# Education

UNIVERSITY OF NORTHERN COLORADO, Greeley, Colorado

**Special Education Ph. D. Student *(Anticipated Graduation: 2016)***

Proposed Dissertation Title:

*Special Education Directors: Predictors of Longevity and Improved Student Outcomes*

UNIVERSITY OF NORTHERN COLORADO, Greeley, Colorado

**Master of Special Education in Moderate Needs *(2005)***

Endorsement in Behavior (Affective Needs)

UNIVERSITY OF WYOMING, Laramie, Wyoming

**Bachelor of Arts *(2001)***

Elementary Education, Creative Arts emphasis

# Professional Experience

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| **University of Wyoming —Laramie, Wyoming** ***Academic Professional Lecturer of Special Education*** (Aug. 2014-Present)* Responsible for 18 credit hours per academic school year
* Design and independent one on-campus course and five online courses reflecting special education practices. Specific topics include the history of special education, laws and Supreme Court cases that directly impact special education practices, IDEA (Individuals with Disabilities Education Act), development and current regulations, specialized instruction, research based interventions and teaching strategies, data collection and decision making, IEP (Individualized Education Program) programming, assistive technology and access, Response to Intervention (RtI), differentiated instruction, universal design, and inclusion practices.
* Travel to supervise and observe all UW Special Education Practicum Students working throughout the state with children and youth with disabilities. View and monitor a minimum of one lesson per practicum student. Discuss observations, generate goals and ideas for improvement, collaborate with cooperative teachers, and evaluate student performance.
* Advise and support graduate students within the Special Education Program. Provide assistance in course selection, serve as committee member or committee chair, provide guidance and direction on Plan A/Plan B projects, as well as encourage and support program completion.

**Wyoming Department of Education—Cheyenne, Wyoming*****Special Programs Division Director*** (Aug. 2012-Aug. 2014)* Oversaw, managed, and implemented Wyoming’s IDEA (Individuals with Disabilities Education Act) Part B federal grant. Distributed allocations to districts for purposes of serving students with disabilities in Wyoming. Retained monies for Special Programs Division utilized to meet general supervisory responsibilities as outlined in IDEA.
* Supervised a division of 32 staff members. Managed day-to-day operations (i.e. travel, policies, procedures, etc.) and led staff toward common goals and mission of the Department.
* Oversaw 8 state and federal budgets ensuring fiscal responsibility, appropriate expenditures, and allocation of funds for current and future projects. Reported annually to the legislature and federal government, outlining expenditures and district allocations.
* Worked closely with Special Programs’ Monitoring Section to review and analyze state, district, and school level data. Targeted areas of concern and selected districts with most need in these areas. Conducted monitoring visits within selected districts reviewing files and conducting interviews in an effort to find IDEA Part B non-compliance. Made findings of non-compliance and support districts as they worked toward bringing practices and procedures in-line with IDEA Part B rules and regulations.
* Submitted Annual Performance Report to OSEP (Office of Special Education Programs) on State Performance Plan targets and results. Gathered stakeholder feedback, reviewed state level activities that contributed to outcomes, and explored areas of concern, making future plans to improve results.
* Collaborated with and supported Wyoming district special education directors throughout the state, as they managed and monitored the school level provision of special education services to students with disabilities.

**Clarke University—Dubuque, Iowa*****Instructor of Special Education*** (Jan. 2011-May 2012)* Responsible for 24 credit hours per school year, graduate and undergraduate
* Co-taught within a Professional Development School (PDS) where Clarke undergraduate education students learned special education curriculum, planned interventions and lessons for kindergarten through 4th grade students, implemented lesson plans, collected assessment data, and worked collaboratively with general and special education teachers. Guided students within this setting through collaboration, lesson observations, and teaching special education curriculum geared toward behavior interventions and conducting Functional Behavior Assessments (FBA’s), writing IEP (Individualized Education Program) goals, Response to Intervention (RtI), collaboration techniques, creating individualized interventions and collecting corresponding data, and IDEA (Individuals with Disabilities Education Act) compliance.
* Collaboratively designed and independently taught on-campus courses reflecting special education practices. Taught hybrid graduate literacy course.
* Mentored, supervised, and observed student teachers working within both special and general education placements. Viewed and monitored lessons, discussed documented observations, generated goals and ideas for improvement, collaborated with cooperative teachers, scheduled and lead meetings, and evaluated student performance.
* Co-Advised 31 undergraduate education students. Discussed long-term educational goals, set-up continuing course plan moving toward student graduation, specified class schedule for upcoming semester, and offered educational, as well as personal support and guidance.
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| **Lincoln County Child Development Center—Thayne, Wyoming*****Short-Term Special Education Case Manager, Preschool*** (Nov. 2009-Feb. 2010)* Conducted observations of preschool students participating in classroom activities. Collected data reflecting student IEP (Individualized Education Program) goals and assessed progress for the purpose improving instruction and ensuring goal success.
* Worked with fully included students displaying a wide array of suspected and identified disabilities, both in large group and one-on-one play. Specifically targeted IEP goals and areas of need.
* Collaborated frequently with school psychologist, occupational therapist, and paraprofessionals. Discussed student progress, concerns, goals, and interventions. Provided support in behavior management and specialized instruction.
* Provided support and data collection training for incoming department head/special education teacher.
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| **Osmond Elementary—Afton, Wyoming*****Special Education Teacher, 6th Grade*** (2008-2009)* Collaborated with sixth grade general education teachers to design appropriate, individualized, and fully included programs for special education students with learning disabilities.
* Co-taught within general education classrooms, providing instruction for both special and general education students.
* Tested, observed, and interviewed students for special education eligibility.
* Served as active, representative team member on accreditation committee. Supported school’s efforts in preparing building, staff, and students for accreditation analysis.
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| **Star Valley Middle School—Afton, Wyoming** ***Behavior Specialist/Special Education Teacher, 7th & 8th Grade*** (2004-2008)* Initiated Positive Behavior Support (PBS) implementation process by attending statewide PBS conferences, designing program to compliment and enhance the school’s environment, instructing staff members in program processes, and heading weekly PBS meetings to assess overall effectiveness of program.
* Served as 504 Coordinator. Evaluated students for 504 eligibility, developed clear, detailed 504 plans, carried out meetings with parents and staff discussing students’ needs and teacher/school responsibilities, and managed transitions of students with 504 plans to the high school setting.
* Served as case-manager to students with social/emotional needs and learning disabilities. Conducted IEP (Individualized Education Program) meetings, communicated regularly with parents, and collaborated with general education teachers to adequately employ behavior plans and provide high quality education services within the general education classroom. Conducted in-depth, data driven Functional Behavior Assessments and utilized results to create detailed, strength-based behavior plans.
* Arranged meetings between high school educators and upcoming middle school families to ensure successful transition plans, scheduling, and appropriate services. Also conducted similar meetings between middle school staff and up-coming sixth grade students and families to assure positive transitions from elementary to middle school.
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| **Meadow Elementary—Thornton, Colorado*****General Education Teacher, 5th Grade*** (2002-2004)* Created and successfully implemented lesson plans for all core subject areas based on state standards and student level.
* Accumulated data from observations, rubrics, pre-tests, and check lists to assess student skills and academic needs.
* Provided differentiated learning by offering choices, grouping according to interest, presenting material in a variety of ways, conducting pretests prior to unit delivery, and offering multiple methods to demonstrate understanding.
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# Publications

Dobler, T. (2015). Positive behavior supports in classrooms and schools: Effective and practical strategies for teachers and other service providers by Storey, K., & Post, M. [Review of the book Positive behavior supports in the classrooms and schools: Effective and practical strategies for teachers]. *Research and Practice for Persons with Severe Disabilities, 40*(1), 86-88.

# Presentations

Agran, M., & Dobler, T. (March, 2015). *“I’d Like to Vote If I Knew How”: Teaching People with Intellectual Disability to Vote.* College of Education Research Symposium, Laramie, WY.

Dobler, T. (March, 2015). *Preparation, Experience, and Continual Professional Development Needs of Local Special Education Directors*. College of Education Research Symposium, Laramie, WY.

Dobler, T. (September, 2013). *IEP (Individualized Education Program) forms training*. Wyoming Department of Education, IEP Specific Workshop for Local Educators, Rock Springs, WY, Casper, WY.

Dobler, T. (November, 2010). *Utilizing interdisciplinary teams to bridge the communication gap between disciplines and improve outcomes of students with emotional and behavioral challenges*. Conference for Bridging Practices to Improve Academic and Social Competence of Children and Youth, Minneapolis, MN.

Dobler, T. (September, 2006). *PBIS interview panel: Discussions of implementation, challenges, and lessons learned in Positive Behavior Support implementation*. Wyoming Statewide Improvement

Conference, Casper, WY.

Dobler, T. (September, 2005). *Effective writing strategies for the middle school student*. Wyoming

Statewide Improvement Conference, Casper, WY.

#  Professional Affiliations

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| * *Appointments*:
	+ Early Childhood Steering Committee, Wyoming Department of Education (WDE) Representative (2013-2014)
	+ Governor’s Council for Developmental Disabilities, Wyoming Department of Education (WDE) Representative (2012-2014)
	+ Governor’s Council on Early Childhood, Wyoming Department of Education (WDE) Representative (2012-present)
	+ Teachers for Tomorrow Instructor Representative, Clarke University (2011-2012)
	+ Accreditation Team Representative, Osmond Elementary (2008-2009)
	+ 504 Coordinator, Star Valley Middle School (2008-2009)
	+ Developer and Director of At Risk Summer Program, Star Valley Middle School (2006-2008)
	+ PBS (Positive Behavioral Supports) coach and School Representative, Star Valley Middle School (2006-2008)
	+ Special Education Department Lead, Star Valley Middle School (2007-2008)
	+ Behavior Team Representative, Star Valley Middle School (2005-2006)
	+ BIT (Behavior Intervention Team) Representative, Meadow Elementary School (2002-2004)
	+ Quarterly Assessment Writing Team Representative, Meadow Elementary School (2003)
	+ Curriculum Mapping Writing School Representative, Meadow Elementary School (2003)
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| * *Memberships*: Golden Key Honor Society (2006-Present), CEC (Counsel for Exceptional Children (2004-Present), Pi Lambda Theta *International Honor Society of Professional Association in Education* (2002-Present)
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# Service

* Cheyenne Wraparound Council, Member (2015-Present)
* Montessori of Cheyenne Preschool, Appointed Board Member (2014-Present)
* College of Education Research Symposium Planning Committee, Member (2014-Present)
* College of Education Conceptual Framework Committee, Member (Spring 2015)
* Representative of Special Education Program and Professional Studies Department at School Improvement Conference, Casper, WY (March 2015)
* APL Representative, Dean Candidate Interviews (Spring 2015)

# Licensing

* Certified Teacher
	+ Wyoming, General Education, k-6 and Special Education, k-12 (2004-Present)
	+ Colorado, General Education, k-6 (2002-Present)

# Awards and Honors

\* Publication of Biography in *The Chancellor’s List, 2004-2005* \* Nominated and Recognized for Pride of Mapleton Teacher Award (2004) \* Completion of Master’s Degree with 4.0 (2003-2005) \* University of Wyoming’s Dean List (1998) \* University of Wyoming President’s List (2001) \* University of Wyoming Dean List (2000) \* University of Wyoming Dean’s List (2000) \* University of Wyoming Dean’s List (1999) \* University of Wyoming Dean’s List (1998) \* University of Wyoming Dean Freshman Honor Roll (1998) \* University of Wyoming Dean Freshman Honor Roll (1997)