Curriculum Vitae

I. Personal Information

UID# 113651953
Lee, Yewon
Associate Clinical Professor
Department of Counseling, Higher Education, and Special Education
1240F Benjamin Building
College of Education
College Park, MD 20742
301-405-1114
Email: ylee137@umd.edu

I.A. Academic Appointments at UMD

Assistant Clinical Professor
Counseling, Higher Education, and Special Education
August 2019 to August 2024

Lecturer
Counseling, Higher Education, and Special Education
August 2017 to May 2018

I.B. Administrative Appointments at UMD

August 2022-Present Director, Disability Studies Minor Program

August 2016-May 2017 Assessment Coordinator, CLAVES Project

August 2016-May 2017 Coordinator, Language and Literacy Research Center

August 2015-May 2016 Project Director, Disciplinary Literacy in Science Project

I.C. Other Employment

August 2013-July 2014
Special Educator, Thomas Stone Elementary School
Prince George's County Public School

September 2011-July 2012
Preschool Teacher, Thomson Elementary School
District of Columbia Public School

I.D. Educational Background

2019 University of Maryland, College Park
Ph.D. in Special Education

2013 Johns Hopkins University
M.A. in Special Education
Internship: Kennedy Krieger Institute
August 2012 to May 2013

2011 University of North Carolina, Chapel Hill
B.A. in Early Childhood Education

I.E. Professional Certifications, Licenses, and Memberships
2019-Present College Reading and Learning Association
2017-Present Council for Learning Disability
2016-Present National Association for Research in Science Teaching
2016-Present Council of Exceptional Children
2016-Present American Educational Research Association

II. Research, Scholarly, Creative and/or Professional Activities

II.C. Refereed Journals[1]
II.C.1. Refereed Journal Articles
https://scholar.google.com/citations?user=T91Nd8sAAAAJ&hl=en

Lee, Y., Davis, T. M., Lopez, E., Yakubova, G., & Cummings, I. (2024). Preparing Students with Intellectual Disability for Science, Technology, Engineering, and Math Careers. *Including Disability.*

Yakubova, G., Defayette, M., Gupta, S., Proulx, A., & Lee, Y. (revise and resubmit). Using Online Video Modeling Instruction to Improve Mathematics Skills of an Autistic High School Student: Findings from a Two-Experiment Study. *Journal of Special Education Technology.*

Yakubova, G., Nozari, M., & Lee, Y. (2024). A Systematic Review of Evidence-based Instruction for Developing Fraction Concepts of Autistic Students and those with Intellectual and Developmental Disability. *Review Journal of Autism and Developmental Disorders. https://doi.org/10.1007/s40489-024-00473-y*

Davis, T. M., & Lee, Y. (2023). Journey into Adulthood: Understanding the Changing Landscape of Transition Planning. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 96*:5, 137-145, http://dx.doi.org/10.1080/00098655.2023.2221016

Lee, Y., & De La Paz, S. (2021). Science Writing Intervention Research for Students With and At Risk for Learning Disabilities, and English Learners: A Systematic Review. *Learning Disability Quarterly*, *44*(4), 261–274. https://doi.org/10.1177/07319487211018213

Lee, Y., & Paz, S. D. L. (2021). Writing Scientific Explanations: Effects of a Cognitive Apprenticeship for Students With LD and English Learners. *Exceptional Children*, *87*(4), 458–475. https://doi.org/10.1177/0014402921999310

Lee, Y., Levin, D. M., & De La Paz, S. (2021). "Now I've Seen What They Can Do": How Implementing a Cognitive Apprenticeship Can Impact Middle School Science Teachers' Beliefs and Practices. *Science Educator*, *28*(1), 10–18.

Levin, D. M., De La Paz, S., Lee, Y., & Escola, E. N. (2021). Use of cognitive apprenticeship

[1] (^) designates the author with intellectual leadership on jointly authored papers, (#) identifies co-authors I mentored as graduate students.

models of instruction to support middle school students' construction and critique of written scientific explanations and arguments. *Learning Disabilities: A Multidisciplinary Journal*, *26*(1), 58–72. https://doi.org/10.18666/LDMJ-2021-V26-I1-10380

Silverman, R. D., Proctor, C., Harring, J. R., Taylor, K. S., Johnson, E. M., Jones, R., Lee, Y. (2021) The Effect of a Language and Literacy Intervention on Upper Elementary Bilingual Students' Argument Writing. *Elementary School Journal.* *122(2).* https://doi.org/10.1086/716897

II.E. Conferences, Workshops, and Talks

II.E.2. Invited Talks

Lee, Y. (2021, November 12). Systematic Review Presented at the Council of Learning Disability.

II.E.3. Refereed Presentations

*Sherman, C., Lee, Y., & De La Paz, S. (2024, March 15). Using Technology to Enhance SRSD for Teaching Planning and Revising. Concurrent Session at the Council of Exceptional Children Annual Meeting. San Antonio, TX.

Gramlich, M., D'Agati, A., & Lee, Y. (2023, October 25). TerpsEXCEED Peer Mentoring Promotes Inclusive Living, Learning, and Earning at the University of Maryland. Breakout Session at the State of the Art Annual Conference. Colorado Spring, CO.

Lee, Y., & D'Agati, A. (2023, October 17). Beyond numbers: Capturing the qualitative impact of an inclusionary postsecondary education (IPSE) program on students and their families. Roundtable at the Division of Career Development and Transition Conference of the Council of Exceptional Children. Reno, Nevada.

Mariya, D., & Lee, Y. (2023, October 12). Building Successful Transition Pathways for Students with Learning Disabilities. Roundtable at the International Conference at the Council of Learning Disabilities, Denver ,CO.

*Martin, D., Lee, Y., & Williams, S. (2022, January 18). Connecting Induction Year Special Educators to Bolster Instructional Practices and Counter Burnout. Presentation accepted at the Teacher Education Division Conference of the Council of Exceptional Children. Richmond, VA.

Lee, Y., & De La Paz, S. (2021, April 11). Teaching Students with LD and English Learners to Write Explanations in Secondary Science Classrooms. Paper presentation accepted at the Annual Meeting of AERA, Online.

De La Paz, S., Mason, M., Philippakos, Z., Lee, Y. (2021, February 11). Teaching Writing in Science to Students with LD, ELs, and Struggling Learners. Panel presentation accepted at the Council for Exceptional Children Annual meeting, Online.

Lee, Y., Levin, D., De La Paz, S., Butler, C. (2021, February 11). Teaching secondary students with LD to write scientific explanations and arguments. Presentation accepted for the Council for Exceptional Children Annual meeting, Online.

Lee, Y., Butler, C., De La Paz, S., & Levin, D. (2020, October 20). Constructing and Critiquing in Inclusive Science Classrooms Through Cognitive Apprenticeships. Presentation accepted at the International Conference on Learning Disabilities, Richmond, VA.

*Lee, Y., & De La Paz, S., & Levin, D. (2020, April 17). Improving Causal and Mechanistic Science Explanation Writing of Students with LD and English Learners. Paper presented at the Annual Meeting of American Educational Research Association, San Francisco, CA.

*Lee, Y., & De La Paz, S., & Levin, D. (2020, March 16). Teaching Students with LD and English Learners to Write Mechanistic Explanations. Paper presented at the National Association of Research in Science Teaching.

Lee, Y., & De La Paz, S. (2020, February 8). Teaching middle school students with LD and students who are EL to write scientific explanations. Presentation for the Council for Exceptional Children Annual meeting, Portland, OR.

De La Paz, S. Lee, Y., & Levin, D. (2017, April 21). Teaching struggling and novice writers to construct scientific explanations. Presentation for the Council for Exceptional Children Annual meeting, Boston, MA.

Levin, D., De La Paz, S., & Lee, Y. (2016, April 8). Professional development to support teachers' practices of engaging students in constructing and critiquing scientific explanations in writing. Paper presented at the Annual Meeting of AERA, Washington, D.C.

II.E.6. Refereed Posters

*Yakubova, G., Vyas, T., Al-Dubayan, M. N., Gupta, S., Lee, Y., & Duranti, M. (2024, May). *Mathematics learning in an online instructional setting: Effective practices in supporting autistic students.* Poster presentation at the Annual Meeting of the International Society for Autism Research, Melbourne, Australia.

D'Agati, A., & Lee, Y. (2023, October 17). Access to Inclusive Postsecondary Education: Peer Mentoring with TerpsEXCEED at the University of Maryland Promotes Inclusive Living, Learning, and Earning. Poster presentation at the Division of Career Development and Transition Conference of the Council of Exceptional Children. Reno, Nevada.

Lee, Y., Fabian, E., Leone, P., & Rivera, E. (2022). Main Street: A Multiple Family Case Study: Final Technical Report.

Lee, Y., Williams, S., & Martin, D. (2022, January 18). Bridging Initial Teacher Preparation Through Induction Year Support to Address Teacher Shortage. Poster presentation at the Council for Exceptional Children Annual Meeting, Orlando, FL.

*Lee, Y., & De La Paz, S. (2020, April 2). Improving causal reasoning of middle school students with LD and English learners. Poster presentation at the Badar-Kauffman Special Education Research Conference, Kent, OH.

Lee, Y., & De La Paz, S. (2019, October 4). A Synthesis of Science Writing Interventions for Struggling Learners. Structured Poster presentation at the International Conference on

Learning Disabilities, San Antonio, TX.

De La Paz, S., Lee, Y., Y, Man, K. & Levin, D. (2017, October 20). Constructing and critiquing explanations in science with academically diverse students. Structured Poster presentation at the International Conference on Learning Disabilities, Baltimore, MD.

Levin, D., Lee, Y., & De La Paz, S. (2017, April 27). Professional development to support a cognitive apprenticeship approach to disciplinary writing in science. Poster presented at the Annual Meeting of AERA, San Antonio, TX.

II.J. Works in Progress

Lee, Y., & Williams, S., & Martin, D. (in preparation). Addressing Critical Teacher Shortage: Supporting Induction Year Special Educators. *Teaching and Teacher Education.*

De La Paz, S., & Lee, Y. (in preparation). Teaching science writing intervention for students with LD and EL. *Teaching Exceptional Children*.

Lee, Y., Chen, B., D'Agati, A., Gramlich, M., Hammett, B., & Travers, A. (in preparation). Evaluating outcome of an inclusive postsecondary college program for students with intellectual and/or developmental disabilities. *Journal of Vocational Rehabilitation*.

II.K. Sponsored Research and Programs—Administered by the Office of Research Administration (ORA)

II.K.1. Grants

Russell Sage Foundation
RSF's Pipeline Grant
USD 50,000 (unawarded)
2023
Co-Principal Investigator with Sehrish Shikarpurya, University of Maryland, College Park, and Briella Chen, Towson University

Office of Special Education Programs Personal Development Grant
OSERS-OSEP: Personnel Development to Improve Services and Results for Children with Disabilities--Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel, Assistance Listing Number 84.325D
USD 1,249,995 (unawarded)
2023
Co-Principal Investigator with Kelli Cummings and Gulnoza Yakubova, University of Maryland, College Park

Maryland State Department of Education
Bridging Initial Teacher Preparation Through Innovative Induction Year Support
USD 62,104 (awarded)
2021
Co-Principal Investigators with Dawn Martin and Stacey Williams, University of Maryland, College Park

Maryland State Department of Education

Innovative Virtual Induction Year Support to Enhance Special Education Teacher Competencies
USD 67,821 (awarded)
2020
Co-Principal Investigator with Dawn Martin and Stacey Williams, University of Maryland, College Park

II.L. Gifts, and Funded Research not administered by ORA

II.L.1. Internally Funded Research

University of Maryland Grand Challenges Grant
Grand Challenges: Maryland Initiative for Digital Accessibility
USD 250,000 (awarded)
2022
Collaborator

University of Maryland Catalyst Fund
Maryland Catalyst Fund New Directions
USD 23,500 (awarded)
2022
Co-Principal Investigator with Amy D'Agati, University of Maryland, College Park

University of Maryland College of Education SPARC Grant
Novel Science Writing Intervention for Students with Learning Disabilities and Students who are English Learners
USD 800 (awarded)
2018 – 2019
Principal Investigator

III. Teaching, Extension, Mentoring, and Advising

III.A. Courses Taught

Course #	Course Title	Semester/Year	Enrollment
CHSE 205 (Previous Code: EDSP 289I)	Disability: From Stigma and Sideshow to Mainstream Main Street	SP/2020 FA/2021 SP/2021 FA/2021 SP/2022 FA/2022 SP/2023 FA/2023	122 62 120 60 59 63 60 60
EDSP 210/470	Introduction to Special Education Instructor	FA/2019 SP/2020 FA/2020	46 100 51
EDSP 311 * Service Learning Course	Peer Mentor Training for TerpsEXCEED Program	FA/2021 SP/2022 FA/2022 SP/2023	11 15 10 47
EDSP 401 *Co-Instructor	Teaching Students with Disabilities in Elementary Classroom	FA/2019	63

EDSP 411	Universal Designs for Learning	FA/2019	10
EDSP 485/683	Teaching Elementary/Middle School Mathematics	SP/2021 SP/2022 SP/2023	14 14 11
EDSP 601	Special Education for School Counselors	WI/2019	22
EDSP 611	Teaching Students with Disabilities in Elementary Classrooms	SU/2021	14
EDSP 498*	Independent Study in Special Education	SP/2021 FA/2021 SP/2022 FA/2022 SP/2023 FA/2023	2 4 1 4 5 4
Mentored field experience for students enrolled in TLTC333 *not instructor of record	Fundamentals of Academic Peer Mentoring	SP/2020 FA/2020 SP/2021 FA/2021 SP/2022	4 4 2 3 2

III.B.6. Course or Curriculum Development

Developed EDSP 312: International Perspective on Educational Access for People with Disabilities.

Revised EDSP 485/683 to have more specific focus on evidence-based math instruction for students with disabilities.

University of Maryland Teaching and Learning Transformation Center
Leveraging Experiential Learning to Enhance Civicmindedness and Awareness of Social Justice Issues
USD 6,900 (awarded)
2022
Principal Investigator
Revised EDSP 311: Peer Mentor Training to meet the academic rigor of a scholarship to practice general education requirement.

University of Maryland Teaching and Learning Transformation Center
Teaching Innovation Grant Proposal
USD 5,000 (awarded)
2020
Principal Investigator
Revised EDSP 210/470 to embed active learning activities (e.g., Roses & Thorns, 3-2-1, debate) and current issues to enhance student engagement.

University of Maryland Teaching and Learning Transformation Center
Fearless Teaching Research Seed Grant
USD 2,404 (awarded)

2020
Principal Investigator

III.C. Advising: Research or Clinical
III.C.3. Doctoral

Student	Degree	Major	Com Chair	Com Member	Mo/Yr Graduated	Placement
Nicole Boguslaw	Ph.D.	Music		**x**	SU, 2021	Research

III.C.4. Undergraduate

Student	Degree	Major	Mo/Yr Graduated
Napoli, Kayla	B.A.	PSYC	SP, 2021
Paul, Taylor	B.S.	ASTR	SP, 2021
*Talmud, Mikyala	B.A.	HESP	SP, 2021
Bere, Colby	B.A.	PSYC	SP, 2021
*Sophie Bricker	B.A.	HESP	SP, 2023
*Emily Woodie	B.A.	PSYC	SP, 2023
Sari Brusso	B.S.	CMNS	SP, 2022
*Michael Bosclair	B.S.	CSE	SP, 2024
*Karina Absalon	B.A.	PSYC	SP, 2022
*Chloe Johnson	B.S.	ISCHOOL	SP, 2022
*Lauren Glass	B.A.	SSCM	SP, 2022
*Rachel Davis	B.S.	ISCHOOL	SP, 2023
*Emma Carrigg	B.A.	PSYC	SP, 2023
*Ila Ghosh	B.A.	PSYC	SP, 2023
*Anna Gorman	B.A.	PSYC	SP, 2023
Bruce, Angela	B.S.	Bio Sci	SP, 2024
Carpenter, Raeann	B.A.	HESP	SP, 2024
Fisher, Marin	B.S.	NFSC	SP, 2024
Hess, Lucy	B.S.	KNES	SP, 2024
Gorfu, Edlawit	B.S.	BIO	SP, 2023
*McNinch, Hailey	B.S.	BIO	SP, 2023
Katelyn Burley	B.A.	ECSE	SP, 2025
Hailey Wechsler	B.A.	ELED	SP, 2026
Kate Davenport	B.A.	ELED	SP, 2024
Nicole Seeburger	B.A.	ELED	SP, 2024
Shira Ruttenberg	B.A.	FASC	SP, 2025
Elliot M. Paisner	B.S.	FPE	SP, 2024
Emily Shim	B.S.	BIO	SP, 2025
Natalie Rothman	B.A.	HESP	SP, 2024
O'Connor, Melanie	B.A.	HESP	SP, 2024
*Novello, Anna	B.A.	HESP	SP, 2023
Jade Rowe	B.A.	HESP	SP, 2024
Samantha Farber	B.A.	HESP	SP, 2024
Rachel Horan	B.A.	HESP	SP, 2024
Lauren Kosiorowski	B.A.	HESP	SP, 2024

Olivia Minniefield	B.S.	HDQM	SP, 2025
Savannah Gerben	B.S.	HDQM	SP, 2023
Ginns, Eva	B.S.	IMD	SP, 2024
Jordan Rubakh	B.S.	KNES	SP, 2024
Darshini Babu Ganesh	B.S.	CMNS	SP, 2025
Osterweil, Jordan	B.S.	CMNS	SP, 2024
Dacy, Amira	B.S.	NFSC	SP, 2025
Abbigale Yaider	B.A.	PSYC	SP, 2024
Danielle Weinstein	B.A.	PSYC	SP, 2024
Chloe Neuman	B.A.	PSYC	SP, 2024
*Emily Woodie	B.A.	PSYC	SP, 2023
Ruth John	B.A.	PSYC	SP, 2024
Vrisha Sookraj	B.A.	PSYC	SP, 2024
Alexis Leary	B.A.	PSYC	SP, 2025
Danielle Esquenazi	B.A.	PSYC	SP, 2025
Freibaum, Joel	B.S.	PSYC & CMNS	SP, 2024

III.B. Teaching Awards

2023 CEC Emerging Special Educators of Color Leadership Travel Award

IV. Service and Outreach

IV.A. Editorships, Editorial Boards, and Reviewing Activities

Include participation for journals and other learned publications (print and electronic).

IV.A.3. Reviewing Activities for Journals and Presses

2023-Present *Journal of Planning Education and Research*

2021-Present *Journal of Research in Science Teaching Science Educator Journal*

2019-Present *Teaching Exceptional Children*

2018-2019 *Journal of Writing Research*

IV.B. Committees, Professional & Campus Service

IV.B.1. Campus Service – Department

2022-Present Director of the Disability Studies Minor Program
2019-2022 Disability Studies Minor Program Advisor
2019-2021 Teacher Preparation Committee

IV.B.2. Campus Service – College

2023-Present College Senate
2020-Present TerpsEXCEED Program Academic Advisor
2021-2022 CHSE Faculty Search Committee Member
2019 CHSE Faculty Search Committee Member

IV.B.3. Campus Service – University

2023-Present	Disability Cultural Center Advisory Board Member
2021-Present	President's Commission on Disability Issue