy.
- Hock, M.F., & Brasseur-Hock, I. F. (2009). Literacy interventions for adolescent struggling readers. In S.R. Paris, D. Fisher, & K. Headley (Eds.) *Adolescent literacy, Field tested: Effective solutions for every classroom.* (pp. 129-142). The International Reading Association.
- Hock, M. F., Deshler, D. D., & Brasseur, I. F. (2008). Comprehension Instruction for At-Risk Students. In C. Block, S. Parris, & P. Afferbach (Eds.), *Comprehension Instruction 2nd Edition.* New York: Guilford Press.
- Deshler, D. D., & Hock, M. F. (2007). Adolescent literacy: Where we are—Where we need to go. In M. Pressley, A. Billman, K. Perry, K. Reffitt, & J. Moorhead Reynolds (Eds.), *Shaping literacy achievement: Research we have, research we need.* New York: Guilford Publications, Inc.
- Deshler, D. D., & Hock, M. F. (2008). Designing and evaluating programmatic adolescent literacy interventions. In M. Kamil, D. Pearson, E. Moje, & P. Afflerbach (Eds.), *Handbook of reading research, Vol. IV.* Mahwah, NJ: Lawrence Erlbaum Associates.
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2008). Nurturing motivation through possible selves. In S. Lopez & A. Beauchamp, (Eds.), *The encyclopedia of positive psychology.* Oxford, England: Blackwell Publishing.
- Hock, M. F., Deshler, D. D., & Schumaker, J. B. (2006). Enhancing student motivation through the pursuit of possible selves. In C. Dunkel & J. Kerpelman, (Eds.). *Possible selves: Theory, research, and applications* (pp. 205-221). New York: Nova Science Publishers, Inc.
- Hock, M. F. (2005). Working with students with learning disabilities and ADHD. In E. Getzel & P. Wehman (Eds.), *Going to college: Expanding opportunities for people with disabilities* (pp. 233-252). Baltimore: Brookes Publishing Co.

Hock, M. F., Schumaker, J. B., & Deshler, D. D. (1998). Closing the gap to success in secondary schools: A model for cognitive apprenticeship. In M. Pressley, K. Harris, & S. Graham (Series Eds.), *Advances in teaching and learning*, K. Harris, S. Graham, D. Deshler, & M. Pressley (Vol. Eds.), *Teaching every child every day: Learning in diverse schools and classrooms* (pp. 1-52). Cambridge, MA: Brookline Books.

REPORTS/PAPER PRESENTATIONS

Calhoon, M. B., Brasseur-Hock, I. F., & Hock, M. F. (2017, October). Evidenced-Based Supplemental Reading Programs: Closing the Research to Practice Chasm. Panel Presentation. 39th International Conference on Learning Disabilities. Baltimore, MD.

Calhoon, M. B., Brasseur-Hock, I. F., & Hock, M. F. (2017, April) Supporting Access to the General Education Curriculum: Improving Reading Comprehension for Adolescents with Reading Disabilities. Boston, MA.

Hock, M. F., & Brasseur-Hock, I. F. (2016, October). Improving reading achievement for adolescents with reading disabilities in middle schools. Interactive paper. 38th International Conference on Learning Disabilities. San Antonio, TX.

Hock, M. F., & Brasseur-Hock, I. F. (2016, October). Analysis of blended instruction and planning for students with learning disabilities. Poster session. 38th International Conference on Learning Disabilities. San Antonio, TX.

Calhoon, M. B., Brasseur-Hock, I. F., Fritschmann, N., Branum-Martin, L., & Hock, M. F. (2016, October). Literacy interventions for adolescents with severe reading disabilities. 38th International Conference on Learning Disabilities. San Antonio, TX.

Rodriguez, A., Tonks, S. M., Schwartz, J., Davis, M. H., Bewick, L., & Hock, M. F. (2015, April). Students' perceptions of grades as a motivation to read. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

Davis, M. H., Tonks, S. M., Rodriguez, A., & Hock, M. (2015, April). A review of reading motivation measures. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

Bradley, B. & Hock, M. F. (2015, April). Exploring flipped learning in three high school classrooms. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

Brasseur-Hock, I.F. & Hock, M.F., & Sartin, M. (2015). Improving Reading Achievement for Adolescents with Disabilities in Middle Schools. Council for Exceptional Children, San Diego, CA.

Brasseur-Hock, I.F. & Hock, M.F., Kidder, C. & Sartin, M. (2014). Improving Teacher Effectiveness and Reading Achievement for Students with Disabilities: Key features of the fusion reading program. Council for Exceptional Children. Philadelphia, PA.

Hock, M. F., Brasseur-Hock, I. F., & Deshler, D. D. (2013). Evidence supporting the Fusion Reading program. Chicago, IL: McGraw-Hill Education.

- Deshler, D. D. & Hock, M. F. (2011). State of Kansas guide to literacy for adolescents. Topeka, KS: The Department of Education.
- Hock, M. F., Brasseur-Hock, I. F., & Deshler, D. D. (2012). Technical report: Fusion reading program. Lawrence, KS: The University of Kansas Center for Research on Learning.
- Hock, M. F., & Tollefson, J. (2006). Strategic instruction model links to national reading panel recommendations. *Stratenotes*, 14(6), The University of Kansas Center for Research on Learning.
- Hock, M. F. (1997). Student motivation and commitment: A cornerstone of strategy instruction. *Strategram*, 7(3), The University of Kansas Center for Research on Learning.
- Hock, M. F. (1993). The college experience for students with learning disabilities. *CLD Infosheet*. Overland Park, KS: The Council for Learning Disabilities.
- Hock, M. F. (1993, February). The "poetry" of strategy instruction. *Strategram*, 5(3), The University of Kansas Institute for Research in Learning Disabilities.
- Hock, M. F. (1992, December). Strategic learning through apprenticeship. *Strategram*, 5(2), The University of Kansas Institute for Research in Learning Disabilities.
- Hock, M. F., Schumaker, J. B., & Deshler, D. D. (1991). *Annual report on the strategic tutoring program for at-risk student-athletes at the University of Kansas*. Lawrence: The University of Kansas, Institute for Research in Learning Disabilities.

RECENT PRESENTATIONS/GRANT RELATED WORKSHOPS

- Hock, M. F., & Brasseur-Hock, I. F. (2016, October). Improving reading achievement for adolescents with reading disabilities in middle schools. Interactive paper. 38th International Conference on Learning Disabilities. San Antonio, TX.
- Hock, M. F., & Brasseur-Hock, I. F. (2016, October). Analysis of blended instruction planning for students with learning disabilities. Poster session. 38th International Conference on Learning Disabilities. San Antonio, TX.
- Calhoun, M. B., Brasseur-Hock, I. F., Fritschmann, N., Branum-Martin, L., & Hock, M. F. (2016, October). Literacy interventions for adolescents with severe reading disabilities. 38th International Conference on Learning Disabilities. San Antonio, TX.
- Pope, M., Hock, M. F., & Anderson, E. (2016, October). From research to practice: RAISEup Texas. Presentation at the Association of Middle Level Educators Annual Conference. Austin, TX.
- Rodriguez, A., Tonks, S. M., Schwartz, J., Davis, M. H., Bewick, L., & Hock, M. F. (2015, April). Students' perceptions of grades as a motivation to read. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Davis, M. H., Tonks, S. M., Rodriguez, A., & Hock, M. (2015, April). A review of reading motivation measures. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Brasseur-Hock, I. F. & Hock, M. F., & Sartin, M. (2015). The impact of professional development and instructional coaching on middle school students with disabilities reading achievement. Council for Exceptional Children. San Diego, CA.

- Brasseur-Hock, I. F. & Hock, M. F., Kidder, C. & Sartin, M. (2014). Improving Teacher Effectiveness and Reading Achievement for Students with Disabilities: Key features of the fusion reading program. Council for Exceptional Children. Philadelphia, PA.
- Hock, M. F., (2014). The Fusion Reading Adolescent Reading Program. Kansas Middle School Instructional Leaders Conference. Kansas State Department of Education held at Washburn Rural, KS.
- Brasseur-Hock, I. F. & Hock, M. F., (2013). Key features of the fusion reading program. Webinar presentation. The University of Kansas Center for Research on Learning and McGraw-Hill Education. Lawrence, KS.
- Hock, M. F., 2013. Responding to CCSS in a MTSS Level 2 Adolescent Reading Program. Strategies for Educational Improvement Conference. Kansas State Department of Education held at the University of Kansas. Davis, M., & Tonks, S., & Hock, M., (2013). Measurement of Adolescent Reading Motivation. Paper presented at the 2013 Annual Conference for the AERA in San Francisco, CA. Tonks, S. & Davis, M., & Hock, M., (2013). Measuring Social Reading Motivation in Adolescents. Paper presented at the 2013 Annual Conference for the AERA in San Francisco, CA.
- Kingston, N., Tiemann, G., Hock, M., Davis, M., & Tonks, S. (2012). Building validity into the development of the adaptive reading motivation measures. Paper presented at the 2012 Annual Conference for the AERA in Vancouver, BC. Knight, D., Hock, M. F., Knight, J. M., Skrtic, T. M., Bradley, B., & Deshler, D. D. (2012). AERA. Measuring the impact of instructional coaching: Evidence from classroom observation, focus groups and interviews. Paper presented at the 2012 Annual Conference for the AERA in Vancouver, B. C.
- Hock, M. F. 2012. Fusion Reading: Improving the Reading Achievement of Adolescent Struggling Readers. Nebraska IRA Conference. Kearney, NB.
- Knight, J. M., Hock, M. F., Skrtic, T. M., Bradley, B., Knight, D. (2011, October). Design research to improve instructional coaching in middle schools. Sixth Annual Instructional Coaching Conference. The University of Kansas Center for Research on Learning, Lawrence, KS.
- Deshler, D. D., & Hock, M. F. (2011, October). Instructional coaching and adolescent literacy. Sixth Annual Instructional Coaching Conference. The University of Kansas Center for Research on Learning, Lawrence, KS.
- Hock, M. F. (2010, July). Response to intervention: An effective intervention for struggling adolescent readers. Council for Learning Disabilities Annual Conference, Myrtle Beach, SC.
- Hock, M. F., & Brasseur-Hock, I. F. (2010, July). Fusion Reading: An overview of a comprehensive high school reading course. SIM International Conference, Lawrence, KS.
- Hock, M. F., & Brasseur-Hock, I. F. (2010, July). Fusion Reading: An overview of a comprehensive high school reading course. SIM International Conference, Lawrence, KS.
- Hock, M. F., & Brasseur-Hock, I. F. (2010, January-December). A series of PD workshops and instructional coaching site visits to support implementation of

Fusion Reading. We conducted 14 Days of PD on FR components and 8 days of coaching. Dubuque, IA.

Hock, M. F., & Brasseur-Hock, I. F. (2010, June). The Fusion Reading Academy: A three-day workshop designed to build the capacity of districts to sustain FR through a train the trainer model. Dubuque, IA.

Hock, M. F. (2010, August-June). A series of workshops instructional coaching site visits to support implementation of *Fusion Reading*. I conducted 7 Days of PD on FR components and 3 days of coaching. Genesee BOCES, Leroy, NY.

Hock, M. F. (2010, June). The Fusion Reading Academy: A three-day workshop designed to build the capacity of districts to sustain FR through a train the trainer model. Genesee BOCES at Leroy, NY.

Hock, M. F., & Brasseur-Hock, I. F. (2010, January-December). A series of PD workshops and instructional coaching site visits to support implementation of *Fusion Reading* in the Michigan Striving Readers Project. We conducted 8 Days of PD on FR components and 6 days of coaching. Lansing, Muskegon, Inkster & Westwood, MI.

Hock, M. F. (2010, October). A PD workshop to support implementation of *Fusion Reading*. Two Days of PD on FR components. Lake Worth, TX.

Hock, M. F. (2010, June). Invited presenter. Fusion Reading: A comprehensive high school reading course. Strategies for Educational Improvement Conference. Kansas University SOE. Lawrence, KS.

Hock, M. F. (2009, June). Invited presenter. Response to intervention: Effective tier two and three reading interventions for adolescent readers. New York State Reading First and RTI Conference. Rochester, New York.

Hock, M. F. (2009, March). Invited presenter. Using research to strengthen response to intervention decision-making and implementation: Secondary interventions. REL-Southwest: Washington D.C.

Hock, M. F. (2009, February). What reading skill clusters define adolescent struggling readers and how can we effectively respond? Pacific Coast Research Conference. San Diego, CA.

Hock, M. F. (2008, June). Invited presenter. What is the nature of struggling adolescent students in urban schools and how do we intervene? New York State Reading First and Adolescent Literacy Conference. New York City.

Hock, M. F. (2008, June). Keynote. Struggling adolescent readers: Characteristics and Fusion Reading. Kansas City Missouri Regional Literacy Conference. Kansas City, MO.

Hock, M. F. (January, 2008). What is the Nature of Adolescent Struggling Readers and How Do We Effectively Intervene? Washington State Reading Conference. Spokane, WA.

Hock, M. F. & Brasseur, I. F. (June, 2007). A descriptive study of reading outcomes in 350 urban adolescences. The Institute for Education Sciences. Washington, D.C.

- Hock, M. F., & Brasseur, I. F. (2007, April). *The Nature of Struggling Urban Adolescent Readers and An Intervention Program Response*. The Council for Exceptional Children. Louisville, KY.
- Mellard, D., Hock, M., Barth, A., & Anthony, J. (2007, February). *Oral reading fluency and its relationship to other reading skills for children, adolescents, and adults*. Pacific Coast Research Conference. San Diego, CA.
- Hock, M. F., & Brasseur, I. F. (2006). *The leadership café: Improving adolescent literacy*. Independent Service District. Ingham, MI.
- Hock, M. F., Moje, E., Alverman, D., & Allington, R. (2006, October). *Reflections on summer literacy strategies: What can summer and after school programs do to support adolescent literacy development?* Johns Hopkins University Center for Summer Learning. Baltimore, MD.
- Hock, M. F., & Brasseur, I. F. (2006, June). *A descriptive study of the reading component skills of 350 urban adolescent struggling readers*. The Institute of Education Sciences (IES) Research Conference. Washington, DC.
- Hock, M. F. (2006, May). Building effective after school literacy programs: *Teaching students strategies for academic success and personal motivation (Keynote): What literacy tools should we provide to tutors and how do we support their professional development?* Pennsylvania Governor's Institute on Tutoring, Harrisburg, PA.
- Hock, M. F. (2006, May). *Using new knowledge to improve comprehension instruction and assessment: Helping all readers succeed* (Featured Research Symposium). International Reading Association Conference, Chicago, IL.
- Hock, M. F. (2006, March). *Advancing adolescent literacy skills through summer and after school programming*. Johns Hopkins University, Baltimore, MD.
- Hock, M. F. (2006, March). *Adolescent literacy: Engaging at-risk adolescents in literacy-based learning*. Public Broadcasting Station WETA. Washington, DC.
- Hock, M. F. (2006, March). *Who are adolescent struggling readers and how do we improve their reading proficiency?* National Governor's Association Planning Session for State High School Reform Grantees. Washington, DC.
- Hock, M. F., Kamil, M., & Alverman, D. (April, 2005). *Adolescent literacy: Implications for teacher education including a focus on English learners*. California State University, Center for the Advancement of Reading, the University of California, and the California Department of Education in collaboration with the California Commission on Teacher Credentialing.
- Hock, M. F. (2004, July). *Improving academic performance and access to the general curriculum for secondary youth with disabilities: Beyond school tutoring programs: Teaching students strategies while helping with assignments*. National Center on Secondary Education and Transition. Washington, DC.
- Hock, M. F. (2004, March). *The strategic instruction model: Responding to the challenge of NCLB*. Preparing America's Future High Schools Initiative, NCLB Regional High School Summits, Billings, MT.

- Hock, M. F. (2004, June). *The urban education challenges facing literacy providers*. Carnegie Intermediate and Adolescent Literacy Grantees, New York, NY.
- Hock, M. F. (2004, October). *Thinking about hopes, expectations, and fears: Transition and possible selves*. International Conference on Learning Disabilities, Las Vegas, NV.
- Hock, M. F. (2003, November). *Evidence-based interventions for struggling adolescent readers*. The Alliance for Excellent Education, Washington, DC.

PROFESSIONAL DEVELOPMENT/CONSULTATION ACTIVITIES

- Brasseur-Hock, I. F., & Hock, M. F. (2017-2019) Implementation of the fusion reading program in middle and high schools. Cedar Rapids School District, Cedar Rapids, IA.
- Brasseur-Hock, I. F., & Hock, M. F. (2016-2018) Implementation of the fusion reading program in middle and high schools. Virginia Consortium of middle and High Schools, Virginia Tech School of Education (VT).
- Hock, M. F. & Brasseur-Hock, I. F. (2012-2015) Establishment of a comprehensive two-year intensive reading program for students with disabilities in middle and high school. Minneapolis/St Paul Consortium of middle and High Schools, Spring Lake Park, MN.
- Brasseur-Hock, I. F. & Hock, M. F. (2012-2014) Establishment of a comprehensive two-year intensive reading program for students with disabilities in middle school. Charlotte-Mecklenberg Schools, Charlotte, NC.
- Hock, M. F. (2012). External evaluator on an NFS grant to improve the outcomes for college students underprepared for college math. Rapid City, SD: Black Hills State College.
- Brasseur-Hock, I. F. & Hock, M. F. (2012) Training SIM PDers and McGraw-Hill consultants to present Fusion Reading awareness workshops. Atlanta, GA.
- Hock, M. F., Brasseur-Hock, I. F. (2012) Fusion Reading Academy- New York. Establishment of a cadre of Fusion Reading professional development specialists and coaches. Genosea Valley BOCES, NY.
- Hock, M. F., Brasseur-Hock, I. F. (2014) Fusion Reading Academy II-Iowa. Establishment of year-two Fusion Reading professional development specialists and coaches. Dubuque, IA
- Hock, M. F., Brasseur-Hock, I. F. (2013) Fusion Reading Academy I-Iowa. Establishment of year-two Fusion Reading professional development specialists and coaches. Dubuque, IA
- Brasseur-Hock, I. F., & Hock, M. F., (2012) Fusion Reading Academy: Establishment of year-two Fusion Reading professional development specialists and coaches. Lawrence, KS.
- Hock, M. F., Brasseur-Hock, I. F. (2011) Establishment of a comprehensive two-year intensive reading program for adolescent struggling readers in middle and high schools. Virginia Project Schools, Ashland, VA.

- Brasseur-Hock, I. F. & Hock, M. F. (2010-2012) Establishment of a comprehensive two-year intensive reading program for students with disabilities in middle school. Dubuque Community School District, Dubuque, IA.
- Hock, M. F. (2010) Consultation with the *Intensified Algebra* group. Chicago, IL and Lawrence, KS.
- Hock, M. F. (2009) Strategic tutoring and possible selves: Instructional practices for tutors of adolescent special education students. Gonzales Special Education Services, LeBlanc, LA.
- Hock, M. F. (2009) Establishment of a comprehensive two-year intensive reading program for adolescent struggling readers in an alternative high school for students with severe behavior disorders. Topeka, KS, Community School District.
- Hock, M. F. (2009) Establishment of a comprehensive two-year intensive reading program for adolescent struggling readers in middle, high and alternative schools. Osage, IA, Community School District.
- Hock, M. F. (2008) Strategic tutoring and possible selves: Instructional practices for tutors of hearing impaired and deaf students. Norfolk, Nebraska.
- Hock, M. F. (2008; 2009) Strategic tutoring and possible selves: Instructional practices for tutors of adolescents. Casper, Wyoming.
- Hock, M. F. (2008). Strategic tutoring and possible selves: Instructional practices for tutors of adolescents. Lander, Wyoming.
- Hock, M. F. & Brasseur, I. F. (August, 2007). Establishment of after school strategic tutoring centers for youth in foster care programs. The San Diego County Unified School District and Casey Family Program. San Diego, CA.
- Hock, M. F. (2007, April). Establishment of after school strategic tutoring centers and planning for implementation of the *Fusion Reading* program in all district middle schools grades 6, 7, and 8. The Alameda Unified School District. Alameda, CA.
- Vaughn, S., Gersten, R., Jenkins, J., Hock, M. F., & Dunst, C. (2007, April). Effective practices for students with disabilities workgroup. The Institute for Education Sciences Office of Special Education Research. Washington, D C.
- Hock, M. F., Pearson, D., Alverman, D., Alexander, P., Lee, C., & Fillmore, L. W. (2006, October). *America's Choice, Inc. Ramp-Up to Advanced Literacy Invited Review Panel*. An expert panel review of the adolescent reading curriculum for 9th grade struggling readers. Washington, DC.
- Hock, M. F. (2006, September). *Enhancing literacy outcomes for adolescents: Is there a role for secondary level content teachers?* Two-day workshop and professional development experience for secondary-level teachers. Focus on the content enhancement organizing routines, concept mastery, the LINCing vocabulary routine, and the textbook reading routine. Columbia Falls Montana Public Schools.
- Hock, M. F., & Brasseur, I. F. (2006, August). Reading for struggling adolescent readers: A workshop on implementation of the Xtreme Reading Program for Striving Readers Department of Education grantees. Springfield, MA.
- Hock, M. F., Deshler, D. D., & Schumaker, J. B. (2006, July-August). Enhanced reading opportunities DOE/AIR/MDRC: Preparing Xtreme reading teachers to teach the Xtreme Reading Program. Washington, DC.

Hock, M. F. (2004-05, November/February). District consultant in a Stupski Foundation-funded school reform effort designed to improve literacy outcomes for adolescents at the high school level. Cumberland County School District.

Hock, M. F. (June, 2004). Odyssey Schools SIM Summer Institute for Professional Development. Strategic Tutoring that Supports instruction in Odyssey's Virtual Learning Environment. Las Vegas, NV.

Journal Review Activities- Invited reviewer

Journal of Dyslexia (2015)

Journal of Learning Disabilities (2010-17)

Learning Disability Quarterly (2010-16)

Journal of Learning and Individual Differences (2014)

Journal of Education for Students Placed At-Risk: Johns Hopkins University (2005)

Journal of Research in Reading (2014)

RECENT NATIONAL ADVISORY COMMITTEES

Kansas Vision for redesign of PreK-12 education in the state of Kansas (2016-2026). This is a state level initiative to restructure the educational system in Kansas. My role is advisor to the project.

Department of Education Institute for Education Sciences (2010-2018). IES proposal review panel for the Reading, Writing, and Language topic. The panels reviewed about 55 to 60 proposals under the topic and discussed about 24 proposals at each of the panel meetings. Served as panel member and acting panel chair for COI reviews.

National Institute for Literacy (2007-2008). NIL Selection Expert Writing Group. This committee was charged with reviewing the literature on the scientific and other rigorous research conducted over the last 10 years on adults with learning disabilities and then revising NIL materials.

National Institute for Literacy (2007-2008). NIL Selection Criteria Working Group. This committee was charged with establishing evaluation criteria for the inclusion in Resource Collection of materials for adult literacy centers nationwide.

Office of Special Education Programs (2007-2008). OSEP Literacy Workgroup. This committee is charged with the identification of evidenced based practices (including strategies, practices, or interventions that focus on teaching of literacy skills) in special education and early intervention.

PROFESSIONAL ORGANIZATIONS

American Education Research Association
International Literacy Association
Council for Exceptional Children
Council for Learning Disabilities
College Reading and Learning Association

AWARDS

The University of Kansas Leading Light Award. April 17, 2012. Recipients are recognized for being Principle Investigators who received external awards of \$1 million or more during FY 2011.

Certificate of Recognition for Ongoing Support of the Lawrence Community Schools Professional Development Program. 2005.

University of Kansas Athletics Corporation's Student-Athlete Support Program Service Award, 2002.

Recipient of Council for Learning Disabilities National Outstanding Teacher Award, 1988.

Areas of Research Experience and Description of Current Proposals for External Funding

FUNDED RESEARCH

Hock, Michael F. (2018-2021). PI for CRL subcontract on *KSDE Striving Readers language and literacy grant*. Funded by the federal Department of Education. KSDE is the prime agency. The grant is for \$27,000,000 for a period of three years. The overarching goal of the Striving Readers grant is to significantly improve the language and literacy skills of children and students from birth to grade 12. Twelve KU faculty will support the effort as Strategic Learning Team members. My role is as subcontract PI at .05 FTE.

Hock, M. F. (2014-2016). *Possible Selves for the New Teacher Center's Online Exploration Platform: Introducing Novice Teachers to the Program*. This is a private foundation grant from New Profit to support a collaborative effort between the New Teacher Center and The Center for Research on Learning. The grant of \$100,000 for 1 year is a seed grant for future collaborative efforts in which additional CRL interventions are modified for use on the NTC's online platform. My role is PI at .25 FTE.

Deshler, D. D. & Hock, M. F. (2012-2014). *School Wide Integrated Framework for Transformation (SWIFT)*. OSEP. This is a \$24,000,000 grant awarded to the Beach Center at the Life Span Institute (W. Sailor, PI, 2012). The CRL had a subcontract on the project for \$255,496.00 each year for five years. The overarching goal of the grant

is to transform schools so that all students are taught in their neighborhood schools and in the regular classroom. The CRL focus was on providing technical assistance to states, districts, and schools in UDL, instruction, and evidenced-based practices that support the goal. My role is as member of the National Leadership Consortium and as Co-PI of the CRL subcontract at .17 FTE for Instructional/curricular Technical Assistance effort.

Hock, M. F. & Deshler, D. D. (2013-2016) *Exploring Flipped Instruction in Middle Schools and Its Impact on Students with Learning Differences*. The OAK Foundation. \$600,000 for three years. My role is Co-PI at .25 FTE (Switching to PI 2-1-15). The project will study an instructional practice, “flipped instruction,” that is being broadly used in schools today. Currently, there is very little empirical evidence on the validity of the practice. More importantly, there is no evidence regarding the kinds of scaffolded supports or accommodations that teachers need to provide to students with learning differences in order for them to benefit from this instructional practice. The purpose of this project is to address this need.

Hock, M. F. (2013-2016). *Enhancing the Adoption, Use, and Sustainability of Evidence-based Practices to Improve Outcomes for Students with Learning Differences Through Instructional Coaching*. The Poses Family Foundation. \$600,000 over two years. The main goals of the project are to refine the Instructional Coaching Model, study a design research model based on the Lean Start Up Model, and improve student achievement in coached classes. My role is PI at .10 FTE.

Hock, M. F., & Kingston, N. (2011-2016). *Development of an assessment of motivation for reading*. Department of Education Institute for Educational Sciences (\$3,000,000.00 for 4 years). Secondary and Transition Services. Reading and Writing [CFDA 84.324A] Will serve as Principal investigator for FTE .25. This proposal is designed to develop, validate, and test the reliability of an assessment of motivation for reading. (Funded, 2009).

Hock, M. F., Deshler, D. D., & Basseur-Hock, I. F. (2009-2013). *Fusion Reading: A Supplemental Reading Program Designed to Raise the Literacy Levels of Striving Adolescent Readers*. (CFDA 84.371A). The CRL’s Fusion Reading Program has positioned the MDE, in partnership with 10 Michigan middle and high schools, to address the goal of significantly closing the gap between current and expected performance on outcome measures of reading proficiency, including measures of adequate yearly progress (AYP) called for by No Child Left Behind (NCLB, 2002). This project is a four-year, \$5,000,000 grant using a randomized control trial with SRI acting as the independent evaluator. My role is as Co-PI at .20 FTE. Defunded in 2011 due to DOE funding cuts.

Knight, J. M., & Hock, M. F. (2007-2011). *Improving instruction through implementation of the partnership instructional coaching model* (\$750,000 for 4 Years) [CFDA 84.324B]. This grant is an IES DOE-funded Goal 2 Development project. The primary goal of the project is to test the effectiveness of partnership coaching as a support for improved student achievement in middle school science classes. The project involves a one-year qualitative study in which the characteristics of “great” literacy coaches will be defined and differentiated from the characteristics

of “good” literacy coaches. Years 2 through 4 will involve a random assignment experiment in which the effects of partnership instructional coaching are tested against two other coaching models. My role is that of CO-PI with .16 FTE devoted to the project. Completed.

Hock, M. F., Deshler, D. D., & Schumaker, J. B. (1990-2003). *Development and intervention for academically underprepared university students*. The University of Kansas Athletics Corporation (\$330,000/year for twelve years). This project was a model demonstration and research project. My role was to serve as project director charged with program management, development of interventions, and validation of an intensive academic and motivational support program for underprepared student athletes at the University of Kansas. This project was a 100% FTE assignment. Completed.

Lenz, B. K., Deshler, D. D., & Hock, M. F. (2000-2003). *Improving outcomes for Casey Family foster care adolescents with the strategic instruction model*. The Casey Family Program (\$1,500,000.00 for three years). This project was designed to improve the academic and motivational performance of Casey Family foster care youth. Twenty-five percent of my time was devoted to establishing the Strategic Tutoring Program in four Casey Family cities. Completed.

Deshler, D. D., & Hock, M. F. (2001) *A review of the literature describing urban secondary school reform efforts*. The Carnegie Corporation of New York (\$27,500.00). The main goal of this project was to review the literature on urban secondary school reform efforts and student achievement outcomes. This also included preliminary work on developing an urban secondary school reform model that would support implementation of the Strategic Instruction Model (SIM). My assignment was 25% FTE as co-principal investigator and project coordinator. Completed.

Deshler, D. D., Hock, M. F., Poggio, J., & Mellard, D. (2004-2007). *Development of a computer adaptive reading comprehension measure*. The Carnegie Corporation of New York (\$750,000.00). This project was funded to develop a reading comprehension computer-adaptive formative assessment for grades four through eight. The project will result in a preliminary CAT assessment grounded in current reading comprehension models and including assessment of key reading components that support reading comprehension. My assignment is co-principal investigator at .40% FTE. Completed.

Mellard, D., & Hock, M. F. (2003-2007). *Improving Adult Literacy Instruction*. The National Institute of Health/National Institute for Child Health and Development. R01HD437775-01. This project was a five-year \$3.3 million funded research project designed to improve the literacy skills of adults enrolled in adult basic and GED completion programs. Fifty percent of my time was devoted to developing reading interventions and conducting intervention studies with approximately 600 adults. My role was that of intervention planner and developer.

Hock, M. F., Deshler, D. D., & Brasseur, I. F. (2004-2008). *Improving Adolescent Reading Comprehension: A Multi-Strategy Reading Intervention*. The Department of Education Institute for Educational Sciences (1.3 million for 4 years)

[R305G040011]. My role was principal investigator with 25% of my time devoted to the project. The primary goal of the project was to develop and validate a two-year high school reading course designed to increase the reading proficiency of adolescent struggling readers. The project also includes a major descriptive study of the reading component skills of 350 adolescents. Completed.

Deshler, D. D., Hock, M. F., Schumaker, J. B., & Bulgren, J. (2005-2007). *Enhanced Reading Opportunities for Adolescents*. The Department of Education Institute of Educational Sciences (\$750,000.00 for 2 years) [P334A000233]. This was an IES DOE-funded project (subcontract through MDRC/AIR) two-year adolescent reading project. My role was co-principal investigator with .6% of my time devoted to the project. The primary goal was to develop and validate a one-year high school reading course designed to increase the reading proficiency of adolescent struggling readers. Completed.

Hock, M. F., & Ault, M. (2005-2008). *MATRIX: Middle school achievement through technology rich interventions* (\$250,000.00 for 5 years) [U203G050022]. This is an IES DOE-funded Star Schools project with the Ohio Board of Regents, New Mexico State University, Wexford, and the KU-CRL ALTEC as partners. This 5-year project has as its primary goals the development and validation of vocabulary interventions supported by mobile technology (PDAs and iPod devices) targeted at improving reading skills and math vocabulary. The project also supports the professional development of math teachers, especially those who work with students in supplementary education service programs (SES) in which math is supported. My role is site principal investigator with FTE .15. Completed.

Deshler, D. D., & Hock, M. F. (2007-2012). *Adolescent literacy partnerships: Meeting the needs of all students* (\$1,300,000 for 5 Years) [CFDA 84.323- State Professional Development Grant]. This grant is a state of Virginia-funded Demonstration project. The primary goals of the project are to improve student achievement and literacy, support the implementation of evidenced practices for students with disabilities in middle and high schools, and build sustainability of systemic changes. My role is that of CO-PI with .20 FTE devoted to the project. Completed.

Deshler, D. D., & Hock, M. F. (2008-2010). *After school literacy improvements for students attending Boy's and Girl's Clubs of America*. (\$700,000 for 1 ½ Years) [Walmart Foundation]. This grant is a state Walmart Foundation grant. The primary goals of the project are to improve student achievement and literacy through the implementation of Strategic Tutoring and Possible Selves. Additionally, we have a goal to develop online support for the delivery of ST and PS content and the professional development that supports both programs. My role is that of CO-PI with .25 FTE devoted to the project. Completed.

PENDING PROPOSALS

Hock, M. F., Brasseur-Hock, I. F. (Pending Resubmission). The proposal, *Fast-Track to Reading*, describes a plan to markedly increase the reading skills of students with

learning disabilities (LD) and their ability to effectively apply those skills to meet the Common Core State Standards (CCSS). We will intervene with students in 6th, 7th, and 8th grades who have the most intractable learning challenges in reading and who have been nonresponsive to previous instruction. Department of Education Institute for Educational Sciences (\$1,900,000.00 for 4 years. Principal investigator at .25 FTE. Submitted fall 2014.

Hock, M. F., Brasseur-Hock, I. F., Knight, J. M. (Pending Resubmission). The proposal, *Continuous Partnership with Charlotte Mecklenburg Schools*, describes a plan to continue a well-established research partnership and to expand the Fusion Reading program for non exceptional children who struggle with reading. We will focus on addressing the district's need to improve performance on the Common Core State Standards (CCSS). We will intervene with students in 6th, 7th, and 8th grades who have the most intractable learning challenges in reading and who have been nonresponsive to previous instruction. Department of Education Institute for Educational Sciences (\$1,990,000.00 for 4 years. Principal investigator at .25 FTE. Submitted fall 2014.

RECENTLY SUBMITTED BUT NOT FUNDED

Hock, M. F. & Brasseur-Hock, I. F. (Not Funded). Evaluation of Charlotte Mecklenburg Schools Fusion Reading Program. This project will answer the following questions: (1) Do reading achievement scores of students who receive Fusion Reading improve at a rate significantly higher than students who receive a business-as-usual reading curriculum? (2) Do teachers implement Fusion Reading's structure, content and instructional practices with fidelity? Twelve middle schools from the CMS will participate in the study (see letter of support). CMS includes an enrollment of about 135,000 students with 72% of the students living in poverty, 68% members of minority groups, and 15% of the students having disabilities. We will intervene with students with the most severe reading disabilities in high poverty middle schools. Currently, there is little research supporting the effectiveness of the reading intervention with this population. In fact, recent research is quite clear- closing this achievement gap for this group remains a challenge. My role is PI. Budget: 3 Years, \$330,000.

Hock, M.F. (Not Funded). *Development of a comprehensive support program for underprepared college/technical school students*. Department of Education Institute for Educational Sciences (\$1,500,000.00 for 3 years. Will serve as Principal investigator at .25 FTE. We will develop and test a support program that supports students who would usually be placed in developmental classes but who now will be directly enrolled in credit classes that result in job placement in one year. (Submitted in September, 2011; resubmitted June, 2012).

Hock, M. F., Bradley, B., Brasseur-Hock, I. (Not Funded). *Exploring Flipped Instruction in Middle Schools and High Schools*. Department of Education Institute for Educational Sciences (\$1,500,000.00 for 3 years. Will serve as Principal investigator at

.25 FTE. We will explore the Flipped Instruction model and describe how student with disabilities navigate this learning environment. Submitted Fall 2012.

Deshler, D., Hock, M., Lane, K. Shiller, E. (Not Funded). (Scored in funding range but IES lacked funds due to Sequestration). The proposal, *Fast-Track to Reading and Mathematics*, describes a plan to markedly increase the reading and mathematics skills of students with learning disabilities (LD) and their ability to effectively apply those skills to meet the Common Core State Standards (CCSS). We will intervene with students in 6th, 7th, and 8th grades who have the most intractable learning challenges in reading or math or *both* reading and math and who have been nonresponsive to previous instruction. Department of Education Institute for Educational Sciences (\$10,000,000.00 for 5 years. Co-Principal investigator at .25 FTE. Submitted fall 2013.