

## CONDENSED VITA

**MICHAEL F. HOCK**

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### **EDUCATIONAL EXPERIENCE:**

- 1998 Ph.D., University of Kansas. Major: Special Education with LD emphasis; minor in Educational Policy & Leadership
- 1978 M.A., University of South Dakota. Major: Special Education with emphasis in learning disabilities
- 1972 B.S., Mankato State University. Major: History, minor in Russian, secondary level teaching certification

### **PROFESSIONAL EXPERIENCE** (including relevant research experience):

- 2014- Director, University of Kansas Center for Research on Learning
- 2013- Principal Investigator, *Enhancing the Adoption, Use and Sustainability of Evidence-based Practices to Improve Outcomes for Students with Learning Disabilities* funded by the Poses Foundation
- 2013- Co-Principal Investigator, *Designing and Supporting Innovative Educational Practices for Struggling Readers* funded by the Oak Foundation
- 2010- Principal Investigator, *Development and Validation of an Online Adaptive Measure of Adolescent Reading Motivation* funded by the U.S. Department of Education
- 2010-2012 Co-Principal Investigator, *Striving Readers: Efficacy of Fusion Reading* subcontract with the Michigan Department of Education funded by the U.S. Department of Education
- 2008- Associate Research Professor, University of Kansas Center for Research on Learning
- 2007-2012 Co-Principal Investigator, *Improving Instruction through Implementation of the Partnership Instructional Coaching Model* funded by the U.S. Department of Education
- 2007-2008 Principal Investigator, *Efficacy of Fusion Reading* funded by the state of Florida Just Read! Program
- 2005-2007 Co-Principal Investigator, *Strategic Instruction Model Adolescent Literary Project* (MDRC) funded by the American Institutes for Research
- 2004-2008 Principal Investigator, *MATRIX, Middle School Achievement through Technology-Rich Interventions* subcontract with the Ohio Board of Regents funded by the U.S. Department of Education
- 2004-2008 Principal Investigator, *Improving Adolescent Reading Comprehension: A Multi-Strategy Reading Intervention* funded by the U.S. Department of Education
- 2004- Courtesy associate professor, The University of Kansas, Special Education Department
- 2002-2014 Associate Director, University of Kansas Center for Research on Learning
- 1990-2002 Associate Director, Kansas Athletic Corporation, University of Kansas Student Support Services.
- 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 Grant Writing Team, District Curriculum Supervisor, Dubuque Community School District.
- 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 American Government, U.S. History, American Problems, and Economics Teacher, Student Government Advisor. Akron Community School District, Akron, IA

## **SELECTED PUBLICATIONS:**

### **Articles**

- Hock, M. F., Brasseur-Hock, I. F., Hock, A. J., & Duvel, B. (in review). The effects of a comprehensive reading program on reading outcomes for middle school students with disabilities. *The Journal of Learning Disabilities*.
- Hock, M. F., Brasseur-Hock, I. F., & Deshler, D. D. (2014). Responding to the reading comprehension needs of adolescents with severe reading disabilities. *New England Reading Association Journal*, 49(2), 9-17.
- Davis, M. H., Tonks, S. M., Hock, M., Kingston, N., Tiemann, G., & Wang, W. (2013). *Measurement of adolescent reading motivation*. Paper presented at the American Educational Research Association, San Francisco, CA.
- Davis, M. H., Tonks, S. M., Hock, M., Kingston, N., Tiemann, G., & Wang, W. (2013). *Measuring social reading motivation in adolescents*. Paper presented at the American Educational Research Association, San Francisco, CA.
- Knight, J. M., Bradley, B. A., Hock, M. F., Skrtic, T. M., Knight, D., Brasseur-Hock, ... Hatton, C. (2012). Record, replay, reflect: Videotaped lessons accelerate learning for teachers and coaches. *Journal of Staff Development*, 33(2), 18-23.
- Hock, M. F. (2012). Effective instruction for adults with specific learning disabilities: Implications for adult educators. *Journal of Learning Disabilities*, 45(1), 64-78.
- Hock, M. F., & Mellard, D., (2011). Efficacy of learning strategies instruction in adult education. *Journal of Research on Educational Effectiveness*, 4, 134-153.
- 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*, 21, 438-452.
- Hock, M. F., Brasseur, I. F., Deshler, D. D., Catts, H. W., Marquis, 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. *IDA: Perspectives*, 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.  
doi:10.1598/JAAL.49.3.3

- 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., 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 LD.. *Remedial and Special Education, 22*(3), 172-186. doi:10.1177/074193250102200305
- 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. (1998). *The effectiveness of an instructional tutoring model and tutor training on the academic performance of underprepared college students-athletes*. Unpublished doctoral dissertation, University of Kansas, Lawrence.
- Bulgren, J. A., Hock, M. F., Schumaker, J. B., & Deshler, D. D. (1995). The effects of instruction in a paired associates strategy on mastery performance of students with learning disabilities. *Learning Disabilities Research and Practice, 10*(1), 22-37.
- 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.
- Hock, M. F., Deshler, D. D., & Schumaker, J. B. (1993). Learning strategies instruction for at-risk and learning disabled adults: The development of strategic learners through apprenticeship. *Preventing School Failure, 38*(1), 43-49.

### **Book Chapters**

- Hock, M. F., Brasseur-Hock, I. F., & Deshler, D.D. (in press). Comprehension instruction for at-risk students. In S. R. Parris, & K. Headley (Eds.), *Comprehension instruction* (3<sup>rd</sup> ed.). New York, NY: Guilford.
- Brasseur-Hock, I. F., Hock, M. F., & Deshler, D. D. (in press). 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 for middle and high school students*. New York, NY: Springer.
- Hock, M. F., & Brasseur-Hock, I. F., & Deshler, D. D. (in press). Possible selves. In S. J. Lopez, (Ed.), *The encyclopedia of positive psychology* (2<sup>nd</sup> ed.). Hoboken, NJ: John Wiley & Sons.
- Knight, J. M., & Hock, M. F. (in press). 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, NY: Routledge.
- 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). New York, NY The International Reading Association.
- Hock, M. F., Brasseur, I. F., & Deshler, D. D., (2008). Comprehension instruction in action: The at-risk student. In C. C. Block & S. R. Parris, (Eds.), *Comprehension instruction* (2<sup>nd</sup> ed., pp. 271-293). New York, NY: Guilford.

- Hock, M. F. (2009). *Teaching methods: Instructional methods and arrangements effective for adults with learning disabilities. Bridges to practice (B2P)* (literature review). Washington, DC: 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). Newark, DE: The International Reading Association.
- Deshler, D. D., & Hock, M. F. (2007) Adolescent literacy: Where we are: Where we need to go. In M. Pressley, A. E. Billman, K. H. Perry, K. E. Reffitt, & J. M. Reynolds (Eds.), *Shaping literacy achievement: Research we have, research we need* (pp. 98-128). New York, NY: Guilford.
- 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). Hauppauge, NY: Nova Science.
- Hock, M. F. (2005). Students with learning disabilities or attention-deficit/hyperactivity disorder. In E. E. Getzel & P. Wehman (Eds.), *Going to college: Expanding opportunities for people with disabilities* (pp. 233-252). Baltimore, MD: Brookes.

### **Instructional Manuals & Materials**

- Hock, M. F., Brasseur-Hock, I. F., & Deshler, D. D. (2012). *Possible selves for readers*. Columbus, OH: McGraw-Hill.
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2012). *The PASS strategy*. Columbus, OH: McGraw-Hill.
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2012). *Fusion strategy integration*. Columbus, OH: McGraw-Hill.
- Brasseur, I. F., Hock, M. F., & Deshler, D. D. (2012). *The bridging strategy*. Columbus, OH: McGraw-Hill.
- Hock, M. F., Brasseur, I. F., & Deshler, D. D. (2012). *The prediction strategy*. Columbus, OH: McGraw-Hill.
- Brasseur, I. F., Hock, M. F., & Deshler, D. D. (2012). *The summarization strategy*. Columbus, OH: McGraw-Hill.
- Hock, M. F., Brasseur, I. F. & Deshler, D. D. (2012). *The vocabulary program*. Columbus, OH: McGraw-Hill.
- 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.

### **AWARDS:**

- 2012 University of Kansas 1<sup>st</sup> Annual Leading Light Research Award for generating more than \$1,000,000 in research funding in 2010
- 2005 Certificate of Recognition for Ongoing Support of the Lawrence Community Schools Professional Development Program
- 2002 University of Kansas Athletics Student-Athlete Support Program Service Award
- 1988 Recipient of Council for Learning Disabilities National Outstanding Teacher Award