

SHAWNEE Y. WAKEMAN
Clinical Assistant Professor (2008)
Non-Tenure Track
Initial Faculty Appointment (2008)
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.	2005	University of North Carolina at Charlotte	Special Education
M.Ed.	2001	University of North Carolina at Charlotte	School Administration and Curriculum and Instruction
M.Ed.	1997	University of North Carolina at Charlotte	Special Education
B.S.	1992	Catawba College	Psychology: Special Education

Licenses

State of North Carolina Professional Educator's License
M-Level
Level 1
Education Administration (K-12)- Level 1
Supervision/Curriculum Instructional Specialist (K-12)
Learning Disabilities
Mental Disabilities

PROFESSIONAL EXPERIENCE

2005-Present	University of North Carolina at Charlotte Clinical Assistant Professor (2008-present) Research Associate, National Alternate Assessment Center (2005-2008)
2000-2002	Cabarrus County Schools, North Carolina Assistant Principal, Concord Middle School
1993-2000	Rowan-Salisbury and Charlotte-Mecklenburg Schools, North Carolina Teacher of students with autism, mental disabilities and multiple disabilities

TEACHING

Fall 2011	SPED 6475 SPED 6476	Internship: Special Education General Curriculum Internship: Special Education Adapted Curriculum
Spring 2012	SPED 6475 SPED 6476	Internship: Special Education General Curriculum Internship: Special Education Adapted Curriculum

Summer, 2012	SPED 5272	General Curriculum Access and Adaptations)
Fall, 2012	SPED 6475 SPED 6476	Internship: Special Education General Curriculum Internship: Special Education Adapted Curriculum

RESEARCH

PUBLICATIONS

- Browder, D., Courtade-Little, G., Wakeman, S., & Rickelman, R. (2006). From sight words to emergent literacy. In D. Browder & F. Spooner (Eds.), *Teaching Reading, Math, and Science to Students with Significant Cognitive Disabilities*. Baltimore: Paul H. Brookes.
- Browder, D. M., Flowers, C., & Wakeman, S. Y. (2008). Facilitating participation in assessments and the general curriculum: Level of symbolic communication classification for students with significant cognitive disabilities. *Assessment in Education: Principles, Policy, and Practice*, 15(2), 137-151.
- Browder, D., Spooner, F., Ahlgrim-Delzell, L., Harris, A., & Wakeman, S. Y. (2008). A meta-analysis on teaching mathematics to students with significant cognitive disabilities. *Exceptional Children*, 74(4), 407-432.
- Browder, D. M., Spooner, F., & Wakeman, S. (2011). Alternate assessment. In D. M. Browder & F. Spooner (Eds.), *Curriculum and instruction for students with severe disabilities: Finding the balance*. New York: Guilford Press.
- Browder, D. M., Spooner, F., Wakeman, S. Y., Trela, K., and Baker, J. (2006). Aligning instruction with academic content standards: Finding the link. *Research and Practice for Persons with Severe Disabilities*, 31, 309-321.
- Browder, D. M., Wakeman, S. Y. & Flowers, C. (2009). Alignment of alternate assessment with state standards. In W. Shafer (Ed.), *Alternate assessments based on alternate achievement standards: Policy, practice, and potential*. Baltimore, MD: Paul H. Brookes.
- Browder, D., Wakeman, S. Y., & Flowers, C. (2006). Assessment of progress in the general curriculum for students with disabilities. *Theory Into Practice*, 45, 249-259.
- Browder, D. M., Wakeman, S. Y., Flowers, C., Rickelman, R. J., Pugalee, D., & Karvonen, M. (2007). Creating access to the general curriculum with links to grade level content for students with significant cognitive disabilities: An explication of the concept. *Journal of Special Education*, 41, 2-16.
- Browder, D., Wakeman, S., Spooner, F., Ahlgrim-Delzell, L., & Algozzine, B. (2006). Research on reading for students with significant cognitive disabilities. *Exceptional Children*, 72, 392-408.
- Flowers, C., Wakeman, S. Y., Browder, D., & Karvonen, M. (2009). Links for Academic Learning: A conceptual model for investigating alignment of alternate assessment systems based on alternate achievement standards. *Educational Measurement: Issues and Practices*, 28(1), 25-37.

Karvonen, M., Flowers, C. P., Browder, D. M., Wakeman, S., & Algozzine, B. (2006). A case study of the influences on alternate assessment outcomes for students with disabilities. *Education and Training in Developmental Disabilities, 41*, 95-110.

Karvonen, M., Wakeman, S. Y., Flowers, C., & Browder, D. M. (2007). Measuring the enacted curriculum for students with significant cognitive disabilities. *Assessment for Effective Intervention, 33*(1), 29-38.

Wakeman, S. Y., Browder, D., & Flowers, C. (2011). Alternate achievement standards for alternate assessments: Considerations for policy and practice. In M. Russell (Ed.), *Assessment in the Margins* (pp. 149-170). Charlotte, NC: Information Age.

Wakeman, S. Y., Browder, D., Flowers, C., & Ahlgrim-Delzell, L. (2006). Principal knowledge of fundamental and current issues in special education. *NASSP Bulletin, 90*, 153-174.

Wakeman, S. Y., Browder, D., Jimenez, B., & Mims, P. (2010). Aligning curriculum with grade-specific content standards: Using eight criteria to create access. In H. Kleinert and J. Kearns (Eds.), *Alternate Assessment for Students with Significant Cognitive Disabilities: An Educator's Guide* (chapter 4). Baltimore, MD: Paul H. Brookes.

Wakeman, S. Y., Spooner, F., and Knight, V. (2007, March/April). Evidence based practice for teaching literacy to students with significant cognitive disabilities. *TASH Connections, 33*(3/4), 16-19.

SELECTED PRESENTATIONS

Karvonen, M., Wakeman, S., Ahumada, A., Bowman, T., & Turner, L. (2012, June). An examination of change over time within alternate assessments items and student performance. Presentation at the National Conference on Student Assessment for the Council for Chief State School Officers, Minneapolis, MN.

Karvonen, M., Wakeman, S., Flowers, C., & Moody, S. (2012, April). *Building blocks: Cross-grade progressions in alternate assessments based on alternate achievement standards (AA-AAS)*. Presentation at the annual meeting of the National Council on Measurement in Education, Vancouver, BC.

Wakeman, S.Y., Hudson, M., Ahumada, A., & Karvonen, M. (2012, April). *Change is a good thing! Instructional considerations for students with significant disabilities*. Presentation at the annual meeting of the Council for Exceptional Children, Denver, CO.

Wakeman, S.Y., Lee, A., & Browder, D. (2012, April). *National Center and State Collaborative approach to content for students with significant disabilities*. Presentation at the annual meeting of the Council for Exceptional Children, Denver, CO.

Wakeman, S.Y., & Hudson, M. (2011, November). *Modeling formative assessment for pre-service teachers through face-to-face and on-line instruction*. Presentation at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Austin, TX.

Wakeman, S.Y., Hudson, M. & Ahlgrim-Delzell, L. (2011, April). *How to conduct formative assessments with students with severe intellectual disabilities*. Presentation at the annual meeting of the Council for Exceptional Children, National Harbor, MD.

Wakeman, S.Y., & Lee, A. (2011, April). *Strategies to address writing content with students with significant cognitive disabilities*. Poster presentation at the annual meeting of the Council for Exceptional Children, National Harbor, MD

Bechard, S., Almond, P., & Wakeman, S. (2010, May). *Illuminating content and proficiency determination issues within alternate assessments based upon alternate academic achievement standards*. Roundtable paper session presented at the meeting of the American Educational Research Association, Denver, CO.

Wakeman, S. Y. (2010, May). *Making it meaningful! Access to the general education curriculum for students with significant cognitive disabilities*. Workshop to in-service teachers: Delaware Department of Education, Dover, DE.

Wakeman, S. Y. (2010, April). *What exactly is 'alignment' for AA-AAAS? A study guide for educators*. Presentation at the annual meeting of the Council for Exceptional Children, Nashville, TN.

GRANTS AND CONTRACTS

Wakeman, S.Y., Flowers, C., & Browder, D. (2010- 2014). *National Center and State Collaborative (NCSC) General Supervision Enhancement Grant (GSEG) Project*. Office of Special Education Programs. \$1,684,140 subcontract.

Wakeman, S.Y., Flowers, C., & Browder, D. (2010- 2014). *National Center and State Collaborative (NCSC) General Supervision Enhancement Grant (GSEG) Project*. Office of Special Education Programs. \$345,700 (this is an increase to the original amount)

Wakeman, S.Y. & Karvonen, M. (2010-2011). *Project LEAPP: Longitudinal Examination of Alternate Assessment Progressions*. Office of Elementary and Secondary Education Enhanced Assessment Grant. \$271,136 subcontract.

SERVICE

Chair, Committee for Reappointment, Promotion, and Tenure: Non-tenure Track Faculty, 2010-2012

Member, Committee for Standard 3, Field Experiences, 2011-present

Member, School Improvement Team, Harrisburg Elementary School, 2011-present

Core Committee Member, Revision of the Undergraduate M.Ed. and MAT SPED Programs, 2009-2011

Search Committee Member, University Supervisor in Office of Field Experiences and Clinical Lecturer in CFHD, 2011

PROFESSIONAL MEMBERSHIPS

Association of Supervision and Curriculum Development

Autism Society of America

Council of Exceptional Children

Division of Developmental Disabilities

Division of Research

North Carolina Association for Research in Education