

KRISTEN D. BEACH

Assistant Professor (2014)
Tenure Eligible Appointment (2020)
Initial Faculty Appointment (2014)
Program: Special Education

Department of Special Education and Child Development
University of North Carolina at Charlotte
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EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees

Ph.D.	2012	University of California, Riverside	Special Education
M.A.	2008	Loyola Marymount University	Special Education

Licenses

California Commission on Teacher Credentialing
Education Specialist Instructional Credential (Preliminary)

PROFESSIONAL EXPERIENCE

2014-Present	University of North Carolina at Charlotte, College of Education Department of Special Education and Child Development Assistant Professor, Department of Special Education and Child Development
2012-2014	University of California, Riverside BRIDGES Reading Research Grant Graduate School of Education Postdoctoral Research Fellow
2011-2013	Loyola Marymount University, Los Angeles Department of Special Education Adjunct Faculty
2011-2013	University of California, Riverside Graduate School of Education Lecturer/Adjunct Faculty
2009-2012	University of California, Riverside Response to Intervention Reading Research Grant Leadership Fellow/Graduate Researcher
2008-2009	Optima Family Services, Inc. Glendale, CA Early Intervention Supervisor

2006-2008 Los Angeles Unified School District
Foshay Learning Center
Special Education Teacher, ELA and History, Grades 6-8.

TEACHING

Spring 2015	SPED 3173/5173 SPED 4277	Diagnostic Assessment Teaching Writing to Learners with Special Needs
Fall 2015	SPED 4276/5276	Teaching Reading to Middle and Secondary Learners with Special Needs
Spring 2016	SPED 3173/5173	Diagnostic Assessment
Summer 2016	SPED 3173/5173	Diagnostic Assessment

RESEARCH

PUBLICATIONS

- Beach, K.D.**, Sanchez, V., Flynn, L.J., & O'Connor, R.E. (2015). Teaching academic vocabulary to adolescents with learning disabilities. *Teaching Exceptional Children*, 48(1), 36-44.
- O'Connor, R.E., **Beach, K.D.**, Sanchez, V., Bocian, K., & Flynn, L. (2015). Building BRIDGES: A design experiment to improve reading and United States history knowledge of poor readers in eighth grade. *Exceptional Children*, 81(4). doi: 10.1177/0014402914563706.
- Beach, K.D.** & O'Connor, R.E. (2015). Early response-to-intervention measures and criteria as predictors of reading disability in third grade. *Journal of Learning Disabilities*, 48(2), 196-223.
- O'Connor, R.E. & **Beach, K.D.** (2015). How linking university research to school needs influences scholars and schools. In D. Mitchell & R. Ream (Eds.). *Professional Responsibility: the Fundamental Issue in Education and Healthcare Reform*.
- Beach, K.D.** & O'Connor, R.E. (2014). Developing and Strengthening Reading Fluency and Comprehension of Poor Readers in Elementary School: A Focused Review of Research. *Perspectives on Language and Literacy*, Summer.
- O'Connor, R.E., Bocian, K., **Beach, K.D.**, Sanchez, V., & Flynn, L. (2013). Special Education in a Four-year Response to Intervention (RtI) Environment: Characteristics of Students with Learning Disability and Timing of Identification. *Learning Disabilities Research and Practice*, 28(3), 98-112.
- O'Connor, R.E., Bocian, K, Sanchez, V. & **Beach, K.D.** (2012). Access to a responsiveness to intervention model: Does beginning intervention in kindergarten matter? *Journal of Learning Disabilities*, 47(4), 307-328. DOI: 10.1177/0022219412459354.
- O'Connor, R.E., Sanchez, V., **Beach, K.D.**, Bocian, K., & Flynn, L. (under review). Building better Bridges: Teaching adolescent poor readers in 8th grade to comprehend history text. *Exceptional Children*.

O'Connor, R.E., Sanchez, V. **Beach, K.D.**, & Bocian, K. (under review). Solving the dilemma of time: Special education teachers integrating reading with U.S. History. *Learning Disabilities Research and Practice*.

PRESENTATIONS (Selected)

O'Connor, R., Sanchez, V., **Beach, K.D.**, & Bocian, K. Teachers building BRIDGES: *Teaching reading comprehension strategies to struggling 8th grade readers*. Demonstration presented at the annual meeting for the Council for Exceptional Children. St. Louis, MO. (April, 2016).

Beach, K.D., Sanchez, V., & Flynn, L. *Teaching and assessing compare/contrast to improve comprehension in middle school history classrooms*. Poster presented at the annual meeting for the Council for Exceptional Children. San Diego, CA. (April 10, 2015).

Beach, K.D. & Flynn, L. *An in-depth analysis of treatment resisters: Who are they and why wasn't treatment enough?* Poster presented at the Pacific Coast Research Conference. San Diego, CA (February, 2015)

Beach, K.D. & O'Connor, R.E. *The number and nature of classes of 2nd grade readers with and without access to intervention*. Paper presented at the Pacific Coast Research Conference. San Diego, CA (February, 2014)

O'Connor, R.E., Bocian, K., **Beach, K.D.**, & Sanchez, V. *Middle school content literacy: Challenges of struggling readings, LDs, ELLs, and teachers*. Paper presented at the Pacific Coast Research Conference. San Diego, CA (February, 2014)

Beach, K.D. & O'Connor, R.E. *Enhancing vocabulary instruction and assessment for at-risk and reading-disabled middle school students*. Poster presented at the annual meeting for the Council for Exceptional Children. Philadelphia, PA. (April, 2014)

Beach, K.D. & O'Connor, R.E. *Early response to intervention measures and criteria as predictors of reading disability in third grade*. Paper presented at the Special Education Special Interest Group session for the AERA Annual Meeting. San Francisco, CA (April 27- May 1, 2013)

GRANTS AND CONTRACTS (most recent)

Co-PI, Vocabulary CHAOS: Creating Habits Accelerating Academic Language of Students, supported by the U.S. Department of Education, IES, 2016-2019, \$1,437,122.

PI, Improving reading outcomes for adolescent struggling readers through a combined school- and home-based intervention, supported by the University of North Carolina, Special Education and Child Development Research Grants, February 2016, \$500.

PI, Improving reading outcomes for adolescent struggling readers through a combined school- and home-based intervention, supported by the University of North Carolina, Charlotte's Internal Faculty Research Grant competition, July 2015, \$6,000.

Co-PI, FLEX Literacy Efficacy Study, supported by McGraw Hill Education, April 2015, \$395,298.

Instructional Lead, UNCC Summer Reading Clinic, supported by UNCC, 2016

Methodology/Research Consultant, UNCC Summer Reading Clinic, supported by UNCC, 2016.

SERVICE (most recent)

Member of the Planning Committee, Pacific Coast Research Conference, 2014-2017.
Planning Committee Chair 2016-2017.

Proposal Reviewer, *Council for Exceptional Children: Special Education*, current.

North Carolina Department of Public Education, University Literacy Consultant, 2014-current.

Lead Faculty Researcher and Instructional Lead, UNCC/Windsor Park Reading Clinic, Charlotte-Mecklenburg Schools, 2016.

University Special Education Representative, CMS Interview Panel for the Director of Literacy, 2016.

Elected Member of the College of Education Faculty Council, 2015-2017.

CAEP Accreditation Research Committee, Consultant, 2015-2016.

Editorial Reviewer, *Teaching Exceptional Children*, 2016

Guest Reviewer, *Journal of Special Education and Rehabilitation*, 2016

Guest Reviewer, *Journal of Special Education*, 2015 – 2016

Guest Reviewer, *Educational and Psychological Measurement*, 2015

Guest Reviewer, *Topics in Language Disorders*, 2014-2015

Guest Reviewer, *Journal of Educational Psychology*, 2010-2015

HONORS AND AWARDS

Selected to participate in the Project Mosaic Research Mentoring Program.

Leadership Fellow, UC Riverside Graduate School of Education, 2009-2012.

National Semi-Finalist, Sue Lehmann Excellence in Teaching, 2008.

Intern Fellow, Fernald Internship Program in Psychology, UCLA, 2005-2006.

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA)

Council for Exceptional Children (CEC)

Society of Research on Educational Effectiveness (SREE)

Pacific Coast Research Conference (PCRC)