

CASSANDRA COLE, Ed.D.

Center on Education and Lifelong Learning
Indiana Institute on Disability and Community
Indiana University
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EDUCATION

Ed.D., Educational Leadership and Curriculum, Indiana University, Bloomington, IN

Ed.S., Educational Leadership and Special Education, Indiana University, Bloomington, IN

M.S., Special Education, Indiana University, Bloomington, IN

B.S., Special Education, Indiana University, Bloomington, IN

RELATED PROFESSIONAL EXPERIENCE

1997-present Director, Center on Education and Lifelong Learning, Indiana Institute on Disability and Community, *Indiana's University Center for Excellence*, Indiana University, Bloomington, IN

2001-present Associate Faculty, University Graduate School, Indiana University, Bloomington, IN

2007-present Director, Special Education Leadership Program, Department of Educational Leadership and Policy Studies, School of Education, Indiana University, Bloomington, IN

1994-97 Associate Principal, Southside Elementary School, Columbus, IN

1984-1994 Department Chairperson, Special Education, Bloomington High School North, Bloomington, IN

UNIVERSITY TEACHING

Indiana University School of Education

A675 Issues in Special Educational Leadership
A735 Creating Unified Systems
A695 Practicum in Special Educational Leadership

K305 Introduction to Exceptional Learners

Committee Director for two Doctoral Dissertations

Committee member for 22 Doctoral Dissertations

Committee member for 22 Doctoral Qualifying Exams/Dissertation Proposal

SERVICE

2018-present Indiana University School of Education Alumni Board, Secretary
 2018 Indiana Department of Education Residency Pilot Program Stakeholder Group
 2017-present Indiana Department of Education Results Driven Accountability Core Team
 2016-present Joyce Foundation Consortium
 2016 Search Committee, Executive Director, Indiana Institute on Disability and Community, Indiana University
 2015-2017 Indiana State Board of Education INTASS Management Team
 2015-2017 INTASS Advisory Board
 2015 Indiana Blue Ribbon Commission on the Recruitment and Retention of Excellent Teachers
 2012-present Arc of Indiana Education Committee
 2012-present Indiana Resource Network
 2010-2012 National Downs Syndrome Society Advisory Board
 2006 Bloomington Housing Quality Appeals Board of Directors, City of Bloomington
 2006 WFHB Board of Directors, Bloomington, IN
 2005-2006 Monroe County Community Schools Special Education Advisory Committee, Bloomington, IN
 2003-2004 Co-facilitator for Monroe County Community Schools Strategic Plan, Bloomington, IN
 2003-2006 Templeton Elementary P.L. 221 Steering Committee, Bloomington, IN
 2003-2007 Bartholomew Consolidated Community Schools Professional Improvement Team, Columbus, IN
 2002-2015 University Courts Neighborhood Association Board, Bloomington, IN
 2000 Indiana Department of Education Technology Task Force
 2000 Indiana Principal Leadership Academy Think Tank, Indiana Department of Education
 1999 Indiana Department of Education, Alternate Assessment Committee
 1999 Search Committee, Director, Center on Community Living and Careers, Indiana Institute on Disability and Community, Indiana University

CURRENT GRANT AND CONTRACT SUPPORT

2018-present Principal Investigator/Project Director, Indiana Department of Education, (\$698,000). This grant supports the state's work to comply with federal monitoring regulations for the compliance of disproportionality in school districts. The Indiana Disproportionality Resource Center was established to provide technical assistance and data analysis for school districts.

- 2016-present Principal Investigator /Project Director, Indiana Department of Education, (\$5,021,000/5 years). A five-year State Professional Development Grant (SPDG) from Office of Special Education Programs (OSEP) to improve the educational outcomes for students with disabilities by ensuring access to high quality instruction. The Indiana Center on Teacher Quality (ICTQ) helps educators throughout the state by providing training, technical support and resources. Five districts are piloting a variety of innovations.
- 2015-present Project Director, Positive Behavior Interventions and Supports (PBIS) (\$750,000). Contracts with selected school districts to train personnel and develop systems for PBIS implementation.
- 2014-present Principal Investigator/Evaluator, University of North Carolina (\$507,956). A multi-year evaluation of the State Implementation and Scaling-up of Evidence Based Practices (SISEP) project at the National Implementation Research Network (NIRN). The SISEP center is a national technical assistance center funded by the U.S. Department of Education's Office of Special Education Programs.

PREVIOUS GRANT AND CONTRACT SUPPORT

- 2014 – 2017 Principal Investigator /Project Director, Indiana State Board of Education and Joyce Foundation (\$2,250,000). Three-year grant to support research, evaluation and technical assistance related to Indiana's teacher evaluation system.
- 2010-2015 Co-Principal Investigator/Project Director, Indiana Department of Education (6,500,000). A five-year State Professional Development Grant (SPDG) from the Office of Special Education Programs (OSEP) designed to assist schools in the implementation of culturally responsive positive behavior interventions and supports (CR-PBIS). PBIS Indiana addressed racial and ethnic disparities of school disciplinary practices through research and culturally responsive practices.
- 2010-2015 Indiana Department of Education: Assessment and Instruction Grant (\$6,500,000). A five-year grant funded by the Indiana Department of Education to support Indiana school districts to build capacity to teach all learners. The focus of this grant was on assessment and instruction designed to support the inclusion of students with disabilities, specifically differentiated instruction.
- 1997– 2010 Principal Investigator /Project Director, Indiana Department of Education, (\$6,187,937). Multi-year grant to provide technical assistance to school districts to build educator capacity to welcome, include, educate and support all students. The grant supported the 1) the Indiana Inclusion study, a three-year comprehensive mixed methods study to determine outcomes and experiences of elementary students included for language arts and math instruction; 2) Positive Behavior Interventions and Support (PBIS), classroom management and restorative practices; 3) Co-teaching/Collaboration training; 4) Differentiated

Instruction training; 5) culturally responsive practices and 6) program evaluations.

- 2006 – 2009 Principal Investigator /Project Director, Corporation for National Service (\$1,179,000). The purpose of the Voicing Experience through Service (VETS) project is to expand service-learning opportunities as part of transition planning for youth with disabilities and increase their participation in community service, specifically through the collection of oral histories with Veteran. The three-year grant was a partnership with the University of Vermont, College of Education and Social Services and TransCen, Inc., Rockville, Maryland to implement the VETS project.
- 2004-2007 Project Director, U.S. Department of Education: Small Learning Communities (\$300,000). This project supported the exploration and planning for smaller learning communities at high schools in Monroe County Community School Corporation and Bartholomew Consolidated School Corporation.
- 1999-2004 Project Director, Indiana Department of Education: Service Learning (\$180,000). This project supported Indiana school districts to develop and implement service learning projects as an integrated part of their core curriculum.

PUBLICATIONS

BOOKS

- Grossi, T., & Cole, C. (2013). Teaching transition skills in the inclusive schools. Baltimore, MD: Brookes Publishing Co.
- Cole, S., Horvath, B., Chapman, C., Deschenes, C., Ebeling, D., & Sprague, J. (2000). Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference (2nd Edition). Indiana Institute on Disability and Community: Bloomington, IN.

EDITED BOOK

- Cole, C. & McLeskey, J. (1998). Secondary inclusion programs for students with mild disabilities: Developing curricular alternatives through teaching partnerships. In Whelan, E., Vergason, G. & Meyen, E. (Eds.). Educating students with mild disabilities: Strategies and methods (pp.375-398). Denver: Love Publishing Co. Reprint of article published previously in Focus on Exceptional Children 29(6).
- Cole, S., Horvath, B., Chapman, C., Deschenes, C., Ebeling, D., & Sprague, J. (2005). Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference. In National Academy of Education's Committee on Teacher Education. Preparing teachers for a changing world: What teachers should know and be able to do. New York: Jossey-Bass.

REFEREED JOURNAL ARTICLES

- Cole, S. & Murphy, H., Frisby, M., & Grossi, T. (2019). The impact of inclusion on student academic outcomes. Manuscript submitted for publication.
- Murphy, H. & Cole, S. (in press). A study comparing achievement outcomes for Mayor Sponsored charter school students with their traditional public school peers. *Journal of Behavioral and Social Sciences*.
- Shure, L., Ritter, S., Azziz, R., Skiba, R., Cole, C., Middelberg, L.V., & Sheya, A. (2015). Development of a mixed methods approach to describe and measure culturally responsive school practices. *The Online Journal of New Horizons in Education*. 5(3).
- Dunn, M. W., Cole, C. M., & Estrada, A. X. (2009). Referral criteria for special education: Canadian and American general education teachers' perspectives. *Rural Special Education Quarterly*, 28(1).
- Cole, C., Waldron, N., & Madj, C. (2004). The academic progress of students across inclusive and traditional settings. *Mental Retardation*, 42(2).

MONOGRAPHS, TECHNICAL REPORTS, AND NEWSLETTERS

- Murphy, H., & Cole, S. (2017). *Indiana Teacher Evaluation System: A four-year analysis*. Report submitted to the Indiana State Board of Education. Indiana University: Center on Education and Lifelong Learning.
- Cole, S. & Murphy, H. (2016). *An analysis of Indiana district evaluation plans*. Report submitted to the Indiana State Board of Education. Indiana University: Center on Education and Lifelong Learning.
- Cole, C. (2004) *Poverty and disability*. Voice, 1(1).
- Cole, C. (2002). *The Academic Progress of Students Across Inclusive and Traditional Settings*. ISEAS Cable, 23(4).

OTHER PUBLICATIONS

- Cole, C., Murphy, H., Ansaldo, J., & Robinson, J. (2014) *Indiana teacher evaluation: At the crossroads of implementation*. Center on Education and Lifelong Learning: Education Brief. 1(1).
- Cole, S., Murphy, H., Rogan, P., & Eckes, S. (2013). *Indiana's teacher evaluation legislation: Implications and challenges for policy, higher education and professional development*. Center for Evaluation and Education Policy: Education Brief, 11(3).

- Cole, C.M., Robinson, J.N., Ansaldo, J.A., Whiteman, R.S. & Spradlin, T.E. (2012). *Overhauling teacher evaluation systems: Lessons learned from a year of planning*. Center for Evaluation and Education Policy: Education Policy Brief, 10(3).
- Washburn, S., Cole, C., Stowe, K., & Robinson, J. (2007). *Improving school climate and student behavior: A new paradigm for Indiana schools*. Center for Evaluation and Education Policy: Education Policy Brief, 5(9).
- Cole, C. (2006). *What is the impact of NCLB on the inclusion of students with disabilities?* Center for Evaluation and Education Policy: Education Policy Brief, 4(11).
- Waldron, N., Cole, C., & Majd, M. (2001). *The academic progress of students across inclusive and traditional settings: A two-year study*. Bloomington: Indiana Institute on Disability and Community.
- Cole, C. (2001). *Meeting the diverse needs of all students*. CEN Newslines, 8(6).
- Burrello, L.C., Cole, Cassandra M., and Burrello, J.M. (1999) *Adapting Curriculum and Instruction in Inclusive Classrooms*. 40-minute videotape production of Elephant Rock Productions and the Indiana University Radio and Television Program, Indiana University.
- Cole, C., Horvath, B., Sprague, J., Wilcox, B., and Pratt, C. (1999). *Quality Indicators for Inclusive Schools: A Template for Including All Students*. Institute for the Study of Developmental Disabilities, Indiana University, Bloomington.
- Cole, C. (1996). Collaborative relationships and the inclusion of students with disabilities. *The Special Education Leadership Review*, 3(1).
- Cole, C. (1992). Collaboration: Research and practice. CASE (Council of Administrators of Special Education) Information Dissemination Packet.

PROGRAM REVIEWS, EVALUATIONS AND CONSULTATIONS

- Mank, D., Cole, S., & Murphy, H. (2019, 2018, 2017, 2016, 2015, 2014). State Implementation and Scaling Up Center of Evidence Based Practices, University of North Carolina, Chapel Hill, NC. External Evaluation Report.
- Cole, S. (2018) Request for Information, School Improvement Indiana Department of Education.
- Horvath, M. & Cole, S. (2014). Greater Lafayette Area Special Education Services, Lafayette, IN. Program Review of Special Education Services.
- Cole, S. (2012). Community Consolidated School Corporation 89, Melrose Park, IL. Program Review of Special Education Services.

- Cole, S. (2011). Community School District 21, Wheeling, IL. District Inclusion Plan.
- Cole, S. (2010). Community Consolidated School District 21, Wheeling, IL. Program Review of Special Education Services.
- Cole, S. & Horvath, M. (2010). Kokomo Area Special Education Cooperative, Kokomo, IN. Review of Current Governance Structure.
- Cole, S. (2009). Evanston-Skokie CC School District 65, Evanston, IL. Program Review for Special Education Services.
- Cole, S. (2009). Evansville Vanderburgh School Corporation, Evansville, IN. Program Review for Special Education Services.
- Cole, S. & Horvath, M. (2009). Tell City-Troy Township School Corporation, Tell City, IN. Program Review of Special Education Services.
- Cole, S. (2009). Evanston-Skokie CC School District 65, Evanston, IL. District Inclusion Plan.
- Cole, S. (2005). Western Boone School Corporation, Thorntown, IN. Program Review of Special Education Services.
- Grossi, T & Cole, C. (2005). Ohio Department of Education, Division of Exceptional Learners, Strategic Planning.
- Cole, C.M. & Grossi, T., (2005). Upper Dublin School District, PA. Program Review of Special Education Services.
- Cole, S. (2004-2007). Montpelier, VT. Program Review of Special Education and Technical Assistance to the District Restructuring.
- Cole, S. (2004). South Bend Community School Corporation, South Bend, IN. Program Review of Special Education Services.
- Cole, S., Majd, C., & Gaither, P. (2002). Indiana Pilot Study, Tucker Signing Strategies for Reading.
- Cole, S. (2002) Evanston-Skokie CC School District 65, Evanston, IL. Program Review of Special Education Services.
- Cole, S. (2001). Cincinnati Public Schools, Cincinnati, OH. Program review of Special Education Services.
- Cole, S. (1999). Las Vegas Public Schools, Las Vegas, NV. Restructuring Special Education and Co-teaching.

PRESENTATIONS

- Cole, C. & Murphy, H. (July 2019). The impact of inclusion on student academic outcomes. U.S. Office of Special Education Programs: 2019 Leadership Conference. Washington, DC.
- Cole, C. (March 2019). Using Implementation Science Measurement Strategies in District and School UDL Initiatives. UDL-IRN International Summit. Orlando, FL.
- Cole, C. & Murphy, H. (March 2019). Place matters: The impact of inclusion on student academic outcomes. 8th Annual Focus on Inclusion Conference.
- Murphy, H. & Cole, C. (February 2019). Comparing academic achievement gains for students attending Indianapolis Mayoral Charter Schools to the achievement gains for students attending an Indianapolis-Area Traditional Public School (IATPS). 3rd Annual Conference for Academic Research in Education (CARE). Las Vegas, NV.
- Cole, C., Murphy, H., & Grossi, T. (January 2019). The relationship between special education placement and student school outcomes. Council for Exceptional Children International Conference. Indianapolis, IN.
- Cole, C. (October 2018). Indiana's fidelity data: Staying the course. 2018 State Professional Development Grant National Meeting. Washington, D.C.
- Murphy, H., & Cole, C. (September 2018). Classroom growth comparisons: A different way to use assessment data to support teachers. Indiana School Board Association and Indiana Association of Public School Superintendents Fall Conference. Indianapolis, IN.
- Cole, C., & Murphy, H. (March 2015). New directions in teacher evaluation: Lessons learned in Indiana. The 70th Annual ASCD Conference. Houston, TX.
- Murphy, H., & Cole, C. (June 2014). Different perspectives on changes in the evaluation of teachers. The 16th Summer Conference on Urban Education. Indianapolis, IN.
- Cole, C. (June 2014). Special Education Law (panel presentation). Martha McCarthy Educational Law Seminar. Indiana University School of Education, Bloomington, IN.
- Cole, S., & Murphy, H. (September 2014). Different perspectives on changes in the evaluation of teachers. Indiana School Board Annual Conference. Indianapolis, IN.
- Cole, C., & Murphy, H. (November 2013). Indiana's teacher evaluation legislation: Implications and challenges for policy, higher education, and professional development. Indiana's Future: Turning Challenges into Opportunities. Annual School Reform Conference, Center on Excellence in Leadership and Learning. Indianapolis, IN.

Cole, C., & Murphy, H. (February 2013). Equity, excellence and efficiency: Moving beyond compliance in teacher appraisals. American Association of School Administrators (AASA) National Conference on Education. Los Angeles, CA.

Grossi, T. & Cole, C. (October 2005). So what is happening in the classroom? Understanding classroom practices and their impact on post-secondary outcomes. 13th International Conference; Council for Exceptional Children, Division on Career Development and Transition. Albuquerque, NM.

Cole, C. (June 2004). Attitudes toward inclusion. Paper presented at 12th World Conference of the International Association for the Scientific Study of Intellectual Disabilities (IASSID), Montpellier, France.

Cole, C. (July 2002). Excellence and Equity for All Students: Differentiating Instruction. Grand Blanc Public Schools, Grand Blanc, MI.

Cole, C. (November 2000). A Unified System of Education: Moving Toward Equity and Excellence. Keynote: Vermont Superintendent's Association, Annual State Conference. Stowe, VT.

Cole, C. (August 2000). Academic progress of students across inclusive and traditional settings. Paper presented at 11th World Congress of the International Association for the Scientific Study of Intellectual Disabilities (IASSID). Seattle, Washington.

Cole, C. (October 1999) Academic Achievement in Inclusive Classrooms, Phi Delta Kappa International/Center for Effective Schools Conference on Effective Schools: Making School Reform Happen. Houston, TX.

PROFESSIONAL MEMBERSHIPS

Council for Exceptional Children (CEC)
American Educational Research Association (AERA)

AWARDS

2019 Alumni Speaker, Indiana University School of Education Graduation Convocation
2018 Outstanding Leadership and Contribution to Education Award. Indiana University School of Education
1992 Nancy Louis Kaye Memorial Scholarship
1990 Harmon Baldwin Scholarship