

## VITA

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**Sherry Mee Bell, Ph.D.**

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### EDUCATIONAL HISTORY

- Ph.D. (1990)           The University of Tennessee, Knoxville  
Major: School Psychology  
Emphasis: Instruction and Consultation
- M.S. (1984)           The University of Tennessee, Knoxville  
Major: Educational Psychology
- B.S. (1979)           The University of Tennessee, Knoxville  
Majors: Special Education; Elementary Education  
Minor: Library Science

### PROFESSIONAL EXPERIENCE

- Department Head, University of Tennessee, Knoxville, Department of Theory and Practice in Teacher Education (August 2012 to present)
- Interim Department Head, University of Tennessee, Knoxville, Department of Theory and Practice in Teacher Education (January 2011 – July 2012)
- Professor, University of Tennessee, Knoxville, Special Education. Department of Theory and Practice in Teacher Education (August 2012 to present)
- Associate Professor, University of Tennessee, Knoxville, Special Education. Department of Theory and Practice in Teacher Education (July 2006 to July 2012)
- Assistant Professor, tenure-track, University of Tennessee, Knoxville, Special Education, Department of Theory and Practice in Teacher Education (August 2000 to June 2006)
- Adjunct Assistant Professor, University of Tennessee, Knoxville, Special Education, Holistic Teaching and Learning (1995 to August 2000)
- Educational Consultant and Psychologist in Independent Practice, Psychoeducational Associates, P.C., Knoxville, TN (August 1989 to present)
- School Psychologist (August 1988 to August 1994) Cherokee Health Systems, Talbot, TN

Special Education Teacher, Knox County (TN) Schools (August 1979 to June 1984)

### **LICENSURE/CERTIFICATION (Current or Past)**

Licensed Teacher, Special Education, Elementary Education and Library Science (Tennessee State Board of Education)

Licensed Psychologist, Emphasis in School Psychology (Board of Examiners in Psychology, State of Tennessee)

Licensed School Psychologist (Tennessee State Board of Education)

Nationally Certified School Psychologist

### **ARTICLES PUBLISHED IN PEER REVIEWED JOURNALS**

Browarnik, B., Bell, S.M., McCallum, R.S., Smyth, K., & Martin, M. (manuscript accepted for publication). Pre-service teacher self-efficacy for teaching students with disabilities: What knowledge matters? *Journal of the American Academy of Special Education Professionals*.

Don D. McMahon, David F. Cihak, Rachel E. Wright & Bell, S. M. (2016): Augmented reality for teaching science vocabulary to postsecondary education students with intellectual disabilities and autism. *Journal of Research on Technology in Education*, 48(1), 38-56. DOI:10.1080/15391523.2015.1103149

Bowlin, T., Bell, S.M., Coleman, M., & Cihak, D. (2015). Co-Teaching and Collaboration: Preservice Teachers' Knowledge, Attitudes, and Perceived Sense of Efficacy in Teaching Students with Disabilities. *Journal of the American Academy of Special Education Professionals*.

Miller, K. C., Bell, S. M., & McCallum, R.S. (2015). Using reading rate and to predict high-stakes achievement. *Journal of Psychoeducational Assessment*. *Online First*. DOI: 10.1177/0734282915574028.

Bell, S.M., Taylor, E., McCallum, R.S., Coles, J., Hays, E., &. (2015). Comparing prospective twice-exceptional students to high-performing peers on high-stakes tests of achievement. *Journal for Education of the Gifted*. *Online First*. DOI: 10.1177/0162353215592500.

Cramer, S., Coleman, M., Park, Y., Bell, S.M., & Coles, J. (2015). Art educators' knowledge and preparedness for teaching students with physical, visual, severe and multiple

disabilities. *Studies in Art Education*, 57(1), 6-20.

Coleman, M.B., Cramer, E.S., Park, Y., & Bell, S.M. (2015). Art educators' use of adaptations, assistive technology, and special education supports for students with physical, visual, and severe, and multiple disabilities. *Journal of Developmental and Physical Disabilities*. Online First. DOI 10.1007/s10882-015-9440-6.

Coleman, M., Kildare, L., Bell, S.M., & Carter, A. (2014). Comparing the impact of rates of text-to-speech software on reading fluency and comprehension for adults with reading difficulties. *Learning Disabilities: A Multidisciplinary Journal*, 20(2), 87-97.

McCallum, R.S., Bell, S.M., Coles, J., Miller, K. C., Hopkins, M., & Hilton-Prillhart, A. (2013). A model for screening twice-exceptional students (gifted with learning disabilities) within a response to intervention (RTI) Model. *Gifted Child Quarterly*, 57(4), 209-222. DOI: 10.1177/0016986213500070. Originally published online August 9, 2013. The online version can be found at: <http://gcq.sagepub.com/content/57/4/209>.

McCallum, R.S., & Bell, S.M. (2013, Fall). Screening and identifying 2e students: Best practices for a unique population. *Teaching for High Potential*, 1, 18-19. (Invited)

Bell, S.M., McCallum, R.S., Ziegler, M., Davis, C.A., & Coleman, M. (2013). Development and validation of an instrument assessing adult educators' reading instructional knowledge. *Annals of Dyslexia*, 63, 187-200. DOI 10.1007/s11881-012-0079-z. Originally published online November, 2012. The online version can be found at: <http://dx.doi.org/10.1007/s11881-012-0079-z>

Bell, S.M., & McCallum, R.S. (2012). Do second language learning, cognitive, and affective variables differ as a function of exceptionality status and gender? *International Education*, 42(1), 85-106.

Jordan, K.R., Bain, S.K., McCallum, R. S., & Bell, S.M. (2012). Comparing gifted and non-gifted African American and Euro-American students on cognitive and academic variables using local norms. *Journal for Education of the Gifted*, 35(3), 241-258. DOI: 10.1177/0162353212451701

Windingstad, S., McCallum, R.S., Bell, S.M., & Dunn, P. (2011). Measures of emotional intelligence and social acceptability in children: A concurrent validity study. *Canadian Journal of School Psychology*, 26(2), 120-126.

Judge, S., & Bell, S.M. (2011). Reading achievement trajectories for students with learning disabilities during the elementary school years. *Reading and Writing Quarterly*, 27(1), 153-178.

- Bain, S.K., McCallum, R.S., Bell, S.M., Cochran, J.L., & Choate, S.C. (2010). Foreign language aptitudes, attitudes, attributions and achievement of post-secondary students identified as gifted. *Journal of Advanced Academics*, 22(1), 13-156.
- Cochran, J.L., McCallum, R.S., & Bell, S.M. (2010). Three A's: How do attributions, attitudes and aptitude contribute to foreign language learning? *Foreign Language Annals*, 43(4), 566-582.
- Bell, S.M., McCallum, R.S., Kirk, E. R., Fuller, E., Brown, K. S., & Scott, K.W. (2009). Psychometric properties of the Foreign Language Attitudes and Perception Survey for college students. *Assessment for Effective Intervention*, 35(1), 54-60.
- Ziegler, M., McCallum, R.S., & Bell, S.M. (2009). Volunteer instructors in adult literacy: Who are they and what do they know about reading instruction? *Adult Basic Education and Literacy Journal*, 3(3), 131-139.
- Axtell, P., McCallum, R.S., Bell, S.M., & Poncy, B. (2009). Developing math automaticity using a classwide fluency building procedure for middle school students: A preliminary study. *Psychology in the Schools*, 46(6), 526-538.
- Scott, K.W., Bell, S.M., & McCallum, R.S. (2009). Native language reading and spelling abilities and attitudes toward learning a second language. *Preventing School Failure*, 54(1), 30-40.
- Benner, S.M., McGill-Franzen, A., & Bell, S.M. (2008). Inclusive instruction in English and language arts at the middle and secondary levels. *English Leadership Quarterly*, 30, (4), 2-4.
- Bell, S.M. McCallum, R.S., Richardson, E., Fuller, E., & McCane, S. (2007). Investigation of the psychometric attributes of the Test of Silent Contextual Reading Fluency. *Assessment for Effective Intervention*, 33(1), 39-46.
- Sorrell, C.M., Bell, S.M., & McCallum, R. S. (2007). Reading rate and comprehension as a function of computerized versus traditional presentation mode: A preliminary study. *Journal of Special Education Technology*, 22 (1), 1-12.
- Judge, S., Puckett, K., & Bell, S.M. (2006, September/October). Closing the digital divide: An update from the Early Childhood Longitudinal Study. *Journal of Educational Research*, 100(1), 52-60.
- McCallum, R.S., Bell, S.M., Wood, M.S., Below, J.L., Choate, S.M., & McCane, S.J. (2006). What is the role of working memory in reading relative to the big three processing

- variables (orthography, phonology, and rapid naming)? *Journal of Psychoeducational Assessment*, 24 (3), 243-259.
- Bell, S.M., McCallum, R.S., Burton, B., Gray, R., Windingstad, S., & Moore, J. Concurrent validity of the Test of Silent Word Reading Fluency. (2006). *Assessment for Effective Intervention*, 31(3), 1-9.
- Ziegler, M.F., Bain, S.K., Bell, S.M., McCallum, R.S., & Brian, D.J. (2006). Predicting women's persistence in adult literacy classes with dispositional variables. *Reading Psychology*, 27, 59-85.
- Hooper, V.S., & Bell, S.M. (2006). Concurrent and predictive validity of the *Universal Nonverbal Intelligence Test* and the *Leiter International Performance Scale – Revised*. *Psychology in the Schools*, 43(2), 143-148.
- Burton, B. Windingstad, S., & Bell, S.M. (June, 2006). Review: Early reading assessment: A practitioners' handbook by N. Rathvon. *Journal of Psychoeducational Assessment*, 24(2), 182-188.
- Hayworth, G. & Bell, S.M. (June, 2006). Review: Linking reading assessment to instruction: An application worktext for elementary classroom teachers. (4<sup>th</sup> Ed.) by A.S. Mariotti & S.P. Homan. *Journal of Psychoeducational Assessment*, 24(2), 179-182.
- Williams, A. & Bell, S.M. (June, 2005). Review: Test of Silent Word Reading Fluency in *Journal of Psychoeducational Assessment*, 23(2), 182-186.
- Bell, S.M. (March, 2005). Review: Classroom Assessment, 2nd Edition, by D. A. Payne in *Journal of Psychoeducational Assessment*, 23 (1), 76-82.
- Bain, S.K. & Bell, S.M. (2004). Social self-concept, social attributions, and peer relationships in fourth, fifth and sixth graders who are gifted as compared to high achievers. *Gifted Child Quarterly*, 48(3), 167-178.
- Bell, S.M., McCallum, R.S., & Doucette, J.A. Relationship of school-based attributions to depression. (2004). *Journal of Psychoeducational Assessment*, 22(2), 106-123.
- McCallum, R.S., Sharp, S., Bell, S.M. & George, T. (2004). Silent versus oral reading comprehension and efficiency. *Psychology in the Schools*, 41(2), 241-246.
- Bell, S.M., Ziegler, M., & McCallum, R.S. (2004). What adult educators know compared to what they say they know about providing research-based reading instruction. *Journal of Adolescent & Adult Literacy*, 47(7), 542-563.

- Bell, S.M. (March, 2004). Review: Classroom Assessment: What Teachers Need to Know, 3<sup>rd</sup> Edition, by W.J. Popham in *Journal of Psychoeducational Assessment*, 22(1), 71-75.
- Bell, S.M., McCallum, R.S., & Cox, E. A. (November/December 2003). Toward a research-based assessment of dyslexia: Using cognitive measures to identify reading disabilities. *Journal of Learning Disabilities*, 36(6), 505-516.
- Cox, E. & Bell, S.M. (March, 2002). Review: Learning Disabilities Diagnostic Inventory. *Journal of Psychoeducational Assessment*, 20(1), 90-98.
- Bell, S.M. (March, 2001). Review: School Testing: What Parents and Educators Need to Know by E.S. Gellman. *Journal of Psychoeducational Assessment*, 19(1), 81-84.
- Bell, S.M. & Allen, B. (June, 2000). Review: Bayley Scales of Infant Development, 2nd edition. *Journal of Psychoeducational Assessment*, 18(2), 185-195.
- Bell, S.M. & McCallum, R.S. (1995). Development of a scale measuring student attributions and its relationship to self-concept and social functioning. *School Psychology Review*, 24, 271-286.
- Bell, S.M., McCallum, R.S., Bryles, J., Driesler, K., McDonald, J., & Williams, A. (1994). Attributions for academic success and failure: An individual difference investigation of academic achievement and gender. *Journal of Psychoeducational Assessment*, 12(1), 4-13.
- Carpenter, M., Cowart, C., Edwards, R., McCallum, R.S., & Bell, S.M. (1990). Effects of antipsychotic medication on discrimination learning for institutionalized adults who have mental retardation. *Behavioral Residential Treatment*, 5(2), 105-120.

#### **ARTICLES PUBLISHED IN PEER REVIEWED ELECTRONIC JOURNALS**

- Bell, S.M., Miller, K.C., McCallum, R.S., Hopkins, M., & Hilton-Prillhart, A. (2012). Unique screening of reading fluency and comprehension for adolescents and adults. Manuscript accepted for publication. *Psychology*(3), 1, 45-48. (<http://www.SciRP.org/journal/psych>) DOI:10.4236/psych.2012.31007.
- Bell, S.M., Cihak, D., & Judge. S. (2010). A preliminary study: Do alternative certification route programs develop the necessary skills and knowledge in assistive technology? *International Journal of Special Education*, 25(3), 23-31.
- Bell, S.M., Coleman, M., Cihak, D., Kirk, E., Barkdoll, S., Grim, J., & Benner, S. (2010). How prepared are alternatively licensed special Educators? An investigation of university, LEA, and traditional preparation. *Journal of Curriculum and Instruction*, 4(1), 33-49.

## ARTICLES PUBLISHED IN PEER REVIEWED JOURNALS (REGIONAL/STATE)

Vining, A. & Bell, S.M. (2005). The impact of teaching multiple-choice strategies on test scores of eighth grade students: A collaborative action research project. *Tennessee Association of Middle Schools Journal*, 32, 3-11.

Bell, S.M., Clabo, H., Dunaway, A., & Mantlo, M. (2003). Infusion of technology into inclusive general education middle school classes: Does it improve assessment and instruction? *Tennessee Association of Middle Schools Journal*, 28, 1-5.

Bell, S.M. (2001-2002). A middle school teacher's guide: Deciphering psychoeducational reports in five easy steps. *Tennessee Association of Middle Schools Journal*, 28, 17-21.

## BOOKS

Bell, S.M., & McCallum, R.S. (2016). *Handbook of reading assessment: A one-stop resource for prospective and practicing educators*, 2<sup>nd</sup> ed. New York: Routledge.

Bell, S.M. & McCallum, R.S. (2008). *Handbook of reading assessment*. Boston: Allyn & Bacon.

## CONTRIBUTIONS TO EDITED VOLUMES

### BOOK CHAPTERS

Bell, S.M., (in press). Two Nonverbal Screeners: The Universal Multidimensional Abilities Scale (UMAS) and the Universal Nonverbal Intelligence Test-Group Abilities Test (UNIT-GAT). In McCallum, R.S. (Ed). *Handbook of nonverbal assessment*, 2<sup>nd</sup> ed.

Kruidenier, J. R. & Bell, S.M. (2012). Adult reading assessment and instruction: Highlights from the activities of the NIFL/NCSALL adult literacy research working group. In Moats, L.C., Dakin, K.E., & Joshi, R. M. (Eds.). *Expert perspectives on interventions for reading*. Baltimore, MD: International Dyslexia Association, pp. 284-287.

Bell, S.M. (2011). Use of nonverbal cognitive assessment to distinguish learning disabilities from second language learning difficulties. In Mather, N., & Jaffe, L. (Eds.) *Comprehensive evaluations: Case reports for psychologists, diagnosticians, and special educators*. Hoboken, NJ: John Wiley & Sons, pp. 553-561.

Benner, S., Bell, S.M., & Broemmel, A. (2011). Teacher education and reading Disabilities, pp. 68-78. In Allington, R. & McGill-Franzen, A. (Eds.). *Handbook of reading disability research*. New York: Routledge.

Bell, S.M. (2002). Psychoeducational assessment: How to read, understand, and use psychoeducational reports. In Lindop, M. (Ed.), *Keys to effective LD teaching practices* (pp.24-36). Knoxville, Tennessee: Center for Literacy Studies, the University of Tennessee.

### **ENCYCLOPEDIA ENTRIES**

Bell, S.M. (2011). Biography of Nancy Mather in S. Goldstein & A. Spencer (Eds.). *Encyclopedia of child behavior and development*. New York: Springer.

Bell, S.M., & Bowlin, T. (2011). Dyslexia in S. Goldstein & A. Spencer (Eds.). *Encyclopedia of child behavior and development*. New York: Springer.

Bowlin, T., & Bell, S.M. (2011). Learning disabilities. In S. Goldstein & A. Spencer (Eds.). *Encyclopedia of child behavior and development*. New York: Springer.

Bell, S. M. (2007). Intelligence quotient. In R. S. New & M. Cochran (Eds.), *Early childhood education: An international encyclopedia* (pp. 449-453). Westport, CT: Praeger.

McCallum, R.S. & Bell, S.M. (2004). Dyslexia. In Watson, T. S., & Skinner, C. (Eds.), *Encyclopedia of School Psychology*. pgs. 102-104. Kluwer Publishing.

### **OTHER INVITED CONTRIBUTIONS**

Bell, S.M., (in press). Two Nonverbal Screeners: The Universal Multidimensional Abilities Scale (UMAS) and the Universal Intelligence Test-Group Abilities Test (UNIT-GAT). In McCallum, R.S., *Handbook of Nonverbal Assessment, 2<sup>nd</sup> ed.*

McCallum, R. S., & Bell, S.M. (2013, Fall). Screening and identifying 2e students: Best practices for a unique population. *Teaching for High Potential*. pgs. 1, 18-19.

Kruidenier, J. R. & Bell, S.M. (Fall, 2007). Theme Editors Summary: Adult reading assessment and instruction: Highlights from the activities of the NIFL/NCSALL adult literacy research working group. *Perspectives on Language and Literacy. International Dyslexia Association*. pp. 7-8.

Ziegler, M., McCallum, R. S., & Bell, S. M. (Fall, 2007). Adult educators in the United States: Who are they and what do they know about teaching reading? *Perspectives on Language and Literacy. International Dyslexia Association*. pp. 50-53

Bell, S. M. & McCallum, R. S. (Fall, 2007). Tips for assessing the reading of adult learners. *Perspectives on Language and Literacy. International Dyslexia Association*. p. 53



## CONTRIBUTION TO A BOOK CHAPTER

Bell, S.M. Case Study in McCallum, R.S., & Bracken, B. A. (2005). The Universal Nonverbal Intelligence Test. In D.P. Flanagan, & P.L. Harrison (Eds.), *Contemporary intellectual assessment*. (pp. 425-440). New York: Guilford.

## PAPERS PUBLISHED IN PEER-REVIEWED CONFERENCE PROCEEDINGS

Bell, S.M., Martin, M., & McCallum, R.S. (2014). Use of a Universal Design for Learning artifact to prepare teachers for inclusive education. Paper published in *Proceedings of Braga 2014 Embracing Inclusive Approaches for Children and Youth with Special Education Needs Conference, Council for Exceptional Children Division of International Special Education Services*, pp. 296-301. ISBN: 978-989-8525-33-8.

Franklin, T.D., McCallum, R.S., Bell, S.M., & Silva, S.M., (2014). Adapting efficient response to intervention (RtI) measures for international application. Paper published in *Proceedings of Braga 2014 Embracing Inclusive Approaches for Children and Youth with Special Education Needs Conference, Council for Exceptional Children Division of International Special Education Services*, pp. 674-678. ISBN: 978-989-8525-33-8.

Bell, S.M. *Exemplary teaching practices for students with disabilities: Universally designed lesson plans*. (July, 2009). Broadening the horizon: Recognizing, accepting, and embracing differences to make a better world for individuals with special needs. Proceedings for the Eleventh Biennial Conference of the International Association of Special Education, Alicante, Spain, pp. 71-73 .

Ziegler, M., McCallum, R. S., & Bell, S.M. (2009). *Who volunteers to provide reading instruction for adults and what do they know?* Conference Proceedings for the 2009 Annual Meeting of the Adult Education Research Conference, Chicago, IL., pp. 408-413.

## ARTICLES IN POPULAR PRESS

Bell, S.M. (1994). Homework! What's a parent to do? *Growing*, 2 (4), 12.

Bell, S.M. (1993). Honesty is the best policy: How to deal with a child who lies. *Growing*, 2, (1), 8.

## ARTICLES IN IN-HOUSE ORGANS

Puckett, K., Bell, S.M., Turner, T., Long, V.M., & Winters, J.J. (Fall 2004/Spring 2005). Alternative routes to teacher certification: One university's response to meeting

the needs of the profession. *Tennessee Education*, 34 (2)/35(1), 5-14.

Davis, J.A., Wooten, D., Bell, S.M. (Fall 2004/Spring 2005). Writing and sharing connections: Valuing children's voices-An action research implementation of a literacy process in an elementary classroom. *Tennessee Education*, 34(2)/35(1), 18-24.

Bell, S.M., Threatt, P. T., Schindler, W.J., & Puckett, K. (2003/2004). Current themes in educational action research at a university teacher training program. *Tennessee Education*, 33/34, 5-14.

Bell, S.M. & Schindler, W.J. (2001-2002). Collaboration at a professional development school: Investigation of variables affecting student achievement and adjustment. *Tennessee Education*, 31/32, 5-10.

### **ARTICLES IN NON-REFEREED JOURNALS**

Bell, S.M., Griffey, L.H., McDonald, J., & McCallum, R.S. (1992). Parents' understanding of and satisfaction with M-Team meetings. *The Tennessee School Psychologist*, 8, (2), 12-13.

Bell, S.M. (1986). The regression equation method for determining learning disabilities; What school psychologists need to know. *The Tennessee School Psychologist*, 3, (3), 3-9. (Reprinted in the 1987 *Arkansas School Psychology Association*, 1, (2), 4-8).

### **RESEARCH/TECHNICAL REPORTS**

Bell, S.M., Kirk, E.R., Barkdoll, S., Cihak, D., Grim, J., Coleman, M., & Benner, S. (2009, March). How prepared are alternatively licensed special educators? An investigation of University, LEA, and traditional preparation. Report to the Tennessee State Department of Education.

Ziegler, M., Bell, S.M., McCallum, R.S., & Kruidenier, J. (2007). *Assessment of reading instructional knowledge: Adults (ARIK-A). Final project report*. Submitted to the National Institute for Literacy.

Ziegler, M., Bell, S.M., & McCallum, R.S. (2003, January). *Teaching reading skills to adult learners: What teachers know versus what they think they know*. Knoxville: University of Tennessee: Center for Literacy Studies.

Ziegler, M. Bain, S., Bell, S.M., McCallum, R.S., & Brian, D. (2002). *Self-beliefs: Predicting persistence of Families First participants in adult basic education*. Knoxville: University of Tennessee: Center for Literacy Studies.

### **CREATIVE/SCHOLARLY PRODUCTS**

Bell, S.M., Hilton, A., McCallum, R.S., & Hopkins, M. (in development). *Monitoring Instructional Responsiveness: Reading*

McCallum, R.S., Hopkins, M., Bell, S.M., & Hilton, A. (in development). *Monitoring Instructional Responsiveness, Math*

McCallum, R. S., Bell, S. M., & Ziegler, M. (2012). *Assessment of Reading Instructional Knowledge-Adults*. Knoxville, TN: Psychoeducational Associates and UT Research Foundation.

McCallum, R.S. & Bell, S.M. (Ongoing). *The Test of Dyslexia (TOD) and the Rapid Screening Profile (RAP)*. Pilot version of a test of reading and related writing disabilities, unpublished test.

Bell, S.M., Ziegler, M., & McCallum, R.S. *Knowledge of Teaching Adult Reading Skills* in Bell, S.M., Ziegler, M., & McCallum, R.S. (2004). What adult educators know compared to what they say they know about providing research-based reading instruction. *Journal of Adolescent & Adult Literacy*, 47 (7), 542-563.

Bell, S.M., & McCallum, R.S. (1998). *Student Academic Attribution Scale*. Unpublished test. University of Tennessee.

Bell, S.M., & McCallum, R.S. (1998). *Student Social Attribution Scale*. Unpublished test. University of Tennessee.

## **INSTITUTIONAL MONOGRAPHS/OTHER CONTRIBUTIONS**

Cihak, D. F., Bell, S.M., & Barkdoll, S. (2006). *Alternative licensure add-on endorsement: Summer institute guidelines and procedures manual*. The Department of Theory & Practice in Teacher Education: Modified and Early Childhood Special Education Program, University of Tennessee. Knoxville, TN.

Bell, S.M. (2002). *Analysis of Teaching: Update, revision and expansion of the University of Tennessee College of Education Guidelines for Conducting Action Research*.

## **GRANTS AND CONTRACTS**

Awarded Spring, 2012. (2012-2015). TN State Department of Education. *Modified Endorsement Special Education Summer Institute*. Co-Principal Investigator. Award Amount: \$384,729.00

Awarded Spring, 2010. (2010-2012). TN State Department of Education. *Modified Endorsement Special Education Summer Institute*. Co-Principal Investigator. Award Amount: \$459,603.00.

Awarded Spring, 2009. TN State Department of Education. *Modified Endorsement Special Education Summer Institute*. Co-Principal Investigator. Award Amount: \$155, 858.00.

Awarded Summer, 2008. TN State Department of Education. *Assistive Technology Pre-Service Grant*. Principal Investigator. Award Amount: \$5,000.00.

Awarded Spring, 2008. TN State Department of Education. *Modified Endorsement Special Education Summer Institute*. Co-Principal Investigator. Award Amount: \$157,306.00.

Awarded Spring, 2007. TN State Department of Education. *Modified Endorsement Special Education Summer Institute*. Co-Principal Investigator. Award Amount: \$187,922.00.

Awarded Summer, 2006. Kruidenier Education Consulting and National Institute for Literacy. *Assessment of Reading Instructional Knowledge-Adults*. Co-Principal Investigator. Award Amount: approximately \$8,000.

Awarded Fall, 2005. Kruidenier Education Consulting and National Institute for Literacy. *Assessment of Adult Instruction in Reading*. Co-Principal Investigator. Award Amount: approximately \$36,000.

Awarded Spring, 2006. TN State Department of Education. *Modified Endorsement Special Education Summer Institute*. Co-Principal Investigator. Award Amount: \$187,922.00.

Awarded Spring, 2005. TN State Department of Education. *Modified Endorsement Special Education Summer Institute*. Principal Investigator. Award Amount: \$189, 804.00

Awarded Spring, 2004. TN State Department of Education. *Modified Endorsement Special Education Summer Institute*. Principal Investigator. Award Amount: \$255,064.00

Awarded Spring, 2003. TN State Department of Education. *Modified Endorsement Special Education Summer Institute*. Principal Investigator. Award Amount: \$212,906.00

Awarded Spring, 2003. College of Education, Health, and Human Sciences Catalyst Grant. *Assessment & Intervention of Reading Disabilities (AIRD)*. Co-Principal Investigator. Award Amount: \$24,000.00

Awarded November, 2001. Professional Development Award, University of Tennessee, *Investigation of Efficacy of Computer Reading Software (Kurzweil) for Students with Reading Difficulties*. Award Amount: approximately \$5,000.00

## INTERNATIONAL/NATIONAL SCHOLARLY PRESENTATIONS

- Bell, S.M., Wishart, W., & Benner, S. (2017, February). *Dispositions for teaching revisited: The power of collaborative observation of teacher candidates*. Paper accepted for presentation at the annual meeting of the American Association of Colleges for Teacher Education.
- Bell, S.M., & McCallum, R. S. (2016, November). *Community Engagement: A university—Boys and Girls Club partnership to ameliorate summer reading loss*. Paper accepted for presentation to the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Lexington, KY.
- Whitsett, B. & Bell, S.M. (2016, December). *Growth mindset and at-risk children's writing achievement: A key to social transformation?* Paper accepted for presentation to the annual meeting of the Literacy Research Association, Nashville, TN.
- Mingo, M., Franklin, T., Walpitage, L., McCallum, R.S., & Bell, S.M. (2016, February). *Teacher rankings and CBMs as high-stakes predictors*. Paper presented to the Paper presented to the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Browarnik, B., Smyth, K., Martin, M., Mingo, M., & Bell, S.M. (2016, February). *Preservice educators and teacher efficacy: Does knowledge matter?* Paper presented to the Paper presented to the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Bell, S.M., McCallum, R.S., Martin, M., & Lang, L.A. (2015, November). *What knowledge matters for preservice teachers?* Paper presented to the annual convention of the Council for Exceptional Children, Division of Teacher Education, Tempe, AZ.
- Martin, M., Whitsett, B., Lang, L.A., Hawkins, K., Hoffman, E., Bell, S.M., & Bowlin, T. (2015, November). *The effects of modeling co-teaching in teacher preparation courses*. Paper presented to the annual convention of the Council for Exceptional Children, Division of Teacher Education, Tempe, AZ.
- Lang, L.A., & Bell, S.M., (2015, February). *Preparing preservice teachers for inclusive classrooms: A state-wide survey of teacher education faculty*. Paper presented to the annual conference of the American Association of Colleges of Teacher Education, Atlanta, GA.
- Hays, E., Browarnik, B., McCallum, R.S., & Bell, S.M. (2015, February). *Higher education*

- outcomes for students screened as twice-exceptional*. Paper presented to the annual convention of the National Association of School Psychologists, Orlando, FL.
- Bell, S.M., & McCallum, R.S. (2014, December). *Beyond DIBELS five years later: An updated critical review of assessments that purport to assess reading fluency*. Paper presented to the annual convention of the Literacy Research Association, Marco Island, FL.
- Bell, S.M., & McCallum, R.S. (2014, July). *Use of artifacts to prepare teachers for inclusive education*. Paper presented to the Braga 2014 Embracing Inclusive Approaches, Council for Exceptional Children Division of International Special Education Services, Braga, Portugal. Paper presented to the Braga 2014 Embracing Inclusive Approaches, Council for Exceptional Children Division of International Special Education Services, Braga, Portugal.
- McCallum, R.S., Silva, S.M., & Bell, S.M. (2014, July). Adapting efficient response to intervention (RtI) measures for international application.
- Hilton-Prillhart, A., Aspiranit, K.B., Morris, D., & Bell, S.M. (2014, February). *Reliability and validity of the Monitoring Instructional Responsiveness: Reading Screener Kindergarten*. Paper presented to the annual convention of the National Association of School Psychologists. Washington, D.C.
- Park, Y., Bell, S.M., & Martin, M. (2013, November). *The effects of a summer reading program for upper elementary students in poverty*. Paper presented to the annual convention of the Council for Exceptional Children, Division of Teacher Education, Fort Lauderdale, FL.
- Lang, C., Bell, S.M., & Bowlin, T. (2013, November). *An assessment of needs in the preparation of preservice teachers for inclusion and coteaching*. Paper presented to the annual convention of the Council for Exceptional Children, Division of Teacher Education, Fort Lauderdale, FL.
- Bowlin, T., Bell, S.M., & Lang, L. (2013, March). *Attitudes and sense of efficacy of preservice teachers of students with disabilities*. Paper presented to the annual conference of the American Association of Colleges of Teacher Education, Orlando, FL.
- Miller, K.C., Hays, E.A., Bell, S.M., McCallum, R.S., Hilton-Prillhart, A., Lyons, C.L., & Coles, J. (2103, February). *Predictive validation of CBM data slopes using varying time intervals*. Paper presented to the annual convention of the National Association of School Psychologists, Seattle, WA.
- McCallum, R.S., Bell, S.M., Coles, J., & Miller, K. C. (2013, February). Screening of twice exceptional students (Gifted with Learning Disabilities) within a Response to Intervention (RtI) model. Paper presented at the National Association of School

Psychologists annual conference, Seattle, WA.

Bell, S.M., & McCallum, R.S. (2012, October). *Using RTI data to Screen for dyslexia and twice-exceptional status*. Paper presented to the annual convention of the International Dyslexia Association, Baltimore, MD.

McCallum, R.S., Bell, S.M., & Ziegler, M. (2012, October). *Using the Assessment of Reading Instructional Knowledge-Adults in professional development*. Paper presented to the annual convention of the International Dyslexia Association, Baltimore, MD.

Coles, J., Bell, S.M., & McCallum, R.S. (2012, August). *Using RTI data to identify academic-discrepant students*. Poster presented to the annual convention of the American Psychological Association, Orlando, FL.

McCallum, R.S., Bell, S.M., & Coles, J. (2012, August). *Screening twice exceptional students within a RTI model*. Poster presented to the annual convention of the American Psychological Association, Orlando, FL.

Bell, S.M., Benner, S., McGill-Franzen, A., & Smith, K. (2012, April). *The face of special education in high-risk successful schools*. Paper presented to the annual convention of the American Educational Research Association, Vancouver, Canada.

Hilton-Prillhart, A., Bell, S.M., McCallum, R.S., & Hopkins, M. (2012, February). *Reliability and validity of the Monitoring Academic Progress reading screener*. Paper presented to the annual convention of the National Association of School Psychologists, San Francisco, CA.

Smith, K., Benner, S., McGill-Franzen, A., & Bell, S.M. (2011, December). *Crossing the equator: Lessons on collaboration for teacher educators from successful elementary schools*. Paper accepted for presentation to the 2011 annual convention of the Literacy Research Association, Jacksonville, FL.

Lyons, C., & Bell, S.M. (2011, November). *Comparison of a unique group-administered comprehension-based screener with teacher rankings of student reading*. Paper presented to the 2011 annual convention of the International Dyslexia Association, Chicago, IL.

Bowlin, T., Bell, S.M., & Kildare, L.K. (2011, November). *Preparing preservice educators to meet the needs of students with disabilities*. Paper accepted for presentation to the 2011 convention of the Teacher Education Division of Council for Exceptional Children, Austin, TX.

Hopkins, M., McCallum, R.S., Bell, S.M., & Hilton-Prillhart, A. (2011, August). *Utilizing*

*generalizability theory to explore the reliability of an experimental multi- dimensional mathematics curriculum-based measure.* Poster presented to the 2011 annual convention of the American Psychological Association, Washington, D.C.

Hopkins, M., Hilton-Prillhart, A., Bell, S.M., McCallum, R.S., Auerbach, A.J., & Lyons, C. (2011, August). *Generalizability estimates of a comprehension-based reading screener: Examination of the reliability of Monitoring Instructional Responsiveness: Reading.* Poster presented to the annual convention of the 2011 American Psychological Association, Washington, D.C.

Hilton-Prillhart, A., Bell, S.M., Duncan, S., Aytes, G., & McCallum, R.S. (2011, May). *Can a group-administered comprehension-based screener and progress monitoring measure efficiently and validly identify struggling readers?* Poster presented to the 2011 annual convention of the International Reading Association, Orlando, FL.

Benner, S., McGill-Franzen, A., Bell, S.M., & Smith, K. (2011, April). *School success: Connections within and without.* Paper presented to the 2011 annual conference of the American Educational Research Association, New Orleans, LA.

Hilton-Prillhart, A., Bell, S.M., McCallum, R.S., Hopkins, M., Cornett, A., & Miller, K.C. (2011, February). *Reliability and validity of the Monitoring Academic Progress Reading Screener.* Paper presented to the 2011 annual conference of the National Association of School Psychologists, San Francisco, CA.

Bell, S.M., Kildare, L., & Bowlin, T., (2010, November). *Return to the future? From one room schools to universally designed lesson planning.* Paper presented to the 2010 annual conference of the Teacher Education Division of the Council for Exceptional Children, St. Louis, MO.

Bowlin, T., Kildare, L., & Bell, S.M., (2010, November). *Key artifacts helping preservice teachers integrate instructional strategies.* Paper presented to the 2010 annual conference of the Teacher Education Division of the Council for Exceptional Children, St. Louis, MO.

Williams, R. & Bell, S.M.. (2010, July). *Role of critical thinking in the preparation of special educators.* Paper presented to the International Division of Council for Exceptional Children, Riga, Latvia

McCallum, R.S. & Bell, S.M. (2010, July). *Second-language learning, attitudes, anxiety, attributions for students with giftedness and learning disabilities.* Paper presented to the International Division of Council for Exceptional Children, Riga, Latvia.

McCallum, R.S., Williams, R.L., & Bell, S.M. (2010, July). *Development and implementation of*



*an innovative, efficient math probe for RTI.* Paper presented to the International Division of Council for Exceptional Children, Riga, Latvia.

McCallum, R.S., Bell, S.M., Bain, S.K., Cochran, J., & Sawyer, S.C. (2010, April). *Foreign language learning aptitudes, attitudes and attributions and achievement of gifted college students.* Paper presented to the 2010 annual convention of the Council for Exceptional Children, Nashville, TN.

Kirk, E., Bell, S.M., Judge, S., & Coleman, M. (2010, April). *Using surveys to further the research on effectiveness of alternative route preparation.* Paper presented to the 2010 annual convention of the Council for Exceptional Children, Nashville, TN.

Hopkins, M., Bell, S.M. & Caldwell, K. (2010, February). *Measures of reading fluency, DIBELS and AIMSweb: What's the difference?* Paper presented to the 2010 annual convention of the National Association of School Psychologists, Chicago, IL.

Benner, S., Smith, K., Bell, S.M., & McGill-Franzen. (2010, February). *A. Stories from successful elementary schools serving socioeconomically distressed communities and implications for teacher preparation.* Paper presented to the 2010 annual meeting of the American Association of Colleges of Teacher Education, Atlanta, GA.

Judge, S., & Bell, S.M. (2010, February). *Preparing alternative certification route candidates to develop the necessary knowledge and skills in assistive technology.* Paper presented to the 2010 annual meeting of the American Association of Colleges of Teacher Education, Atlanta, GA.

McCallum, R.S., & Bell, S.M. (2009, December). *Delivering reading instruction to adults: Who, what and (a little about) how.* Paper presented to the 2009 National Reading Conference, Albuquerque, NM.

Smith, K., Benner, S., McGill-Franzen, A., & Bell, S.M. (2009, December). *Multiple paths to proficiency in high-poverty Tennessee schools.* Paper presented to the 2009 National Reading Conference, Albuquerque, NM.

Bell, S.M. (2009, December). *Beyond DIBELS: A critical review of assessments that purport to assess reading fluency.* Paper presented to the 2009 National Reading Conference, Albuquerque, NM.

Bell, S.M. & Benner, S. (2009, November). *Perceptions of preparedness of alternatively licensed special educators: University and LEA preparation.* Paper presented to the 2009 annual conference of the Teacher Education Division of the Council for Exceptional Children, Charlotte, NC.

- Benner, S., & Bell, S.M. (2009, November). *Successful schools and teacher collaboration: View from the schools*. Paper presented to the 2009 annual conference of the Teacher Education Division of the Council for Exceptional Children, Charlotte, NC.
- Bell, S.M., & McCallum, R.S. (2009, July). *Exemplary teaching practices for students with disabilities*. Paper presented to the International Association of Special Education, Alicante, Spain.
- McCallum, R.S., & Bell, S.M. (2009, July). *Cross-cultural adaptation of a cognitive test: Responding to a world crisis*. Paper presented to the International Association of Special Education, Alicante, Spain.
- Ziegler, M., McCallum, R.S., & Bell, S.M. (2009, June). *Who volunteers to provide reading instruction for adults and what do they know?* Paper presented to the Adult Education Research Conference, Chicago, IL.
- Benner, S., Bell, S.M., & Broemmel, A. (2009, February). *Teacher preparation for students with reading disabilities: Research perspectives*. Paper presented to the annual meeting of the American Association of Colleges of Teacher Education, Chicago, IL.
- McCallum, R.S., Bell, S.M., Ziegler, M., & Mounger, A. (2008, October). *Adult educators in the United States: Who are they and are they ready to teach reading to adults?* Paper presented to the annual meeting of the International Dyslexia Association, Seattle, WA.
- Fuller, E.J., Bell, S.M., McCallum, R.S., Kirk, E.R., Brown, K.S., & Hopkins, M. (2008, October). *Utility of the Foreign Language Attitudes and Perceptions Survey for college students*. Poster presented to the annual meeting of the International Dyslexia Association, Seattle, WA.
- Bell, S.M., & McCallum, R.S. *Educational alphabet soup: NRP, IDEA, & RTI: Implications for reading*. (2008, May). Paper presented to the International Reading Association, Atlanta, GA.
- Bell, S.M., & McCallum, R.S. (2008, April). *Adult educators in the United States: Extending civic responsibility by serving adults with low literacy*. Paper presented to the American Educational Research Association, New York.
- Judge, S., & Bell, S.M. (2008, April). *Reading achievement trajectories for students with learning disabilities during the elementary school years*. Paper presented to the American Educational Research Association, New York.
- Bell, S.M., Below, J. L., Choate, S.M., & Fuller, E. (2007, April). *Informal reading assessment:*

- A hands-on look at administration and interpretation.* Paper presented to the 2007 annual convention of the Council for Exceptional Children, Louisville, KY.
- Bell, S.M., Sager, K., Burton, B., & Windingstad, S. (2007, April). *Concurrent validity of the Test of Silent Contextual Reading Fluency.* Poster presented to the 2007 annual convention of the Council for Exceptional Children, Louisville, KY.
- Richardson, E., Fuller, E., Bell, S.M., & McCane, S. *Relationships between dyslexia tendencies and learning a foreign language.* (2007, March). Poster presented to the 2007 annual convention of the National Association of School Psychologists, New York.
- Windingstad, S., Choate, S., Bell, S.M., & McCallum, R.S. (2007, March). *Reliability and validity of the Test of Silent Word Reading Fluency and the Test of Silent Contextual Reading Fluency.* Poster presented to the 2007 annual convention of the National Association of School Psychologists, New York.
- Benner, S., Bell, S.M., & McGill-Franzen, A. (2007, February). *Preparing teachers for multi-tiered reading instruction: A crossroads between reading and special education.* Paper presented to the 2007 annual meeting of the American Association of Colleges of Teacher Education, New York.
- Bell, S.M., McCallum, R.S., & Ziegler, M.F. (2006, November). *Creating research-based resources for adult literacy instruction: A project of the NIFL/NCSALL Literacy Research Working Group: Development of the Assessment of Reading Instructional Knowledge-Adults.* Symposium presented to the 2006 annual convention of the International Dyslexia Association, Indianapolis, IN.
- Bell, S.M., Scott, K.W., McCallum, R.S., & McCane, S. (2006, November). *Relationships between dyslexia tendencies and the experiences of learning a foreign language.* Poster presented to the 2006 annual convention of the International Dyslexia Association, Indianapolis, IN.
- Bell, S.M., Poncy, B., McCallum, R.S., Sager, K., Fuller, E., Richardson, E., & Axtell, P. (2006, August). *Effectiveness of a reading comprehension intervention for middle school students.* Poster presented to the 2006 annual convention of the American Psychological Association, New Orleans, LA.
- Axtell, P., Poncy, B., Bell, S.M., McCallum, R.S., & Fudge, D. (2006, August). *Developing math automaticity using a classwide fluency building intervention.* Poster presented to the 2006 annual convention of the American Psychological Association, New Orleans, LA.
- Judge, S., Puckett, K., & Bell, S. (2006, April). *Closing the digital divide: An update from*

*The Early Childhood Longitudinal Study*. Paper presented to the American Educational Research Association Annual Conference, San Francisco, CA.

- Bell, S.M., Burton, B., Gray, R. & Windingstad, S. (2006, April). *Formal reading assessment: School psychologists becoming experts*. Paper presented to the 2006 annual convention of the National Association of School Psychologists, Anaheim, CA.
- Wood, M.S., McCane, S.J., Below, J.L., Choate, S.M., Bell, S.M., & McCallum, R.S. (2005, November). Relationships among orthographic measures and reading achievement. Paper presented to the 2005 annual convention of the International Dyslexia Association, Denver, Co.
- Bell, S.M., McCallum, R.S., Burton, B., Gray, R., & Windingstad, S. (2005, November). Concurrent and predictive validity of two measures of silent reading fluency. Paper presented to the 2005 annual convention of the International Dyslexia Association, Denver, Co.
- Poncy, B., McCallum, R.S., & Bell, S.M. (2005, April). *A reading comprehension intervention for middle/high school students*. Paper presented to the 2005 annual convention of the National Association of School Psychologists, Atlanta, GA.
- Bell, S.M., McCallum, R.S., McCane, S., & Burton, B. (2005, April). *Can a three minute test of reading really be effective?* Poster presented to the 2005 annual convention of the National Association of School Psychologists, Atlanta, GA.
- Puckett, K., O'Bannon, B., Judge, S., & Bell, S.M. (2004, November). *Technology integration in teacher preparation: Project ImPACT as a catalyst for change*. Paper presented to the 2004 Teacher Education Division of the Council for Exceptional Children, Albuquerque, NM.
- Bell, S.M., McCallum, R.S., & Wood, M. (2004, November). *Is multisensory reading and spelling instruction scientifically-based?* Poster presented to the 2004 annual conference of the International Dyslexia Association, Philadelphia, PA.
- Bell, S.M., Ziegler, M., McCane, S., & Burton, B. (2004, July/August). *What educators know compared to what they say they know*. Poster presented to the annual convention of the American Psychological Association, Honolulu, HI.
- Bell, S.M., Sorrell, C., Moore, J., & Upton, L. (2004, July/August). *Effects of computerized reading for fast versus slow processors*. Poster presented to the annual convention of the American Psychological Association, Honolulu, HI

- Sorrell, C., Bell, S.M., & McCallum, R.S. (2004, March). *Efficacy of computer reading software to improve rate and comprehension*. Poster presented to the annual convention of the National Association of School Psychologists, Dallas TX.
- Bell, S.M., McCallum, R.S., Ziegler, M. & Cox, E.A. (2003, November). *What adult basic educators know about teaching reading*. Poster presented to the International Dyslexia Association Annual Conference, San Diego, CA.
- Ziegler, M., Bain, S., Bell, S.M., & Brian, D. (2003, June). *Dispositional factors predicting persistence of welfare recipients in adult basic education*. Presentation to the annual convention of the Adult Education Research Conference, San Francisco, CA.
- Bell, S.M., McCallum, R.S., & Bain, S.K. (2003, April). *Self-concept and social attributions of students identified as gifted versus high achievers*. Poster presented to the annual convention of the Council for Exceptional Children, Seattle, WA.
- McCallum, R.S. & Bell, S.M. (2003, April). *Interpreting cognitive strengths/weaknesses from nonverbal tests using cross-battery analyses*. Paper presented to the annual convention of the Council for Exceptional Children, Seattle, WA.
- Bell, S.M. & McCallum, R.S. (2002, April). *Action research investigation of reading interventions in an inclusive professional development school*. Poster presented to the annual convention of the Council for Exceptional Children, New York, NY.
- McCallum, R.S. & Bell, S.M. (2002, April). *Using nonverbal tests to assess diverse populations*. Workshop presented to the annual convention of the Council for Exceptional Children, New York, NY.
- Cox, E., McCallum, R.S., & Bell, S.M., (2002, February). *An investigation of cognitive processing capabilities hypothesized to underlie basic reading and used to define dyslexia*. Poster presented to the annual convention of the National Association of School Psychologists, Chicago, IL.
- Kyselova, O., Bell, S.M., Skinner, C., & Sharp, S. (2002, February). *Reading improvement as a function of listening previewing*. Poster presented to the annual convention of the National Association of School Psychologists, Chicago, IL.
- Bell, S.M. & McCallum, R.S. (2001, August). *Attribution-pessimism-depression connection: Predicting depression using attribution scales*. Poster presented to the annual convention of the American Psychological Association, San Francisco, CA.

- Bell, S.M., Cox, E., Mayo, C. & Sharp, S. (2001, April). *Investigation of reading disabilities and writing disabilities in school-age children*. Poster presented to the annual convention of the National Association of School Psychologists, Washington, D.C.
- Bell, S.M., McCallum, R. S., & Cox, E. (2000, April). *Promoting academic and behavioral growth: Collaboration at a professional development school*. Poster presented to the annual convention of the National Association of School Psychologists, New Orleans, LA. (November, 2000) *ERIC Resources In Education*.
- Wadlington, L. R., Cinnamon, B., Bell, S.M., Popkin, J., & Valentine, S. (2000, April). *Gender differences in multiple intelligence preference in elementary school children*. Poster presented to the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Bell, S.M. & Schindler, W. J. (1999, October). *Explanatory style, multiple intelligences, academic achievement, and social status in a professional development school*. Paper presented to the Holistic Learning: Breaking New Ground OISE/UT Conference, Toronto, Canada.
- Bell, S.M., Hendrix, K., Roderiques, A., & Wilhoit, B. (1999, April). *Screening academically at-risk students for attribution retraining*. Poster presented to the annual convention of the National Association of School Psychologists, Las Vegas, NV.
- Bell, S.M., McCallum, R.S., Doucette, J., & Cinnamon, B. (1999, April). *Are academic and social attributions related to depression?* Poster presented to the annual convention of the National Association of School Psychologists, Las Vegas, NV.
- Armbrister, R.C., Bell, S.M., & Roberts, R. (1998, August). *A cross-cultural comparison of student social attributions*. Poster presented to the annual convention of the American Psychological Association, San Francisco, CA.
- McCallum, R.S., Bell, S.M., Jessup, K., & Meadows, S. (1997, April). *Teaching students to internalize responsibility for social outcomes*. Poster presented to the annual convention of the National Association of School Psychologists, Anaheim, CA.
- McCallum, R.S., Dunn, J.S., Nolan, R., & Bell, S.M. (1995, April). *Development of the Universal Brief Adaptive Behavior Index*. Poster presented to the annual convention of the National Association of School Psychologists, Chicago, IL.

Bell, S.M., Bryles, J., & McDonald, J. (1993, April). *Differences in social attributions based on gender and high and low social preference as determined by a sociometric technique*. Poster presented to the annual convention of the National Association of School Psychologists, Washington, D.C.

McCallum, R.S., Driesler, K., Williams, A., & Bell, S.M. (1993, April). *Relationships between students' social attributions and social performance as measured by a sociometric technique*. Poster presented to the annual convention of the National Association of School Psychologists, Washington, D.C.

McCallum, R.S., Bell, S.M., Bryles, J., & Driesler, K. (1992, April). *Attributions for academic success and failure: Achievement level and gender influences*. Poster presented to the annual convention of the National Association of School Psychologists, Nashville, TN.

McCallum, R.S., Bell, S.M., McDonald, J., & Williams, A. (1992, April). *Attributions for social success and failure among high and low social males and females*. Poster presented to the annual convention of the National Association of School Psychologists, Nashville, TN.

Bell, S.M., McCallum, R.S., & Park, S.H. (1991, August). *Relationships among social attribution, self-concept, and social functioning*. Poster presented to the annual convention of American Psychological Association, San Francisco, CA.

Bell, S.M., McCallum, R.S., Driesler, K., Griffey, L.H., Gross, P.H., McDonald, J., & Williams, A. (1991, March). *Relationships among attributions, achievement, and self-concept in American Students*. Poster presented to the annual conference of the National Association of School Psychologists, Dallas, TX.

Carpenter, M., Cowart, C., Bell, S.M., & McCallum, R.S. (1990, April). *Medication reduction effects on institutionalized mentally retarded adults*. Paper presented to the annual convention of the National Association of School Psychologists. San Francisco, CA.

Bell, S.M., Allen, W.B., & Griffey, L.H., McDonald, J., & Butler, A. (1990, April). *Parents' understanding of and satisfaction with M-Team meetings*. Paper presented to the annual convention of the National Association of School Psychologists. San Francisco, CA.

## **REGIONAL/STATE SCHOLARLY PRESENTATIONS**

Bell, S.M., & McCallum, R.S. (2013, April). *Using RTI data to screen for dyslexia and twice exceptional status*. Paper presented to the 11<sup>th</sup> annual RISE Conference, Knoxville, TN.

Bell, S.M., & McCallum, R.S., (2012, February). *Using RTI data to identify students who are gifted and have learning disabilities*. Paper presented to the annual conference of the Tennessee Division of College and Career Readiness (Focus on Special Education).

Nashville, Tennessee.

Smith, K., Benner, S., & Bell, S.M. (2010, February). *Inclusion at work in successful schools in Tennessee*. Paper presented to the annual Special Education Conference: We're Better Together... Teamwork Makes a Difference, Nashville, TN.

Benner, S., Bell, S.M., McGill-Franzen, A., & Smith, K. (2009, February). *Successful schools in Tennessee-Serving economically distressed communities: What teachers, administrators and parents have to say*. Paper presented to the annual Special Education Conference: Measuring Up Through Improved Outcomes, Nashville, TN.

Hopkins, M.B., Mounger, A.H., Caldwell, K.A., & Bell, S.M. (2008, October). *Beyond norm-referenced achievement testing of reading: Instruments, administration techniques, and diagnostic considerations*. Paper presented to the Mid-South School Psychology Meeting, Chattanooga, TN.

Bell, S.M. (2008, April). *Reading assessment: What practitioners use and what they need to know*. Paper presented to the Tennessee Branch of the International Dyslexia Association, Knoxville, TN.

Bell, S.M. (2007, April). *What does it mean? Understanding the psychoeducational evaluation*. Presentation to the annual conference of the Tennessee Branch of the International Dyslexia Association, Nashville, TN.

Barkdoll, S., & Bell, S.M., (2006, February). *Alternative licensure programs produce a diverse group of highly qualified special educators*. Poster presented to the 2006 annual convention of the Tennessee Council for Exceptional Children, Memphis, TN.

Bell, S.M., McCallum, R.S., Ziegler, M., & Cox, E.A. (2003, April). *Reading teachers of adult learners: What they know and think they know*. Presentation to the annual conference of the Tennessee Branch of the International Dyslexia Association, Nashville, TN.

Bell, S.M., Hebrard, M., Berger, J., & Dunaway, A. (2003, February). *Educating diverse learners through the use of technology-enhanced teaching and learning*. Paper presented to the Annual Joint Conference on Children and Youth with Disabilities, Franklin, TN.

Bell, S.M., (2001, July). *Assessing learner differences*. Invited address to the Academy for Academic Excellence, Knoxville, TN.



- Bell, S.M. (2001, February). *Implementing self-monitoring strategies in the classroom for students with attention deficit hyperactivity disorder*. Paper presented to the Annual Joint Conference on Children and Youth with Disabilities, Nashville, TN.
- Wadlington, L.R. & Bell, S.M. (2000, October). *Gender differences in multiple intelligence preference for middle childhood and youth*. Invited address to the R.S. Hartman Institute Annual Meeting, Knoxville, TN.
- Allen, W., Bell, S. M., & McCallum, R. S. (2000, April). *Case studies in learning disabilities: Assessment of processing deficits*. Paper presented to the Tennessee Association of School Psychologists Spring Institute, 2000, Fall Creek Falls, TN.
- Wadlington, L. R., McCallum, R.S., Bell, S.M., & Armbrister, R. (1999, March). *Perceived social status and social attributions in children*. Poster presented to the Southeastern Psychological Association annual meeting, Savannah, GA.
- Bell, S.M. & Schindler, W.J. (1999, February). *Comparison of learning characteristics of children with learning and behavioral disabilities in a variety of modified placements*. Paper presented to the Annual Joint Conference on Children and Youth with Disabilities, Nashville, TN.
- Schindler, W.J., & Bell, S.M. (1999, February). *Perceived and observed modifications for special needs children in inclusion classes*. Paper presented to the Annual Joint Conference on Children and Youth with Disabilities, Nashville, TN.
- Bell, S.M. & McCallum, R.S. (1996, October). *AD/HD: Is it for Real? What Can Teachers Really Do?* Presentation to the fall convention of East Tennessee Education Association, sponsored by Council for Exceptional Children, Knoxville, TN.
- Bell, S.M., Hooper, S., & Cornelius, M. (1995, October). *Student social attributions: Relationships with self-concept*. Paper presented to Tennessee Association of School Psychologists, Nashville, TN.
- Allen, W., Bell, S.M. & McCallum, R.S. (1995, May). *Bayley Scales of Infant Development II: A Roundtable Discussion*. Presentation to the spring convention of the Tennessee Association of School Psychologists, Gatlinburg, TN.
- Bell, S.M., McCallum, R.S., McDonald, J., & Williams, A. (1990, November). *Attribution and self-concept: Do high and low achievers differ?* Paper presented to the Mid-South Regional Conference on Psychology in the Schools, Nashville, TN.

Bell, S.M., McCallum, R.S., Gross, P.H., & Driesler, K. (1990, November). *Gender differences in attributions for social success and failure*. Paper presented to the Mid-South Regional Conference on Psychology in the Schools. Nashville, TN.

McConatha, I., Lankford, G., Lankford, S., Bell, S.M., Ausbrooks, E., & Shepard, S. (1986, May). *Personal responsibility for social support*. Presentation to spring conference of the Tennessee Association of School Psychologists, Fall Creek Falls, TN.

## COURSES

- TPTE 695: Doctoral Seminar in Special Education (Fall 2008-2011). Developed and co-taught (with two-three other Special Education faculty) seminar for doctoral students in Special Education. Seminal readings in Special Education and guidance in building a research agenda are the foci of the course.
- Special Education 419/471/420: (Fall 2005-2010). Co-teaching and supervision responsibility for 15 hour block of courses and related field experiences. Share responsibility with one other faculty member for course planning and delivery and arranging and supervising field experiences in eleven participating school sites for 14 students for 2008. Coordinate instruction and supervision of other contributing faculty and graduate assistants, arranged field site visits (e.g., Professional Development School sites).
- Special Education 470: Psychology of the Exceptional Child (2008-2010). Assumed responsibility for this course in fall, 2008. It serves as the graduate level special education course for nonmajors, primarily students in counseling and school psychology programs. Enrollment for 2008 is 24 students.
- Special Education 402: Professional Studies and Diverse Learners. (2003 to 2010). Coordinator for this teacher education core course. Teach one section each spring semester. Recruit instructors for other sections, supervise and mentor graduate assistant and clinical faculty in teaching the course. Collaborate with other faculty to develop and refine artifact for college's assessment system. Developed initial course syllabus for creation of the course and for its expansion to a 3 hour course in Fall, 2006, 3 hour course and new artifact implemented Fall, 2007.
- Special Education 456: Effective Instruction of Students with Learning Disabilities and Other High Incidence Disabilities. (2006 to 2010). Developed syllabus and reestablished this undergraduate/graduate course on learning disabilities, which is now a required course in the new Modified/Comprehensive Special Education major.
- Special Education 553: Assessment of Exceptional Students. (1995 to present). Developed syllabus, Course Online readings and resources; mentor other instructors,

ensure topic coverage is updated to reflect changes in the field (e.g., progress monitoring and response to intervention).

- Special Education/Elementary Education 505/591/574/575: (2000-2005). Primary responsibility for planning, direct instruction, coordinating instruction and mentoring action research for internship-related courses and supervision for special education majors and elementary education majors. (18 interns for 2004-2005). Developed syllabus, Course Online reading and resources.
- Elementary Lyndhurst: Introduction to Special Education. Fall Semesters: (2000-2002). Planned and taught large groups of K-8 interns; organized and developed Course Online readings and resources which can be used by other instructors.
- Special Education 557: Positive Preventive Discipline. (2002). New preparation, organized and developed Course Online readings and resources.
- Special Education 586: Seminar in Research Techniques in Special Education. (2001, 2003). Developed syllabus, Course Online readings and resources, mentored other instructors of this course.
- Education 401: Professional Core: The Learner. (2001-2002). Co-developed syllabus and team taught this course, combining educational psychology and special education principles.

- **GRANTS RELATED TO TEACHING**

- Teaching with Technology Grant, awarded by University of Tennessee Office of Information Technology. Co-written with Jeffrey Davis, Sharon Judge, and David Cihak. Award \$15,000. Awarded 2006-2007.
- “NETS Standards for Preservice Teachers in Inclusive Settings”. Co-written with M. Hannum and K. Puckett. Award \$9, 980. Awarded 2002.
- Project ImPACT. 2001-2004. Three year participation in PT-3 grant promoting development of instructional technology skills of preservice and inservice teachers.
- LASER Grant. 2002-2003. Served as liaison between University arts and sciences faculty and PDS (Clinton Middle School Partnership) faculty and interns.

- **DEPARTMENTAL SERVICE**

- Instructional Team Leader (i.e., program area leader) for K-12 Modified/Early Childhood/Comprehensive (and Early Childhood) Special Education Program (2002-2010)
- Chair, Search Committee for Position in Special Education (2006-07; 2007-2008)
- Chair, Search Committee for Director of Connections for Educational Outreach (2008-2009)
- Member, Executive Committee, Theory & Practice in Teacher Education (Fall 2006-present)
- Member, Personnel Committee, Theory & Practice in Teacher Education (Fall 2005-Spring, 2007, Fall 2008-2010)
- Member, Doctoral Committee, Theory & Practice in Teacher Education (2005-present)
- Member, Mentor Committee, Theory & Practice in Teacher Education (co-mentor to David Cihak, probationary faculty member in Special Education beginning Fall, 2005; to Joan Grim, currently an instructor in Special Education beginning Fall, 2007; and to MariBeth Coleman, probationary faculty member in Special Education Fall, 2008-Fall, 2010.
- Member, Elementary Education Committee, Theory & Practice in Teacher Education (2002-present)
- Member, Tenured Faculty Committee, Theory & Practice in Teacher Education (June 2006-present)
- Director, Special Education Modified/Comprehensive Admissions Boards, Fall and/or Spring Semester annually
- Reviewer, Graduate Student Applications for K-12 Modified/Early Childhood and Comprehensive Special Education Programs (2003-2010)
- Member, Search Committee for Position in Special Education (2003-2005)
- Member, Reading Center Collaborative, Theory & Practice in Teacher Education (2002-2005)
- Member, Probationary Faculty Committee, Theory & Practice in Teacher Education (2002-2006)

- Student Advising and Committee Membership: Chair Track I thesis committees, Chair and/or member of numerous Track II Master’s committees and Ed.S. committees. Primary responsibility for advising students in the alternative licensure program for Modified Special Education (approximately 35 per year)
- **COLLEGE SERVICE**
- Coordinator for Special Education 402, Core Course for all teacher education candidates, 2002-2010
- Member, Core Courses Committee on Standards Alignment, University of
  - Tennessee College of Education, Health, and Human Sciences
- Member, Assessment Committee, University of Tennessee, College of Education, Health, and Human Sciences (Fall 2006-present)
- Member, Council for Improvement of Education, College of Education, Health, and Human Sciences (2004-2006)
- Institutional Representative, American Association of Colleges of Teacher Education
- Member, PDS/Internship Committee, Theory & Practice in Teacher Education (2002-2005)
- Member, Advisory Committee on the Tennessee Teacher Evaluation Framework to Office of School-Based Experiences, University of Tennessee College of Education, Health and Human Sciences (1998-2002)
- Member, Internship Preparation Subcommittee, University of Tennessee Professional Development School Consortium (1998 to 2001)
- Professional Development School: University Liaison and Internship Supervisor, Claxton Professional Development School/Clinton Middle School Partnership (2000-2005). Responsibilities include collaborative work with school administration and faculty, leading NCATE PDS self-assessment process
- Action Research: Expansion and revision of the 2002-2003 College of Education, Health and Human Sciences Education 574 *Analysis of Teaching for Professional Development* handbook chapter “Conducting Action Research.”
- **UNIVERSITY SERVICE**

- Presented a series of workshops on study strategies and enhancing reading comprehension to tutors in the Educational Advancement Program, University of Tennessee (2007-2009)
- McCallum, R.S., & Bell, S.M. (March, 2009). *Study strategies and test-taking skills*. Workshop presented to tutors of the Educational Advancement Program, University of Tennessee.

Bell, S.M., & Krohn, K. (March, 2008). *Enhancing study skills*. Workshop presented to tutors of the Educational Advancement Program, University of Tennessee.

McCallum, R.S., Bell, S.M., & Krohn, K. (November, 2007). *The ART of reading: A reading comprehension intervention*. Workshop presented to tutors of the Educational Advancement Program, University of Tennessee.

- Advisor/Consultant, University of Tennessee Office of Disabilities Service, Foreign Language Substitutions/Learning Disabilities

2007-present. Developed local norms for the Modern Language Aptitude Test (normed on approximately 750 UT world language students) for use by the University's Office of Disability Services when considering foreign language course substitutions for students with disabilities.

- Member of Search Committee, Office of Disabilities Services, Coordinator II Position, Summer and Fall, 2008
- Family Campaign Leader, The Campaign for Tennessee, 2007
- Representative to the Graduate Council, University of Tennessee (appointment 2003-2006) (Proxy)
- Graduate Student Representative for the School Psychology Program, University of Tennessee, Knoxville (1986 to 1987)

### **PUBLIC SERVICE RECORD (COMMUNITY, GOVERNMENT, PUBLIC AND PRIVATE INSTITUTIONS)**

- Consultant, State Improvement Grant, Fall 2005-present. Tennessee State Department of Education, Division of Special Education. Reading and Special Education
- Consultant, Roane County Schools, Implementation of Response to Intervention, 2008-present

- Psychologist/Educational Consultant: Psychoeducational Associates, P.C., Knoxville, TN. Provide consultation and conduct independent evaluations for school districts and independent clients (Nationally Certified School Psychologist and Licensed Psychologist, Tennessee Health Related Boards)
- Delegate to the International Test Commission, Brussels, Belgium, July 2006.
- Member of faculty delegation to Ecuador (Centro Ecuatoriano Norteamericano de Guayaquil) and Peru (Universidad Nacional de Piura), summer 2000
- Chair, Newsletter Committee, Tennessee Association of School Psychologists (1987 to 1992)

## COMMUNITY WORKSHOPS/PRESENTATIONS

Bell, S.M. & McCallum, R.S. (May, 2010). *Didactics: Independent psychoeducational practice*. Presented to Tennessee Valley School Psychology Consortium.

Bell, S.M. (October, 2009). *Enhancing your assessment acumen*. Workshop presented to teachers and principals at the Tennessee School for the Deaf.

McCallum, R.S., & Bell, S.M. (April, 2008). *The ART of reading: A reading comprehension intervention*. Workshop presented to faculty and staff at Chattanooga State Community College.

Bell, S.M. (October, 2001). *An introduction to the Tennessee framework for teacher evaluation*. Workshop presented to Sacred Heart Cathedral School, Knoxville, Tennessee.

Bell, S.M. (March, 1997). *Motivating difficult students*. Presentation to elementary guidance counselors, Knox County Schools.

Bell, S.M. & McCallum, R.S. (September, 1992). *Learning disabilities: Fact or fiction?* Workshop presented to Catholic Schools, Grades Pre-K through 12, Knoxville Diocese.

Bell, S.M. & Dickinson, D. (August, 1985). *Behavioral contracting and teaching and correction* (In service for Loudon County teachers). Created and presented an exemplary audiotape on behavioral contracting with students.

Bell, S.M. & Dickinson, D. (May, 1985). *Help your child learn*. Five-part parent workshop with follow-up consultation, University of Tennessee, Knoxville. Presented detailed examination of effective study strategies and contract formation with students.

Bell, S.M. & Bolt, S. (October, 1983). *Test construction and adaptations for handicapped students*. In service for Knox County resource teachers. Focused on test items and use of tests with disabled students.

## **PROFESSIONAL SERVICE RECORD (ACTIVITY AND LEADERSHIP IN PROFESSIONAL LEARNED SOCIETIES)**

- External Reviewer for Promotion/Tenure  
Tennessee Technological University  
Arizona State University  
West Virginia University (20??)  
Texas Tech University (2015)
- Member of Review Team for International Dyslexia Association University Programs Standards Initiative, 2012
- Invited Guest Theme Editor for International Dyslexia Association's *Perspectives*, Fall, 2007, Reprinted Fall, 2011
- Reviewer (and Editorial Board member since 2012), *Assessment for Effective Intervention*
- Ad-hoc Reviewer, *Journal for Education of the Gifted*
- Ad-hoc Reviewer, *Journal of Teaching and Teacher Education*
- Ad-hoc Reviewer, *Foreign Language Annals*
- Ad-hoc Reviewer, *Urban Education*
- Ad-hoc Reviewer, *Journal of Advanced Academics*
- Program Proposal Reviewer, American Educational Research Association, 2011
- Program Proposal Reviewer, Teacher Education Division, Council for Exceptional Children, 2010, 2011
- Presentation Chair, National Reading Conference, Albuquerque, NM, Dec., 2010
- Member of Local Arrangements Committee, for the 2010 annual convention of the Council for Exceptional Children, Nashville, TN,



- Ad-hoc Reviewer for *Journal of Clinical Child and Adolescent Psychology*. (June, 2005)
- Editor, *The Tennessee School Psychologist*. Newsletter of the Tennessee Association of School Psychologists (1987 to 1992)
- Editorial Assistant, *Journal of Psychoeducational Assessment*. (August 1988 to 1990)
- Coordinator for Special Education 402, Core Course for all teacher education majors (2005-present)

### **CURRENT ACTIVE PROFESSIONAL MEMBERSHIPS**

- American Association of Colleges of Teacher Education
- American Educational Research Association, Teacher Education Division and Special Education SIG
- Council for Exceptional Children, Division of Educational Diagnosticians, Learning Disabilities, Talented and Gifted, and Teacher Education Divisions
- International Dyslexia Association
- International Reading Association
- Knoxville Area Psychological Association
- Learning Disabilities Association
- National Association of School Psychologists
- Tennessee Association of School Psychologists
- Tennessee Branch of the International Dyslexia Association

### **AWARDS/HONORS**

- College of Education, Health, and Human Sciences College Senate Faculty Mentoring Award, 2014
- Professional Development Award, 2014
- Tunstall Award for Outstanding Faculty, College of Education, Health and Human

Sciences, 2012

- University of Tennessee Office of Research Quest Scholar of the Week, August, 2011
- Service Award, Theory and Practice in Teacher Education, November, 2010
- Teaching Award, Theory & Practice in Teacher Education. May, 2006
- Professional Development Award, University of Tennessee, November, 2001
- Chancellor's Citation Award for Professional Promise awarded by the Chancellor of the University of Tennessee, April 1989
- William S. Ballard Memorial Scholarship awarded by the Tennessee Association of School Psychologists and University of Tennessee, Knoxville School Psychology Program (Fall 1987)
- National Alumni Association Graduate Fellowship (1985-86; 1986-87)
- Knoxville Education Association Scholarship (1974)
- Graduated with highest honors from the University of Tennessee, Knoxville (1979)

## **HONOR SOCIETIES**

Current or past member of:

- Pi Lambda Theta Educational Honor Society
- Phi Kappa Phi Interdisciplinary Honor Society
- Alpha Lambda Theta Honor Society
- Phi Eta Sigma Honor Society